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# SECTION A

Please read the following information carefully **before** arriving at Kent.

## 1. BEFORE YOU ARRIVE

### 1.1 INTRODUCTION

Your first year of study (Stage 1) at Kent is designed to give you two things: firstly, an appropriate grounding in your chosen degree subject (or subjects, if you're taking a Joint Honours or Multidisciplinary degree); secondly, opportunities either to explore new topics or to acquire new skills or indeed to build on your previous studies at school or college of subjects which are not the primary focus of your degree. You will be required to take modules which form the core of your chosen degree programme, but as long as your compulsory credits do not equal 120, you are able to choose from a wide range of modules in other disciplines. We make this choice available to you because we believe it is in your academic interest to have experience of the different forms of study and modes of thought you will encounter within the various disciplines which make up the Humanities. This handbook provides brief descriptions of all Stage 1 modules available to Humanities students.

**Stage 1:** This is your first year of study. Stage 1 marks do not contribute to the final class of degree to be awarded to you at the end of Stages 2 and 3; however, you **must** pass Stage 1 before being allowed to continue to study for your degree in subsequent years. *See also 'Credit Framework' in Section C.*

**Teaching Periods:** The teaching year is divided up into two Teaching Periods (1 and 2) with a final period in which examinations and assessments will take place.

Period	Term	Starts	Finishes
Period 1	Autumn	24 September 2007	14 December 2007
Period 2	Spring	14 January 2008	4 April 2008
Period 3	Summer	5 April 2008	13 June 2008

**Modules / Credits:** In your first year at Kent, you must take and pass 120 CREDITS; 60 in Autumn and 60 in Spring where possible. Modules tend to be worth either 15 or 30 credits although there are a few exceptions, and they will either run over one teaching term, or both teaching terms (known as year long modules). When you are choosing your modules, you must be aware of the number of credits of your chosen modules and the terms in which they are taught.

### 1.2 WHAT TO DO NEXT

#### MODULE REGISTRATION

##### (i) Module Selection.

First you need to decide which modules you want to take in Stage 1. You should look at the Programme rubric for your chosen subject in the next section, (if you are a Joint honours student you will need to refer to the rubric for both subjects). These rubrics provide you with information about the modules you are required to take for your degree programme, (called **core** and **optional** modules). Most programme rubrics are made up of core modules that are compulsory, plus a requisite number of credits taken from a list of optional modules. The remaining credit, if applicable, is made up of "Wild" modules (these may be from disciplines within or outside your degree programme). Further information on the content of each module can be found in Section B.

**Please remember your Stage 1 modules must total 120 credits.**

**i) Core (Compulsory) Modules:** These modules form the core of your Stage 1 study and are an important part of the preparation for studying your chosen degree programme in the Second and Third Stages. These will be pre-requisites for your degree subject, i.e. modules you will be required to pass before progressing to Stage 2 of your chosen subject.

**(ii) Optional Modules:** These are modules that you have an option in taking; usually this means you are given a list of modules, and you have to choose a certain amount of credits from this list. Sometimes the list may be quite short i.e. you must take one of two or three options, sometimes the list may be quite extensive. You will usually be required to choose either an exact amount of credit from the list, or a minimum. Sometimes, and only where stated, optional modules are just 'recommended' i.e. you are not required to them, but have been recommended to do so. **UNDER NORMAL CIRCUMSTANCES YOU ARE GUARANTEED PLACES ON THESE MODULES.**

**(iii) Wild Modules:** At the end of this section (pages A27-A29) there is a list of all the wild modules offered to Humanities students in Stage 1. The modules are grouped into broad categories to help you find your way around the various types on offer. For instance, if you wish to study a language, go to the group headed *Skills Modules: Languages* and choose the language, level and type of module appropriate for you. Remember that nearly all language modules (as well as some others) are worth 30 credits and run through both teaching terms. In these cases, you should check against the core modules required by your programme, that you are able to add a 30-credit year long module.

Although you are free to apply for any module from any of the broad categories (including, if you wish and if they are available, further modules from your degree subject), you should note that some modules require certain

prerequisite qualifications (e.g. you must have an 'A' level in French in order to take FR301: *Writer and Genre in France 1660-1900*).

A few modules may not be taken in combination with others because of academic or timetable constraints. It is important therefore that you look at the detailed module descriptions later in the book not only to learn what the module covers, but also to see whether you are entitled to apply for it. **PLACES ON WILD MODULES CANNOT BE GUARANTEED AND ARE SUBJECT TO QUOTA.** We do everything we can to meet your preferences, but you **must** keep an alternative choice in mind during the registration process.

### **On-Line Module Registration**

You are advised to note down your module choices before you go on-line to register. Only when you are satisfied that you have chosen 120 credits and that they are split evenly over both terms you should then begin the online registration process. You should have received a login ID and password as part of the enrolment process, you will need to use these details to access your account on the Student Data System and choose the 'Module Registration' button (See Section C for further details about your Student Data System account).

You will find that the compulsory modules for your programme (if applicable) have been added automatically for 2007/8. Below this list you will see the Optional modules available to you (if applicable) and instructions about the number of credits that must be taken from the list. To select a module you have to click on the box adjacent to the module title, and for the correct term i.e. Autumn, Spring or Year Long. If you notice the term showing on the system is different to that in the handbook please email [hum\\_ugo@kent.ac.uk](mailto:hum_ugo@kent.ac.uk) as the information in the handbook may be out-of-date.

If you have any remaining credit to use up, you will also have the option to enter wild modules in the Wild boxes at the bottom of the screen.

You should then follow the instructions on-screen to submit your choices. Read these carefully so as to make sure your modules are submitted successfully. If you are in any doubt you can go back to your SDS account and look in the 'My Modules' screen to see whether your choices are there or not.

We will endeavour to provide you with the modules of your choice. To help us to do this, you are advised to complete the module registration process **as soon as possible** (it will available to use from mid-August). If you have any trouble in choosing your modules on-line or understanding the choices available to you, please contact the Humanities Undergraduate Office [hum\\_ugo@kent.ac.uk](mailto:hum_ugo@kent.ac.uk) immediately – you are advised not to wait until the start of term as you may miss out on popular modules.

**Note: The Information contained in this Handbook is correct at the time of going to print. The Faculty however reserves the right to modify or cancel any statement in this Handbook (including the addition, withdrawal or restructuring of modules and of programmes of study) at any time without prior notice.**

## **2. WHEN YOU ARRIVE**

The University has arranged various activities during induction week that students are encouraged to attend. In conjunction with the Central arrangements, there are also activities arranged by your department or subject which you are required to attend. Those that are of particular significance such as Subject Meetings for Humanities students have been shaded in grey.

Please take a moment to look at the information on the following pages and familiarise yourself with the events taking place. You should use the timetable to highlight those events relevant to you, and make sure you attend them. Please note, you only have to attend one Library Tour during Orientation week.

**Joint honours undergraduate students** - you are required to attend the meetings in your home department in the first instance. However, every effort should be made to attend any meetings in your other subject throughout the week. If there is a clash on your timetable, you should contact the department(s) directly for any literature, handouts or further information.

If any undergraduate students have any problems regarding any aspect of the induction week, or any other queries relating to your studies, please attend the Humanities Undergraduate Office located in Room 4 of The Marlowe Building, or email at [hum\\_ugo@kent.ac.uk](mailto:hum_ugo@kent.ac.uk) or telephone 01227 823254.

Note: FT = Full time; PT = Part Time. All venue locations can be found at the back of this handbook.

**Please note that it is possible some of the events may be changed. You are therefore advised to look on the Faculty of Humanities website to check the most recent timetable BEFORE you arrive on campus.**

## 2.1

## Undergraduate Orientation Timetable

Event	Time	Venue	Who should attend
<b>Saturday, 15 September 2007</b>			
<b>Students Arrive</b>			
ID Card Collection	10:00-17:00	Sports Hall	All FT Students
Part Time Induction	10:00-13:00	Keynes College	All PT Students
Counselling Service Walk-In	14:00-18:00	IG2 Keynes College	All students
Support Group for International Students	15:00-16:00	IG2 Keynes College	Overseas Students
<b>Sunday, 16 September 2007</b>			
ID Card Collection	10:00-17:00	Sports Hall	All FT students
Counselling Service Walk-In	14:00-18:00	IG2 Keynes College	All students
Support Group for International Students	15:00-16:00	IG2 Keynes College	Overseas Students
<b>Monday, 17 September 2007</b>			
ID Card Collection	09:00-17:00	Sports Hall	All FT students
College Welcome: Keynes	09:30	Keynes LT1	All members of Keynes
Library Tour	10:00	Templeman Library	All students
College Welcome: Eliot	10:00	Eliot Dining Hall	All members of Eliot
College Welcome: Rutherford	10:30	Rutherford Dining Hall	All members of Rutherford
College Welcome: Darwin	11:00	Darwin Banqueting Suite	All members of Darwin
Library Tour	11:30	Templeman Library	All students
Library Tour	14:00	Templeman Library	All students
Faculty Induction Meeting for Stage 1 Humanities Students	14.00-16.00	Keynes Lecture Theatre 1	All Humanities students
The Dean, Professor Karl Leydecker, will give an overview of the Faculty and how this relates to you as a student. The Faculty Officer, Dr Keith Lampard will brief you on the administrative things you need to do to prepare for teaching in week 1. The talks will be given three times and you should attend 1 of the sessions below. If you are not able to attend the talk at your designated time, please attend one of the other times.			
	14.00-14.35	Surnames A-G	
	14.40-15.15	Surnames H-N	
	15.25-16.00	Surnames O-Z	
Pol&IR: Meeting for all new undergraduate students	14:00	Rutherford Lecture 1	All Undergraduate Students taking Politics as part of their degree programme
Kent Law School: welcome and introduction	14:00-15:30	Cornwallis Lecture Theatre One	All Undergraduate Students taking Law as part of their degree programme. Meeting with student advisors, mentors and tutors, and Drinks Receptions follows in Eliot College
Anthropology: Welcome Talk for New Undergraduates and Stage 2 Direct Entrants	14:30	Marlowe Lecture Theatre 1	All Undergraduate/Stage 2 Direct Entrant Students taking Anthropology as part of their degree programme
KBS: Welcome Address, Introductory Talk and Presentation on Student Representation by Kent Union	15:00-16:00	KBS Lecture Theatre	All Undergraduate Students taking Business Administration as part of their degree programme. Drinks Receptions follows in the KBS Foyer
Library Tour	15:30	Templeman Library	All
SSPSSR: Departmental Introduction	16:00-17:30	Grimond Lecture Theatre 1	All Undergraduate Students taking Sociology, Social Behaviour or Social Policy as part of their degree programme. Drinks Reception follows in The Grimond Theatre
Living in Parkwood	17:00	Small Sports Hall	All residents of Parkwood
<b>Tuesday, 18 September 2007</b>			
ID Card Collection	09:00-17:00	Sports Hall	All FT students
Overseas Orientation: Welcome talk by Dr Robin Baker	09:00	Keynes Lecture Theatre	Overseas Students
Overseas Orientation: Medical Centre	09:15	Keynes Lecture Theatre	Overseas Students
Overseas Orientation: Safe & Secure	09:30	Keynes Lecture Theatre	Overseas Students
Overseas Orientation: Ongoing English Language Support	09:45	Keynes Lecture Theatre	Overseas Students

Overseas Orientation: Kent Union	10.00	Keynes Lecture Theatre	Overseas Students
Overseas Orientation: Banking Services in the UK	10:15	Keynes Lecture Theatre	Overseas Students
Overseas Orientation: Banking Staff available for consultation	10:30-13:00	Grimond Foyer	Overseas Students
Library Tour	10:00	Templeman Library	All
Practical Guide for University Life (DSU & UELT)	10:00	Grimond LT1	All
EU Full Degree, Short Term & Exchange: Information Session	11:30	Keynes Lecture Theatre 1	EU Full Degree, Short Term & Exchange
Library Tour	11:30	Templeman Library	All
Visit to Canterbury Cathedral	13:30		Overseas Students, EU full degree & EU Short Term & Exchange students TICKET ONLY
Practical Guide for University Life (UKCH & Safety Office)	14:00	Grimond LT1	All
Library Tour	14:00	Templeman Library	All
Library Tour	15:30	Templeman Library	All
Wine Receptions & Orientation Dinners	19:00	Eliot Dining Hall	Overseas Students & EU full degree students TICKET ONLY
<b>Wednesday, 19 September 2007</b>			
History (including War Studies) Subject Meeting	09.00-10.00	Cornwallis Lecture Theatre 1	All students taking History or War Studies as part of their degree programme
US Short Term & Exchange students: Information Session	09:30-10:30	Grimond LT2	US Short Term & Exchange
Library Tour	10:00	Templeman Library	All
Mature Student's Orientation	10:00-13:00	Grimond LT1	Mature Students
English Subject Meeting	10.00-11.00	Cornwallis Lecture Theatre 1	All students taking English as part of their degree programme
Drama Subject Meeting	11.00-12.00	Cornwallis Lecture Theatre 1	All students taking Drama as part of their degree programme
Drama students will meet also their personal tutors at 12 o'clock and will be directed to rooms after the Drama subject meeting.			
Overseas Orientation: Immigration Talk	11:00	Grimond LT3	Overseas Students
Library Tour	11:30	Templeman Library	All
Erasmus Students Buffet Lunch	12:30-14:00	Darwin Conference Suite	Erasmus Students (Ticket only)
Kent Law School: IT in KLS, Setting of IT exercise and 'What is Law' essay	13:30-15:00	Keynes Lecture Theatre 1	All Undergraduate Students
Faculty Talks on Careers, Library and Computing	13.30- 17.00	Cornwallis Lecture Theatre 1	All Students
(Christine Wilson, Steve Holland, Bruce Woodcock/Tim Reed)			
This meeting will give you an introduction to the University's Library, Computing facilities and the careers service. The talks will be given three times and you should attend one of the sessions below. Students who have to make appointments for police registration may go to the 4pm session. Students taking DR310 should attend the 13.30 session as they are required at a Drama meeting at 15.30			
	13.30 – 14.30	Surnames A-E	
	14.45 – 15.45	Surnames F-M	
	16.00 – 17.00	Surnames N-Z	
Police Registration: Appointments Made	13:30-16:00	Peter Brown Room (Darwin)	Overseas Visa nationals
Library Tour	14:00	Templeman Library	All
Pol&IR: Meet the Professors	14:00	Rutherford Lecture Theatre 1	All Undergraduate Students taking Politics as part of their degree programme
SSPSSR: Information Session and discussion on SSPSSR and coursework	14:00 -17:00	Grimond Lecture Theatre 2	All Undergraduate Students taking Sociology, Social Behaviour or Social Policy as part of their degree programme
Overseas Short Term & Exchange students: Talks by Advisers	15:00-16:30	Grimond LT3 (H/SS) tbc (STMS)	Overseas Short Term & Exchange
Visit of Canterbury for European Exchange Students	15.00		Erasmus Students (Ticket only)
Library Tour	15:30	Templeman Library	All
DR310 Theatre Practice Drama Meeting to arrange Groups	15.30-17.00	Grimond Lecture Theatre	All Joint Honours students taking DR310 Theatre Practice
Freshers' AGM	16:30 (tbc)	The Venue	All
Freshers' Buffets	18:30	Colleges	All

Thursday, 20 September 2007			
Classical & Archaeological Studies Subject Meeting	09.00-10.00	Grimond Lecture Theatre 2	All Undergraduate Students taking Classical & Archaeological Studies as part of their degree programme
Overseas Short Term & Exchange Students: Introductory Talks	10:00-11:30	Grimond LT3 (H/SS) TBC (STMS)	Overseas Short Term & Exchange
Library Tour	10:00	Templeman Library	All
American Studies Subject Meeting	10.00-11.00	Keynes Large Seminar Room 4	All Undergraduate Students taking American Studies
Philosophy Subject Meeting	10.00-11.00	Keynes Lecture Theatre 3	All Undergraduate Students taking Philosophy as part of their degree programme
English Language Subject Meeting	10.00 -11.00	Cornwallis Gu4	All Undergraduate Students taking English Language (ELS)
EU Short Term & Exchange: Appointments with Advisers	10:00-16:30	Various (as per letter to student)	EU Short Term & Exchange
Film Studies Subject Meeting	11.00-12.00	Keynes Lecture Theatre 1	All Undergraduate Students taking Film as part of their degree programme
Freshers' Fair	11:00-15:00	Eliot College Car Park	All
Library Tour	11:30	Templeman Library	All
Comparative Literary Studies Subject Meeting	12.00-13.00	Grimond Lecture Theatre 2	All Undergraduate Students taking Comparative Literary Studies as part of their degree programme
Computing: Information session Further details of which can be found at <a href="http://www.cs.kent.ac.uk/cas">www.cs.kent.ac.uk/cas</a>	13:30 -14:30	Grimond Lecture Theatre 2	All New Undergraduate Students taking a Computing module as core, option or wild
History & Philosophy of Art/Visual & Performed Arts/ Contemporary Art Subject Meeting	14.00-15.00	Grimond Lecture Theatre 3	All Undergraduate Students taking HPA, VPA or CARTS as part of their degree programme
Architecture and Interiors Subject Meeting	14.00-16.00	Studio 1: Marlowe	All Undergraduate Students taking Architecture or Interiors as part of their degree programme
Library Tour	14:00	Templeman Library	All
Religious Studies Subject Meeting	15.00-16.00	Cornwallis NW Library	All Undergraduate Students taking Religious Studies as part of their degree programme
Library Tour	15:30	Templeman Library	All
Overseas Orientation: Immigration Talk (repeated from Wed 20)	16:00-17:00	Grimond LT3	Overseas Students
French Subject Meeting	16.00 – 16.30	Cornwallis NW Library	All Undergraduate Students taking French as part of their degree programme
German Subject Meeting	16.30 - 17.00	Cornwallis NW 6	All Undergraduate Students taking German as part of their degree programme
Italian Subject Meeting	17.00 -17.30	Cornwallis NW 4	All Undergraduate Students taking Italian as part of their degree programme
Spanish and Hispanic Studies Subject Meeting	17.30 – 18.00	Cornwallis NW Library	All Undergraduate Students taking Hispanic Studies and Spanish as part of their degree programme
Friday, 21 September 2007			
Practical Guide for University Life (UKCH & Safety Office)	10:00	Grimond LT1	All
SSPSSR: Subject meeting for Social Policy & Public Management, British & American Policy Studies, Environmental Social Sciences, Health & Social Care and Urban Studies	10:00-11:00	Peter Brown Room, Darwin College	All Appropriate Undergraduate Students
Library Tour	10:00	Templeman Library	All
SSPSSR: Subject Meeting - Sociology	11:00-12:00	Darwin Lecture Theatre 1	All Appropriate Undergraduate Students
Freshers' Fair	11:00-15:00	Eliot College Car Park	All
Library Tour	11:30	Templeman Library	All
Language Assessment Meeting The purpose is to provide more information about the modules available and to help you to ensure that you have chosen the appropriate language level.	13.30-15.00	Cornwallis Lecture Theatre 1	All students taking a modern language module who are not registered on a modern language or European Studies degree programme. <b>German:</b> Those with no or less than 'A' level, qualification in German should attend this meeting. Those who are post 'A' level in German should attend the meeting at 4.30 on

History's Second Induction Meeting	13.00	Rutherford Lecture Theatre 1	Thursday 21 September. Repeat of Wednesday's meeting and a back up for those who think they may have missed something at the first meeting.
Library Tour	14:00	Templeman Library	All
Practical Guide for University Life (DSU & UELT)	14:00	Grimond LT1	All
SECL students meet with personal tutors	15.00-16.00	Locations of staff offices are published on the School noticeboard.	Students in the School of European Culture and Languages should attend meetings with their personal tutors. Check which School you are in and find out who your personal tutor is by checking on the <a href="#">Student Data System on Line</a> .
School of English Meeting with the Senior Tutor	15.00-17.00	Cornwallis Lecture Theatre 1	For new students in the School of English. The Senior Tutor will explain the Personal Academic Support System in the School of English
Library Tour	15:30	Templeman Library	All
Meeting for all SECL students Eliot College Dining Hall	16.00-17.00		All students belonging to the School of European Culture and Languages.
KBS: Business Administration Subject Meeting	16:00-17:00	KBS Lecture Theatre	Business Administration Single and Joint Honours Students
<b>Sunday, 23 September 2007</b>			
Visit to Leeds Castle	10:15-15:45		Overseas Students, EU full degree & EU Short Term & Exchange Students <b>TICKET ONLY</b>
<b>Monday, 24 September 2007</b>			
Counselling Service Walk-In	09:00-17:00	Keynes Ig3	All
Counselling Service support group: overseas students	12:00-13:00	Keynes Ig4	Overseas Students
Counselling Service support group: overseas students	16:00-17:00	Keynes Ig5	Overseas Students
<b>Wednesday, 26 September 2007</b>			
Police Registration	09:00-17:00	Peter Brown Room, Darwin	Overseas Visa nationals
<b>Thursday, 4 October 2007</b>			
Police Registration	11:00-17:00	Peter Brown Room, Darwin	Overseas Visa nationals
<b>Tuesday, 9 October 2007</b>			
Police Registration	10:00-14:00	Pollard Room, Eliot College	Overseas Visa nationals
<b>Medical Registration will be computer based, please visit <a href="http://www.kent.ac.uk/medical/registration/index.htm">http://www.kent.ac.uk/medical/registration/index.htm</a> Only those needing vaccinations or who have health queries need to attend the Medical Centre.</b>			
In addition to this timetable, please check your Departmental and Faculty website for additional information:			
Humanities Undergraduate Office			<a href="http://www.kent.ac.uk/human/">http://www.kent.ac.uk/human/</a>
Central Timetable and Information point			<a href="http://www.kent.ac.uk/newstudent/">www.kent.ac.uk/newstudent/</a>
School of English			<a href="http://www.kent.ac.uk/english/">http://www.kent.ac.uk/english/</a>
School of History incl. War Studies			<a href="http://www.kent.ac.uk/history/">http://www.kent.ac.uk/history/</a>
School of European and Cultural Studies			
For students taking Philosophy; Religious Studies; Languages; English Language; Classical & Archaeological Studies; Comparative Literary Studies			<a href="http://www.kent.ac.uk/secl/">http://www.kent.ac.uk/secl/</a>
Centre for American Studies			<a href="http://www.kent.ac.uk/amst/">http://www.kent.ac.uk/amst/</a>
School of Design, Film and Visual Arts			
For students taking Drama, Film Studies, History & Philosophy of Art, Contemporary Arts; Visual and Performed Arts; Art and Film			<a href="http://www.kent.ac.uk/sdfva/">http://www.kent.ac.uk/sdfva/</a>

## 3.

**PROGRAMME RUBRICS**

If you are a **Single Honours** student, you need only refer to the relevant entry for your subject. If you are a **Joint Honours** student, you need to refer to the relevant entry for **both** subjects.

**Credit Weighting**

When reading your programme information, you will see a table of modules. These tables are designed to show you which modules are available in the Autumn term, the Spring term or throughout the year (Year Long). The table also shows you how many credits a module is worth e.g. 60, 45, 30 or 15. You need to choose a total of 120 credits in Stage 1. You are expected to study 60 credits in the Autumn term and a further 60 credits in the Spring term whenever possible, to ensure your workload is balanced throughout the year. When a module is year long, count half the credits for the Autumn term and half the credits for the Spring term.

**Further Information about Modules i.e. Assessment**

When deciding on your modules, you are advised to find out more about them i.e. how the module is assessed, contact hours, main topics etc. Detailed descriptions of the individual modules are to be found in the **Module Descriptions Section**.

**Please note that it is ultimately your responsibility to make sure you are registered for the correct modules for your programme, and that you have registered for 120 credits.**

**AMERICAN STUDIES**

American Studies is an interdisciplinary Single honours programme focused upon the study of the United States. Students take courses on the history, literature, political and visual culture of the USA. It can be studied either as a three-year course, or as a four-year course which includes a year abroad at a University or College in the United States, taken between Stages 2 and 3.

**Four-Year Course**

There are two pathways to the four year course: **Literature** or **History**. Please see the table relating to your chosen pathway.

**LITERATURE** pathway

<b>Core Modules:</b> You are required to take the following modules. This totals 75 credits.				
<b>Year Long</b>				
EN303	Introduction to American Studies		30	C
EN308	Romanticism and Critical Theory		45	C
<b>Wild Modules:</b> The remaining 45 credits may be taken from any of the options in the <b>Wild Modules List</b> .				

**HISTORY** pathway

<b>Core Modules:</b> You are required to take the following modules. This totals 60 credits.							
<b>Year Long</b>							
EN303	Introduction to American Studies		30	C			
<b>Autumn Term</b>			<b>Spring Term</b>				
HI390	The Emergence of America: From European Settlement to 1880	15	C	HI391	The Rise of the United States since 1880	15	C
<b>Wild Modules:</b> The remaining 60 credits may be taken from any of the options in the <b>Wild Modules List</b> .							

**Three-Year course**

In the third year, students will have the opportunity to spend the Autumn term at one of our partner institutions in the United States. The term abroad will be worth 60 credits. Students should be aware that places at American universities are limited and that there will be a competitive process for students wishing to select this option. Please note: this programme was still subject to Faculty approval at the time of going to print.

<b>Core Modules:</b> You are required to take the following 30 credit module				
<b>Year Long</b>				
EN303	Introduction to American Studies		30	C

(Rubric continued on next page)

## AMERICAN STUDIES Three-Year course (continued from previous page)

It is then recommended (but not compulsory) that you take <i>at least 60 credits</i> from the list of <b>Optional Modules</b> below*					
Year Long					
EN308	Romanticism and Critical Theory			15	C
HI300	Introduction to Literature and Science			30	C
HI360	Making History			30	C
Autumn Term			Spring Term		
FI310	Introduction to Narrative Cinema 1 (American Cinema) <sup>a</sup> <b>SEE NOTE</b>	30	C	FI311	Introduction to Narrative Cinema 2 (World Cinema) <sup>a</sup> <b>SEE NOTE</b>
EN325	Critical Practice	15	C	HI391	The Rise of the United States since 1880
PO315	Introduction to Government	15	C	HI397	Cinema and Society, 1930-1960
HA318	But is it Art?: Aesthetics and the Visual Arts	15	C	HA314	The Shock of the Now: Themes in Contemporary Art
				HA315	
HI390	The Emergence of America: From European Settlement to 1880	15	C		
PO305	International History and International Relations	15	C		

\*If you do not wish to choose some or all of your remaining credits from the recommended options above, you may take it from options in the **Wild Modules List**.

<sup>a</sup> admission by quota

**NOTE: Please be aware that if you wish to choose Film modules in later Stages of your degree, you will have to do FI310 and FI311 in Stage 1.**

## ARCHAEOLOGY & ANTHROPOLOGY

<b>Core Modules:</b> You are required to take the following modules. This totals 90 credits.					
Year Long					
SE301	Introduction to Social Anthropology			30	C
SE302	Foundations of Human Culture			30	C
Autumn Term			Spring Term		
CL329	Introduction to Archaeology	15	C	CL319	The Age of Stonehenge: An Introduction to Prehistoric Studies

It is recommended (but not compulsory) that you choose your remaining 30 credits from the <b>Optional Modules</b> below*					
Year Long					
SE300	Computing for Social Anthropologists			30	C
Autumn Term			Spring Term		
CL347	Introduction to Egyptian Archaeology	15	C	CL336	Introduction to Aegean Archaeology

\*If you do not wish to choose some or all of your remaining credits from the recommended options above, you may take **Wild Modules** from the list in this handbook, or from wild modules in the Faculty of Social Sciences.

## ART AND FILM

Art and Film offers a unique opportunity to combine art history and film studies in a Single Honours degree. It cuts across the boundaries of different visual media, examining all kinds of works of art, including films and performance art, to learn the theories, movements and ideas that have shaped them.

<b>Core Modules:</b> You are required to take the following modules. This totals 90 credits.					
Autumn Term			Spring Term		
FI310	Introduction to Narrative Cinema 1 (American Cinema)	30	C	FI311	Introduction to Narrative Cinema 2 (World Cinema)
				HA314	The Shock of the Now: Themes in Contemporary Art

(Rubric continued on next page)

## ART AND FILM (continued from previous page)

It is recommended (but not compulsory) that you choose your remaining 30 credits from the <b>Optional Modules</b> below*							
<b>Choice 1: Both HA318 and HA320</b>							
<b>Autumn Term</b>				<b>Spring Term</b>			
HA318	But is it Art?: Aesthetics and the Visual Arts	15	C	HA320	Inner Worlds: Psychoanalytic Thinking and the Visual Arts	15	C
<b>OR Choice 2: ONE of HA319 or HA321</b>							
<b>Autumn Term</b>				<b>Spring Term</b>			
HA319	But is it Art?: Aesthetics and the Visual Arts	30	C	HA321	Inner Worlds: Psychoanalytic Thinking and the Visual Arts	30	C
*If you do not wish to choose some or all of your remaining credits from the recommended options above, you may take it from the <b>Spring Term</b> options in the <b>Wild Modules List</b> .							

## BUSINESS ADMINISTRATION (Joint with a Language)

### Business Administration Requirements

<b>Core Modules:</b> You are required to take:			
<b>Year Long</b>			
CB300	People and Organisations	30	C

It is recommended* (but not compulsory) that you choose your remaining 30 credits from:			
<b>Year Long</b>			
EC310	Economics for Business	30	C
*If you do not wish to choose this recommended module, you may take any of the modules on the Wild Module list in this handbook, or from wild modules in the Faculty of Social Sciences.			

### Language Requirements

Please refer to the Joint Honours rubric for the relevant Language and choose your modules as instructed. Any remaining credit may be taken from the options in the **Wild Modules List**.

## BUSINESS ADMINISTRATION AND ENGLISH LANGUAGE STUDIES

<b>Core Modules:</b> You are required to take:			
<b>Year Long</b>			
EC310	Economics for Business	30	C
CB300	People and Organisations	30	C
<b>Autumn Term</b>		<b>Spring Term</b>	
LZ325	Global Communication 1: English as a World Language	15	C
LZ328	Looking at Language	15	C
LZ327	Understanding Language	15	C
CB343	The Global Business Environment	15	C
This totals 120 credits so you need not choose any further credits.			

## CLASSICAL and ARCHAEOLOGICAL STUDIES

Classical and Archaeological Studies at Kent examines culture and society in both Greece and Rome as well as in neighbouring regions, with an emphasis upon the first millennia BC and AD. You can study Classical and Archaeological Studies as a Single Honours degree, or as part of a Joint Honours degree.

### Single Honours

You are required to take <i>at least 60 credits</i> from the following <u>two</u> lists of <b>Optional Modules</b> :			
<i>At least 15 credits</i> from: <b>List 1</b>			
<b>Autumn Term</b>		<b>Spring Term</b>	
CL329	Introduction to Archaeology	15	C
CL347	Introduction to Egyptian Archaeology	15	C
CL336	Introduction to Aegean Archaeology	15	C
CL319	The Age of Stonehenge: An Introduction to Prehistoric Studies	15	C

**(CLASSICAL and ARCHAEOLOGICAL STUDIES Continued from previous page)**

Plus at least 30 credits (one module from each term, or the year long module) from: <b>List 2</b>								
<b>Year Long</b>								
CL315	Classical Mythology: Themes and Approaches						30	C
<b>Autumn Term</b>				<b>Spring Term</b>				
CL302	Greek Democracy and Empire	15	C	CL303	Greek Drama	15	C	
CL304	The Last Century of the Roman Republic	15	C	CL313	'Atlantis' The History of a Legend and the Question of Utopias	15	C	
				CL305	Literature in the Age of Augustus	15	C	
<b>Wild Modules:</b> Depending on the number of credits you select from the above tables, any remaining credit ( <b>up to 60</b> ) may be taken from the options in the <b>Wild Modules List</b> .								

**Joint Honours**

You are required to take <i>at least 30 credits</i> from the list of <b>Optional Modules</b> below								
<b>Year Long</b>								
CL315	Classical Mythology: Themes and Approaches						30	C
<b>Autumn Term</b>				<b>Spring Term</b>				
CL302	Greek Democracy and Empire	15	C	CL303	Greek Drama	15	C	
CL304	The Last Century of the Roman Republic	15	C	CL319	The Age of Stonehenge: An Introduction to Prehistoric Studies	15	C	
CL329	Introduction to Archaeology	15	C	CL305	Literature in the Age of Augustus	15	C	
CL347	Introduction to Egyptian Archaeology	15	C	CL336	Introduction to Aegean Archaeology	15	C	
Please remember to check the module requirements in the rubric for the subject you are studying alongside Classical & Archaeological Studies. Depending on the number of credits selected from the list above and from your other subject, any remaining credit may be taken from the <b>Wild Modules List</b> , or from the wild modules offered by the Faculty of Social Sciences (if your other subject is part of that Faculty).								

**COMPARATIVE LITERARY STUDIES (CLS)**

CLS offers modules in the study of a wide range of literature from the antiquity to the modern age. Texts which are not originally in English will be studied in translation and no knowledge of a foreign language is required. CLS can be studied as a Single Honours or a Joint Honours subject.

**Single Honours**

<b>Core Modules:</b> You are required to take the Core Module (CP311) see below							
<b>Plus,</b> <i>at least 30 credits</i> from the list of <b>Optional Modules</b> below							
<b>Wild Module:</b> Any remaining credits (up to 60) may be taken from the options in the <b>Wild Modules List</b> .							

**Joint Honours**

<b>Core Modules:</b> You are required to take the Core Module (CP311) see below							
Depending on the number of credits selected from the list above and from your other subject, any remaining credit may be taken from the options in the <b>Wild Modules List</b> . Please remember to check the module requirements in the rubric for the subject you are studying alongside CLS.							

<b>Core Modules</b>								
<b>Year Long</b>								
CP311	The Tale						30	C

<b>Optional Modules</b>								
<b>Year Long</b>								
CL315	Classical Mythology: Themes and Approaches						30	C
HI300	Introduction to Literature and Science						30	C
HI308	Science Fiction						30	C
<b>Autumn Term</b>				<b>Spring Term</b>				
CP317	Childhood and Adolescence in Prose Fiction	15	C	CL313	'Atlantis' The History of a Legend and the Question of Utopias	15	C	
CP305	Fiction, Truth and Politics	15	C	CP306	Fiction, Truth and Politics	15	C	

## 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. Computing can be taken as part of a **Joint Honours** degree with another Humanities subject. **All Computing modules are subject to a quota.**

<b>Core Modules:</b> You are required to take the following modules. This totals 45 credits.							
Autumn Term				Spring Term			
CO320	Introduction to Object-Oriented Programming	15	C	CO324	Computer Systems	15	C
CO321	Introduction to Information Systems	15	C				

You must then choose <b>one</b> of the following <b>Optional Modules:</b>							
				Spring Term			
				CO520	Further Object-Oriented Programming <b>OR</b>	15	I
				CO327	Web Applications	15	C
Note: It is recommended that students who wish to take both programming modules (CO320 and CO520) do so in the same academic year.							
Please remember to check the module requirements in the rubric for the subject you are studying alongside Computing.							

## CONTEMPORARY ARTS

This Single Honours programme combines study of the history and philosophy of art with studio-based fine art practice. Half of the degree is made up of fine art modules, and half are modules available within the History & Philosophy of Art degree programme. **You are required to take at least 90 credits from HA modules in Stage 1.**

NOTE: All HA modules are offered in a 15 and a 30 credit format i.e. HA318 is the 15 credit version of *But is it Art?*; HA319 is the 30 credit version.

<b>Core Modules:</b> You are required to take the following 60 credit module							
Year Long							
HA323	Creative Investigations					60	C

Plus 30 credits from <b>one</b> of the following options:							
OPTION 1 – Both HA316 and HA314							
Autumn Term				Spring Term			
HA316	Photography and its Histories	15	C	HA314	The Shock of the Now: Themes in Contemporary Art	15	C
OR OPTION 2							
				Spring Term			
				HA315	The Shock of the Now: Themes in Contemporary Art	30	C

It is recommended (but not compulsory) that you choose the remaining 30 credits from the <b>Optional Modules</b> below*							
Autumn Term				Spring Term			
HA318	But is it Art?: Aesthetics and the Visual Arts	15	C	HA320	Inner Worlds: Psychoanalytic Thinking and the Visual Arts	15	C
HA319		30	C	HA321		30	C
*If you do not wish to choose some or all of your remaining credits from the recommended options above, you may take it from the <b>Spring term</b> options in the <b>Wild Modules List</b> .							

## CONTEMPORARY DIGITAL ARTS

You are required to take *at least 105 credits* from HA modules in Stage 1.

<b>Core Modules:</b> You are required to take the following modules. This totals 75 credits.				
<b>Year Long</b>				
HA323	Creative Investigations			60   C
		<b>Spring Term</b>		
	EL337	Digital Visual Narrative		15   C

Plus 30 credits from <b>one</b> of the following options:				
<b>OPTION 1 – Both HA316 and HA314</b>				
<b>Autumn Term</b>			<b>Spring Term</b>	
HA316	Photography and its Histories	15	C	HA314   The Shock of the Now: Themes in Contemporary Art   15   C
<b>OR OPTION 2</b>				
		<b>Spring Term</b>		
	HA315	The Shock of the Now: Themes in Contemporary Art		30   C

It is recommended (but not compulsory) that you choose the remaining 15 credits from the <b>Optional Modules</b> below*				
<b>Autumn Term</b>			<b>Spring Term</b>	
HA318	But is it Art?: Aesthetics and the Visual Arts	15	C	HA320   Inner Worlds: Psychoanalytic Thinking and the Visual Arts   15   C
*If you do not wish to choose your remaining credits from the recommended options above, you may take them from the <b>Spring Term</b> options in the <b>Wild Modules List</b> .				

## CULTURAL STUDIES (HUMANITIES)

The Humanities Faculty offers Cultural Studies as either a four-year programme with a single or combined language (French, German, Italian, Spanish), or as a degree specialising in a Humanities subject, i.e. Philosophy.

### Cultural Studies (Single Language)

<b>Core Modules:</b> You are required to take				
<b>Year Long</b>				
SO304	Studying Modern Culture			30   C
Next, refer to the JOINT HONOURS section of the relevant language rubric in this handbook. You are required to take the modules as requested of the Joint Honours students.				
Any remaining credit (up to 45 credits) may be taken from the Wild Modules list in this handbook, or from wild modules in the Faculty of Social Sciences.				

### Cultural Studies (Combined Languages)

<b>Core Modules:</b> You are required to take				
<b>Year Long</b>				
SO304	Studying Modern Culture			30   C
Next, refer to the Joint Honours language entries for BOTH of your selected languages. You are required to choose the 30 credit language modules for each language according to your language level. This will total 60 credits (30 for each language). You must then choose 15 credits from the Option Modules for each language. This will total another 30 credits.				

### Cultural Studies (Specialising in a Humanities subject)

<b>Core Modules:</b> You are required to take				
<b>Year Long</b>				
SO304	Studying Modern Culture			30   C
You then need to check the rubric for the Humanities subject you are specialising in, and follow the Joint Honours requirements. For example, if you are specialising in Philosophy, you will also be required to take PL302, PL303 and PL310 as detailed in the Philosophy Core Modules table.				
Any remaining credit may be taken from the Wild Modules list.				

## DRAMA & THEATRE STUDIES

Drama and Theatre Studies offers both core skills and breadth of choice, from Shakespeare to stand-up comedy, from anthropology to acting, and from playwriting to performance art. Drama and Theatre Studies is available as a Single Honours degree or as part of a Joint Honours degree.

### Single Honours

<b>Core Modules:</b> You are required to take the following modules. This totals 120 credits. Please note that you <b>do not</b> have the option to choose any wild modules.							
<b>Year Long</b>							
DR314	Stage Practice					30	C
DR323	Basic Skills for the Performing Body					30	C
<b>Autumn Term</b>				<b>Spring Term</b>			
DR315	Modern Theatre: a theoretical landscape	30	C	DR317	Texts for Theatre	30	C

### Joint Honours

<b>Core Modules:</b> You are required to take the following modules. This totals 60 credits.							
<b>Autumn Term</b>				<b>Spring Term</b>			
DR310	Theatre Practice	30	C	DR316	Modern Theatre: a theoretical landscape	30	C
Please remember to check the module requirements in the rubric for the subject you are studying alongside Drama & Theatre Studies.							

## ENGLISH & AMERICAN LITERATURE and ENGLISH & AMERICAN LITERATURE WITH A YEAR ABROAD

At Kent you can shape your own degree concentrating entirely on English literature, or comparing English literature with literature from other nations, such as America or Africa. You can also compose a degree which gives more emphasis to earlier (pre-1800) or later literature. English and American Literature is available as a Single Honours degree or as part of a Joint Honours degree. There is also the option to study English and American Literature with Creative Writing.

### Single Honours

<b>Core Modules:</b> You are required to take the following modules. This totals 60 credits.							
<b>Year Long</b>							
EN308	Romanticism and Critical Theory					45	C
<b>Autumn Term</b>							
EN325	Critical Practice	15	C				
When choosing your remaining 60 credits, you might like to consider those in the Recommended Modules Table on the next page.							

### Joint Honours

<b>Core Modules:</b> You are required to take the following 15 credit module:							
<b>Autumn Term</b>							
EN325	Critical Practice	15	C				

Plus <i>one</i> of the following <b>Optional Modules</b>							
<b>Year Long</b>							
EN302	Early Drama <b>OR</b>					30	C
EN308	Romanticism and Critical Theory					45	C
Please remember to check the module requirements in the rubric for the subject you are studying alongside English & American Literature. Any remaining credits may be taken from either the options listed in the Recommended Modules table on the next page; the <b>Wild Modules</b> List; or from the Faculty of Social Sciences if your other subject comes from that faculty.							

**ENGLISH & AMERICAN LITERATURE AND CREATIVE WRITING and  
ENGLISH & AMERICAN LITERATURE AND CREATIVE WRITING WITH A YEAR  
ABROAD**

<b>Core Modules:</b> You are required to take the following modules. This totals 90 credits.					
<b>Year Long</b>					
EN308	Romanticism and Critical Theory			45	C
<b>Autumn Term</b>			<b>Spring Term</b>		
EN327	Poetry: Theory and Practice	15	C	EN326	Narrative: Theory and Practice
EN325	Critical Practice	15	C	15	C
When choosing your remaining 30 credits, you might like to consider those in the Recommended Modules Table below					

**ENGLISH, AMERICAN and POST-COLONIAL LITERATURES**

**Single Honours**

<b>Core Modules:</b> You are required to take the following modules. This totals 60 credits.					
<b>Year Long</b>					
EN308	Romanticism and Critical Theory			45	C
<b>Autumn Term</b>					
EN325	Critical Practice	15	C		
When choosing your remaining 60 credits, you might like to consider those in the Recommended Modules Table below					

**Joint Honours**

<b>Core Modules:</b> You are required to take the following 15 credit module:					
<b>Autumn Term</b>					
EN325	Critical Practice	15	C		

Plus <i>one</i> of the following <b>Optional Modules</b>					
<b>Year Long</b>					
EN302	Early Drama	<b>OR</b>		30	C
EN308	Romanticism and Critical Theory			45	C
Please remember to check the module requirements in the rubric for the subject you are studying alongside English, American & Postcolonial Literature. Remaining credits may be taken from the Recommended Modules table or from the <b>Wild Modules List</b> in this handbook.					

<b>Recommended Modules</b>					
<b>Year Long</b>					
CP311	The Tale			30	C
EN302	Early Drama			30	C
HI300	Introduction to Literature and Science			30	C
<b>Autumn Term</b>			<b>Spring Term</b>		
PL311	Ideas in the Arts: Aesthetics, Truth and Meaning	15	C	LS318	The Modern Spanish Novel (in translation)
LS308	The Modern Spanish-American Short Story (in translation)	15	C	IT312	History of Italian Cinema: Neo-realism and its Legacy
EN327	Poetry: Theory and Practice #	15	C	EN326	Narrative: Theory and Practice #
			LS304	The Modern Spanish Theatre (in translation)	15 C
<b>#These modules have only a limited number of places available to non-creative writing English students</b>					
*If you do not wish to take some or all of your remaining credits from the Recommended Table above, you may take them from the options in the <b>Wild Modules List</b> .					

## ENGLISH LANGUAGE

English Language provides an opportunity to discover and explore many of the facets of the English language. Its main concern is choice, and interpretation, of words in various contexts such as the media, literature, work and power negotiations, and everyday conversations. The programme combines a balance of theory and practical application. Students choose one of six pathways: Philosophy, Politics, History, Comparative Literary Studies, Linguistics, or English and American Literature.

The following pathways **Comparative Literary Studies; English & American Literature** should take their modules as instructed below.

<b>Core Modules:</b> You are required to take the following modules. This totals 75 credits.							
<b>Autumn Term</b>				<b>Spring Term</b>			
LZ323	Tackling Text: Approaching Style	15	C	LZ324	Tackling Text: Explaining Style	15	C
LZ328	Looking at Language	15	C	LZ327	Understanding Language	15	C
LZ331	Analysing Language	15	C				
Students taking the <b>CLS</b> pathway are then required to take the following 30 credit module							
<b>Year Long</b>							
CP311	The Tale	30	C				
Students taking the <b>English &amp; American Literature</b> pathway are then required to take in addition to the above, the following 15 credit module							
<b>Autumn Term</b>							
EN325	Critical Practice	15	C				
<b>Wild Modules:</b> The remaining credits (15 for CLS students, 30 for English & American Literature students) may be taken from the options in the <b>Wild Modules List</b> .							

The following pathways **History; Philosophy; Politics** should take their modules as instructed below:

<b>Core Modules:</b> You are required to take the following modules. This totals 60 credits.							
<b>Autumn Term</b>				<b>Spring Term</b>			
LZ325	Global Communication 1: English as a World Language	15	C	LZ327	Understanding Language	15	C
LZ328	Looking at Language	15	C				
LZ331	Analysing Language	15	C				
Students taking the <b>History</b> pathway are then required to take the following 15 credit module							
				<b>Spring Term</b>			
				HI366	Britain in the Age of Industrialisation, 1700-1830	15	C
Students taking the <b>Philosophy</b> pathway are then required to take in addition to the above, the following modules which total 45 credits							
<b>Autumn Term</b>				<b>Spring Term</b>			
PL302	Introduction to Philosophy: Knowledge and Metaphysics	15	C	PL303	Introduction to Philosophy: Ethics	15	C
				PL310	Philosophical Thinking	15	C
Students taking the <b>Politics</b> pathway are then required to take in addition to the above, the following 15 credit module							
<b>Autumn Term</b>							
PO308	Studying Politics and International Relations: Key Skills	15	C				
<b>Wild Modules:</b> The remaining credits (45 for History students, 15 for Philosophy students, 45 for Politics students) may be taken from the options in the <b>Wild Modules List</b> .							

## ENGLISH LANGUAGE (LINGUISTICS)

<b>Core Modules:</b> You are required to take the following modules. This totals 75 credits.							
<b>Autumn Term</b>				<b>Spring Term</b>			
LZ328	Looking at Language	15	C	LZ327	Understanding Language	15	C
LZ331	Analysing Language	15	C	LZ316	Spoken English	15	C
LZ325	Global Communication 1: English as a World Language	15	C				

(Rubric continued on next page)

### (ENGLISH LANGUAGE (LINGUISTICS) continued from previous page)

It is recommended (but not compulsory) that you choose some of your remaining credits from the **Optional Modules** below\*

Autumn Term				Spring Term			
LZ323	Tackling Text: Approaching Style	15	C	LZ324	Tackling Text: Explaining Style	15	C

\*If you do not wish to take some of your remaining credits from the recommended options above, you may take them from the options in the **Wild Modules List**.

### EUROPEAN CULTURE AND THOUGHT

Students on this programme should consult the Stage 1 On-Line Handbook for the programme requirements.

<http://www.kent.ac.uk/human/handbook/index.html>

Any queries should be made to the Humanities Undergraduate Office – email: [hum\\_ugo@kent.ac.uk](mailto:hum_ugo@kent.ac.uk)

### EUROPEAN STUDIES (HUMANITIES)

The Humanities Faculty offer European Studies as a 4-Year programme, available either with a single language (French, German, Hispanic Studies or Italian), two languages (Combined) or as a Joint degree with a Humanities subject. Between Stages 2 and 3, you will spend a year abroad in Europe either studying at one of our partner universities or working.

#### Single Language (French); (German); (Hispanic Studies); (Italian)

**Core Modules:** You are required to take the following modules which total 30 credits:

Autumn Term				Spring Term			
PO315	Introduction to Government	15	C	PO312	European Integration	15	C

Next, refer to the JOINT HONOURS section of the relevant language rubric in this handbook. You are required to take the modules as requested of the Joint Honours students.

Any remaining credit (up to 45 credits) may be taken from the Wild Modules list in this handbook, or from wild modules in the Faculty of Social Sciences.

#### Combined Languages

**Core Modules:** You are required to take the following modules which total 30 credits:

Autumn Term				Spring Term			
PO315	Introduction to Government	15	C	PO312	European Integration	15	C

Next refer to the Joint Honours language entries for BOTH of your selected languages. You are required to choose the 30 credit language modules for each language according to your language level. This will total 60 credits (30 for each language). You must then choose 15 credits from the Option Modules for each language. This will total another 30 credits

#### European Studies with a Humanities Subject

**Core Modules:** You are required to take the following modules which total 30 credits:

Autumn Term				Spring Term			
PO315	Introduction to Government	15	C	PO312	European Integration	15	C

Plus, the appropriate 30 credit Language module for your subject (see rubric entry for your subject)

Next, consult the rubric for the Humanities subject you are specialising in, and follow the core requirements. For example, if you are specialising in Philosophy, you will also be required to take PL302, PL303 and PL310 as detailed in the Philosophy Core Modules table.

Any remaining credit may be taken from the Wild Modules list.

### FILM STUDIES

This programme is available as both a Single Honours and Joint Honours degree. Film Studies covers cinema's rich scope and history, from silent classics and mainstream Hollywood, to world cinema and the avant-garde. The programme combines film theory and history modules with innovative and creative practical study. Single Honours students can choose modules in practical film-making, including documentary film-making, screenwriting, and moving image production.

#### Single Honours

**Core Modules:** You are required to take the following modules. This totals 60 credits.

Autumn Term				Spring Term			
FI310	Introduction to Narrative Cinema 1 (American Cinema)	30	C	FI311	Introduction to Narrative Cinema 2 (World Cinema)	30	C

(Rubric continued on next page)

## (FILM STUDIES continued from previous page)

You may choose the remaining 60 credits from the <b>Optional Modules</b> below*							
<b>Autumn Term</b>				<b>Spring Term</b>			
FI308	Exploring the Frame^	30	C	FI309	Exploring the Frame^	30	C
*If you do not wish to take some or all of your remaining credits from the options listed above, you may take them from the options in the <b>Wild Modules List</b>							

^ If you wish to take Practice modules in Stages 2 and 3, ('Screenwriting' and 'Moving Image Production') you **MUST** take the pre-requisite module 'Exploring the Frame' in Stage 1, either in Autumn (FI308) or Spring (FI309). **Both FI308 and FI309 are subject to a quota**; if one is oversubscribed but places remain on the other, students may be asked to change the term in which they take the course, and you should keep an alternative module choice in mind.

### Joint Honours

<b>Core Modules:</b> You are required to take the same <b>Core Modules</b> (FI310 and FI311) as Single Honours students (see above). These two modules total 60 credits.
Please remember to check the module requirements in the rubric for the subject you are studying alongside Film Studies.

## FRENCH

French is available as a Single or Joint Honours degree programme. After Stage 1, the programme consists of a further three years, second year (Stage 2), year abroad (Stage A) and final year (Stage 3).

### Single Honours Requirements

<b>Core Modules:</b> You are required to take <i>one</i> of the options in the <b>Core Language Modules</b> table below, according to your language level
<b>Plus</b> , if you have chosen FR300 or FR327/FR328, you are required to take <i>at least 30 credits</i> from the Options in <b>Table A</b>
<b>Alternatively</b> , if you have chosen FR330, you are required to take <i>at least 30 credits</i> from the Options in <b>Table B</b>
<b>Wild Modules:</b> The remaining credits ( <i>up to 60</i> ) may be taken from the options in the <b>Wild Modules List</b> .

### Joint Honours Requirements

<b>Core Modules:</b> You are required to take <i>one</i> of the options in the <b>Core Language Modules</b> table below, according to your language level.
<b>Plus</b> , if you have chosen FR300 or FR327/FR328, you are required to take <i>at least 15 credits</i> from the Options in <b>Table A</b>
<b>Alternatively</b> , if you have chosen FR330, you are required to take <i>at least 15 credits</i> from the Options in <b>Table B</b>
Please remember to check the module requirements in the rubric for the subject you are studying alongside French.

Core Language Modules								
Year Long								
<b>Either Or</b>	FR300	Learning French 3 (Post 'A' Level)	30	C				
	FR330	Intensive French for Beginners	30	C				
<b>Autumn Term</b>				<b>Spring Term</b>				
<b>Or both</b>	FR327	Learning French 2A (Post GCSE)	15	C	FR328	Learning French 2B	15	C

Table A - Options							
Autumn Term				Spring Term			
FR301	Writer and Genre in France I	15	C	FR302	Writer and Genre in France II	15	C
FR308	Questions of French Cinema	15	C	FR310	Twentieth-century France in crisis	15	C

Table B - Options							
Autumn Term				Spring Term			
FR331	French Drama: Love, Marriage and Politics (in translation)	15	C	FR332	French Narratives: Love, Marriage and Politics (in translation)	15	C

## GERMAN

This programme specialises in the language and culture of the German-speaking world of today, and exploring its literary and social history. All our courses offer the opportunity to spend a year studying or working in a German-speaking country. German may be studied as a Single or Joint Honours programme.

### Single Honours

**Core Modules:** You are required to take all the modules from the table below. This totals 75 credits.

**Wild Modules:** The remaining 45 credits may be taken from the options in the **Wild Modules List**.

### Joint Honours

**Core Modules:** You are required to take Language module GE 301 **plus either** GE312 **or** GE311 from the table below

Please remember to check the module requirements in the rubric for the subject you are studying alongside German. Any remaining credits may be taken from the Options in the Wild Modules List.

Modules							
Year Long							
GE301	Learning German 3 (Post 'A' Level)				30	C	
Autumn Term			Spring Term				
GE312	Images of Germany 1945-1990	15	C	GE311	Varieties of German Writing	15	C
GE321	Speak Proper German!	15	C				

### HISPANIC STUDIES

This programme gives you the opportunity to explore the languages and cultures of Spain and Spanish America while developing your language skills. Hispanic Studies is available as a Single or Joint Honours degree programme.

#### Single Honours

**Core Modules:** You are required to take *one* of the options in the **Core Language Modules** table below, according to your language level.

**Plus, one** of the Optional Modules in **Table A**

**Plus, 30 credits** from the list of Optional Modules in **Table B**

**Wild Modules:** The remaining 45 credits may be taken from the options in the **Wild Modules List**.

#### Joint Honours

**Core Modules:** You are required to take *one* of the options in the **Core Language Modules** table below, depending on your language level

Plus one of the **Optional modules** in **Table A**

Please remember to check the module requirements in the rubric for the subject you are studying alongside Hispanic Studies. Depending on the number of modules you select from your other subject, you may have credits remaining which may be taken from the options in the **Wild Modules List**.

Core Language Modules						
Year Long						
LS302	Intensive Learning Spanish 1 (Beginners) <b>OR</b>				30	C
LS300	Learning Spanish 3A (Post 'A' Level)				30	C

Table A							
Autumn Term			Spring Term				
LS313	Introduction to Hispanic Culture	15	C	LS312	Introduction to Hispanic Culture	15	C

Table B							
Autumn Term			Spring Term				
LS308	The Modern Spanish-American Short Story (in translation)	15	C	LS318	The Modern Spanish Novel (in translation)	15	C
LS319	State Building in Latin America	15	C	LS304	The Modern Spanish Theatre (in translation)	15	C

### HISTORY

The School of History offers an exciting range of modules reflecting the diversity of staff research interests. In addition to taking the compulsory core module HI360 'Making History', students doing Single-Honours History can choose from modules covering a wide chronological sweep and geographical range.

**Please note that you are not allowed to take modules which cover the same ground as your A-level or Access courses.**

**SOME MODULES BECOME FULL VERY QUICKLY, SO YOU ARE ADVISED TO COMPLETE REGISTRATION WITHOUT DELAY.**

**Single Honours**

<b>Core Modules:</b> You are required to take the 30 credit Core Module <b>HI360 Making History</b>
Plus <i>at least 15 credits</i> from <b>List A - Ancient Medieval and Early Modern History</b>
Plus <i>at least 15 credits</i> from <b>List B - Modern History</b>
<b>Wild Modules:</b> Depending on the number of <b>Option Modules</b> you select here, you will have <b>up to 60 credits</b> remaining which may be taken from the options in the <b>Wild Modules List</b> .

**Joint Honours**

<b>Core Modules:</b> You are required to take the 30 credit Core Module <b>HI360 Making History</b>
Plus <i>up to 30 credits</i> from the <b>Optional Modules</b> in <b>List A</b> and/or <b>B</b> below.
<b>Wild Modules:</b> Please remember to check the module requirements in the rubric for the subject you are studying alongside History. Depending on the number of credits you select above, and those you select from your other subject, you may have credits remaining which may be taken from the options in the <b>Wild Modules List</b> .

Core Module			
Year Long			
HI360	Making History	30	C

Options List A - Ancient Medieval and Early Modern History							
Autumn Term				Spring Term			
HI385	Introduction to the History of Medicine	15	C	HI407	Saints, Chroniclers and the End of Time	15	C
HI410	Medieval Europe c. 400 - 1066	15	C	HI411	Medieval Europe c. 1066 - 1450	15	C
HI346	Monarchy and Aristocracy in England 1460-1640	15	C	HI377	The Hundred Years War	15	C
HI348	Renaissance Courts: Culture and Politics	15	C				

Options List B - Modern History							
Year Long							
HI300	Introduction to Literature and Science	30	C				
HI308	Science Fiction	30	C				
EN303	Introduction to American Studies	30	C				
Autumn Term				Spring Term			
HI353	Britain and the Home Front in the Second World War	15	C	HI342	Revolutionary and Napoleonic France 1789-1815	15	C
HI359	Empire in Africa 1922 - 1980	15	C	HI377	The Hundred Years War	15	C
HI402	Politics and Culture of Nineteenth Century Russia	15	C	HI376	Poverty and its Problems	15	C
HI408	Picturing the Past : An Introduction to Visual History	15	C	HI366	Britain in the Age of Industrialisation, 1700-1830	15	C
HI403	Introduction to Military History (Part 1)*	15	C	HI413	Introduction to Military History (Part 2) *	15	C
HI390	The Emergence of America: from European Settlement to 1880	15	C	HI397	Cinema and Society, 1930-1960	15	C
				HI391	The Rise of the United States since 1880	15	C
<b>* Please note that priority for places on these modules will be given to War Studies students.</b>							

**EUROPEAN HISTORY WITH YEAR ABROAD**

**Single Honours Programme**

<b>Core Modules:</b> You are required to take 30 credits from the appropriate Language modules below, depending on your language level:							
Autumn Term				Spring Term			
FR327	Learning French 2A (Post GCSE) <b>Must be taken with FR328</b>	15	C	FR328	Learning French 2B <b>Must be taken with FR327</b>	15	C

Year Long				
FR300	Learning French 3 (Post 'A' Level)	30	C	
GE301	Learning German 3 (Post 'A' Level)	30	C	
GE307	Learning German 2 (Intermediate)	30	C	

Plus 30 credits from the following list of <b>Optional Modules</b>							
Autumn Term			Spring Term				
HI346	Monarchy and Aristocracy in England 1460 – 1640	15	C	HI342	Revolutionary and Napoleonic France 1789-1815	15	C
HI348	Renaissance Courts: Culture and Politics	15	C				
Plus one of the following <b>Optional Modules</b>							
Autumn Term			Spring Term				
PO315	Introduction to Government	15	C	PO312	European Integration	15	C
<b>Wild Modules:</b> The remaining 45 credits may be taken from the options in the <b>Wild Modules List</b> .							

## HISTORY & ARCHAEOLOGICAL STUDIES

Please note that you are not allowed to take modules which cover the same ground as your A-level or Access courses.

<b>Core Modules:</b> You are required to take the 30 credit Core Module <b>HI360 Making History</b>				
Year Long				
HI360	Making History	30	C	

You are then required to take a minimum of 60 credits from the two lists of **Optional Modules** below, including a minimum of 15 credits from each list.

<b>Wild Modules:</b> Any remaining credits may be taken from the options in the <b>Wild Modules List</b> .							
List A							
Autumn Term			Spring Term				
CL329	Introduction to Archaeology	15	C	CL319	The Age of Stonehenge: An Introduction to Prehistoric Studies	15	C
CL347	Introduction to Egyptian Archaeology	15	C	CL336	Introduction to Aegean Archaeology	15	C

List B							
Autumn Term			Spring Term				
CL302	Greek Democracy and Empire	15	C	HI407	Saints, Chroniclers and the End of Time: Narrative Art in England C.1175-1300	15	C
HI410	Medieval Europe c. 400 - 1066	15	C	HI411	Medieval Europe c. 1066 - 1450	15	C
CL304	The Last Century of the Roman Republic	15	C				
HI385	Introduction to the History of Medicine	15	C				

## HISTORY AND LAW

### Single Honours

Please note that you are not allowed to take modules which cover the same ground as your A-level or Access courses.

<b>Core Modules:</b> You are required to take:				
Year Long				
LW307	A Critical Introduction to Law	15	C	
LW308	Legal Process	15	C	

<b>Option Modules:</b> You are also required to take at least <i>30 credits</i> from:			
<b>Year Long</b>			
LW304	Obligations I	30	C
LW503	Constitutional and Administrative Law	30	C
LW508	Criminal Law	30	C

<b>You are also required to take:</b>			
<b>Year Long</b>			
HI360	Making History	30	C
<b>AND</b>	15 credits taken from Option Modules A – Ancient Medieval and Early Modern History – see History entry in this handbook	15	C
<b>OR</b>	15 credits taken from Option Modules B – Modern History – See History entry in this handbook	15	C
<b>Wild Modules:</b> Remaining credit should be taken from the wild modules available from the Faculty of Humanities or Faculty of Social Sciences.			

## HISTORY OF SCIENCE AND MEDICINE

Please note that you are not allowed to take modules which cover the same ground as your A-level or Access courses.

<b>Core Modules:</b> You are required to take:			
<b>Year Long</b>			
HI360	Making History	30	C

<b>Option Modules:</b> You are also required to take <i>one</i> of the following modules:			
<b>Year Long</b>			
HI300	Introduction to Literature and Science	30	C
HI385	Introduction to History of Medicine	15	C
HI308	Science Fiction	30	C
Please check the entry for the other subject you are studying alongside History of Science, for your other module requirements. Any remaining credits may be taken from the options in the <b>Wild Modules List</b> .			

## HISTORY & PHILOSOPHY OF ART

History & Philosophy of Art can be studied as a Single or Joint Honours degree programme. The programme covers photographic studies, contemporary art, philosophy of art and art history, which are reflected in the different 'pathways' offered. You can give your degree a distinctive emphasis by following one of these pathways: Art History; Contemporary Art; Photographic Studies; Philosophy of Art, or you can select your modules from the full range of courses offered in the programme.

NOTE: All HA modules are offered in a 15 and a 30 credit format i.e. HA314 is the 15 credit version of *The Shock of the Now*, where as HA315 is the 30 credit version.

### Single Honours

You are required to take <i>at least 90 credits</i> from the list of <b>Optional Modules</b> below.			
<b>NB:</b> If you wish to focus your studies at Stage 2 by following one of the pathways, you <b>MUST</b> take the 30 credit version of the relevant Stage 1 module. Therefore, for Contemporary Art, you must take HA315; for Photographic Studies, you must take HA317; and for Philosophy of Art, you must take HA319.			
<b>Wild Modules:</b> Depending on how many credits you have selected from the <b>Optional Modules</b> above, you will have <b>up to 30 credits</b> remaining. These can be taken from the options in the <b>Wild Modules List</b> .			

(Rubric continued on next page)

(HISTORY & PHILOSOPHY OF ART continued from previous page)

### Joint Honours

You are required to take <i>at least 45 credits</i> from the list of <b>Optional Modules</b> in Table A below.			
<b>Wild Modules:</b> Please remember to check the module requirements in the rubric for the subject you are studying alongside History & Philosophy of Art. Depending on the number of modules you select here, and those you select from your other subject, you may have credits remaining which may be taken from the options in the <b>Wild Modules List</b> .			

Autumn Term				Spring Term			
HA318	But is it Art?: Aesthetics and the	15	C	HA314	The Shock of the Now: Themes	15	C

HA319	Visual Arts	30	C	HA315	in Contemporary Art	30	C
HA316	Photography and its Histories	15	C	HA320	Inner Worlds: Psychoanalytic	15	C
HA317		30	C	HA321	Thinking and the Visual Arts	30	C

## ITALIAN

The Joint Honours Italian degrees at Kent give you the chance to learn Italian to a high standard and gain real insight into Italian literature, culture, and society. The course covers topics such as Dante, 20th century Italian fiction, Fascism, the Mafia, neorealist and post-neorealist cinema.

<b>Core Modules:</b> You are required to choose 30 credits from the following Language options, depending on your level							
<b>Year Long</b>							
IT301	Learning Italian 1 (Beginners) <b>OR</b>					30	C
IT308	Learning Italian 3 (Post 'A' Level)					30	C

<b>Plus</b> you are required to take the following 15 credit module IT315							
<b>Autumn Term</b>							
IT315	Writing Italy through the Centuries: An Introduction to Italian Literature	15	C				
It is then recommended that you follow <b>ONE</b> of the following options:							
Option 1: If you take IT301, you may take:							
				<b>Spring Term</b>			
				IT312	History of Italian Cinema: Neo-Realism and its Legacy	15	C
Option 2: If you take IT308, you may take <b>ONE OR BOTH</b> of the following:							
				<b>Spring Term</b>			
				IT307	Italian Advanced: Texts in Context	15	C
				IT312	History of Italian Cinema: Neo-Realism and its Legacy	15	C
Depending on whether you select any credits from the Recommended Modules, you may have credits remaining. Please remember to check the module requirements in the rubric for the subject you are studying alongside Italian. Any remaining credits may be taken from the options in the <b>Wild Modules List</b> .							

## LAW

Available as a Joint Honours programme with either History, Philosophy or English. (For History and Law see separate section).

Please see the Law Module Descriptions section for important information about Joint Law degrees.

<b>Core Modules:</b> You are required to take the following modules which total 30 credits							
<b>Year Long</b>							
LW307	A Critical Introduction to Law					15	C
LW308	Legal Process					15	C
<b>Plus, 30 OR 60 credits</b> from the following list of <b>Optional Modules:</b>							
<b>Year Long</b>							
LW304	Obligations I					30	C
LW503	Constitutional and Administrative Law					30	C
LW508	Criminal Law					30	C
Please check the entry for the other subject (Philosophy or English), for your other module requirements.							

## PHILOSOPHY

This programme covers not only studying major philosophies and philosophers, but also contributing your own ideas to an ongoing dialogue. You develop the ability to connect the most abstract ideas to the most concrete things in our experience. Philosophy is available as both a Single and a Joint Honours degree programme. You also have the option to take a year abroad.

### Single Honours

**Core Modules:** You are required to take all the modules in the **Core Modules** table below. This totals 45 credits.

**Plus, 30 credits** from list of **Optional Modules** below.

**Wild Modules:** The remaining 45 credits may be taken from the options in the **Wild Modules List**.

### Joint Honours

**Core Modules:** You are required to take all the modules in the **Core Modules** table below. This totals 45 credits.

Please remember to check the module requirements in the rubric for the subject you are studying alongside Philosophy. Depending on the number of modules you select from your other subject, you may have credits remaining which may be taken from the options in the **Wild Modules List**.

Core Modules							
Autumn Term				Spring Term			
PL302	Introduction to Philosophy: Knowledge and Metaphysics	15	C	PL303	Introduction to Philosophy: Ethics	15	C
				PL310	Philosophical Thinking	15	C

Optional Modules							
Autumn Term				Spring Term			
PL300	Self and Society	15	C	PL305	Existentialism	15	C
PL311	Ideas in the Arts: Aesthetics, Truth and Meaning	15	C				

## PHILOSOPHY with an APPROVED YEAR ABROAD

### Single Honours only

You are required to take the Philosophy Single Honours **Core & Optional** requirements (as above). This totals 75 credits.

**Plus, one of the following options, depending on your language level**

Year Long								
<b>Either</b>	FR300	Learning French 3 (Post 'A' Level)					30	C
Autumn Term				Spring Term				
<b>Or both</b>	FR327	Learning French 2A (Post GCSE)	15	C	FR328	Learning French 2B	15	C

**Wild Modules:** The remaining 15 credits may be taken from the options in the **Wild Modules List**.

## PHILOSOPHY and SOCIAL BEHAVIOUR

You are required to take the Philosophy CORE Module requirements (as above). This totals 45 credits.

**Plus, the following 30 credits**

Autumn				Spring			
SP304	Introduction to Psychology I	15	C	SP305	Introduction to Psychology II	15	C

**Wild Modules:** Remaining credit should be taken from the wild modules available from the Faculty of Humanities or Faculty of Social Sciences.

## POLITICS (Available as a Joint Honours programme with History or Philosophy)

<b>Core Modules:</b> You are required to take the following modules. This totals 30 credits.				
<b>Autumn Term</b>				
PO308	Studying Politics and International Relations: Key Skills	15	C	
PO315	Introduction to Government	15	C	
When choosing the remaining <i>30 credits</i> for this half of your degree, you might like to consider the following recommended module (although this is not compulsory):				
<b>Spring Term</b>				
	PO310	Introduction to International Relations	15	C
Please remember to check the module requirements in the rubric for the subject you are studying alongside Politics. Remaining credit should be taken from the wild modules available from the Faculty of Humanities or Faculty of Social Sciences after consideration of the requirements for your other subject.				

## RELIGIOUS STUDIES

This programme offers a range of modules reflecting the central place of religion in human life and thought. Some modules provide introductions to major world religions; others investigate philosophical themes within religious studies; and others explore connections between religion and topics such as psychology, science, ethics, films, literature and the arts.

### Single Honours

You are required to take *at least 60 credits* from the list of Optional Modules below.

**Wild Modules:** The remaining 45 to 60 credits (depending on the number of credits you have chosen from the list of Optional Modules) may be taken from the options in the **Wild Modules List**.

### Joint Honours

You are required to take *at least 45 credits* (but not more than 60 credits) from the list of Optional Modules below.

Please remember to check the module requirements in the rubric for the subject you are studying alongside Religious Studies. Depending on the number of modules you select from your other subject, you may have credits remaining which may be taken from the options in the **Wild Modules List**.

Optional Modules							
Autumn Term				Spring Term			
TH332	Myths, Symbols and Mysteries	15	C	TH333	Gods of the Desert	15	C
TH334	Religion and Sex	15	C	TH331	Introduction to Hinduism and Buddhism	15	C
TH325	What is Religion?	15	C				

## SOCIAL ANTHROPOLOGY (Available as a Joint Honours programme with History or Philosophy)

**Core Modules:** You are required to take the following 30 credit module:

Year Long			
SE301	Introduction to Social Anthropology	30	C
Remaining credit should be taken from the wild modules available from the Faculty of Humanities or Faculty of Social Sciences after consideration of the requirements for your other subject.			

## SOCIOLOGY

Available as a Joint Honours programme with English and American Literature or Philosophy.

**Core Modules:** You are required to take the following 30 credit module.

Year Long			
SO300	Sociology	30	C
Remaining credit should be taken from the wild modules available from the Faculty of Humanities or Faculty of Social Sciences after consideration of the requirements for your other subject.			

## VISUAL HISTORY

This innovative programme focuses on visual sources as key forms of historical evidence. You will be encouraged to think critically about the role of the visual in past cultures and place it in historical, cultural and political contexts. You will develop skills necessary to 'read' non-textual sources as well as situate them in relation to the textual. Visual History is a Single Honours degree programme.

<b>Core Modules:</b> You are required to take the following modules which total 45 credits					
<b>Year Long</b>					
HI360	Making History			30	C
<b>Autumn Term</b>			<b>Spring Term</b>		
HI408	Picturing the Past: An Introduction to Visual History	15	C		
You must then choose a further 15 credits from the History modules – see the History rubric in this Handbook.					
<b>Wild Modules:</b> Your remaining 60 credits should be taken from the options in the <b>Wild Modules List</b> .					

## VISUAL & PERFORMED ARTS

Visual and Performed Arts is a multidisciplinary programme which is unique to Kent. VPA enables you to combine the study of fine art, drama and film and has been designed as a degree for students with a broad interest in the arts. It draws on module options from the degrees in History & Philosophy of Art, Film Studies and Drama & Theatre Studies. During Stages 2 and 3 you have the opportunity to specialise in any of these subjects.

<b>Core Modules:</b> You are required to take the following Core Modules which total 60 credits					
<b>Autumn Term</b>			<b>Spring Term</b>		
FI310	Introduction to Narrative Cinema: American Cinema	30	C	DR316	Modern Theatre: A Theoretical Landscape
You are also required to take <b>ONE</b> of the following modules:					
HA319	But is it Art?: Aesthetics and the Visual Arts	30	C	HA315	The Shock of the Now: Themes in Contemporary Art
Your remaining 30 credits must be taken from <b>Drama (DR317 only)</b> , <b>Film (FI311* only)</b> or <b>HPA (HA modules)</b> (see the subject rubrics in this handbook) <b>OR</b> from the options in the <b>Wild Modules List</b> . * <b>SEE NOTE</b>					
<b>Note:</b> If you intend to specialise in Film in Stage 2, you <b>MUST</b> choose FI311 <i>Introduction to Narrative Cinema: World Cinema</i> as your remaining 30 credits.					

## WAR STUDIES

The School of History gives you the opportunity to study a range of modules that focus on war and conflict. These modules range across a wide chronological sweep and geographical zones, providing an extremely broad field of study. As well as looking at the causes and effects of war, the School also offers modules that examine military history and operational aspects of warfare. War Studies is available only as a Single Honours degree programme.

<b>Core Modules:</b> You are required to take the following modules which total 60 credits					
<b>Year Long</b>					
HI360	Making History			30	C
<b>Autumn Term</b>			<b>Spring Term</b>		
HI403	Introduction to Military History (Part 1)	15	C	HI413	Introduction to Military History (Part 2)
Plus <i>at least 30 credits</i> from the following list of <b>Optional Modules</b>					
<b>Autumn Term</b>			<b>Spring Term</b>		
HI353	Britain and the Home Front in the Second World War	15	C	HI397	Cinema and Society, 1930-1960
HI402	Politics and Culture of 19 <sup>th</sup> Century Russia	15	C		
HI346	Monarchy and Aristocracy	15	C		
HI390	The Emergence of America: From European Settlement to 1880	15	C		
PO305	International History and International Relations	15	C		
PO315	Introduction to Government	15	C		
<b>Wild Modules:</b> Depending on the number of credits you select from the <b>Optional Modules</b> above, you may have up to 30 credits remaining, these may be taken from the options in the <b>Wild Modules List</b> .					

## 4.

## WILD MODULES LIST

1.	SKILLS MODULES: COMPUTING	Term taught	Provider	Credits	Level
CO320	Introduction to Object-Oriented Programming	Autumn/ Spring	Computing	15 credits	C
CO321	Introduction to Information Systems	Autumn	Computing	15 credits	C
CO520	Further Object-Oriented Programming	Spring	Computing	15 credits	I
CO324	Computer Systems	Spring	Computing	15 credits	C
CO327	Web Applications	Spring	Computing	15 credits	C

2.	SKILLS MODULES: LANGUAGES	Term taught	Provider	Credits	Level
CL308	Intermediate Latin A	Year Long	Classics	30 credits	C
CM340	Modern Greek for Beginners I	Autumn	Classics	15 credits	C
CM373	Modern Greek for Beginners II	Spring	Classics	15 credits	C
CM453	Modern Greek: Intermediate (1)	Autumn	Classics	15 credits	C
CM454	Modern Greek: Intermediate (2)	Spring	Classics	15 credits	C
CL310	Beginners' Greek	Year Long	Classics	30 credits	C
CL311	Beginners' Latin	Year Long	Classics	30 credits	C
CL550	Intermediate Greek	Year Long	Classics	30 credits	C
FR300	Learning French 3 (Post 'A' Level)	Year Long	French	30 credits	C
FR326	Intensive Learning French 1 (Beginners)	Year Long	French	15 credits	C
FR327	Learning French 2A (Post GCSE) <b>And</b>	Autumn	French	15 credits	C
FR328	Learning French 2B	Spring	French	15 credits	C
GE301	Learning German 3 (Post 'A' Level)	Year Long	German	30 credits	C
GE304	Learning German 1 (Beginners)	Year Long	German	30 credits	C
GE307	Learning German 2 (Intermediate)	Year Long	German	30 credits	C
IT301	Learning Italian 1 (Beginners)	Year Long	Italian	30 credits	C
IT308	Learning Italian 3 (Post 'A' Level)	Year Long	Italian	30 credits	C
LS300	Learning Spanish 3A (Post 'A' Level)	Year Long	Hispanic Studies	30 credits	C
LS302	Intensive Learning Spanish 1 (Beginners)	Year Long	Hispanic Studies	30 credits	C
LS310	Learning Catalan 1A	Autumn	Hispanic Studies	15 credits	C
LS311	Learning Catalan 1B	Spring	Hispanic Studies	15 credits	C
LS314	Learning Spanish 1A	Autumn	Hispanic Studies	15 credits	C
LS315	Learning Spanish 1B	Spring	Hispanic Studies	15 credits	C
LS316	Learning Spanish 2A (Intermediate)	Autumn	Hispanic Studies	15 credits	C
LS317	Learning Spanish 2B (Intermediate)	Spring	Hispanic Studies	15 credits	C
LS552	Learning Catalan 2A	Autumn	Hispanic Studies	15 credits	I
LS553	Learning Catalan 2B	Spring	Hispanic Studies	15 credits	I

3.	THE FOUNDATION of the HUMANITIES	Term taught	Provider	Credit	Level
CL329	Introduction to Archaeology	Autumn	Classics	15 credits	C
CL319	The Age of Stonehenge: An Introduction to Prehistoric Studies	Spring	Classics	15 credits	C
CL302	Greek: Democracy and Empire	Autumn	Classics	15 credits	C
CL304	The Last Century of the Roman Republic	Autumn	Classics	15 credits	C
CL303	Greek Drama	Spring	Classics	15 credits	C
CL305	Literature in the Age of Augustus	Spring	Classics	15 credits	C
CL313	'Atlantis' The History of a Legend and the Question of Utopias	Spring	Classics	15 credits	C
CL315	Classical Mythology: Themes and Approaches	Year Long	Classics	30 credits	C

4.	IDEAS in the HUMANITIES	Term taught	Provider	Credits	Level
CP305	Fiction, Truth and Politics	Autumn	CLS	15 credits	C
CP306	Fiction, Truth and Politics	Spring	CLS	15 credits	C
PL300	Self and Society	Autumn	Philosophy	15 credits	C
PL312	Introduction to Philosophy: Knowledge and Metaphysics (PL302 if taking Philosophy as part of degree)	Autumn	Philosophy	15 credits	C
PL311	Ideas in the Arts: Aesthetics, Truth and Meaning	Autumn	Philosophy	15 credits	C
PL313	Introduction to Philosophy: Ethics (PL303 if taking Philosophy as part of degree)	Spring	Philosophy	15 credits	C
PL305	Existentialism	Spring	Philosophy	15 credits	C

PL314	Philosophical Thinking (PL310 if taking Philosophy as part of degree)	Spring	Philosophy	15 credits	C
PH307	Disasters	Autumn	Physics	15 credits	C
TH332	Myths, Symbols and Mysteries	Autumn	Religious Studies	15 credits	C
TH334	Religion and Sex	Autumn	Religious Studies	15 credits	C
TH325	What is Religion	Autumn	Religious Studies	15 credits	C
TH333	Gods of the Desert	Spring	Religious Studies	15 credits	C
TH331	Introduction to Hinduism & Buddhism	Spring	Religious Studies	15 credits	C

5.	PAST and PRESENT	Term taught	Provider	Credits	Level
CL347	Introduction to Egyptian Archaeology	Autumn	Classics	15 credits	C
CL319	The Age of Stonehenge	Spring	Classics	15 credits	C
CL329	Introduction to Archaeology	Autumn	Classics	15 credits	C
CL336	Introduction to Aegean Archaeology	Spring	Classics	15 credits	C
FR310	Twentieth Century France in Crisis	Spring	French	15 credits	C
HI342	Revolutionary Movements....	Spring	History	15 credits	C
HI376	Poverty and its Problems	Spring	History	15 credits	C
HI377	The Hundred Years War	Spring	History	15 credits	C
HI403	Introduction to Military History (Part 1)	Autumn	History	15 credits	C
HI413	Introduction to Military History (Part 2)	Spring	History	15 credits	C
HI410	Medieval Europe, c.400 - 1066	Autumn	History	15 credits	C
HI359	Empire in Africa	Autumn	History	15 credits	C
HI411	Medieval Europe, c. 1066 0 1450	Spring	History	15 credits	C
HI385	Introduction to the History of Medicine	Autumn	History	15 credits	C
HI366	Britain in the Age of Industrialisation, 1700-1830	Spring	History	15 credits	C
HI390	The Emergence of America: From European Settlement to 1880	Autumn	History	15 credits	C
HI397	Cinema and Society, 1930-1960	Spring	History	15 credits	C
HI346	Monarchy and Aristocracy in England 1460-1640	Autumn	History	15 credits	C
HI348	Renaissance Courts: Culture and Politics	Autumn	History	15 credits	C
HI353	Britain and the Home Front in the Second World War	Autumn	History	15 credits	C
HI402	Politics and Culture of Nineteenth Century Russia	Autumn	History	15 credits	C
HI391	The Rise of the United States since 1880	Spring	History	15 credits	C
HI407	Saints, Chroniclers and the End of Time	Spring	History	15 credits	C
HI408	Picturing the Past: An Introduction to Visual History	Autumn	History	15 credits	C

6.	SPEECH, LITERATURE and the VISUAL ARTS	Term taught	Provider	Credits	Level
CP311	The Tale	Year Long	CLS	30 credits	C
FR301	Writer and Genre in France 1660-1900 I (in French)	Autumn	French	15 credits	C
FR308	Questions of French Cinema (in French)	Autumn	French	15 credits	C
FR310	Twentieth Century France in Crisis	Spring	French	15 credits	C
FR331	French Drama: Love, Marriage and Politics (in translation)	Autumn	French	15 credits	C
FR302	Writer and Genre in France 1660-1900 II (in French)	Spring	French	15 credits	C
FR332	French Narratives; Love, Marriage and Politics (in translation)	Spring	French	15 credits	C
GE312	Images of Germany 1945-1990	Autumn	German	15 credits	C
GE311	Varieties of German Writing	Spring	German	15 credits	C
GE321	Speak Proper German!	Autumn	German	15 credits	C
HA314	The Shock of the Now: Themes in Contemporary Art	Spring	HPA	15 credits	C
HA315	The Shock of the Now: Themes in Contemporary Art	Spring	HPA	30 credits	C
HA316	Photography and its Histories	Autumn	HPA	15 credits	C
HA317	Photography and its Histories	Autumn	HPA	30 credits	C
HA318	But is it Art? Aesthetics and the Visual Arts	Autumn	HPA	15 credits	C
HA319	But is it Art? Aesthetics and the Visual Arts	Autumn	HPA	30 credits	C
HA320	Inner Worlds: Psychoanalytic Thinking and the Visual Arts	Spring	HPA	15 credits	C
HA321	Inner Worlds: Psychoanalytic Thinking and the Visual Arts	Spring	HPA	30 credits	C
HI300	Introduction to Literature & Science	Year Long	History	30 credits	C
HI308	Science Fiction	Year Long	History	30 credits	C

CP317	Childhood and Adolescence in Prose Fiction	Autumn	CLS	15 credits	C
IT315	Writing Italy through the Centuries: An Introduction to Italian Literature	Autumn	Italian	15credits	C
IT307	Italian Advanced: Texts in Context (in Italian)	Spring	Italian	15 credits	C
IT312	Neorealism and its Legacy	Spring	Italian	15 credits	C
LS319	State Building in Latin America	Autumn	Hispanic Studies	15 credits	C
LS313	Introduction to Hispanic Culture	Autumn	Hispanic Studies	15 credits	C
LS318	The Modern Spanish Novel (in translation)	Spring	Hispanic Studies	15 credits	C
LS304	Modern Spanish Theatre (in translation)	Spring	Hispanic Studies	15 credits	C
LS308	The Spanish-American Short Story (in translation)	Spring	Hispanic Studies	15 credits	C
LS312	Introduction to Hispanic Culture	Spring	Hispanic Studies	15 credits	C
LZ323	Tackling Text: Approaching Style	Autumn	ELU	15 credits	C
LZ325	Global Communication 1: English as a World Language	Autumn	ELU	15 credits	C
LZ328	Looking at Language	Autumn	ELU	15 credits	C
LZ331	Analysing Language	Autumn	ELU	15 credits	C
LZ316	Spoken English	Spring	ELU	15 credits	C
LZ324	Tackling Text: Explaining Style	Spring	ELU	15 credits	C
LZ327	Understanding Language	Spring	ELU	15 credits	C

7.	<b>SOCIAL SCIENCE, SCIENCE MODULES</b>	<b>Term taught</b>	<b>Provider</b>	<b>Credits</b>	<b>Level</b>
CB302	Managers and Organisations	Autumn	KBS	15 credits	C
EC302	Economics Mode B	Year Long	Economics	30 credits	C
EC310	Economics for Business	Year Long	Economics	30 credits	C
PH307	Disasters	Autumn	Physics	15 credits	C
PO305	International History and International Relations	Autumn	Politics	15 credits	C
PO308	Studying Politics and International Relations: Key Skills	Autumn	Politics	15 credits	C
PO315	Introduction to Government	Autumn	Politics	15 credits	C
PO304	British Government and Politics	Spring	Politics	15 credits	C
PO310	Introduction to International Relations	Spring	Politics	15 credits	C
PO312	European Integration	Spring	Politics	15 credits	C
PO314	Introduction to Political Thought	Autumn	Politics	15 credits	C
PS301	Introduction to Forensic Science	Spring	Physics	15 credits	C
SA300	Social Problems and Social Policy 1: Youth, the Family and the State	Autumn	SSPSSR	15 credits	C
SA301	Social Problems and Social Policy 2: The Market, the Family and the State	Spring	SSPSSR	15 credits	C
SE301	Introduction to Social Anthropology	Year Long	Anthropology	30 credits	C
SO300	Sociology	Year Long	Sociology	30 credits	C
SO304	Studying Modern Culture	Year Long	Sociology	30 credits	C
SP304	Introduction to Psychology I	Autumn	Psychology	15 credits	C
SP305	Introduction to Psychology II	Spring	Psychology	15 credits	C



# MODULE DESCRIPTIONS

## BUSINESS ADMINISTRATION (KENT BUSINESS SCHOOL)

### CB300 People and Organisations (Dr Samantha Lynch)

<b>No of Credits: 30</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 15</b>
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 30% coursework; 70% written examination		
<i>Contact Hours:</i> 1-hour lecture and 1-hour seminar per week		

RESTRICTIONS - ONLY AVAILABLE TO JOINT HONOURS BUSINESS ADMINISTRATION STUDENTS  
- MAY NOT BE TAKEN WITH CB302 MANAGERS AND ORGANISATION

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 21<sup>st</sup> 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*	<i>Managing and Organisational Behaviour</i> , 7 <sup>th</sup> ed., Financial Times, 2005* key text
A Hucznski & D Buchanan	<i>Organisational Behaviour</i> , 5 <sup>th</sup> edition, Prentice Hall
D Rollinson & A Broadfield	<i>Organisational Behaviour and Analysis: An integrated approach</i> (2 <sup>nd</sup> edition), Financial Times Prentice Hall , 2002

### CB302 Managers and Organisations (Dr Kim Parker)

<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 30% coursework (essays, online quizzes, seminar performance); 70% written examination		
<i>Contact Hours:</i> 11 lectures, 10 seminars		

RESTRICTIONS - 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	<i>Managing and Organisational Behaviour</i> , 7 <sup>th</sup> ed., Financial Times, 2005
<i>Further reading</i> :S P Robbins	<i>Organizational Behaviour</i> , (9 <sup>th</sup> ed.), Prentice Hall, 2000

### CB343 The Global Business Environment (Dr Fragkiskos Filippaios)

<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 80% exam; 20% essay		
<i>Contact Hours:</i> 1 hour lecture & 1 hour workshop per week		

RESTRICTIONS - THIS MODULE IS AVAILABLE ONLY TO BUSINESS ADMINISTRATION and to  
ACCOUNTING & FINANCE AND MANAGEMENT SCIENCE STUDENTS

The principle aim of this module is to introduce students to the fundamental concepts and problems of the international business environment. The module will also introduce various business tools and frameworks that will be of use to business students through all stages of their degree. Considering its philosophy as a Stage 1 module, it will integrate parts of the whole programme and act as a guide for the next stages of studies.

*Preliminary Reading:*

*Brooks J, Westherton J and Wilkinson G (2004)	<i>The International Environment</i> , Financial Times, Prentice-Hall
Hill, Ch (2001)	*Key text <i>International Business, Competing in the Global Market</i> , (3 <sup>rd</sup> edition), Irwon, McGraw- Hill

## CLASSICAL & ARCHAEOLOGICAL STUDIES

### CL302 Greek: Democracy and Empire (Dr Arthur Keaveney)

<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 90% coursework (2 essays of 2000 words each); 10% seminar contributions		
<i>Contact Hours:</i> 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)

<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 45% coursework (one essay of 2000 words); 45% examination (2 hours); 10% seminar contribution		
<i>Contact Hours:</i> 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)

<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 90% coursework (2 essays of 2000 words each); 10% seminar contribution		
<i>Contact Hours:</i> 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)**

<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 45% coursework (one essay of 2000 words); 45% examination (2 hours); 10% seminar contribution		
<i>Contact Hours:</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)**

<b>No of Credits: 30</b>	<b>Credit Level: I</b>	<b>ECTS Credits: 15</b>
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 20% coursework; 70% examination ( <b>two</b> papers: language paper and prepared translation); 10% seminar contribution		
<i>Contact hours:</i> 2 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.

*Course book*

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

<b>No of Credits: 30</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 15</b>
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 20% coursework (two assessment tests of 10% each); 70% examination (3 hours); 10% seminar contribution		
<i>Contact hours:</i> 2 weekly seminars (one of 1 hour and one of 2 hours)		

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 ed. 1995
Abbot & Mansfield	<i>A Primer of Greek Grammar: Accidence and Syntax</i> , Duckworth, 1987

**CL311 Beginners' Latin (Dr Arthur Keaveney)****No of Credits: 30****Credit Level: C****ECTS Credits: 15***Teaching Period:* Year Long*Method of Assessment:* 20% coursework (weekly exercises); 70% examination; 10% seminar contribution*Contact Hours:* 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*, 6<sup>th</sup> Edition, Harper Collins**CL313 'Atlantis' the History of a Legend and the Question of Utopias (Convenor: Dr Adam Bartley; Tutor: Stephen Penfold)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring Term*Method of Assessment:* 45% coursework (1 essay of 2000 words); 45% examination (2 hours); 10% seminar contribution*Contact Hours:* 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:* 40% Autumn Term coursework (2 essays of 2000 words each); 25% Spring Term coursework (1 essay of 2000 words); 25% examination (2 hours); 10% seminar contribution*Contact Hours:* 17 lectures, 10 seminars of 1½ hours, 47 contact hours.

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.)  
E R Dodds  
K Dowden  
G S Kirk  
G S Kirk  
P Veyne

***Interpretations of Greek Mythology***  
*The Greeks and the Irrational*  
*The Uses of Greek Mythology*  
*Myth: Its Meaning in Ancient and other Cultures*  
*The Nature of Greek Myth*  
*Did the Greeks believe in their myths?*

**CL319 The Age of Stonehenge: An Introduction to Prehistoric Studies (Dr Anthony Ward)**

**No of Credits: 15** **Credit Level: C** **ECTS Credits: 7.5**  
*Teaching Period:* Spring Term  
*Method of Assessment:* 45%: coursework (1 essay of 2000 words); 45% examination; 10% seminar contribution  
*Contact Hours:* One lecture and one seminar per week

Since humankind has been preliterate for at least 99% of its existence, historical studies can only investigate relatively recent human endeavour. This module will ground students in prehistoric archaeology, a discipline through which we can investigate preliterate societies and cultures be they of the distant or more recent past. The Neolithic and Earlier Bronze Age of southern Britain with particular reference to Wessex will provide the basis for this study through which an appreciation of prehistory as a discipline will be acquired. The period (c. 4500 to 1500 BC) saw considerable innovation in human activity and hence is well suited to illustrate various aspects of the process by which prehistoric communities are studied. Stonehenge, and the Wessex area, more widely, have been explored particularly intensively, and provide accessible and illuminating data for the period as well as an historical perspective on the development of prehistoric archaeology as a discipline. The module will be particularly suitable for those looking to progress to Classical & Archaeological Studies at Part II, but will also complement historical, heritage or anthropological studies.

*Introductory Reading List:*

C Renfrew and P Bahn *Archaeology: Theories, Methods and Practice*, Thames and Hudson, 2000  
M Parker Pearson *Bronze Age Britain*, Batsford, 1993  
C Renfrew *Before Civilization*, Penguin 1976

**CL329 Introduction to Archaeology (Dr Steven Willis)**

**No of Credits: 15** **Credit Level: C** **ECTS Credits: 7.5**  
*Teaching Period:* Autumn Term  
*Method of Assessment:* 90%: coursework (a written exercise on material culture, c. 2000 words, one essay assignment, c. 2000 words); 10% seminar contribution  
*Contact Hours:* 11 lectures of 1 hour duration and 11 seminars of 1 hour duration

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 texts:*

C Renfrew & P Bahn *Archaeology: Theories, Methods and Practice*, Thames and Hudson, London (3<sup>rd</sup> edition), 2000  
C Scarre (ed.) *The Human Past. Thames and Mudflow*, London (2005)

*Recommended reading:*

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

**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:* 90% coursework (45% each essay and oral presentation); 10% seminar contribution*Contact Hours:* 1 hour 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.

*Preliminary Reading:*[http://projectsx.dartmouth.edu/history/bronze\\_age/](http://projectsx.dartmouth.edu/history/bronze_age/)

Website

Dickinson, O. T. P. K.

*The Aegean Bronze age*, Cambridge University Press, 1994.

Rackham, Oliver, and Jennifer Moody

*The Making of the Cretan Landscape*. Manchester: Manchester University Press. 1996.**CL347 Introduction to Egyptian Archaeology (Convenor: Csaba La'da; Tutor: Dr Maria Centrone)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn*Method of Assessment:* 40% 1 essay (2000 words); 50% 2 hour written exam; 10% seminar contribution*Contact Hours:* 1 hour lecture and 1 hour seminar per week, for 11 weeks

This module is intended as a background for those new to studying Egyptology, but who want to pursue the subject from an archaeological point of view. It will explore the diversity of methodologies and debates concerning Egyptian archaeology. In doing so, it will introduce students to aspects of anthropological and archaeological theory, as well as the relationship between theory, fieldwork, and the resulting interpretation. The aim is to provide an introduction to the archaeology of ancient Egypt and its culture, monuments, and civilization. The course will develop an understanding of the wide range of archaeological material encountered at Egyptian sites, demonstrating how the study of material culture greatly contributes to the understanding of important aspects of ancient Egyptian culture (history, geography, material remains and society). The history of Egyptology and Egyptian archaeology will also be examined, including discussion of new excavations in Egypt, connecting recent work with the results of projects spanning the late 19th and 20th centuries.

The Egyptians created a dynamic, lively and complex society, and we know something of the lives of many individuals; by the end of the module students will have learned how to approach their remains in a scholarly yet sensitive way. Students will also learn how to overcome the particular problem inherent in studying an ancient civilisation with no living witnesses, making critical use of archaeological records.

*Introductory Reading List:*D.J. Brewer *Egypt and the Egyptians*. Cambridge: Cambridge University Press, 2003N. Grimal *A History of Ancient Egypt*. Oxford: Blackwell, 2000J. Lustig *Anthropology and Egyptology: a developing dialogue*. Sheffield: Sheffield Academic Press, 1997S. Quirke *The British Museum Book of Ancient Egypt*. London: British Museum Press for the Trustees of the British Museum, 1992G. Robins *The Art of Ancient Egypt*. London: British Museum Press for the Trustees of the British Museum, 1997B. Shafer (ed.) *Temples of Ancient Egypt*. London: I.B. Tauris, 1998I. Shaw *The Oxford History of Ancient Egypt*. Oxford: Oxford University Press, 2003B. Watterson *Gods of Ancient Egypt*. Stroud: Sutton, 1999

**CL550 Intermediate Greek (Dr Csaba La'da)****No of Credits: 30****Credit Level: C****ECTS Credits: 15***Teaching Period:* Year Long*Method of Assessment:* 20% coursework (2 assessment tests of 10% each); 70% examination (3 hours); 10% seminar contribution*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  
Abbot & Mansfield*Athenaze I and II*, OUP, revised ed. 1995  
*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***Teaching Period:* Year Long*Method of Assessment:* 90% coursework; 10% seminar contribution*Contact Hours:* 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  
M. Moore*Learning Modern Greek, A Communicative Approach*, University Studio Press, 2003  
*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

### CO320 Introduction to Object-Oriented Programming (Dr Michael Kölling/Janet Linington)

<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period:</i> Either Period 1 or 2		
<i>Method of Assessment:</i> 30% coursework; 70% two-hour written examination.		
<i>Contact hours:</i> 22 lectures, 11 terminal/seminar sessions.		

**Further modules:** CO320 leads to CO520

This module provides an introduction to object-oriented software development. Software pervades many aspects of most professional fields and sciences, and an understanding of the development of software applications is useful as a basis for many disciplines. This module covers the development of simple software systems. Students will gain an understanding of the software development process, and learn to design and implement applications in a popular object-oriented programming language. 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 emphasised.

*Preliminary Reading:*

David J. Barnes & Michael Kölling	<i>Objects first with Java – A practical introduction using BlueJ</i> , 2 <sup>nd</sup> edition, Prentice Hall/Pearson Education, 2004, ISBN 0-13-124933-9.
James Gosling, Bill Joy, Guy Steele & Gilad Bracha	<i>The Java Programming Specification</i> , 3rd edition, Addison-Wesley, 2005, ISBN 0-321-24678-0.

### CO321 Introduction to Information Systems (Dr Nick Ryan)

<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 50% coursework; 50% two-hour written examination.		
<i>Contact hours:</i> 33 lectures, 10 terminal/seminar sessions.		

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

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:*

<i>Core text</i>	
Paul Beynon-Davies	<i>Information Systems: an introduction to informatics in organisations</i> , Palgrave, 2002
<i>Other reading:</i>	
S. Haag, M. Cummings, D. J. McCubbrey	<i>Management Information Systems for the Information Age</i> , 4th edition, McGraw Hill, 2004
A. Kotok & D. R. R. Webber	<i>ebXML: the new global standard for doing business over the Internet New Riders</i> , 2002
	E. T. Ray <i>Learning XML</i> 2nd edition, O'Reilly, 2003

### CO324 Computer Systems (Bob Eager)

<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 20% coursework; 80% two-hour written examination.		
<i>Contact Hours:</i> 22 lectures, 6 Terminal Sessions		

**Further Modules:** CO324 is pre-requisites for a wide range of computing modules in Stages 2 and 3.

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 Local Area Network (e.g. the University's Study Bedroom Service). This is a good starting point, as most students will be familiar with this example. The module has two strands:

'Systems Architecture' and 'Operating Systems and 'Communications', which form around two-thirds and one-third of the material respectively. Both strands contain material which is of general interest to computer users; quite apart from their academic value, they will be useful to anyone using a PC.

*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:

John English                      *Introduction to Operating Systems*, Palgrave, ISBN 0-333-99012-9.  
 Sebastian Coope, John        *Computer Systems: Architecture, networks and communications*, McGraw-Hill, ISBN 0-07-709803-  
 Cowley & Neil Willis        X.

Additional textbooks for background reading will be advised by individual lecturers

<b>CO327    Web Applications (Janet Linington)</b>
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<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 20% coursework; 80% two-hour examination.		
<i>Contact hours:</i> 12 lectures, 24 classes/workshops.		

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:*

Website: How Stuff Works at <http://computer.howstuffworks.com>. The sections on web servers and on web pages are particularly relevant.  
 Website: w3schools at <http://www.w3schools.com> for material on html and css.  
 Website: The website for the World Wide Web consortium W3C at <http://www.w3.org>

<b>CO520    Further Object-Oriented Programming (David Barnes)</b>
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<b>No of Credits: 15</b>	<b>Credit Level: I</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period:</i> Spring Term		
<i>Pre-requisite(s):</i> CO320		
<i>Method of Assessment:</i> 30% coursework; 70% examination (2 hours).		
<i>Contact hours:</i> 22 lectures, 11 terminal/seminar sessions.		

**Further Modules:** CO520 is a pre-requisite module for a wide range of computing modules in Stages 2 and 3.

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 emphasised.

*Preliminary Reading:*

David J. Barnes & Michael Kölling    *Objects first with Java – A practical introduction using BlueJ*, Pearson Education, 2<sup>nd</sup> edition 2005, ISBN 0-13-124933-9.  
 James Gosling, Bill Joy, Guy Steele & Gilad Bracha    *The Java Programming Specification*, 3rd edition, Addison-Wesley, 2005, ISBN 0-321-24678-0.

## COMPARATIVE LITERARY STUDIES

### CP305 Fiction, Truth, Politics (TBA)

**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 (TBA)

**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 Carrè	<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 (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
Anon	<i>The Golden Ass</i> , Penguin
J & W Grimm	<i>Tales from the Thousand and One Nights</i> , Penguin
R Kipling	<i>Selected Tales</i> , Penguin
Angela Carter	<i>The Second Jungle Book</i> , World's Classics
	<i>The Bloody Chamber</i>

Bruno Bettelheim\* *The Uses of Enchantment*  
 Max Lüthi\* *Once Upon a Time*  
 I & P Opie\* *The Classic Fairy Tales*

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

<b>CP317 Childhood and Adolescence in Fiction (TBA)</b>
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<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<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:*

J.M. Barrie	<i>Peter Pan</i> (Penguin Popular Classics)
Sandra Cisneros	<i>The House on Mango Street</i> (Bloomsbury)
C. Collodi	<i>The Adventures of Pinocchio</i> (Oxford World's Classics)
Tsitsi Dangarembga	<i>Nervous Conditions</i> (Ayebia Clarke)
Miles Franklin	<i>My Brilliant Career</i> (Virago)
William Golding	<i>Lord of the Flies</i> (Faber)
Mark Haddon	<i>The Curious Incident of the Dog in the Night Time</i> (Vintage)
J.D. Salinger	<i>Catcher in the Rye</i> (Penguin)
Mark Twain	<i>The Adventures of Huckleberry Finn</i> (Penguin)

## DRAMA & THEATRE STUDIES

\*PLEASE NOTE THAT DRAMA MODULES ARE NOT AVAILABLE AS WILD MODULES\*

<b>DR310</b>	<b>Theatre Practice</b> (Paul Davies)	(Joint Honours Drama students only)
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<b>No of Credits: 30</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 15</b>
<i>Teaching Period: Autumn Term</i>		
<i>Method of Assessment:</i>		
<b>Block 1</b> (Technical/production skills)		
<ul style="list-style-type: none"> <li>• 20% Attendance, class contribution and contributions to production work. This will be supported by a short written piece (500 words) which explores personal learning on the production and in the first block.</li> <li>• 30% Workbook; an evaluative document demonstrating skills learnt in the teaching block which relates practice to theory (2500 word equivalent).</li> </ul>		
<b>Block 2</b> (Performance skills)		
<ul style="list-style-type: none"> <li>• 20% Attendance, class contributions and oral presentation</li> <li>• 30% Performance Project: Individually, or in groups, students present short performances which apply skills learnt in Block 2. An individual workbook will be submitted after the performance which will evaluate, detail process, and relate practice to theory for the Block 2 Final Performance and work throughout the block (3000 word equivalent)</li> </ul>		
<b><i>This assessment pattern has altered from 2006/07 and these changes are subject to faculty approval.</i></b>		

RESTRICTIONS: - THIS MODULE IS NOT AVAILABLE AS WILD

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 learnt in Block 2. The students will apply these skills on the small scale productions in weeks 9-12. Block 2 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	<i>The Actor and his Text</i> , Harrap, London, 1987
Dennis, Anne	<i>The Articulate Body</i> , Drama Book Publisher, 1995
Dean, Peter	<i>Production Management – Making Shows Happen</i>
Reid, Francis	<i>The ABC of Stage Technology</i>
Fraser, Neil	<i>Stage Lighting – A Practical Guide</i>
Pallin, Gail	<i>The Stage Management Essential Handbook</i>
Tuffnell, Miranda & Crickmay, Chris.	<i>Body Space Image</i>

<b>DR314</b>	<b>Stage Practice</b> (Ms Deborah Metcalf Askew)	(Single Honours Drama students only)
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<b>No of Credits: 30</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 15</b>
<i>Teaching Period: Year Long</i>		
<i>Method of Assessment: 100% continuous assessment</i>		

RESTRICTIONS: - THIS MODULE IS NOT AVAILABLE AS WILD

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 specialisation. Drawing on these skills you will work in a variety of capacities on the production produced by the 4<sup>th</sup> 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  
Soozie Copley & Philippa Killner  
John Blurton  
Marco van Beek

*Production Management: Making Shows Happen*, The Crowood Press, 2002  
*Stage Management, A Practical Guide*. The Crowood Press, 2001  
*Scenery: Draughting and Construction, London*, A & C Black, 2001  
*A Practical Guide To Health And Safety In The Entertainment Industry*, Entertainment Technology Press 2000  
*The ABC of Stage Technology*, London A&C Black, 1995  
*Basics-A Beginners Guide to Stage Lighting*, ETP, 2003  
*Sound for the Stage*, ETP, 2003

**DR315/DR316 Modern Theatre: A Theoretical Landscape (Jill Davis)**

**No of Credits: 30**

**Credit Level: C**

**ECTS Credits: 15**

*Teaching Period:* Autumn Term, DR315 / Spring Term, DR316

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

**RESTRICTIONS: - THIS MODULE IS NOT AVAILABLE AS WILD**

Students taking Single Honours Drama must choose DR315; Students taking VPA & Joint Honours Drama must choose DR316

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.)

\*A Artaud

\*P Brook

N Childs & J Walwin

M Huxley & N Witts eds.

\*Books to be purchased

*Redirections*, Routledge, London, 2002

*The Theatre and Its Double*, London, Calder, 1981

*The Empty Space*, London, Penguin

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

*The Twentieth Century Performance Reader*, London, Routledge, 1999

**DR317 Texts for Theatre (Dr Peter M Boenisch)**

**No of Credits: 30**

**Credit Level: C**

**ECTS Credits: 15**

*Teaching Period:* Spring

*Method of Assessment:* Assessment will be by coursework and exam, and is currently undergoing revision, subject to faculty approval.

**RESTRICTIONS: - THIS MODULE IS NOT AVAILABLE AS WILD**

This module is designed as a foundation for Single Honours students for your MDrama 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 future modules.

The module will focus on six selected texts for theatre, which will be announced in September at the start of the year, and which you will need to have read at the start of Spring Term. A series of weekly lectures (2 hours) addresses 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 set texts for theatre play in depth, conducting further research, 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.

*Preliminary Reading:*

*M Wallis, S Shepherd	<i>Studying Plays</i> , Arnold 2002
M Esslin	<i>The field of Drama. How the Signs of Drama Create Meaning on Stage</i> , Methuen 1988
P Pavis	<i>Analyzing Performance: Theatre, Dance, and Film</i> . University of Michigan Press 2003
E Aston, G Savona	<i>Theatre as Sign-System. A Semiotics of Text and Performance</i> , Routledge 1991
K Elam	<i>The Semiotics of Theatre and Drama</i> , New Edition, Routledge 2002
M Fortier	<i>Theory/ Theatre. An Introduction</i> , Revised ed., Routledge 2002
S Cottrell	<i>The Study Skills Handbook</i> , Palgrave 2003 (highly recommended)

\*Students will be required to buy the asterisked volume and a selection of six dramatic texts which will be announced in September at the start of the academic year.

<b>DR323</b>	<b>Performance Skills (TBA)</b>	(Single Honours Drama students only)
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<b>No of Credits: 30</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 15</b>
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 100% Continuous Assessment (group practical project and individual skills progress mark)		

RESTRICTIONS: - THIS MODULE IS NOT AVAILABLE AS WILD

This module will equip students with fundamental performance skills to support practical work encountered later in the programme. Though the drama programmes are not training based, it is recognised that students need strong foundations in basic skills and techniques to support and enable their performance work in those later stages of the course. The module will therefore teach basic practical skills related to the voice, body and improvisation. Students will receive an introduction to key approaches in body use and understanding, including how to warm up and prepare the body and voice; how to care for themselves as performers; how to maximise potential of the body/voice as a free and open resource; how to understand the basic bodily principles of energy, focus, concentration, engagement and projection that lie behind all modes of performance. The course will include 20 weekly sessions in body/movement techniques such as Alexander, Japanese Butoh, Laban, tai chi, yoga, pilates and simple dance. The module's vocal exploration will include alignment, breathing, freeing the vocal instrument, channel release, resonance, placement, pitch, articulation and text. The improvisation sessions early in the module will be rooted in improvisational practice and discovery with a focus on how improvisation can be used as a skill and tool for creating theatre rather than just for warm-up games.

Students will apply and develop the skills learnt in short group 'études' rehearsed and presented in the Summer term in a year one festival. There will also be introductory and plenary sessions in Autumn, Spring and Summer terms so that the individual training and skills-based work is presented in broader theoretical and cultural contexts.

The course will be taught through specialised weekly voice/improvisation 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	<i>The Actor and his Text</i> , Harrap, London, 1987
Dennis, Anne	<i>The Articulate Body</i> , Drama Book Publisher, 1995
Johnstone, Keith	<i>Impro</i> , Methuen, London, 1996
Pisk, Litz	<i>The Actor and his Body</i> , Harrap, 1975
Rodenburg, Patsy	<i>The Right to Speak</i> , 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

<b>EC302 Economics Mode 'B'</b> (Dr John Peirson, Professor Alan Carruth)
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<b>No of Credits: 30</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 15</b>
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 20% coursework, consisting of two class tests & two written assessments 80% 3 hour written examination		
<i>Contact Hours:</i> 44 lectures and 23 seminars		

**RESTRICTIONS: 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, 5 <sup>th</sup> ed., 2002
D Begg, R Dornbusch & S Fischer	Economics, McGraw Hill, 7 <sup>th</sup> ed., 2002
Phillip Allan	The Economic Review (quarterly periodical)

<b>EC304 Economics Mode 'A'</b> (Amanda Gosling, Bill Collier)
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<b>No of Credits: 30</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 15</b>
<i>Teaching Period:</i> Year Long		
<i>Pre-requisite(s):</i> A-Level Economics or an equivalent qualification		
<i>Method of Assessment:</i> 20% coursework, consisting of two class tests and two written assessments 80% 3 hour written examination		
<i>Contact Hours:</i> 44 Lectures and 23 seminars		

**RESTRICTIONS: 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, 5 <sup>th</sup> ed., 2002
D Begg, R Dornbusch & S Fischer	Economics, McGraw Hill, 7 <sup>th</sup> ed., 2002
Phillip Allan	The Economic Review (quarterly periodical)

<b>EC310 Economics For Business</b> (Prof Alan Carruth)
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<b>No of Credits: 30</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 15</b>
<i>Teaching Period:</i> Year Long		
<i>Exclusion:</i> EC302, EC304 and MA309 cannot be taken with this module		
<i>Method of Assessment:</i> 40% coursework, consisting of two class tests & 2 written class assessments, 60% written examination of 2 hours duration		
<i>Contact Hours:</i> 24 lectures, 23 seminars and 6 workshops		

The aim of the module is to introduce students to economics and the use of economics in analysing business decisions, behaviour, problems and issues. The material covered will be of use to business students through all stages of their degree programme. The module will cover the following topics: business organisations; supply and demand; operation of markets; business in a market environment; the consumer; profit maximisation; consumer, producer and government decision making; product, market and advertising; business strategies; alternative theories of the firm; pricing strategies; input markets; investment and capital; market failure; government intervention in the market economy; international trade;

globalization; national income; unemployment; inflation; economic growth; business cycles; macroeconomic models; government spending and taxation; money; interest rates; and macroeconomic control of the economy.

This module is compulsory for all business administration single and joint honours students (excluding Economics and Accounting joint honours students) and recommended for IR-HRM (Politics) students. It is open to students taking other non-Economics degrees. No prior knowledge of Economics is required.

*Preliminary Reading:*

John Sloman and Mark Sutcliffe	<i>Economics for Business</i> , Prentice Hall, 3 <sup>rd</sup> ed., 2004
David Begg and Damian Ward	<i>Economics for Business</i> , McGraw-Hill, 2 <sup>nd</sup> ed., 2006
Peter Earl and Tim Wakeley	<i>Business Economics: A Contemporary Approach</i> , McGraw-Hill, 2005
Dermot McAleese	<i>Economics for Business</i> , Prentice Hall, 2 <sup>nd</sup> ed., 2001

## ELECTRONICS

<b>EL337</b> <b>Digital Visual Narrative (TBA)</b>
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<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period: Spring Term</i>		
<i>Method of Assessment: 20% attendance and performance at seminars; 80% Interactive Portfolio</i>		
<i>Contact Hours: 33 hours including lectures, seminars and workshops</i>		

This concentrates on two vital stages of the creative use of motion graphics in multimedia. Firstly, the traditional skills of taking a theme or idea and thinking around it, researching it, developing an insight concerning it and developing a narrative to embody this and illustrate it. Secondly, the modern skills of planning and creating a meaningful time-based visual narrative with current multimedia applications.

*Recommended Reading:*

Richard Williams    *The Animator's Survival Kit: A Working Manual of Methods, Principles and Formulas for Computer, Stop-motion, Games and Classical Animators* 2002, Faber and Faber Ltd, ISBN: 0571202284

*Background Reading:*

John Berger    *Ways of Seeing*. BBC and Penguin Books 1990, ISBN: 0140135154  
E.H. Gombrich    *Art and Illusion: A Study in the Psychology of Pictorial Representation: v6*, 2002, Phaidon Press, ISBN: 0714842087  
*Adobe Photoshop 7.00 (Classroom in a Book)*, 2002, Adobe Press, ISBN: 0321115627  
*Adobe After Effects 6.0 (Classroom in a Book)*, 2003, Adobe Press, ISBN: 0321193792  
Alex Michael    *Animating with Flash MX: Professional Creative Animation Techniques*, 2002, Focal Press, ISBN: 0240519051

## ENGLISH & AMERICAN LITERATURE

\*PLEASE NOTE THAT ENGLISH (EN) MODULES ARE NOT AVAILABLE AS WILD MODULES\*

### EN302 Early Drama (Prof. Peter Brown)

**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; 25% project.

*Contact Hours:* weekly lecture (1 hour) and seminar (1½ hours)

RESTRICTIONS: - THIS MODULE IS NOT AVAILABLE AS WILD

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 Stage 2.

*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 John Wills)

**No of Credits: 30**

**Credit Level: C**

**ECTS Credits: 15**

*Teaching Period:* Year Long

*Method of Assessment:* 75% coursework (3 x 2000 word essays and 1 seminar presentation); 25% 2 hour examination

*Contact hours:* 2 hours per week (1 x 1 hour lecture, 1 x 2 hour seminar)

RESTRICTIONS: - THIS MODULE IS NOT AVAILABLE AS WILD. **This module is compulsory for American Studies students. It may be taken by students studying English and American Literature or History as part of their degree programme.**

The aim of this module is to provide a broad introduction to the literature, art, history and sociology of the United States. Some of the themes to be explored are: the natural environment, colonial life, slavery, US political culture, Native American representation, the 20<sup>th</sup> Century novel and poem, American architecture, music and popular culture, America at the new millennium. The module establishes a firm base from which students can proceed to Stage 2 modules and ultimately go onto study at institutions in the United States. The emphasis throughout is in interdisciplinary and multidisciplinary thought. The module is loyal to the ethos of American Studies as a groundbreaking fusion of theories, pathways and academic criticism.

*Preliminary Reading List:*

\* Essential (for purchase) All others are Highly Recommended

Temperley, H and Bigsby, C *A New Introduction to American Studies* (2006)  
(eds.)

Bradbury, M and Ruland, R *From Puritanism to Postmodernism: A History of American Literature* (1993)

Cameron, A (ed.) *Looking for America: An Historical Introduction to the Visual in American Studies* (2004)

Hartley, J and Pearson, R (eds.) *American Cultural Studies: A Reader* (2000)

Horwitz, R. P (ed.) *The American Studies Anthology* (2001)

Kaplan, R *An Empire Wilderness* (1998)

Alexis de Tocqueville *Democracy in 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.

**RESTRICTIONS: - THIS MODULE IS NOT AVAILABLE AS WILD. Available only to students taking Single or Joint Honours degrees (including those with a year abroad) in English & American Literature with or without Creative Writing, 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.

*Required texts:*

Duncan Wu (ed.)

*Romanticism: An Anthology*, 3<sup>rd</sup> ed.

Jane Austen

*Emma*

Mary Shelley

*Frankenstein***EN325 Critical Practice (Dr. Alex Padamsee)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 100% coursework (one essay)

**RESTRICTIONS: - THIS MODULE IS NOT AVAILABLE AS WILD**

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, 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 &amp; 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)

Robert Pope

*The English Studies Book: An Introduction to Language Literature and Culture* (Routledge, 1998)**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: 50% short story; 50% essay

**RESTRICTIONS: - THIS MODULE IS NOT AVAILABLE AS WILD. A limited number of places will be available to non-Creative Writing, Single or Joint Honours English students. These will be allocated on a first come, first served basis.**

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 will 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  
Shakespeare  
Homer

*Poetics* (Penguin, 1996)  
*Hamlet* (Penguin, 2005)  
*The Odyssey* (Oxford World Classics, 1998)

<b>EN327</b>	<b>Poetry Theory and Practice</b>	(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: 50% portfolio of poems; 50% essay

RESTRICTIONS: - THIS MODULE IS NOT AVAILABLE AS WILD. A limited number of places will be available to non-Creative Writing, Single or Joint Honours English students. These will be allocated on a first come, first served basis.

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  
Aristotle  
Edna Longley  
Cary Nelson  
John Redmond

*Odyssey* (Oxford World's Classics)  
*Poetics* (Penguin)  
(ed.) *Bloodaxe Book of 20<sup>th</sup> Century Poetry* (Bloodaxe, 2000)  
(ed.) *Anthology of Modern American Poetry* (OUP, 2000)  
*How to Write a Poem* (Blackwell)

## FILM STUDIES

\*PLEASE NOTE THAT FILM MODULES ARE NOT AVAILABLE AS WILD MODULES\*

### FI308 / FI309 Exploring the Frame (Clio Barnard)

**No of Credits: 30**

**Credit Level: C**

**ECTS Credits: 15**

*Teaching Period:* Autumn Term (FI308 or Spring Term (FI309)

*Method of Assessment:* 60% short practical projects; 30% written essay; 10% workshop/creative participation

RESTRICTIONS: - THIS MODULE IS NOT AVAILABLE AS WILD. Available to Single Honours Film Students only.

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

**Please note: This module is a pre-requisite for all Film students wishing to take Practice-based Film modules in Stages 2 and 3 i.e. Screenwriting, Representing Actuality and Moving Image Production. A mark of 60 or over is required in order to proceed to further Practice modules in Stages 2 and 3.**

Through practical projects and presentation of film texts, students will engage with key aspects of film language. A series of practical projects will be contextualised through lectures drawing on a wide range of film texts, from classical narrative to experimental practices. The success of students' work will be dependent on their understanding of film form and its relationship to content. Each of the projects is an opportunity for students to develop their creative practice. All of the projects will use theory and critical analysis to develop students understanding of creative practice. The projects culminate in a student directed brief. Students will work in groups throughout the twelve weeks.

There are four specific projects that explore key aspects of film language:

1. On-screen/Off-screen Space. Students devise a one shot piece of one-minute duration in relation to key film texts.
2. Continuity and Discontinuity. The construction of film through editing. Students devise a one-minute piece in response to filmic continuity or discontinuity.
3. Sound and Image. Creative approaches to sound in film. Students will construct a soundtrack for their video.
4. Student Directed Brief By drawing on the previous projects students will produce a short video piece.

The practical projects enable students to draw on both the technical skills and conceptual understanding they have gained from the lecture/seminar/workshop sessions, applying them to the creative projects

*Preliminary Reading:*

David Bordwell and Kristin Thompson *Film Art - An Introduction*, McGraw Hill, 2004

A.L Rees

*A History of Experimental Film and Video*, BFI, 1999

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

**No of Credits: 30**

**Credit Level: C**

**ECTS Credits: 15**

*Teaching Period:* Autumn Term

*Method of Assessment:* Continuous assessment: 70% 2 essays x 2000 words; 20% 1 dossier x 2000 words; 10% seminar grade.

*Contact Hours:* 10 lectures x 1 hour, 10 seminars x 75 minutes, 9 screenings x 2 hours

*Co-requisite:* Introduction to Narrative Cinema 2: World Cinema (see below)

RESTRICTIONS: - THIS MODULE IS NOT AVAILABLE AS WILD

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

Timothy Corrigan

David Bordwell and Kristin

Thompson

*How Movies Work*, London: University of California Press, 1992

*A Short Guide to Writing About Film*, New York: Harper Collins latest edition

*Film Art, An Introduction*, London: McGraw Hill, latest edition

**FI311 Introduction to Narrative Cinema 2 (World Cinema) (Dr Catherine Grant)****No of Credits: 30****Credit Level: C****ECTS Credits: 15***Teaching Period:* Spring Term*Method of Assessment:* 30% 1 x essay 1500 words; 40% 1 x essay 3000 words; 20% 1 x personal diary/dossier 2000 words; 10% seminar participation*Contact Hours:* 10 lectures x 1 hour, 10 seminars x 75 minutes, 18 screenings (extending into summer term) x 2 hours*Pre-requisite:* Introduction to Narrative Cinema 1: American Cinema**RESTRICTIONS: - THIS MODULE IS NOT AVAILABLE AS WILD**

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 film-making 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

Elizabeth Ezra (ed.)

Timothy Corrigan and Patricia White

Bruce Kavin

*Contemporary World Cinema*, Edinburgh University Press, 2005*European Cinema*, Oxford University Press, 2003*The Film Experience*, New York: Bedford/St. Martin's, 2004*How Movies Work*, London: University of California Press, 1992**FRENCH****FR300 Learning French 3 (Post 'A' Level) (Dr Annie Tregouet)****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 sound recordings, structured worksheets and up-to-date journalistic texts. The second taught hour is always taken by a native speaker. This usually involves oral expression in French 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.

**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	<i>Le jeu de l'amour et du hasard</i>
Rostand	<i>Cyrano de Bergerac</i>
Yourcenar	<i>La Petite Sirène</i> (photocopy available)
Sartre	<i>Les Mains sales</i>

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

<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 50% coursework (1 essay and oral presentation), 50% examination		
<i>Entry Requirement:</i> '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	<i>Zadig</i>
Hugo	<i>Le Dernier jour d'un condamné</i>
Flaubert	'Un coeur simple' in <i>Trois contes</i>
Maupassant	Short Stories (photocopy available from seminar leader)
Aymé	'Le Passe-muraille', 'La carte' in <i>Le Passe-muraille</i>
Camus	'L'hôte', 'Une femme adultère' in <i>L'Exil et le royaume</i>
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)

<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 50% coursework (1 essay and oral presentation), 50% exam		
<i>Entry Requirement:</i> '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	<i>French National Cinema</i> , Routledge, 1993
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### FR310 Twentieth Century France in Crisis (TBA)

<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 50% coursework (1 essay and oral presentation) and 50% exam		

**This module is available as Wild to those students who have achieved at least A level standard in French.**

This module will explore how four major 'crises' in twentieth-century France are reflected in cinema: World War I, World War II, the Algerian crisis, and the events of May 1968. A dossier of textual materials provides the student with background historical and cultural documents, and suggests further reading. Some films are almost contemporary with events, whereas others were made decades later. We will explore themes such as realistic depiction, socio-political agendas, and collective or individual memory.

*Primary Films:*

(Renoir)	<i>La Grande Illusion</i>
(Jeunet)	<i>Un long dimanche de fiançailles</i>
(Truffaut)	<i>Le Dernier Métro</i>

(Malle) *Au-revoir les enfants*  
(Pontecorvo) *La bataille d'Alger*  
(Malle) *Milou en mai*

**FR326 Learning French 1 (Beginners)** (Dr Annie Tregouet)

**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 no 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:*

George Sand *Panorama I Méthode de français*  
*La petite Fadetet* (Lectures CLE – collection 600 mots)

**FR327 Learning French 2A (Post GCSE)** (Dr Annie Tregouet)

**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 end of 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 Annie Tregouet)

**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 end of 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 Annie Tregouet)

<b>No of Credits: 30</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 15</b>
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 100% coursework		
<i>Contact Hours:</i> 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 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)

<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% coursework: 2 essays and an oral presentation		
<i>Entry Requirement:</i> 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.

*Reading List:*

Molière	<i>The Miser, The Bourgeois Gentleman</i>
Racine	<i>Phaedra</i>
Musset	<i>Lorenzaccio</i>
Anouilh	<i>Antigone</i>
Satre	<i>No Exit</i>
Mariyvaux	<i>La Double Inconstance</i>
Hugo	<i>Cromwell</i>

**FR332 French Narratives: Love, Marriage and Politics (in translation)** (Dr James Fowler)

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

*Reading List:*

Voltaire	<i>Candide</i>
Constant	<i>Adolphe, The Red Notebook</i>
Maupassant	<i>Short Stories</i>

Vercors  
Camus  
Ernaux

*The Silence of the Sea*  
*The Stranger*  
*Shame*

## GERMAN

<b>GE301 Learning German 3 (Post 'A' Level)</b> (Professor Osman Durrani)
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<b>No of Credits: 30</b> <span style="float: right;"><b>Credit Level: C</b></span> <span style="float: right;"><b>ECTS Credits: 15</b></span> <i>Teaching Period:</i> Year Long <i>Method of Assessment:</i> 20% coursework, 70% 3-hour examination plus an oral test; 10% attendance and participation <i>Contact Hours:</i> 1 lecture, 1 seminar and one hour of conversation per week. <i>Entry Requirement:</i> 'A' or 'AS' Level German, or equivalent.
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RESTRICTIONS: TIMETABLE RESTRICTIONS WILL NOT ALLOW THIS MODULE TO BE TAKEN WITH 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	<i>Rediscover Grammar</i> , Longman, 2004
Derek Lewis	<i>Contemporary German. A Handbook</i> , Edward Arnold, London, 2001
Bill Dodd <i>et al</i>	<i>Modern German Grammar: A Practical Guide</i> , Routledge, 2003
Bill Dodd <i>et al</i>	<i>Modern German Grammar Workbook</i> , Routledge, 2003

<b>GE304 Learning German 1 (Beginners)</b> (TBA)
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<b>No of Credits: 30</b> <span style="float: right;"><b>Credit Level: C</b></span> <span style="float: right;"><b>ECTS Credits: 15</b></span> <i>Teaching Period:</i> Year Long <i>Method of Assessment:</i> 20% coursework; 70% examination; 10% attendance and participation
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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.

*Course book:*

Tangram Aktuell 1	<i>Hueber, Munich</i> , 2005 Kursbuch
Tangram Aktuell 1	<i>Hueber, Munich</i> , 2005 Arbeitsbuch

<b>GE307 Learning German 2 (Intermediate)</b> (Dr John Partridge)
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<b>No of Credits: 30</b> <span style="float: right;"><b>Credit Level: C</b></span> <span style="float: right;"><b>ECTS Credits: 15</b></span> <i>Teaching Period:</i> Year Long <i>Method of Assessment:</i> 20% coursework (4 best assessment marks), 70% examination (3-hour examination plus an audio-visual comprehension examination, an oral examination); 10% attendance and participation <i>Entry Requirement:</i> GCSE German or equivalent.
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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	<i>Klaro!</i> , Edward Arnold, London, 2001
<i>Coursebook</i>	
Dallapiazza <i>et al</i>	<i>Themen Aktuell 2 Kursbuch</i> , Hueber, Munich, 2000

**GE311 Varieties of German Writing (TBA)****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 (TBA)****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 Vietman 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)

**GE321 Speak Proper German! (Dr John Partridge)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 100% coursework: 5 multiple choice question assignments, 10% each; 2 oral tests, 25% each*Contact Hours:* 10 one hour lectures, 10 one hour seminar/workshops

**This module is available as wild to those students with A' Level German or equivalent.**

This module is designed to help you understand the German sound system, pronounce German correctly and to learn how to record it orthographically and phonetically. You will learn how orthographic and phonological systems vary and be able to apply this knowledge effectively. You will be able to discuss and demonstrate on a practical and theoretical basis the need for different types of notational systems, explain their workings, and will be able to work out by means of exercises in transcription and conversion from speech to notation and vice versa the consequences of choosing a particular sound. In short you will learn how to speak and record authentic German.

*Recommended Reading:*

Boase-Beier, J and Lodge K Hall, C	<i>The German Language</i> , Oxford: Blackwell, 2003 <i>Modern German Pronunciation: An Introduction for Speakers of English</i> , Manchester: Manchester University Press, 2003
Johnson, S	<i>Exploring the German Language</i> , London: Arnold, 1998
Moulton, W.G	<i>The Sounds of English and German</i> , Chicago: University of Chicago Press, 1962
Schwitalla, J	<i>Gesprochenes Deutsch: eine Einführung</i> , Berlin: Erich Schmidt Verlag

## HISTORY & PHILOSOPHY OF ART

### HA314    **The Shock of the Now: Themes in Contemporary Art** (Grant Pooke)

<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 100% coursework [One Critical essay (40%); Seminar presentation (30%); Seminar notes (30%)]		
<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.

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: <i>Modernism, Antimodernism, Postmodernism</i> , Thames & Hudson, 2004
Cynthia Freeland	<i>Art Theory: A Very Short Introduction</i> , Oxford University Press, 2001
Julian Stallabrass	<i>High Art Lite: British Art in the 1990s</i> , Verso, 1999
Matthew Collings	<i>is Modern Art</i> , Weidenfeld & Nicolson, 1999

### HA315    **The Shock of the Now: Themes in Contemporary Art** (Grant Pooke)

<b>No of Credits: 30</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 15</b>
<i>Teaching Period:</i> Spring 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		

See HA314 for Module Description

### HA316    **Photography and its Histories** (Theresa Mikuriya)

<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% coursework [One 2000- 2500 word Critical essay (50%); One 1000 word 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	<i>Camera Lucida: Reflections on Photography</i>
Geoffrey Batchen	<i>Burning with Desire: The Conception of Photography</i>
Graham Clarke	<i>The Photograph</i>
Liz Wells	<i>Photography: A Critical Introduction</i>
John Tagg	<i>The Burden of Representation: Essays on Photographies and Histories</i>

**HA317 Photography and its Histories (Theresa Mikuriya)****No of Credits: 30****Credit Level: C****ECTS Credits: 15***Teaching Period:* Autumn Term*Method of Assessment:* 100% coursework [One 4000 word Critical essay or two 2500 word essays (60%); One 1000 word short essay (15%); Seminar notes (15%)]*Contact Hours:* One 2 hour lecture and one 2 hour seminar per week

See HA316 for Module Description

**HA318 But is it Art?: Aesthetics and the Visual Arts (Dr Jonathan Friday/Han Maes)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn 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

*The Art Question*, Routledge

George Dickie

*Introduction to Aesthetics*, Oxford UP

Gordon Graham

*Philosophy of the Arts*, Routledge**HA319 But is it Art?: Aesthetics and the Visual Arts (Dr Jonathan Friday/Han Maes)****No of Credits: 30****Credit Level: C****ECTS Credits: 15***Teaching Period:* Autumn 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

See HA318 for Module Description

**HA320 Inner Worlds: Psychoanalytic Thinking and the Visual Arts (Dave Reason)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring Term*Method of Assessment:* 100% coursework: précis (30%); expository essay (50%); seminar log (20%)*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?

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	<i>Psychological Aesthetics</i> , 2001
Peter Fuller	<i>Art and Psychoanalysis</i> , 1980
Peter Gay	<i>Freud: A life for our time</i> , 1998
Adam Phillips	<i>Terrors and Experts</i> , 1997
Marion Milner	<i>On Not Being Able to Paint</i> , 1983
Neville Symington	<i>The Analytic Experience</i> , 1986
Janet Sayers	<i>Freud's Art</i> , 2007

*Also*

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

*Or*

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

<b>HA321 Inner Worlds: Psychoanalytic Thinking and the Visual Arts (Dave Reason)</b>
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<b>No of Credits: 30</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 15</b>
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 100% coursework: précis (15%); critical essay (25%); project report (50%); study journal (10%)		
<i>Contact Hours:</i> One 1 hour lecture and one 1 hour seminar per week-plus individual tutorials		

See HA320 for Module Description

<b>HA323 Creative Investigations (Angus Pryor)</b>
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<b>No of Credits: 60</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 30</b>
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 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:*

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

## HISTORY

### HI300 Introduction to Literature and Science (Prof. Crosbie Smith)

**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. 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	<i>Gulliver's Travels</i>
*Mary Shelley	<i>Frankenstein</i>
*Edgar Allan Poe	<i>The Fall of the House of Usher and Other Writings</i>
Charles Dickens	<i>Hard Times</i>
George Orwell	<i>Nineteen Eighty-four</i>
H G Wells	<i>The Time Machine</i>
Joseph Conrad	<i>The Secret Agent</i>
Paul Theroux	<i>The Mosquito Coast</i>

### 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.

*Indicative Reading:*

E S Rabkin (ed.)	<i>Science Fiction: A Historical Anthology</i> , 1983
H G Wells	<i>The War of the Worlds</i> , 1898
M Piercy	<i>Woman on the Edge of Time</i> , 1976
P K Dick	<i>Do Androids Dream of Electric Sheep?</i> 1968
<i>And for reference:</i>	
J Clute & P Nicholls (eds.)	<i>The Encyclopedia of Science Fiction</i> , 1993

**HI342 Revolutionary and Napoleonic France 1789 - 1815 (Dr Philip Boobbyer)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring Term*Method of Assessment:* 50% coursework; 50% examination

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

A Forrest

G Lewis

G Ellis

M Lyons

*Origins of the French Revolution*, Oxford*The French Revolution*, Blackwell*The French Revolution: Rethinking the Debate*, Routledge*The Napoleonic Empire*, Macmillan*Napoleon Bonaparte and the Legacy of the French Revolution*, Macmillan

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 (Prof Kenneth Fincham)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn 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

D Loades

P Williams

D Starkey (ed.)

L Stone

J Kenyon

*The Wars of the Roses*, Macmillan*Politics and the Nation, 1450-1660*, Fontana*The Tudor Regime*, Oxford*Rivals in Power*, Macmillan*The Crisis of the Aristocracy, 1558-1641*, Oxford*Stuart England*, Allen Lane**HI348 Renaissance Courts: Culture and Politics (Dr David Potter)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 100% coursework

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

D Loades

D Potter

N Elias

J Adamson

L Martines

*The Courts of Europe*, Thames & Hudson*The Tudor Court*, Batsford*A History of France, 1450-1650: the Emergence of a Nation State*, Palgrave Macmillan*The Court Society*, Blackwell*The Princely Courts of Europe*, Weidenfeld*Power and Imagination*, Penguin

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:* Autumn 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

*The Road to 1945*

A Calder

*The People's War*

A Calder

*The Myth of the Blitz*

K Jefferys

*War and Reform: British Politics during the Second World War*

N Longmate

*How We Lived Then: A History of Everyday Life During the Second World War*

A Marwick

*The Home Front: The British and the Second World War***HI359 Empire in Africa 1922 - 1980 (TBA)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 100% coursework*Contact Hours:* Weekly two hour seminars

This module examines the end of empire in Africa. As colonial Europeans withdrew from Africa they at first handed power to western-educated aristocracies in Egypt in 1922 and in Ethiopia in 1941. By the 1950s African nationalists were asking for more radical changes and for democratic institutions, but they had to resort to arms in Kenya in 1952 and in Mozambique in 1963 in order to win their liberation.

*Introductory Reading:*

D Birmingham

*The Decolonisation of Africa*, UCL Press

B Davidson

*The Black Man's Burden*, Currey

D Hargreave

*Decolonization in Africa*, Longman

K Kyle

*The Politics of the Independence of Kenya*, Macmillan.

A Marsot

*A Short History of Modern Egypt*, Cambridge

B Zewde

*A History of Modern Ethiopia, 1955-1974*, Currey**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.*Contact Hours:* 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 and Managing modernity

*Recommended Introductory Reading:*

- \*Ludmilla Jordanova *History in Practice*, Arnold, 2000  
\*John Tosh *In Pursuit of History*, Longman 3<sup>rd</sup> ed., 1999  
B Yorke *Wessex in the Early Middle Ages*, 1995  
R Abels *Alfred the Great*, 1998  
Steven Shapin *The Scientific Revolution*, Chicago University Press, 1996  
Peter Dear *Revolutionising the Sciences: European Knowledge and its ambitions 1500-1700*, Palgrave, 2001  
P Hudson *The Industrial Revolution*, 1992  
M Daunton *Progress and Poverty, 1700-1850*, 1995  
Benedict Anderson *Imagined Communities: reflections on the origin and spread of nationalism*, Verso  
Eric J Hobsbawm *The Invention of Tradition*, Cambridge University Press  
Steven J Gould *The Mismeasure of Man*, Penguin, 2<sup>nd</sup> ed., 1997  
Arthur Marwick, Clive Emsley & Wendy Simpson (eds.)  
*Total War and Historical Change*, Oxford, 2001

\* indicates relevance to course as a whole.

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

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

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

**HI376 Poverty and its Problems in England 1834-1914 (Prof G. M. Ditchfield)**

<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 50% coursework inc seminar performance mark; 2 essays of 2000 approx each and 50% examination		
<i>Contact Hours:</i> 1 weekly seminar, 1 fortnightly lecture		

'A decent provision for the poor, is the true test of civilization' (Dr Samuel Johnson, 1770).

The condition of the poor is an important indicator of the nature of any state. The study of poverty and its relief can serve as an essential introduction to social history. This module is designed to explore the nineteenth-century responses to poverty in England and Wales during the nineteenth century. Beginning with the poor Law Amendment Act of 1834 and its immediate antecedents, it charts attempts to define (and re-define) poverty. It examines the effect of infrequent wages, large families, sickness and accidents, old age, rural and urban contexts, and the impact of fatalism, moralism, private philanthropy and notions of collective responsibility. In addition to the study of legislation, reading from novelists and popular writers, and excerpts from social tracts, students will study statistical surveys (such as those of Henry Mayhew, Charles Booth and Seebohm Rowntree), the works of contemporary observers (such as Andrew Mearns, Lady Bell, and H. Rider Haggard), and the reports of Royal Commissions.

*Introductory Reading:*

- P. Keating (ed.) *Into Unknown England 1866-1913. Selections from the Social Explorers*. Fontana  
M.E. Rose *The relief of Poverty 1834-1914*, 2nd ed., Macmillan  
G. Himmelfarb *The Idea of Poverty: England in the Early Industrial Age*, Faber  
G. Himmelfarb *Poverty and Compassion: the Social Ethic of the late Victorians*, Knopf  
H. Cunningham & J. Innes (eds) *Charity, Philanthropy and Reform. From the 1690s to 1850*, Macmillan

A. Brundage	<i>The Making of the New Poor Law</i> , Hutchinson
L. Hollen Lees	<i>The Solidarities of Strangers: the English Poor Laws and the People 1700-1948</i> , Cambridge
D. Fraser (ed.)	<i>The New Poor Law in the Nineteenth Century</i> , Macmillan
D. Fraser	<i>The Evolution of the British Welfare State</i> , 2nd ed., Macmillan
M.A. Crowther	<i>The Workhouse System 1834-1929</i> , Batsford Academic
J.H. Treble	<i>Urban Poverty in Britain 1830-1914</i> , Batsford Academic
A.J. Kidd	<i>State, Society and the Poor in Nineteenth-Century England</i> , Manchester U.P.
C. Chinn	<i>Poverty amidst Prosperity: the Urban Poor in England 1834-1914</i>

<b>HI377</b>	<b>The Hundred Years War</b> (Dr David Potter)
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<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 30% coursework; 50% exam		

This module is designed to introduce first-year students to the study of French history primarily through sources dating from the fourteenth and fifteenth centuries. These include chronicles, personal writings, and legal and political documents. They are intended both to give a grasp of how to use primary sources and to throw light on the main themes of the period in Anglo-French conflict, c. 1340-1460: the organisation and effects of war, the propaganda of war, and the contest for power in France between two rival dynasties, which involved competing ideas about the French polity.

*Introductory Reading:*

C Allmand	<i>The Hundred Years' War</i> , Cambridge
PS Lewis	<i>Later Medieval France</i> , Macmillan
PS Lewis (ed.)	<i>The Recovery of France in the Fifteenth Century</i> , Macmillan
D Potter	<i>A History of France, 1460-1560: the Emergence of a Nation State</i> , Macmillan
G Duby	<i>France in the Middle Ages, 987-1460</i> , Blackwell
J Sumption	<i>The Hundred Years War</i> , vol. I, Faber and Faber
G Holmes	<i>Europe: Hierarchy and Revolt 1320-1450</i> , Fontana

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

<b>HI385</b>	<b>Introduction to the History of Medicine</b> (Dr Ulf Schmidt)
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<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<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 17<sup>th</sup> century, the development of psychiatry and the asylum system in the 18<sup>th</sup> century and the rise of the welfare state and new theories of biology and disease transmission in the 19<sup>th</sup> 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***Teaching Period:* Autumn Term*Method of Assessment:* 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 18<sup>th</sup> 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 &amp; Gjerde (eds.)

*Major Problems in American History, Vol. I*

M Jones

*The Limits of Liberty*

E Countryman

*The Americans*

P Kolchin

*American Slavery, 1619-1877*

G Nobles

*American Frontiers*

Grant &amp; Holden Reid (eds.)

*The American Civil War: Explorations and Reconsiderations***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 19<sup>th</sup> Century, it ends with a review of the American position at the beginning of the 21<sup>st</sup> century. Themes include early 20<sup>th</sup> 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 &amp; Gjerde (eds.)

*Major Problems in American History Vol. II*

M Jones

*The Limits of Liberty*

Ambrose &amp; Brinkley

*America's Rise to World Power*

D Brody

*American Workers in the 20<sup>th</sup> Century Vol. I*

AJ Badger

*The New Deal*

Chafe &amp; 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:* Spring 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 &  
Jeffrey Richards  
Thomas Schultz  
Richard Taylor  
David Welch

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

*Hollywood Genres*

*Film Propaganda, Nazi Germany and Soviet Russia*

*Propaganda and the German Cinema, 1933-1945*

**HI402 Politics and Culture of Nineteenth Century Russia (Dr David Wilcox)**

**No of Credits: 15**

**Credit Level: C**

**ECTS Credits: 7.5**

*Teaching Period:* Autumn 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*

Franco Venturi

*Roots of Revolution*

**HI403 Introduction to Military History (Part 1) (Dr Mark Connelly)**

**No of Credits: 15**

**Credit Level: C**

**ECTS Credits: 7.5**

*Teaching Period:* Autumn Term

*Method of Assessment:* 100% Coursework

**Please note that priority for places on this module will be given to War Studies students.**

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 Gudmundsson

*On Infantry*

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*

**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:* 50% coursework, 50% exam. Coursework consists of short written reports and one essay totalling not more than 4000 words.

This module offers an introduction to England in the thirteenth century by investigating three related episodes through visual sources. The course begins with the murder of Thomas Becket in Canterbury Cathedral in 1170, and traces the way that images were used to promote and shape his cult. Turning next to the illustrated chronicles of Matthew Paris, a monk, artist and historian, we will consider how he used images to articulate his views of kingship, nature, and the apocalypse that he (incorrectly!) predicted would take place in 1250. Finally, it looks at manuscripts of the Book of Revelation that were 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

*Indicative Reading List:*

- R.K. Emmerson and B. McGinn, eds *The Apocalypse in the Middle Ages*, 1992  
 M.A. Michael *Stained Glass of Canterbury Cathedral*, 2004  
 S. Lewis *The Art of Matthew Paris in the Chronica Majora*, 1987

**HI408 Picturing the Past: An Introduction to Visual History (Dr Alixe Bovey)**

<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 15</b>
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% Coursework (including written work totalling not more than 4,000 words)		

*Picturing the Past* offers a broad-ranging introduction to the ways that historians use visual evidence to understand the past. Weekly lectures delivered by members of the School of History will introduce students to topics that may include medieval monsters, Tudor architecture, the American landscape, and the video game as an historical artefact. Fortnightly seminars will allow for reflections on the visual sources discussed in the lectures, and the theoretical frameworks in which they can be interpreted. Through this module, you will learn to assess the strengths and limitations of different kinds of visual evidence, and have the opportunity to consider the kinds of historical questions that images can illuminate.

*Indicative Reading List:*

- Berger, J *Ways of seeing*, London, 1972  
 Freedberg, D *The power of images: Studies in the History and Theory Response* Chicago, 1991  
 Haskell, F *History and its Images* New Haven, 1993  
 Sturken, M. and C. Cartwright *Practices of Looking : An Introduction to Visual Culture* Oxford, 2001

**HI410 Medieval Europe c. 400 – 1066 (Dr Helen Gittos)**

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

What happened when the Roman Empire collapsed? When did countries like England, France and Germany come into being? How violent were the Vikings? What actually happened at the Norman Conquest? This course is designed to provide an introduction to early medieval European history. We will focus on the main political events and most significant changes that took place during this period. We will also look at aspects of society and culture. The aims are that students should have a clear understanding of the outlines of European history in this period, a sense of what life was like in particular communities, and of the types of evidence that survive for historians to use. The weekly lectures will help guide students through the course, and in the regular seminars there will be opportunities to explore key debates and sources in more detail.

*Preliminary Reading:*

- R. Collins *Europe 300-1000* (2nd ed, Basingstoke, 2001)  
 G. Holmes, (ed.) *The Oxford Illustrated History of Medieval Europe*, Oxford, 1998  
 R. McKitterick, (ed) *The Early Middle Ages, 400-1000*, Oxford, 2001  
 B. Rosenwein, *A Short History of the Middle Ages*, Peterborough, Ontario, 2002  
 J. M. Smith *Europe After Rome*, Oxford, 2005

**HI411 Medieval Europe c. 1066 – 1450 (Dr Barbara Bombi)**

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

This course is a survey of medieval Europe from c. 1000 to c. 1450. It includes elements of political, institutional, religious, social and cultural history. The course is intended to provide students with a foundation that will allow them to make the most of other courses in European history, particularly those focusing on the Middle Ages and Early Modern period, by equipping them with a grounding in geography and chronology, as well as in a variety of approaches to the study of history. Lectures will provide an overview of some of the period's defining features including the feudal system; kingship; the crusades, warfare and chivalry; popes (and anti-popes); monasticism and the coming of the friars; heresy; visual culture; women and the family; and towns and trade. Two-hour fortnightly seminars will introduce students to the reading and understanding of primary sources on relevant topics.

*Preliminary Reading:*

- Bartlett R. *The Making of Europe: conquest, colonization and cultural change, 950-1350*, London, 1994  
Southern R. W. *The making of the Middle Ages*, London, 1993  
Barber M., *The two cities: Medieval Europe, 1050-1320*, London, 1992  
Bull M. G. *Thinking medieval: an introduction to the study of the Middle Ages*, Basingstoke, 2005  
Tierney B. & Painter S. *Western Europe in the Middle Ages, 300-1475*, Boston-London, 1999  
Cook W. & Herzman R. *The medieval world view: an introduction*, New York-Oxford, 2004  
B

**HI413 Introduction to Military History (Part 2) (Dr Mark Connelly)**

**No of Credits: 15**

**Credit Level: C**

**ECTS Credits: 7.5**

*Teaching Period:* Spring Term

*Method of Assessment:* 100% coursework.

**Please note that priority for places on this module will be given to War Studies students.**

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

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.

## ITALIAN

### IT301 Learning Italian 1 (Beginners) (Guido Reverdito)

<b>No of Credits: 30</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 15</b>
<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.		
<i>Entry Requirement:</i> '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       |

### IT307 Italian Advanced: Texts in Context (Guido Reverdito)

<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 50% coursework; 50% examination.		
<i>Entry Requirement:</i> 'A' Level Italian (Intermediate/GCSE/AS Level will be considered).		

The module aims to introduce students to Italian Contemporary Literature (XX century). Its principal objective will be to set representative works of a number of key Italian poets and writers of the early and late XX century, such as: Ungaretti, Montale, Vittorini, Fenoglio, Pavese, Eco, in their socio-historical and cultural background. 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 Readings:*

- |              |  |
|--------------|--|
| G. Ungaretti | <i>L'allegria</i> , Mondadori (selection of poems)     |
| E. Montale   | <i>Ossi di seppia</i> , Mondadori (selection of poems) |
| B. Fenoglio  | <i>Una questione privata</i> , Garzanti                |

### IT308 Learning Italian 3 (Post 'A' Level) (Dr Tom Behan)

<b>No of Credits: 30</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 15</b>
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 20% coursework and 80% examination.		
<i>Entry Requirement:</i> 'A' Level Italian (Intermediate/GCSE/AS Level will be considered)		

The course comprises three elements: one hour per week devoted to translation from English into Italian and advanced grammar, one hour per week devoted to translation from Italian into English and written composition, and one hour of conversation practice. Students will increase their linguistic competence through weekly translating exercises. Students are also required to attend a 1-hour lecture on Italian Culture per week in the Autumn Term.

*Preliminary Reading:*

- |                            |   |
|----------------------------|---|
| M Silvestrini <i>et al</i> | <i>L'italiano e l'Italia: Lingua e civiltà... italiana per stranieri</i> (Livello Medio e Superiore, Vol. 1 and 2 (Guerra). |
|----------------------------|---|

**IT312 History of Italian Cinema: The Legacy of Neorealism (Dr Lorenzo Chiesa)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring Term*Method of Assessment:* 100% coursework.*Entry Requirement:* No prior knowledge of the subject is required.

This module discusses the work of some major Italian film-makers who contributed to neorealism (De Sica, De Santis, Rossellini) and that of a number of other Italian and Italian-American film-makers who have been inspired by this cinematic movement from the 1950s to the present (Fellini, Leone, Coppola and Moretti). The module focuses especially on the difficulty to define positively the common main coordinates of neorealist cinema. While attempting to portray the socio-economic conflicts of Italian society in an objective and "realist" way, neorealism has since its beginnings been subverted from within by elements belonging to the fantastic genre. The module will analyse the legacy of this apparent contradiction: on the one hand, particular emphasis will be put on the way in which the anti-realist potentialities of neorealism were fully developed in the 1960s and 1970s; on the other hand, it will be argued that contemporary Italian-American gangster cinema should possibly be regarded as the most faithful heir to classical, "realist" neorealism.

*Preliminary Reading:*

P. Ginsborg

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

M. Liehm

*Passion and Defiance: Film in Italy From 1942 to the Present*, California University Press, 1984

M. Marcus

*Italian film in the Light of Neorealism*, Princeton University Press, 1986

P. Sorlin

*Italian national cinema 1896-1996*, Routledge, 1996**IT315 Writing Italy through the Centuries: An Introduction to Italian Literature (Guido Reverdito)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 100% coursework

This module aims to introduce students to Italian Literature through the centuries (from the late XIV century to the late XX century). Its principal objective will be to set representative works of a number of key Italian writers, such as: Dante, Boccaccio, Verga and Calvino, in their socio-historical and cultural background.

*Preliminary Reading:*

An anthology of the works of the writers studied will be prepared and will comprise the following texts:

Dante

A sonnet from *La vita nuova*

Dante

An excerpt from the *Inferno*

G. Boccaccio

A selection of *novelle* from the *Decameron*

L. Ariosto

An excerpt from one book of the *Orlando Furioso*

G. Verga

One *novella* from the *Cavalleria rusticana*

I. Calvino

Excerpts from the novel *Se una notte d'inverno un viaggiatore*

Various authors

Some excerpts from late XX century crime story Italian novelists

## LAW (KENT LAW SCHOOL)

### QUALIFICATION AS SOLICITOR OR BARRISTER IN ENGLAND AND WALES

#### SOLICITORS

Students must take and pass the 'core' modules listed below in order to obtain exemption from the Common Professional Examination and be eligible to proceed to the Legal Practice Course.

#### BARRISTERS

Students must take and pass the 'core' modules listed below and obtain an overall 2:2 (Hons) degree in order to obtain exemption from the Common Professional Examination and be eligible to proceed to the Bar Vocational Course.

1. Constitutional and Administrative Law (LW503)
2. Criminal Law (LW508)
3. Equity and Trusts (LW513)
4. European Law (LW511)
5. Obligations I (LW304)
6. Obligations II (LW512)
7. Property Law (LW501)

#### JOINT HONOURS LAW STUDENTS

Students undertaking a joint honours law degree and who take and pass the above modules (and in the case of aspiring Barristers obtaining a 2:2 (Hons) degree overall) will be able to obtain a qualifying law degree which will exempt them from the Common Professional Examination and enable them to proceed to the Legal Practice Course or the Bar Vocational Course. Law/Economics and IRHRM (Law) joint honours students are unable to take all of the above modules in their programmes. However, students on these programmes who wish to take additional "exemption" modules may take them on an extra-curricula basis. Students are only permitted to take one extra-curricula module (30 credits) in each Stage. Credit can be awarded for such modules but cannot count towards the student's programme. An additional fee will be payable (one eighth of your tuition fee at home rate for each 15 credit module i.e. one quarter for each 30 credit).

Students who have not passed all seven 'core' modules may nonetheless be able to obtain professional qualification in due course by fulfilling the requirements of the legal professions' Common Professional Examination. Such students should consult the Director of Studies.

<b>LW304 Obligations I (Mr John Wightman)</b>
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<b>No of Credits: 30</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 15</b>
<i>Teaching Period: Year Long</i>		
<i>Method of Assessment: 10% coursework (3 essays) and 90% written examination.</i>		
<i>Contact Hours: Lectures - 40 hours approximately, Seminars - 20 hours approximately</i>		

**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

<b>LW307 A Critical Introduction to Law (Dr Stephen Pethick)</b>
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<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period: Year Long</i>		
<i>Method of Assessment: 80% coursework (2 essay plans and 2 essays), 20% seminar participation.</i>		
<i>Contact Hours: Lectures - 20 hours approximately, Seminars - 10 hours approximately.</i>		

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  
JAG Griffith  
I Grigg-Spall and P Ireland  
W Mansell, B Meteyard and A Thomson

*Lloyd's Introduction to Jurisprudence, 6<sup>th</sup> ed., Sweet and Maxwell, 1994*  
*The Politics of the Judiciary, Fontana, 1998*  
*The Critical Lawyer's Handbook, Pluto, 1992*  
*A Critical Introduction to Law, Cavendish, 2nd ed., 1999*

**LW308 Legal Processes (Dr Helen Carr)**

**No of Credits: 15**

**Credit Level: C**

**ECTS Credits: 7.5**

*Teaching Period: Year Long*

*Method of Assessment: 100% coursework: two written pieces (each by a group of students) of 4,000 words each (66.6%); one (group) oral submission (33.3)*

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

**THIS MODULE IS AVAILABLE ONLY TO STUDENTS STUDYING LAW** (Other students must have express written permission from the Director of Studies in Law to take the module)

Legal Process will introduce the institutions and procedures of the English legal system, and the principles and doctrines on which it is based, and will promote a critical discussion about the operation of the system. The module will develop in students a range of skills, and emphasises active and group learning. Tasks include court visits, interviewing, drafting legal papers and making oral submissions. Students may work on live cases through the Kent Law Clinic, observing and assisting qualified practitioners.

*Preliminary Reading:*

G Slapper and D Kelly G *The English Legal System (Cavendish, 7<sup>th</sup> ed. 2004)*

**LW503 Constitutional and Administrative Law (Mr Sebastian Payne)**

**No of Credits: 30**

**Credit Level: I**

**ECTS Credits: 15**

*Teaching Period: Year Long*

*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*

**No of Credits: 30**

**Credit Level: I**

**ECTS Credits: 15**

*Teaching Period:* Year Long

*Method of Assessment:* 20% coursework (Two class tests); 80% written examination – optional 45% dissertation – see module outline for details

*Contact Hours:* 40 hours lectures; 20 hours seminars (approximately)

**RESTRICTIONS: THIS MODULE IS AVAILABLE ONLY TO STUDENTS STUDYING LAW**

This module studies the general principles of criminal law offences against the person and property, and general defences paying attention to such comparative, historical and philosophical analyses as cast particular light on the nature and aims of criminal law.

Summary Intended Learning Outcomes:

**Students who complete the module will:**

- have a clear understanding of the basic concepts, principles and rules of criminal law.
- have the ability to analyse simple problem question scenarios and apply legal principles and case law to assess criminal liability and any defences.
- on presentation of case facts, be able to identify relevant legal rules, principles and case and statute law applicable for analysis and critique of the facts.
- be able to prepare accounts of the major areas of criminal law, making appropriate reference to legal and academic source authorities.
- be able to evaluate the operation of the criminal law in the social context.
- have the ability to engage in informed discussion on the major areas of criminal law both orally, and in writing.

*Preliminary Reading:*

A Norrie  
S Uglow

*Crime Reason and History.* Weidenfeld & Nicholson, 1993  
*Criminal Justice,* Sweet & Maxwell, 2002



**LS308 The Modern Spanish-American Short Story (in translation) (Dr Natalia Soreuilla Perea)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn 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 (David Garcia Sirvent)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 100% coursework.*Contact Hours:* 30

RESTRICTIONS: NOT RECOMMENDED FOR STUDENTS DOING LS302 SPANISH BEGINNERS'

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

The set text for this module is:

Dolors Badia

*Llengua catalana. Nivell lllindar 1*, Vic: Edicions l'Alber, 1997-1998**LS311 Learning Catalan 1B (David Garcia Sirvent)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring Term*Method of Assessment:* 100% coursework.*Contact hours:* 30

RESTRICTIONS: NOT RECOMMENDED FOR STUDENTS DOING LS302 SPANISH BEGINNERS'.

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.

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

The set text for this module is:

Dolors Badia

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

**LS312/LS313 Introduction to Hispanic Culture (Dr William Rowlandson and Jaume Silvestre Llinares)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term, LS313 **OR** Spring Term, LS312*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 20<sup>th</sup> 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)
- 19<sup>th</sup> 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 (Gemma Martinez-Garrido)****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 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:*

Cuaderno de Trabajo

Available from the Languages Office, Room 113 Cornwallis North West

**LS315 Learning Spanish 1B (Gemma Martinez-Garrido)****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 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:*

Cuaderno de Trabajo Available from the Languages Office, Room 113 Cornwallis North West

**LS316 Learning Spanish 2A (Gemma Martinez-Garrido)**

**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 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

**LS317 Learning Spanish 2B (Gemma Martinez-Garrido)**

**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 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

**LS318 The Modern Spanish Novel (in translation)** (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:* 20*Entry Requirement:* No knowledge of Spanish is required.

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 20<sup>th</sup> 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

Miguel de Unamuno

Ramón J Sender

Carmen Martín Gaité

*That Bringas Woman**Abel Sánchez**Requiem for a Spanish Peasant**The Back Room***LS319 State Building in Latin America** (Dr Natalia Sobrevilla Perea)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 100% coursework*Contact Hours:* 20

This module provides an introduction to Latin America through the lens of state formation. It examines the nineteenth century from the end of the colonial period and independence through to the decolonization of Cuba. It has a particular focus on the cases of Argentina, Bolivia, Columbia, Chile, Cuba, Mexico, Peru and Venezuela. Topics include the recurrence of internal and external wars, tensions between the centre and regions, the development of export markets and its links to the creation of stability, *caudillismo*, and the importance of ideology in state building.

*Set Texts:*

David Bushnell and Neil Macaulay

John Lynch

*The Emergence of Latin America in the Nineteenth Century**The Spanish American Revolutions, 1808 – 1826**Cambridge History of Latin America* (selected chapters)

Selection of articles and book chapters available on-line for each specific topic

## ENGLISH LANGUAGE

### LZ316 Spoken English (Dr Jon Mills)

**No of Credits: 15**

**Credit Level: C**

**ECTS Credits: 7.5**

*Teaching Period:* Spring Term

*Method of Assessment:* 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

Beverly Collins and Inger M Mees

*Practical Phonetics and Phonology: A Resource Book for Students*, Routledge, 2003

Roach, Peter

*English Phonetics and Phonology* Cambridge: CUP, 2000

### LZ323 Tackling Text: Approaching Style (Ms Nancy Gaffield)

**No of Credits: 15**

**Credit Level: C**

**ECTS Credits: 7.5**

*Teaching Period:* Autumn Term

*Method of Assessment:* 100% coursework: 3 practical assignments due on Friday of Week 3 (10%); Week 7 (40%); Week 12 (40%); 10% seminar performance.

*Contact hours:* 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:*

N. Astley

*Being Alive*, Bloodaxe 2004

J Joyce

*Dubliners*, Penguin, 2000

M Montgomery, A Durant, N Fabb, T Furniss & S Mills

*Ways of Reading*, Routledge, 2002

M Toolan

*Language in Literature*, Arnold, 2004

P Simpson

*Stylistics*, Routledge, 2004

M. Short

*Exploring the Language of Poem, Plays and Prose*, Longman 1996

### LZ324 Tackling Text: Explaining Style (Ms Nancy Gaffield)

**No of Credits: 15**

**Credit Level: C**

**ECTS Credits: 7.5**

*Teaching Period:* Spring Term

*Method of Assessment:* 100% coursework: 800 word practical assignments (20% each) in Weeks 16-19; one essay of 2,500 words (40%) due in week 24, seminar participation (20%)

*Contact hours:* 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:*

N. Astley

*Being Alive*, Bloodaxe 2004

C Churchill

*Top Girls*, Methuen Student Edition, 1991

K Ishiguro

*Remains of the Day*, Penguin, 2000

M Toolan

*Language in Literature*, Arnold, 2004

P Simpson

*Stylistics*, Routledge, 2004

M. Short

*Exploring the Language of Poem, Plays and Prose*, Longman 1996

**LZ325 Global Communication 1: English as a World Language (Ms Jane Short)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 100% coursework*Contact Hours:* 1 lecture and 1 seminar per week

This module examines the historical and contemporary expansion of English as a global language. Students have the opportunity to compare and discuss the development of the most significant phonological, lexical and syntactical features of Standard, American, Australian, Jamaican and South East Asian varieties of English, which are presented both in spoken and written form. The module also considers the influence of globalisation on English as a lingua franca.

*Preliminary Reading:*

M Bragg

*The Adventure of English*, Hodder and Stoughton, 2003

D Crystal

*English as a Global Language*, CUP, 2003**LZ327 Understanding Language (Ms Nicola Schmidt-Renfree)****No of Credits: 15****Credit Level: C****ECTS Credits: 15***Teaching Period:* Spring Term*Method of Assessment:* 100% coursework: 2 assignments (30% and 70%)

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

*Introducing Language in use* Routledge 2005

&amp; A.J.Merrison

P Grundy

*Doing Pragmatics* 2<sup>nd</sup> edition Arnold 2000

A Jaworski &amp; N Coupland (eds.)

*The Discourse Reader*, Routledge 1999

R Warhough

*An Introduction to Linguistics*, Blackwell, 1998**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

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:*

D. Crystal

*How Language Works*, Penguin 2006

D. Crystal

*Words, Words, Words*, OUP 2006

D. Crystal

*The Fight for English* OUP 2006

VA Fromkin, R Rodman &amp; N Hyams

*An Introduction to Language*, Thomson & Heinle, 2003

J Lyons

*Language and Linguistics*, CUP, Cambridge, 1981

S Pinker

*The Language Instinct*, Harmondsworth, Penguin, 1995

J Aitchison

*The Articulate Mammal*, Unwin Hyman, London \* Boston, 1989

J Aitchison

*Language Change: Progress or Decay?* CUP, Cambridge, 1991, reprinted 1994

**LZ331    Analysing Language (Ms Jane Hobbs)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 100% coursework*Contact Hours:* 1 lecture (1 hour) and 1 seminar (1 hour) per week

In this core module you will gain the knowledge and tools that will enable you to analyse and describe the grammar of both spoken and written English. You will start by examining the basic grammatical units: morphemes, words, phrases, clauses, sentences and discourse; you will go on to consider how these units combine to form larger units. In each lecture you will examine a particular area of grammar, including: word classes, tense and aspect, active and passive voice, verb and noun phrases, sentence structure, modality, clause types, which will then be followed up in the seminar with practical analytical work.

*Preliminary Reading:*Douglas Biber *et al*      *Longman Student Grammar of Spoken and Written English*, 2<sup>nd</sup> edition, Longman, 2002**PHYSICS****PH307    Disasters (TBA)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 100% coursework. Two essays – each is 4,000 words and count 50% to the final mark*Contact Hours:* 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. 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.

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.

*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)

**If taking this module as 'wild', 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?)

*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

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.

*Introductory Reading List:*

Thomas Nagel

*What does it all mean?*

René Descartes

*Meditations on First Philosophy*

John Hospers

*An Introduction to Philosophical Analysis* (4th ed.)

John Searle

*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*Contact Hours:* 1 hour lecture per week and regular seminars**If taking this module as 'wild', 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.

*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*Contact Hours:* Weekly lecture and seminar

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.

*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 *Existentialism and Humanism*

David E Cooper *Existentialism*

Jacob Golomb *In Search of Authenticity*

**PL310 Philosophical Thinking (TBA)****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 compulsory for all Single and Joint Honours Philosophy students****If taking this module as 'wild', please use code PL314.**

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

<b>PL311 Ideas in the Arts: Aesthetics, Truth and Meaning</b> (Professor Richard Norman)
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<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% coursework. (90% 2 in-class assignments; 10% seminar performance)		
<i>Contact Hours:</i> 1 hour lecture and 1 hour seminar per week		

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.

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

*Literary texts to be studied:*

Leo Tolstoy  
Henry James  
Samuel Beckett

*The Death of Ivan Illych*  
*The Turn of the Screw*  
*Waiting for Godot*

## POLITICS

### PO305 International History and International Relations (Dr Ruth Blakely)

**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

This module introduces students to the recent historical context for understanding contemporary international relations. The course breaks down the historical period around the Cold War, post-Cold War and post-9/11 eras and considers specific issues, themes and case studies to broaden understanding. The lectures and seminars will present information on the patterns of change in the major policy domains that have dominated recent history and influenced contemporary decision-makers. The course places an emphasis on historical events between the global North and South, as these events often led to dramatic shifts and changes in international relations and foreign policy. At the same time, it considers the continuities across the above eras. Moreover, the course looks at various debates between international historians as to the nature of historical interpretation and does not treat history as a series of discrete 'facts' but seeks to contextualize the theoretical basis of different historical viewpoints and how these contribute to our understanding of international relations, foreign policy, war and society. The course covers a broad range of areas that include the nature of the Cold War, the Middle East and international oil wars, theories of Empire, processes of decolonization, future conflict based on broad historical patterns.

*Preliminary Reading:*

Mazower M

McWilliams W and Piotrowski H

Roberts JM

Bell PM

Hobsbawn E

Young J and Kent J

Vinen R

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

*The World Since 1945: A History of International Relations*, 6<sup>th</sup> ed., 2005

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

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

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

*International Relations Since 1945: A Global History*, 2004

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

### PO308 Studying Politics and International Relations: Key Skills (Dr Stefan Rossbach)

**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 60%; Group project 40%

*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:*

Harvey M

Marsh D and Stoker G (eds)

*The Nuts and Bolts of College Writing*, Hackett, 2003

*Theory and Methods of Political Science*, Palgrave, 2<sup>nd</sup> ed.. 2002

### 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:*

Brown C  
Baylis J & Smith S (eds.)  
Nicholson M

*Understanding International Relations*  
*The Globalization of World Politics*  
*International Relations*

**PO312 European Integration** (Michael Burgess)

**No of Credits: 15**

**Credit Level: C**

**ECTS Credits: 7.5**

*Teaching Period:* Spring Term

*Method of Assessment:* 50% coursework (essay and 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 demonstrates how both intra and extra European events and circumstances have furnished both opportunities for and obstacles to economic and political integration.

*Preliminary Reading:*

Urwin D *The Community of Europe*, (2005)  
Dinan D *Europe Recast*, (2004)

**PO314 Introduction to Political Thought** (Dr Iain MacKenzie)

**No of Credits: 15**

**Credit Level: C**

**ECTS Credits: 7.5**

*Teaching Period:* Autumn Term

*Method of Assessment:* 50% coursework (one essay of 1,000 – 1,500 words) 50% 2hr written examination

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

This module introduces students to the study of political concepts that are central to thinking about political life. Through the study of these concepts students will be introduced to the principal ideas of many of the major figures in the history of Western political thought (for example, Plato, Hobbes, Rousseau and Marx) and to the work of many contemporary political theorists as well (John Rawls, Iris Marion Young, Richard Rorty, Susan Okin and others). In addition, lectures and tutorials will familiarize students with a variety of different debates about how best to understand any given concept (such as, debates about the 'naturalness' or not of rights) as well as how to understand the relationship between different concepts (such as, whether a just society must be an equal one or not). Moreover, the module is designed to allow students to develop a set of 'conceptual tools' with which to interrogate and shape the political world in which they find themselves; a world which is saturated everyday with competing articulations of the political concepts that we will study in this module. As such, students should come to develop a subtle appreciation of how the concepts examined on this module are, to greater or lesser degrees, intrinsic to all of their studies in politics and international relations (and related subjects).

*Preliminary Reading:*

Heywood A *Political Theory – An Introduction*, 3<sup>rd</sup> ed., 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:*

Heywood A *Politics*, Palgrave, 2002  
Danziger J, Axford B, Browning B, Huggins R & Rosamond B *Understanding the Political World*, Longman, 2005  
Leftwich A *What is Politics?*, Polity, 2004

## PHYSICAL SCIENCES

### PS301 Introduction to Forensic Science (Dr R E Benfield)

<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 25% coursework (2 examples classes associated with regular multiple choice tests); 75% examination.		
<i>Contact Hours:</i> 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:*

Peter White (ed.) *Crime Scene to Court: The Essentials of Forensic Science*, Royal Society of Chemistry, 1998.

*Recommended text:*

Richard Saferstein *Criminalistics: An Introduction to Forensic Science*, 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)

<b>No of Credits: 15</b>	<b>Credit Level: C</b>	<b>ECTS Credits: 7.5</b>
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 50% coursework; 50% written examination.		
<i>Contact Hours:</i> 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 why certain youth behaviours are seen as problematic, who defines them as such and what is expected in terms of the balance between state and family responsibility. Issues explored include: young people's changing relationship to the family; teenage pregnancy; education and transitions to work and youth and crime.

*Introductory Reading:*

A Furlong and F Cartmel

J Baldock *et al* (eds. 2003)

M May *et al* (eds. 2001)

*Young People and Social Change*, Open University Press 2<sup>nd</sup> edition

*Social Policy*, 3rd ed. Oxford University Press

*Understanding Social Problems* Blackwell

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

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

Alcock, P. A.Erskine and M.May eds.

Baldock, J. N. Manning and S. Vickerstaff eds.

Hill. M

*Social Policy in Britain*. Palgrav, 2003

*The student's Companion to Social Policy 2e*. Blackwell, 2003

*Social Policy*. OUP, 2003

*Understanding Social Policy 7e*. Blackwell, 2003

## SOCIAL ANTHROPOLOGY

### SE300 Computing for Social Anthropologists (Dr Michael Fischer)

<b>No of Credits: 30</b> <i>Teaching Period:</i> Year Long <i>Method of Assessment:</i> 50% coursework, 50% written examination. <i>Contact hours:</i> 24 lectures and 24 seminars	<b>Credit Level: C</b>	<b>ECTS Credits: 15</b>
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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 (Prof. Roger Just)

<b>No of Credits: 30</b> <i>Teaching Period:</i> Year Long <i>Method of Assessment:</i> 50% coursework (1 book review maximum of 750 words, 2 essays 1,500 words each, 1 timed essay), 50% 3 hour written examination	<b>Credit Level: C</b>	<b>ECTS Credits: 15</b> <i>Contact hours:</i> 24 lectures and 24 seminars
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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:*

Hendry J

Monaghan J and Just P

*An Introduction to Social Anthropology. Other People's Worlds.*

*Social and Cultural Anthropology: A Very Short Introduction*

### SE302 Foundations of Human Culture (Dr John Corbin)

<b>No of Credits: 30</b> <i>Teaching Period:</i> Year Long fieldtrips <i>Method of Assessment:</i> 50% coursework, 50% 3 hour written examination.	<b>Credit Level: C</b>	<b>ECTS Credits: 15</b> <i>Contact hours:</i> 48 lectures and 23 seminars, 3 Practicals and 10
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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.

## SOCIOLOGY

<b>SO300    Sociology</b> (Adam Burgess)
--

<b>No of Credits: 30</b> <i>Teaching Period:</i> Year Long weekly <i>Method of Assessment:</i> 50% coursework; 50% written examination.	<b>Credit Level: C</b>	<b>ECTS Credits: 15</b> <i>Contact Hours:</i> 44. 1 hour lecture and 1 hour seminar
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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	<i>Sociology</i>
A Giddens	<i>Sociology</i> (3rd edition)
Z Bauman	<i>Thinking Sociologically</i>
J Fulcher & J Scott	<i>Sociology</i>

<b>SO304    Studying Modern Culture</b> (Dr David Boothroyd)
--

<b>No of Credits: 30</b> <i>Teaching Period:</i> Year Long weekly. <i>Method of Assessment:</i> 3 x 2000 word essays; one 3 hour unseen examination.	<b>Credit Level: C</b>	<b>ECTS Credits: 15</b> <i>Contact Hours:</i> 1-hour lecture and 1-hour seminar
---	------------------------	--

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 <i>et al</i>	<i>Introducing Cultural Studies</i> , Prentice-Hall, 1999
C Barker	<i>Cultural Studies: Theory and Practice</i> , Sage, 2000
G Turner	<i>British Cultural Studies: An Introduction</i> , Routledge, 1997

## SOCIAL PSYCHOLOGY

### SP304 Introduction to Psychology I (Dr Adam Rutland)

**No of Credits: 15**

**Credit Level: C**

**ECTS Credits: 7.5**

*Teaching Period:* Autumn

*Method of Assessment:* 100% written examination. All students sit a 1 hour multiple choice examination

*Contact Hours:* 1 weekly two-hour lecture

This module introduces students to the study of psychology, with the aim of providing an introductory understanding of some key topics within psychology and seminal psychological research. No prior knowledge of psychology is expected nor assumed. The module encourages students to explore classical concepts in psychology within the context of cutting edge research and contemporary issues within modern society. There is a particular focus on how psychology and concepts within the subject can inform controversial issues in everyday society (e.g. suicide, sexual dysfunction, pheromones, bullying, sleep and jury decision-making).

*Preliminary Reading:*

Carlson, N. R., Martin, G. N. & Buskist, W. *Psychology*, Harlow: Pearson Education, 3<sup>rd</sup> European Ed. 2007

### SP305 Introduction to Psychology II (Dr Adam Rutland)

**No of Credits: 15**

**Credit Level: C**

**ECTS Credits: 7.5**

*Teaching Period:* Spring

*Method of Assessment:* 100% written examination. All students sit a 1 hour multiple choice examination

*Contact Hours:* 1 weekly two-hour lecture

This module introduces students to the study of psychology, with the aim of providing an introductory understanding of some key topics within psychology and seminal psychological research. No prior knowledge of psychology is expected or assumed. The module encourages students to explore classical concepts in psychology within the context of cutting edge research and contemporary issues within modern society. There is a particular focus on how psychology and concepts within the subject can inform controversial issues in everyday society (e.g. alcohol use, brain injury, discrimination, psychological well-being, drug addition, and eyewitness testimony).

*Preliminary Reading:*

Carlson, N. R., Martin, G. N. & Buskist, W. *Psychology*, Harlow: Pearson Education, 3<sup>rd</sup> European Ed. 2007

W

## RELIGIOUS STUDIES

### TH325 What is Religion? (Dr Chris Deacy)

**No of Credits: 15**

**Credit Level: C**

**ECTS Credits: 7.5**

*Teaching Period:* Autumn Term

*Method of Assessment:* One 2,500 word essay (70%), one pre-seen 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.) | <i>Approaches to the Study of Religion</i> , London: Cassell, 1999. |
| Hill, M           | <i>A sociology of Religion</i> , London: Heinemann, 1973.           |
| Otto, R.          | <i>The Idea of the Holy</i> , Oxford: OUP, 1958                     |
| Palmer, M.        | <i>Freud and Jung on Religion</i> , London: Routledge, 1997         |
| Sharp, E.         | <i>Understanding Religion</i> , London: Duckworth, 1983             |
| Smart, N.         | <i>The Phenomenon of Religion</i> , London: Mowbrays, 1973          |
| Smart, N.         | <i>The Religious Experience of Mankind</i> , Glasgow: Fontana, 1979 |

### TH331 Introduction to Hinduism & Buddhism (Dr Leon Schlamm)

**No of Credits: 15**

**Credit Level: C**

**ECTS Credits: 7.5**

*Teaching Period:* Spring Term

*Method of Assessment:* 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    | <i>Yoga: Immortality and Freedom</i> , New Jersey: Princeton University Press, 1970       |
| T Organ     | <i>Hinduism: Its Historical Development</i> , New York: Barron's Educational Series, 1974 |
| T Hopkins   | <i>The Hindu Religious Tradition</i> , California: Wadsworth, 1971                        |
| J M Koller  | <i>The Indian Way</i> , New York: MacMillan, 1982   |
| R C Zaehner | <i>Hindu Scriptures</i> , London : Everyman's Library, 1992                               |
| E Conze     | <i>Buddhist Scriptures</i> , London: Penguin, 1959  |
| P Harvey    | <i>An Introduction to Buddhism</i> , Cambridge: CUP, 1990                                 |
| E Conze     | <i>Buddhism: Its Essence and Development</i> , New York: Dover, 2003                      |

### TH332 Myths, Symbols and Mysteries in Judaeo-Christian Tradition (Dr Peter Moore)

**No of Credits: 15**

**Credit Level: C**

**ECTS Credits: 7.5**

*Teaching Period:* Autumn Term

*Method of Assessment:* 100% coursework

Focusing primarily upon Material from the Biblical and Christian traditions, this module has two main aims: on the one hand to introduce students to the rich mythic and symbolic inheritance of the Biblical and Christian traditions, and on the other to help students of Religious Studies develop their skills in research, writing and scholarly documentation. These aims are united in the module's principle written requirement: the composition of a 4000 – 5000 word dissertation project on a particular topic negotiated with the course convenor. Lectures and seminars cover a variety of themes from Judaic, Christian and Classical sources: creation myths, flood myths, otherworld journeys, saints and supernatural beings, and nativity stories.

*Indicative Bibliography:*

- |                         |   |
|-------------------------|---|
| John Hargreaves         | <i>A Guide to Genesis</i> , London: SPCK, 1998                      |
| D. Jasper & S. Prickett | <i>The Bible and Literature: a reader</i> , Oxford: Blackwell, 1999 |
| R. A. Segal             | <i>Myth: A Very Short Introduction</i> , Oxford: OUP, 2004          |
| Beth Williamson         | <i>Christian Art: A Very Short Introduction</i> , Oxford: OUP, 2004 |

**TH333 Gods of the Desert** (Dr Chris Deacy)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring Term*Method of Assessment:* One 2,500 word essay (70%), one pre-seen 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***Teaching Period:* Autumn Term*Method of Assessment:* 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 |

# SECTION C

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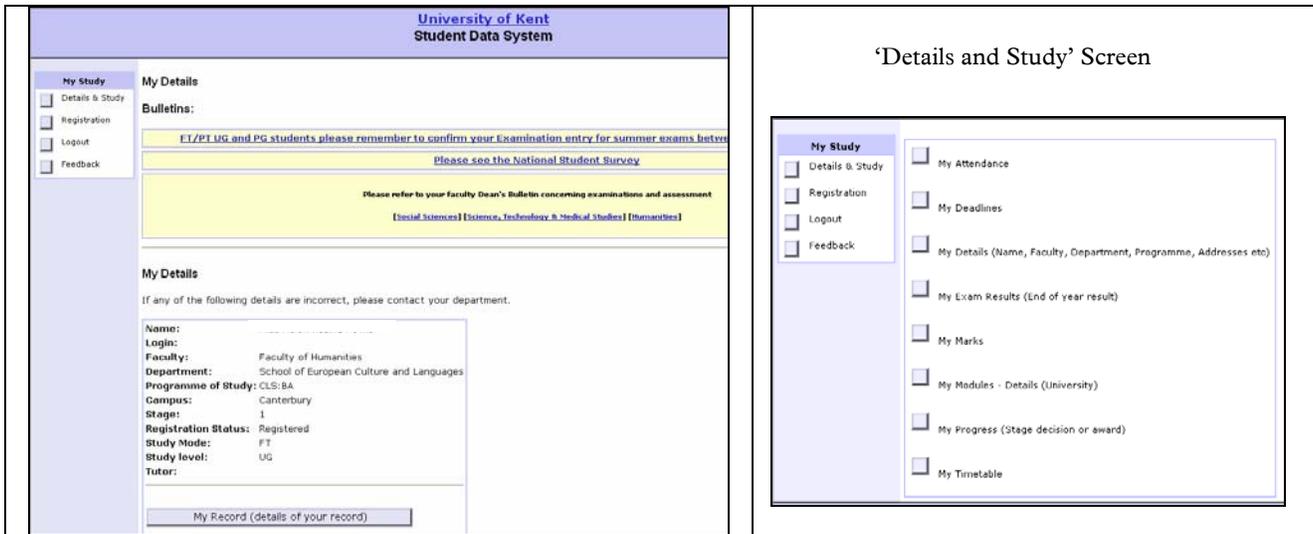
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**Please read the following section carefully as it provides you with important information about your studies at the University of Kent**

# 1. INFORMATION ABOUT YOUR STUDIES

## 1.1 ACCESSING INFORMATION - STUDENT DATA SYSTEM

Information regarding your studies at Kent can be obtained via the Student Data System which you access from the Student Portal on the University web site. You will have used the system when you registered for your modules prior to the start of term. The initial screen of the Student Data System provides you with details regarding your studies including your School, programme of study, current stage and tutor.



### ‘Details and Study’

If you select the Details and Study button on the Student Data System you will be presented with a number of options which will link you to more detailed information regarding your progress on your course, attendance, assessment marks, examination results, timetable, registered modules and deadlines.

### ‘My Modules’

Before you start each term, you should use the information on the ‘My Modules’ page to check to see that the modules you are registered on are correct according to the programme rubric and that they correspond to what you have chosen on-line. You can also check the module’s assessment requirements i.e. exam / coursework. If you have any doubts about the information on this page, you should raise this with the Humanities Undergraduate Office (e-mail: hum\_ugo@kent.ac.uk).

**It is ultimately your responsibility to ensure that you are registered for the required number of credits and the correct modules for your programme of study.**

### ‘My Timetable’

Once you have checked your module registration you should check your timetable. You will find details of when and where your lectures, seminars and other classes will take place (**note: seminar groups will only appear on the timetable once the seminar groups have been allocated**). We will have endeavoured to ensure that your timetable will not involve any clashes, but if for any reason you find that there is a clash, or if you do not see timetable details for a module that you know you are registered on, please report it immediately to the Humanities Undergraduate Office.

### ‘My Marks’ & ‘My Attendance’

You will be able to keep track of how you are doing throughout the year using the information in the ‘My Marks’ and ‘My Attendance’ screens. Please note that when looking at your marks, the final result of a module will only be correctly calculated once all the marks for all the assessments have been input **and** verified. If you notice any incorrect marks or absences please contact your department immediately.

NB: To pass Stage 1 you **MUST PASS ALL** your modules. For further details about the University’s Credit Framework, examinations and assessment please see point 2. Credit Framework.

## 1.2 TEACHING & TIMETABLES

### Lectures and Seminars

Teaching officially starts from Week 1 in the Autumn term (**Monday 24 September 2007**), although you may find that teaching in a few modules will not start until Week 2 and will be advised of this via your timetable or the subject's Department.

**NB: Attendance at lectures, seminars and supervisions, and the submission of written work, are obligatory. A Penalty will be imposed if you fail to submit less than 50% of coursework or fail to attend 60% of classes. Failure to fulfil these obligations could, in extreme cases, result in your being required to withdraw from the University.**

### Teaching Hours

You should note that you may be required to attend lectures and seminars at this University between the hours of 9.00am and 6.00pm on Mondays, Tuesday, Thursdays and Fridays and between the hours of 9.00am and 1.00 pm on Wednesdays. Classes may also take place on Wednesday afternoons. Teaching begins at 5 minutes past the hour and ends at 5 minutes to the hour. Smoking, eating, drinking or the use of mobile phones in any teaching room is prohibited.

### Writing Weeks

Certain weeks in each term may, at the discretion of the module's teacher, be set aside as a 'Writing Week'. Please note that the Writing Weeks for your modules may not coincide, you are therefore required to attend any classes which **are** held and remain in Canterbury to work independently. The purpose of Writing Week is to give you extra time to carry out essay-writing, reading and revision.

## 1.3 YOUR SCHOOL

Whether on a Single Honours or Joint Honours degree programme, you will have been attached to a School (or Centre, in the case of American Studies) for the purposes of academic and tutorial responsibilities. You will have been informed of your School association in the registration pack sent to you accompanying this Handbook.

School noticeboards will display copies of the timetable, module registrations by student and contact information for staff. School noticeboards may be found at the following locations:

American Studies	Rutherford College
Architecture	Marlowe Building
Drama , Film & Visual Arts: Drama only	Eliot College
Drama , Film & Visual Arts: except Drama	Rutherford College
English	Rutherford College
European Culture & Languages	Cornwallis North West – alongside Secretaries' rooms and in the downstairs foyer
History	Rutherford College

More comprehensive timetables and information are presented on the noticeboard at the rear of the Library and in the Marlowe Foyer.

Principal members of staff in the Faculty and in your School are listed later in this section.

## 1.4 SUPPORT & ADVICE

In most cases we assume that your tutor will be your first port of call if you want support or advice. If tutors cannot help you themselves, they should know who to direct you to, in the event of personal, financial, or academic problems. Alternatively you may feel you can talk to one of the people teaching you or to the School Senior Tutor or to the Master of your College. In some cases you may not want to confide in anyone within the academic structure. The University provides a completely confidential professional counselling service. The counsellors have rooms in Keynes College and you can make an appointment by phoning extension 3206.

Depending on what you want to talk about, other sources of help are also available: the Chaplains, the Careers Officers, the Accommodation Officer as well as the Welfare, Rights and Women's Officers of the Student Union and the student run Niteline service. (You will find additional information about Surgery Opening Hours, the Chaplaincy Centre and other services in your Admissions Booklet and also on <http://www.kent.ac.uk/guidance/> ). It is unlikely that you will meet a problem that has not arisen here before. There should be someone who can offer you support and understanding.

If you have a Disability, you should make contact with the Disability Support Unit, Keynes College, extension 3158 (email: [inclusive\\_learning@kent.ac.uk](mailto:inclusive_learning@kent.ac.uk) ; FAX: 01227 823119) If your disability requires your needing special

facilities in Examinations, you should contact Jayne Schofield in the Examinations/Timetable Office before 1<sup>st</sup> November (Ext. 3969).

### **Tutors**

Students in School of European Culture and Languages (SECL), Drama and History & Philosophy of Art are assigned a personal tutor who is concerned with their personal welfare and academic progress. For other subjects there is a designated tutor for Stage 1 and Stages 2/3. You will be told when your first meeting with your tutor has been arranged during induction week. They will inform you of their availability at other times.

**It is up to you to decide how much use you make of your tutor. Tutors can only help you if they are kept informed. If you have ANY concerns about your studies at any point in the year, please arrange to see your tutor.**

## **1.5 MAKING CHANGES TO YOUR MODULES OR PROGRAMME**

### **Changing Seminar Group**

In exceptional circumstances only (e.g. to fit in with child care arrangements or avoid a timetable clash), arrangements may be made to switch from one seminar group to another at a more convenient time. If you wish to change your seminar group, you should either complete the **online seminar change form** or e-mail hum\_ugo@kent.ac.uk giving the reason for the change together with the time and the number of the seminar group(s) that your timetable would allow you to attend. Note that the more options you provide, the greater the possibility that an alternative can be found. You will be informed of the change by e-mail.

### **Changing a Module**

If you wish to change your original module selections in any way after the start of term, you must complete the **Stage 1 module change form** (available to download on-line from the Faculty website, or to pick up from your School or the Undergraduate Office) and return the completed form to the Undergraduate Office. You will be notified of the confirmed change by e-mail. If you wish to seek academic advice before applying for a module change, you may discuss matters with your tutor or your Stage 1 Director of Undergraduate Studies (details of whom are provided in this Handbook). Please remember that you are required to take 120 credits, therefore if you want to drop a module, you must replace it with a module(s) of the same credit value i.e. if you drop a 30 credit module you must replace it with either two 15 credit modules, or another 30 credits module.

#### **Deadlines for Changing Modules:**

Module changes will not be accepted after the following dates:

Autumn & Year Long modules: **Friday 12 October 2007** (end of week 3)

Spring Term modules: **Friday, 25 January 2007** (end of week 14)

### **Changing Degree Programme**

If you wish to change your degree programme upon your arrival and before you start term, you must get the written approval of the **Admissions officer** for the subject you wish to change to (contact details found later in this section).

Should you decide during the course of the academic year that you would like to change degree programme, you must obtain a **Stage 1 Change Programme form** (either online or from your school or the Undergraduate Office) and seek approval of the **Director of Undergraduate Studies** for the new subject. The completed form should then be returned to the Undergraduate Office for processing.

In most cases the point at which you will change degree programme is when you select your modules for Stage 2 (your second year) in March of your first year. The Faculty has attempted to structure your Stage 1 programme in such a way as to allow you at the end of the year the opportunity to move into another subject area should your interests pull you in that direction, and it encourages such changes. Generally, there should be no problem with any proposed change providing you have taken the necessary core modules. If it involves a change from a three-year to a four-year programme, your local education authority will be informed and will be required to consent before effect can be given to the change. There may be restrictions on entry to certain popular subjects.

If you wish to change into a programme in another faculty, you should apply to the relevant subject admissions officer (contact Social Science Office), and the appropriate departmental admissions officer (details available from the appropriate departmental office) in the case of the Faculty of Science, Technology & Medical Studies.

### **Taking Time Out from Studies**

If you find you are having problems of a personal or academic nature which are interfering with your studies, we will do our best to help you. Your tutor will offer support and should be able to direct you to other support services. There is also your Stage 1 Director of Undergraduate Studies or School Senior Tutor (details of whom are provided on the list at the back of this Handbook). If having sought the advice that is available to you, you wish to intermit (that is, suspend your studies and return at a later date) or to withdraw from the University and/or transfer to another university, you should see your School Senior Tutor.

### **Intermitting**

If you seek a period of intermission you are strongly advised to check the financial consequences with your sponsors. It is very important that your sponsor is consulted.

Students take time out from their degree (known as intermitting) for a variety of reasons, mainly personal, but sometimes academic or financial. If you wish to intermit, you should make an appointment to see the departmental Senior Tutor, who will ask you to apply in writing. Your tutor will then be consulted and, where appropriate, the appropriate Head of Department will then decide on the case, if necessary, in consultation with the Dean. Permission to intermit is given where there are good medical, financial or personal reasons, or where intermission can be shown to be in your academic interest. It should be particularly noted that requests for intermission must be in the form of a written application from yourself, giving full reasons for the request. Note that an intermission will not be granted after week 15, unless a case is submitted to the Dean and approved. If approval is not given and you are unable to attend your course after this date you are advised to submit concessions and speak to your tutor about re-entering the stage the following year.

Please note that Intermitting does not change the number of terms you will spend at the University or your examination result. If you subsequently want to change the period for which you have been permitted to intermit, you must seek approval from your Senior Tutor.

**IF YOU HAVE NOT HAD PERMISSION TO INTERMIT, YOUR FEES WILL NOT BE ADJUSTED - AND YOU WILL BE CHARGED FULL FEES FOR ACCOMMODATION AND TUITION.**

### **Withdrawing**

If you wish to withdraw, you should first seek an interview with the appropriate departmental Senior Tutor. Any decision to withdraw **must** be communicated by you **in writing** to the departmental Senior Tutor or the Humanities Undergraduate Office. **LEAVING WITHOUT TELLING ANYONE OR, IF YOU ARE IN CAMPUS ACCOMMODATION, JUST HANDING IN A KEY, IS NOT SUFFICIENT NOTIFICATION OF A WITHDRAWAL. Fees will not be re-funded pro rata automatically;** see the current version of the Student's Financial Guide at the following website: <http://www.kent.ac.uk/registry/finance/students/>

Further advice about withdrawing from the University or Intermitting can be sought from the Humanities Undergraduate Office.

## **1.6 UNIVERSITY COMMUNICATIONS**

**PLEASE NOTE** that you are responsible for collecting University communications via your internal mail and e-mail – it is your responsibility to check your internal mail and e-mail regularly.

**ONLY THE UNIVERSITY E-MAIL ADDRESS WILL BE USED BY YOUR TEACHERS AND THE ADMINISTRATORS WHO WISH TO CONTACT YOU, PLEASE ENSURE IT DOES NOT REACH ITS QUOTA.**

**Any problems with your email account should be reported to the Computing Helpdesk immediately.**

You may also be sent important University communications via the Urgent Notice Board in your College. It is your responsibility to check this Notice Board regularly and **failure to collect such mail will not be accepted as an extenuating circumstance in any subsequent disciplinary procedures.**

A great deal of information is provided for you on the Web, including the teaching timetable, the examination timetable, hardship grants, computing service, library facilities, e-mail addresses, and on your School's Website.

Request forms for standard status letters, transcripts, etc are available from the Humanities Undergraduate Office or on the website at: <http://www.kent.ac.uk/human/undergrads/index.html>. Requests for council tax exemption forms are available from the Registry Foyer.

Please ensure the University is informed of any change of address or contact telephone number. This is particularly important after the spring term when the Undergraduate Office may be sending transcripts or resit information by post.

The **e-mail** address for the **Humanities Undergraduate Office** is [hum\\_ugo@kent.ac.uk](mailto:hum_ugo@kent.ac.uk) and the full postal address is  
**Humanities Undergraduate Office**  
**University of Kent**  
**Room 4, Marlowe Building**  
**Canterbury**  
**Kent**  
**CT2 7NR**

Information may be found on the website for the Humanities Undergraduate Office at: <http://www.kent.ac.uk/human/>

## **1.7 CAREER PLANNING**

A Humanities degree can be a preparation for a wide range of careers. Employers of all kinds will value the analytical and communication skills you have gained from your studies, even in career areas which do not make use of your degree subject directly.

Nearly half of all the vacancies advertised through the Careers Advisory Service are open to graduates in any discipline, while even more careers may open up following a postgraduate vocational course, such as computing or law. But, to discover what is available to you and what would suit your skills and interests, you must begin your career planning early.

This is why, early in the second term of Stage 2 of your programme, the Careers Advisory Service will be contacting you urging you to start making use of the advice and information we can offer in your second year. Some of our services which you may find useful at this stage include:

- A series of Signpost information sheets to help give an indication of how you can use your degree
- Computer-assisted guidance systems, to help you assess yourself and your aptitude for different careers
- Information booklets, giving an introduction to a wide range of graduate careers and also to other possibilities, such as postgraduate study or working abroad
- In-depth profiles of almost 300 occupations of interest to graduates
- Information on career-related vacation work, in the UK and abroad
- A programme of careers talks and seminars. Some of these are specifically designed for students of Humanities subjects; others are of more general interest

Details of all the above can be found on our website: <http://www.kent.ac.uk/careers/>

## 1.8 EUROPEAN CREDIT TRANSFER SYSTEM

The University has adopted the European Credit Transfer System (ECTS) in the context of our participation in the Erasmus programme and other European connections and activities.

### What is ECTS?

ECTS, the European Credit Transfer System, was developed by the Commission of the European Communities in order to provide common procedures to guarantee academic recognition of studies abroad. It provides a way of measuring and comparing learning achievements, and transferring them from one institution to another.

### ECTS credits

ECTS credits are a value allocated to module units to describe the **student workload** required to complete them. They reflect the **quantity** of work each module requires **in relation to** the total quantity of work required to complete a full year of academic study at the institution, that is, lectures, practical work, seminars, private work - in the library or at home - and examinations or other assessment activities. ECTS credits express a **relative value**.

In ECTS, 60 credits represent the workload of a year of study; normally 30 credits are given for a semester and 20 credits for a term. It is important that no special courses are set up for ECTS purposes, but that all ECTS courses are mainstream courses of the participating institutions, as followed by home students under normal regulations.

It is up to the participating institutions to subdivide the credits for the different courses. Practical placements and optional courses which form an integral part of the course of study also receive academic credit. Practical placements and optional courses which do not form an integral part of the course of study do not receive academic credit. Non-credit courses may, however, be mentioned in the transcript of records.

Credits are awarded only when the course has been completed and all required examinations have been successfully taken.

### ECTS students

The students participating in ECTS will receive full credit for all academic work successfully carried out at an ECTS partner institution and they will be able to transfer these academic credits from one participating institution to another on the basis of **prior agreement** on the content of study programmes abroad between students and the institutions involved.

### The ECTS Grading Scale

Examination and assessment results are usually expressed in grades. However, many different grading systems co-exist in Europe. Interpretation of grades varies considerably from one country to another, if not from one institution to another.

The ECTS grading scale has thus been developed in order to help institutions translate the grades awarded by host institutions to ECTS students. It provides information on the student's performance additional to that provided by the institution's grade; it **does not replace the local grade**. Higher education institutions make their own decisions on how to apply the ECTS grading scale to their own system.

1. Each institution awards marks/grades on the basis of its normal procedures and system and these marks form part of the student transcript.

2. The ECTS scale is designed as a "facilitating scale" to improve transparency but not to interfere with the normal process of awarding marks within each institution or attempt to impose uniformity. The ECTS grading scale ranks the students on a statistical basis.
3. Within the broad parameters set out below each institution makes its own decision on the precise application of the scale.

<b>ECTS GRADING SYSTEM</b>	
<b>ECTS Grade</b>	<b>% of successful students normally achieving the grade</b>
A	10
B	25
C	30
D	25
E	10
FX	A distinction is made between the grades FX and F that are used for unsuccessful students. FX means: "fail- some more work required to pass" and F means: "fail – considerable further work required".
F	

## 1.9 ENGLISH LANGUAGE UNIT

The English Language Unit offers the English Language Development Programme for non-native speakers of English registered as students at the University of Kent.

Extending over two terms, the programme consists of four components:

\* Essay Writing: <http://www.kent.ac.uk/secl/elu/courses/eldp/prog-structure/essay.html>

\* Grammar : <http://www.kent.ac.uk/secl/elu/courses/eldp/prog-structure/index.html>

\* Listening / Note taking: <http://www.kent.ac.uk/secl/elu/courses/eldp/prog-structure/listening.html>

\* Seminar Discussion and Presentation Skills:

<http://www.kent.ac.uk/secl/elu/courses/eldp/prog-structure/seminar.html>

The course aims to help students improve their English language and gives them the chance to discuss their specific difficulties. They can attend a total of 2 hours weekly in the Autumn and Spring terms and will receive guidance on which of the components will be most useful to meet their particular need. Students with high attendance rates will be awarded a letter of attendance.

Booking is essential. Students interested in joining these groups should complete the online application form at: <http://www.kent.ac.uk/secl/elu/courses/eldp/registration.html>

Further enquiries to .J.Short@kent.ac.uk English Language Unit

Office Hours: Mon-Fri 09.00 - 17.00 Telephone: Ext 4401 or 7648, or direct line 01227 824020 / 01227 827648

## 1.10 THE STUDENT LEARNING ADVISORY SERVICE

This Service is part of the Unit for the Enhancement of Learning and Teaching. The Service provides information and advice for students from all faculties and colleges who are interested in reflecting on their learning, strengthening their study skills or who wish to discuss a specific study skills area. This is provided in addition to the subject-based support available within Departments.

Topics explored include time management, essay and report writing, effective reading and note-taking, revision and exam techniques, organisational skills and issues such as motivation and concentration. Resources include books, videos, audio tapes, leaflets on a wide range of themes, including on-line advice pages; friendly, impartial advice in a relaxed environment and a series of 'workshops' on study techniques (watch out for publicity at the beginning of each term). Everyone is welcome. Whether you want help in organising your workload as a new student, or advice on planning your first research project, the Student Learning Advisory Service has information to offer and ideas to share.

The Student Learning Advisory Service can be found at both the Canterbury and Medway Campuses. For further information, get in touch:

Contact Information		
	Canterbury	Medway
Where:	UFLT (between the banks and the Grimond Building)	Study Skills Helpdesk Drill Hall Library, Pembroke Campus
Open:	Monday –Friday 9.00am–5.00pm	Monday – Friday 9.00 am – 4.-00 pm
Phone:	Ext. 4016 or direct line 01227 824016	01634 888 884
Email:	learning@kent.ac.uk	<a href="mailto:learning@kent.ac.uk">learning@kent.ac.uk</a>
Web site:	<a href="http://www.kent.ac.uk/uelt/">http://www.kent.ac.uk/uelt/</a>	

Please note that the Student Learning Advisory Service is a wheelchair accessible venue, and this applies to all events we run. If you have any queries about making full use of our resources and services, please contact us; we will be glad to help.

Of the many books on study techniques that are available, you may wish to buy or borrow one or more of the following to help you off to a good start:

- Creame, P. & Lea, M. (1997) *Writing at University, a Guide for Students*. Buckingham: Open University  
 Cottrell, S. (1999) *The Study Skills Handbook*. London: Palgrave (useful for all Students; mature studies and students with dyslexia will find this especially useful).  
 Greetham, B. (2001) *How to Write Better Essays*. Basingstoke: Palgrave  
 Northedge, A. (2005) *The Good Study Guide*. Milton Keynes: Open University (for all Social Sciences students, but note alternative, above, for Management students)  
 Peck, J. & Coyle, M. (1999) *The Student's Guide to Writing, Grammar, Punctuation and Spelling*. London: Macmillan  
 Rose, J (2001) *The Mature Student's Guide to Writing*. Basingstoke: Palgrave  
 Tracy, E. (2002) *The Student's Guide to Exam Success*. Buckingham: Open University.

## 1.11 MODERN LANGUAGES: AVAILABILITY OF SELF-TUITION FACILITIES

### School of European Culture and Languages Audio / Visual Library Opening Times Monday – Friday 10.30 - 11.30 & 2.30 - 4.30

Any student wishing to use materials from the SECL A/V Library, i.e., audio or video cassettes, will be asked to show their University library card, pay a deposit of £10 and provide a University e-mail address. This deposit may be paid either by cash or a cheque made payable to:

#### SECL RESOURCES EQUIPMENT FUND

The deposit, payment of which is recorded on computer at the time you hand over your cheque, will be refunded at the end of the year or at the end of your degree programme (as you choose) less any amount deducted from it in payment of fines.

ITEM/QUANTITY	LOAN DURATION	FINES FOR LATE RETURN
Audio cassettes (max 10 per person)	Up to 6 weeks	10p per cassette per day or part thereof
Video cassettes (1 per person)	To be returned by 10.15 am the next working day. (Using the quick return slot)	After 10.15 am - £1 After 11.00 am - £2 After 11.30 am - £3 After 2.30 pm - £4
Book, newspaper etc (1 per person) T.V. remote control	To be returned by 4.30 pm on the day of loan	£1 per day or part thereof

Fines are automatically deducted from your deposit. Should your deposit fall below £4 as a result of payment of fines you will be asked to pay a further deposit. This system of fines was introduced to avoid the substantial loss of audio / video cassettes that had been experienced in previous years.

#### Video cassettes

These may be obtained from the issue desk (CNW 104). Only **one** video cassette may be borrowed at a time, it must then be returned by 10.15 the next working day. Although the A/V Library opening times are restricted it is possible to return video cassettes **any time** by using the **quick return slot** situated to the left of the issue desk.

A Catalogue of video tape holdings may be consulted online at: <http://orca.kent.ac.uk/videolib>  
 Video cassettes may be viewed in the A/V Private Study Room, situated on the first floor of the Cornwallis NorthWest building, room CNW 113. It contains 17 video cassette playback positions. Most positions are equipped with two sets of headphones. This room is open daily **from 9.00 a.m. until 5.00 p.m. Monday to Thursday and from 9.00 a.m. until 4.45 p.m. on Friday.**

#### Audio Cassettes

These can also be obtained from the issue desk (CNW 104). Up to 10 audio cassettes may be borrowed at any one time, for a period of **up to 6 weeks**. Renewing cassette loans or returning cassettes must be done **in person**. You will be advised by **e-mail** seven days before the cassettes are due for return. Fines will be charged at the rate of 10p per cassette per day or part thereof for cassettes not returned or renewed by the due date.

Note: Any audio / video cassettes that become damaged should be returned, even if they are no longer usable.

#### Satellite Television.

Teletext is available on the Sony and Philips televisions in the A/V room (CNW 113). Remote controls for these televisions can be borrowed from the issue desk (CNW 104) and then returned on the day of issue using the **quick return slot** situated to the left of the issue desk.

You are welcome to make your own video recordings in the A/V room, but we do ask that:

1. You do not monopolise a TV/video recorder to such an extent that others are prevented from using the facilities.
2. That you do not make unattended recordings.

### 1.12 LEARNING A LANGUAGE

The Faculty of Humanities offer Single honours and/or Joint programmes in four Languages, French, Italian; German and (known as Hispanic Studies). However, **all** students are able to register for a language module, at various levels as 'wild' modules.

Please Note:

- Students taking a Joint or Single honours degree in a Language should follow the appropriate programme rubric and not use the table below as the modules offered to you will differ.
- The modules below are worth either 15 or 30 credits each (see the module descriptions in Section B for further details). Those available as part A and part B can be taken together, or the A version may be taken on its own.
- Places may be subject to availability.
- If you wish to register for a language module as an 'extra' module i.e. to be taken over and above your required 120 credits, you will be required to pay each module. For further details contact [D.Peretti@kent.ac.uk](mailto:D.Peretti@kent.ac.uk)

If you are unsure as to which module level you should register for, please contact the module convener who will be able to advise you.

	<b>Level 1 (Beginners)</b>	<b>Level 2 (Intermediate/Post GCSE)</b>	<b>Level 3 (Post A Level)</b>
<b>FRENCH</b>	FR326 Learning French 1 (Beginners) Or FR330 Intensive French for Beginners	FR327 Learning French 2A (Post GCSE)  FR328 Learning French 2B	FR300 Learning French 3 (Post A Level)
<b>GERMAN</b>	GE304 Learning German 1 (Beginners)	GE307 Learning German 2 (Intermediate)	GE301 Learning German 3 (Post A Level)
<b>ITALIAN</b>	IT301 Learning Italian 1 (Beginners)	N/A	IT308 Learning Italian 3 (Post A Level)
<b>HISPANIC STUDIES</b>	LS314 Learning Spanish 1A (Beginners)  LS315 Learning Spanish 1B (Beginners)	LS316 Learning Spanish 2A (Intermediate)  LS317 Learning Spanish 2B (Intermediate)	LS300 Learning Spanish 3A (Post A Level)
<b>CATALAN</b>	LS310 Learning Catalan 1A*  LS311 Learning Catalan 1B*		

## 2. THE UNIVERSITY'S CREDIT FRAMEWORK

### INTRODUCTION

The University uses a 'credit framework' for all of its taught programmes of study, similar to the credit systems adopted by many other universities in the UK. This is intended to make it easier for students to obtain exemption from part of a University of Kent programme on the basis of study elsewhere and similarly for students to transfer credit obtained at this University to another university or college.

This section of the Handbook aims to explain those aspects of the credit framework, which will be of interest to students. However, it should be regarded as an informal guide only. The full Credit Framework Regulations may be found at <http://www.kent.ac.uk/registry/quality/credit/index.html>

### 2.1 OUTLINE OF THE CREDIT FRAMEWORK

In order to be eligible for the award of a certificate, diploma or degree by the University, you must take an approved programme of study, obtain a specified number of credits, and meet such other requirements as may be specified for your chosen programme of study. Each programme of study comprises a number of modules, usually at different levels and each worth a specified number of credits. In order to be awarded the credits for a module, you must demonstrate, via assessment, that you have achieved the learning outcomes specified for the module. Limited credit may also be awarded where assessment has been affected by illness (Condonement) or where you have demonstrated in other modules that all programme learning outcomes have been achieved (Compensation).

All programmes of study are divided into Stages, usually equivalent to one year of full time study. You must satisfy prescribed requirements for each stage of a programme before being permitted to proceed to the next stage.

Many programmes of study lead to 'classified' awards. For example, undergraduate Honours degrees are awarded with First Class, Upper Second Class, Lower Second Class or Third Class honours; Diplomas and Certificates may be awarded with Merit or with Distinction.

### 2.2 PROGRAMMES OF STUDY

Each programme of study comprises an approved set or sets of modules and is divided into a number of stages. Each module is at a specified level and successful completion of the module results in the award of a specified number of credits at that level. The University defines these terms as follows:

**Credits:** one credit corresponds to an assumed ten hours of 'learning time' (which time includes all taught or supervised classes and all private study and research). Obtaining 120 credits in an academic year of 30 weeks requires 1200 hours of learning time, equivalent to 40 hours per week.

**Module:** a module is a self-contained component of a programme or programmes of study with defined learning outcomes, teaching and learning methods and assessment requirements. Each module normally corresponds to a multiple of 15 credits i.e. to 15, 30, 45...credits though Faculties may approve exceptions where they are satisfied that there is good reason to do so.

**Level:** each module is at one, and only one, of the following levels:

F	Foundation
C	Certificate
I	Intermediate
H	Honours

The level descriptors adopted by the University for these levels may be found in Annex 2 of the Credit Framework Regulations. Where there are modules at different levels which have the same or similar curricula they may share some or all of their teaching but will normally have different learning outcomes and assessment.

**Awards:** In order to be eligible for the award of a certificate, diploma or degree by the University, you must obtain at least the minimum number of credits specified for that award at the specified levels. These requirements are set out in Annex 4 of the Credit Framework Regulations. Individual programmes or groups of programmes will normally specify additional requirements which must be met for the award of the qualification in the subject concerned, for example by requiring specified modules to be taken and passed.

#### Minimum Number of Credits:

**Certificate:** To gain a Certificate, students are required to obtain 120 credits at Level C or above,

**Diploma:** To obtain a Diploma, students are required to obtain 120 credits, with at least 90 of these being at Level I or above)

**Degree (with honours):** To gain an honours degree, students are required to obtain 360 credits (or 480 if following a four year programme); A maximum of 150 credits at Level C (120 of these will be from Stage 1), plus a minimum of 210 credits at Level I or above, with at least 90 of these being at Level H.

You must pass Stage 1 before being allowed to proceed to Stage 2.

**Note:** Your final degree classification will be calculated from the marks attained in Stages 2 and 3 (and stages A and 4 where appropriate) only.

## 2.3 AWARD OF CREDITS

### **Successful Completion of Module**

If you successfully demonstrate via assessment that you have achieved the specified learning outcomes for a module you will be awarded the number and level of credits prescribed for the module. Assessment methods vary between modules and assessment is designed so that achievement of the pass mark or above will demonstrate achievement of learning outcomes. Module specifications will state whether the pass mark has to be achieved overall and/or in prescribed elements of assessment. In certain modules, assessment will be on a Pass/Fail basis and numerical marks will not be awarded. In all other cases, the pass mark will be 40% for all modules at level F, C, I or H.

### **Condonement**

If you fail a module or modules due to illness or other mitigating circumstances, the Board of Examiners may condone the failure and award credits for the module(s), up to a limit of 25% of each stage of a programme of study, provided that there is evidence to show that you have achieved the programme learning outcomes and provided that you have submitted written medical or other evidence to substantiate any claim of illness or other mitigating circumstances. The marks achieved for such modules will not be adjusted to take account of the mitigating circumstances but transcripts will indicate modules for which credits have been awarded via condonement. Programme specifications specify modules in which failure cannot be condoned.

### **Compensation**

If you fail a module or modules but your marks for such modules are within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award you the credits for the module(s), up to a limit of 25% of each stage of a programme of study, provided that your average mark for the stage is 40% or above and provided that there is evidence to show that programme learning outcomes have been achieved. The marks achieved for such modules will not be adjusted but transcripts will indicate modules for which credits have been awarded via compensation. Programme specifications specify modules in which failure cannot be compensated.

## 2.4 PROGRESSION

When you have completed a stage of a programme of study other than the final stage, the Board of Examiners will decide whether you may progress to the next stage of the programme of study, or to another programme of study.

The requirement for progression from one stage of a programme of study to the next is that you should have obtained at least 90 credits for that stage and should have obtained credits for those modules which the programme specification indicates must be obtained before progression is permitted.

### **Referral**

If you are not permitted to progress to the next stage of a programme, the Board of Examiners may permit you to undertake further assessment in failed modules. The Board of Examiners will specify which elements of assessment you are required to undertake.

If you are referred in a module you may be required to, or may elect to, repeat the module, before progressing to the next stage of the programme, provided that it is being taught in the year in question. Or, you may choose to take a different module provided that the requirements of the programme of study are still met, but must do so before progressing to the next stage of the programme. At most two such opportunities per module will be permitted, the first of these to be automatically permitted unless denied for disciplinary reasons and normally available during the long vacation following the initial failure.

### **Trailing and Retrieving Credit**

If you are permitted to progress to the next stage of a programme without having gained 120 credits, you will still need to obtain the remaining credits to meet the requirements for the award of the certificate, diploma or degree for which you are registered. You will be permitted to 'retrieve' up to 30 credits in one of two ways as follows:

i) by undertaking further assessment, for example a resit examination, before the start of the next academic year. If you are permitted to retrieve credit in this way you may elect to repeat the module, provided that it is being taught in the year in question, or you may choose to take a different module, provided that the requirements of the programme of study are still met.

ii) by progressing to the next stage of the programme and simultaneously undertaking such further requirements as the Board of Examiners specifies in relation to the failed modules. This is known as trailing credit. Where credit is trailed, the Board of Examiners may permit you to repeat the failed module(s) provided it/they are available and the timetable permits or to take an alternative module as permitted by the programme specification or may specify assessment to be undertaken satisfactorily for the award of the credits in question. If you trail credit in this way and again fail to obtain the credits, the credit may not be trailed to the next stage of the programme e.g. you will not be permitted to progress to stage 3 of a programme unless you have obtained all stage 1 credits and met the minimum progression requirements in stage 2. Note: Trailing, however, is not an automatic right. The Board of Examiners will consider each case in its own merits

### **Application of the Condonement, Compensation and Trailing Provisions**

The application of condonement, compensation and trailing provisions is limited to a maximum cumulative total of 25% of the credit for any stage. The provisions for the condonement or compensation of failure or for the trailing and retrieving of credit will be applied only if you have failed modules amounting to 25% or less of the credit for the stage.

### **Deferral**

If you have been unable to complete assessment requirements or your performance has been affected by circumstances such as illness, and where there is written evidence to support this, the Board of Examiners may permit you to undertake some or all of the assessment for some or all of the modules comprising the stage at a later date and as for the first time. If you have met requirements for progression to the next stage of the programme, you may be permitted to 'trail' the deferred assessment i.e. to proceed to the next stage and simultaneously undertake the deferred assessment as for the first time (see 5.4.2 above).

### **Award and Classification of Qualifications**

Certificates and diplomas may be awarded 'with Merit' and 'with Distinction' and Honours degrees are awarded with First, Upper Second, Lower Second or Third class Honours. Full details of the requirements for these awards may be found in the Credit Framework Regulations at <http://www.ukc.ac.uk/registry-local/quality/credit/>.

## **2.5 OVERALL STAGE 1 RESULT**

**You must pass Stage 1 before being allowed to proceed to Stages 2 & 3 i.e. you must have been awarded 120 credits.**

### **Stage 1 Examination Classification**

- (i) Student will be permitted to proceed to Stage 2 of the programmes for which they are registered provided they obtain a mark of 40 or above in all modules in Stage 1. Up to 30 credits may be 'compensated' if the final module mark is 30 or above, or up to 30 credits may be 'condoned' where there is significant concessionary evidence. Pre-requisite or core-modules may not be condoned or compensated.
- (ii) The Faculty of Humanities uses two methods to classify Stage 1 results, average and preponderance.

#### **Average Method:**

A candidate who obtains an average mark over 120 credits of 70 or above will be awarded a '*Distinction*' in the Stage 1 Examination. A candidate who obtains an average mark over all 120 credits of 60 or above, but below 70, will be awarded a '*Merit*' in the Stage 1 Examination. A candidate who obtains an average mark of over 40 but below 60 will be awarded a '*Pass*' in the Stage 1 Examination.

#### **Preponderance Method:**

A candidate who obtains a mark of 70 or above in 50% or more of the credits obtained, **and** an average mark of 65 or above will be awarded a '*Distinction*' in the Stage 1 Examination. A candidate who obtains a mark of 60 or above in 55% or more of the credits obtained, **and** an average mark of 57 or above (and who does not meet the requirements for award of a '*Distinction*',) will be awarded a '*Merit*' in the Stage 1 Examination.

- (iii) Candidates who meet the requirements to proceed to Stage 2 of a programme other than that for which they are registered, may, at the discretion of the Faculty concerned, be permitted to transfer to such a programme.
- (iv) Candidates who obtain an average mark of 40 or above in 120 credits, but who do not meet the requirements for entry to Stage 2 of a particular programme (which may involve 'Condonement' of credit within the Credit Framework or, in special circumstances, waiver of pre-requisite modules depending on the overall Stage 1 result), may, at the discretion of the Faculty concerned, be permitted to proceed to a specified Stage 2 programme provided that the Faculty is satisfied that, despite the students' failure to meet the normal requirements, they are capable of successfully completing the Programme. Faculties may authorise Departments or specified officers of the Faculty or Departments to exercise such discretion.

- (v) Candidates who do not meet the requirements to proceed to Stage 2 at the first attempt i.e. 40% Pass over 120 credits and a Pass in all pre-requisite modules or 40% Pass overall (including all pre-requisite modules) with up to 30 credits Condoned or Compensated, will normally be permitted a further attempt. However, the Examiners have discretion to deny such permission if for example, **either** the candidate has previously been warned in writing and as part of disciplinary procedures that such an attempt may not be permitted, **or** if the candidate has been absent without good cause from part or all of the examinations at the first attempt. This resit will take place in the Long Vacation following the initial sitting.

Candidates who fail to achieve 120 credits at the second attempt may be able to proceed by trailing up to 30 credits into Stage 2. If a student fails more than 30 credits, the Board of Examiners has discretionary powers to require a student to withdraw from the University or to permit a further resit. A candidate so permitted must choose:

**either** to resit the failed module(s) in the Long Vacation following the first resit, and withdraw in the intervening period;  
**or** to repeat the failed module(s) in the subsequent academic year, providing that the module(s) will be taught in the year in question and that a place is available.

Only in exceptional circumstances and at the discretion of the Dean of the Faculty will a student be permitted to repeat the whole year of study, including modules already passed. Permission for this should be sought via the Departmental Senior Tutors.

- (vi) Resitting candidates may elect to be examined in:
- All units; or  
All failed units.
- (vii) The best marks to date obtained in the units re-examined will be used in determining progression into Stage 2.

### 3. MODULE ASSESSMENT

#### 3.1 STAGE 1 ASSESSMENTS

All work, whether coursework, written examinations or projects, is assessed and marked numerically. There are four grades in Stage 1:

<b>Distinction:</b>	70% and above
<b>Merit:</b>	60-69%
<b>Pass:</b>	40-59%
<b>Fail:</b>	Below 40%

How each module is assessed (e.g. 50% coursework and 50% examination, etc) is set out in the individual module descriptions in this Handbook. The method of assessment for each module will be confirmed to you at the start of the module and is available on the Student Data System. Examinations will take place in the Summer Term.

#### 3.2 FACULTY COURSEWORK AND ATTENDANCE RULES

**IF YOU SUBMIT LESS THAN 50% OF THE COURSEWORK FOR A MODULE OR ATTEND LESS THAN 60% OF THE CLASSES YOU WILL RECEIVE A MARK OF 0% FOR THE COURSEWORK ELEMENT OF THAT MODULE.**

These rules and procedures apply to all students (of whatever Faculty) taking Stage 1 modules offered by the Faculty of Humanities. They do not apply to modules offered by other Faculties, even if taken by Humanities students; you should speak to your teacher about equivalent arrangements in such modules.

Module Convenors will set deadlines for each module. You should receive details of all module deadlines *in writing* from the teachers concerned.

**If you do not attend classes, any oral contribution mark for a module will inevitably be reduced accordingly. Any failure to submit coursework will affect your chances of passing a module overall. If a penalty is imposed or you fail any module you will normally be required to resit in August or September.**

### 3.3 FACULTY COURSEWORK CONCESSION PROCEDURES

#### Module-specific deadlines

If you fail, for what you believe to be good reason (e.g. serious illness), to submit any coursework by the deadline given by your teacher, you should ask your teacher for an extension. In most cases your teacher has discretion to grant you an extension.

#### Coursework Concessions Deadlines

If you have failed for what you believe to be good reason to submit all your coursework by the module deadline, you should submit a concessions statement explaining the reasons behind your failure to the Faculty Administrator, (The Marlowe Building) by the following dates:

Autumn Term modules:	5.00pm Friday 25 January 2008
Year-long and Spring Term modules:	5.00pm Friday 9 May 2008

This statement will be forwarded to the relevant module panel(s) unless, for reasons of particular confidentiality, you indicate on the form that you would prefer to restrict the circulation to a small concessions committee. Concessions committee will deal with all statements relating to coursework marks of zero and to examination cases.

#### Attendance at Classes

If you miss the odd class because of sickness you should send your apologies to the teacher concerned as quickly as possible. If you miss a number of classes for what you believe to be good reason, you should submit a concessions statement to the Faculty Administrator by the appropriate dates. **Otherwise, if your attendance falls below 60% of the required classes, you will receive a mark of 0% for the coursework element of that module.**

#### Concessions Statements

Concessions statements should be sent to the Faculty Administrator with additional evidence where appropriate, on the form on the back of this Handbook. Additional copies may be obtained from the Faculty Administrator's secretary. In all cases involving medical problems, a medical certificate must be submitted. The University Medical Practice sends medical notes to your School and you should tell the Departmental Officer if you want the note forwarded to the Faculty Administrator. Submitting a concessions application does not necessarily mean that an allowance will be made for you. Teachers, module panels and the concessions committee will decide whether they deem the evidence sufficiently serious to be taken into account. In particular, you need to note that failure to submit coursework due to illness a few days before the deadline will not merit concessionary treatment since you are expected to spread your work out and not leave it to the last minute. The University doctors will not issue medical notes covering illness of less than seven days duration. Claims of illness not supported by medical evidence will be disregarded. **SEE BACK of HANDBOOK for CONCESSIONS FORM.**

#### Faculty Examination Concessions Procedures

If you fail to attend an examination, or you believe your performance in an examination to have been impaired by concessionary factors, you may submit a concessions application to the Faculty Administrator by 5.00pm on **Friday 20 June 2008.**

### 3.4 PLAGIARISM AND DUPLICATION OF MATERIAL

*You MUST read and understand the implications of these paragraphs, particularly before you attempt to write your first essays. If you have any doubts about this, please ask advice from your teachers or tutors. Plagiarism does not just cover other people's work in books and articles, but also covers others' work taken from the Web.*

**\*\* If you have not written the material, then it belongs to someone else. Over-reliance on another's material is bad essay-writing. If you do not understand this in relation to coursework you should seek further advice from the Unit for Enhancement of Learning and Teaching.**

**Further information can be found on the Student Union site**

**<http://www.kentunion.co.uk/display/kent/Plagiarism>**

**Plagiarism** is the act of presenting the ideas or discoveries of another as one's own. To copy sentences, phrases or even striking expressions without acknowledgement in a manner which may deceive the reader as to the source is plagiarism; to paraphrase in a manner which may deceive the reader is likewise plagiarism. A student must not reproduce in any work submitted for assessment (for example, examination answers, essays, project reports, dissertations or theses) any material derived from work authored by another without clearly acknowledging the source. ***At worst, plagiarism is a form of cheating – passing off another's work as your own.***

**The University regards incidents of plagiarism seriously and imposes severe penalties if it occurs in coursework, dissertations, projects or examinations. If you need guidance on the correct use and presentation of quotations and source material, you should consult your tutor or seminar leader.**

**Duplication of material** means the inclusion in coursework (including extended essays, projects and dissertations) of a significant amount of material which is identical or substantially similar to material which has already been submitted for the same or any other module at this University or elsewhere. A student must not reproduce in any work submitted for assessment any substantial amount of material used by that student in other work for assessment, either at this University or elsewhere, without acknowledging that such work has been so submitted. The University imposes severe penalties where duplication of material occurs.

*If you have any doubts about this, please ask advice from your teachers or tutors.*

Further guidance on plagiarism, academic integrity and good practice is available at:  
<http://www.kent.ac.uk/registry/quality/guidance/plagiarism.htm>

### 3.5 COMPLAINTS PROCEDURE

As a student you are entitled to receive competent teaching on all your modules. The questionnaire you fill in at the end of a module will enable your teachers to pick up suggestions for improvement, and in many cases you will be able to sort out any problems on the spot by talking them through with the teacher(s). But it does occasionally happen that there are serious grounds for dissatisfaction which can be dealt with only by someone other than the teacher(s) concerned. The Convenor of a module is the person who will normally consider any complaint. You may, however, if you wish, take a complaint directly to the Head of School.

If you, as an individual or as a group of students, feel that the basic requirements of good teaching are not being met, or that there are other issues to do with a module or its teacher(s) which you feel give ground for complaint, you should raise the matter immediately. You may want to talk first to your Tutor or your student representative, and ask that the complaint be conveyed to the Convenor or the Head of School.

If there are grounds for complaint, you may wish, at the end of the module, to make a case to the Concessions Committee that the inadequacies of the teaching have affected your performance. But it is also important that you raise any complaint you may have about a module or about a teacher immediately it becomes a matter of concern to you.

## 4. DATES OF TERMS

Session	Autumn Term	Spring	Summer
2007/2008	24 September – 14 December	14 January – 4 April	5 May – 13 June
2008/2009	29 September – 19 December	19 January – 10 April	11 May - 19 June
2009/2010	28 September – 18 December	18 January – 9 April	10 May – 18 June

### Week Dates 2007-2008

Autumn Term	Week Commencing
Week 1	24 September 2007
Week 2	1 October 2007
Week 3	8 October 2007
Week 4	15 October 2007
Week 5	22 October 2007
Week 6	29 October 2007
Week 7	5 November 2007
Week 8	12 November 2007
Week 9	19 November 2007
Week 10	26 November 2007
Week 11	3 December 2007
Week 12	10 December 2007

Spring Tem	Week Commencing
Week 13	14 January 2008
Week 14	21 January 2008
Week 15	28 January 2008
Week 16	4 January 2008
Week 17	11 February 2008
Week 18	18 February 2008
Week 19	25 February 2008
Week 20	3 March 2008
Week 21	10 March 2008
Week 22	17 March 2008
Week 23	24 March 2008
Week 24	31 March 2008

Summer Term (Examinations)	Week Commencing
Week 25	5 May 2008
Week 26	12 May 2008
Week 27	19 May 2008
Week 28	26 May 2008
Week 29	2 June 2008
Week 30	9 June 2008

## 5. FACULTY AND DEPARTMENTAL OFFICERS' CONTACT DETAILS 2007/08

### FACULTY

Dean	Dr Karl Leydecker	3312	Marl N4.13
Dean's Secretary	Carol George	7470	Marl 24b
Stage 1 Chief Examiner	Professor Osman Durrani	7459	CW NW 158
Faculty Administrator	Dr Keith Lampard	3918	Marl 24a
Faculty Administrator's Secretary	Linda Beaumont	3490	Marl 5
Assistant Registrar (Faculty Office)	Margaret Anderson	3383	Marl 5
Assistant Registrar (Humanities Undergraduate Office)	Helen Fowle	4897	Marl 4
Undergraduate Office Secretarial Assistant	Lisamarie Foster / Amy Gostling	3912	Marl 4
Undergraduate Office Secretarial Assistant	Elaine McHugh	3254	Marl 4

### SCHOOL OF DRAMA, FILM & VISUAL ARTS

<b>Head of School</b>	Jill Davis	7321	Eliot W4.N2	
<b>Departmental Officer</b>	Jean Field	7631	Eliot W4.N3	
<b>Secretaries:</b>				
	Drama & Theatre Studies	Sue Sherwood	7567	Eliot W4.3
	Film Studies	Jan Langbein	3177	Rutherford N3.W4
	HPA/VPA	Angela Whiffen	7228	Rutherford N3.W5
<b>Senior Tutor (Drama)</b>	Dr Melissa Trimingham	3560	Eliot E4.E3	
<b>Senior Tutor (HPA)</b>	Dr Grant Pooke	3457	Rutherford E1.E1	
<b>Senior Tutor (Film)</b>	Clio Barnard	7945	Rutherford S4.S1	
<b>Heads of Subjects:</b>				
	Drama & Theatre Studies	Dr Nicola Shaughnessy	7516	Eliot W4.N6
	Film Studies	Prof. Murray Smith	3529	Rutherford Extension NC36
	HPA/VPA	Dr Jonathan Friday	7416	Rutherford N4.W5
<b>Directors of Undergraduate Studies:</b>				
	Drama & Theatre Studies	Dr Melissa Trimingham	3560	Eliot E4.E3
	Film Studies	Dr Andrew Klevan	3435	Rutherford N2.N4
	HPA/VPA	Dr Michael Newall	7263	Rutherford E4.E1
<b>Stage 1 Examiners:</b>				
	Drama & Theatre Studies	Mr Dermot O'Brien	7318	Eliot W3.S6
	Film Studies	TBA	3749	RS3E1
	HPA/VPA	Dr Michael Newall	7263	Rutherford E4.E1
<b>Subject Admissions Officer:</b>				
	Drama & Theatre Studies	Alan Pearlman Fran Barbe	3163 3689	Eliot W3.S1 Eliot E4.E5
	Film Studies	TBA		
	HPA/VPA	Ms Theresa Mikuriya	4844	R N3.S5

### SCHOOL OF ENGLISH

<b>Head of School and Subject</b>	TBC		
<b>Academic Administrator</b>	Helena Torres	7461	RX NC13
<b>Undergraduate Studies Programme Co-ordinator</b>	Sarah Anthony	4495	RX NC29a
<b>Secretaries:</b>			
	Carole Stallwood	3054	RX NC15/16
	Joan Keyes/Gillian Tobin	7494	RX NC15/16
	Christine Hooper	7521	RX NC15/16
<b>Senior Tutor</b>	David Blair	7481	RX NC35
<b>Director of Undergraduate Studies</b>	Dr David Herd	7506	RX NC39
<b>Subject Admissions Officer</b>	Dr Emma Bainbridge	3402	RX NC29a

## SCHOOL OF EUROPEAN CULTURE & LANGUAGES

<b>Head of School</b>	TBA	4721	CNW120
<b>Departmental Administrator</b>	Maureen Nunn	7780	CW NW 115
<b>Executive Officers</b>	Marlene Fell	7915	CW NW 118
<b>Assistant to Departmental Administrator</b>	TBA	4136	CNW114
Classical & Archaeological Studies	Susan McLaughlin	7130	CNW117
Comparative Literary Studies	Susan McLaughlin	7130	CNW117
English Language	Kirsty Corrigan	4401	CW W G34
European Studies	<i>Refer to Director of Undergraduate Studies for the appropriate language</i>		
French, German, Italian, Spanish	Languages Office	3638, 3438, 4099	CNW113
Philosophy	Miriam Waters	7785	CNW113
Religious Studies	Miriam Waters	7785	CNW113
<b>Senior Tutor</b>	Dr John Partridge	3617	CNW119
<b>Secretary to Senior Tutor</b>	Elaine Gilman	7130	CNW117
<b>Directors of Undergraduate Studies and Stage 1 Examiners:</b>			
Classical & Archaeological Studies	Dr Steven Willis	7966	CNW220
Comparative Literary Studies	Agnès Cardinal	7657	CW NW 154
English Language	Dr Nicola Schmidt-Renfree	4089	CG30
European Studies	<i>Refer to Director of Undergraduate Studies for the appropriate language</i>		
French	Dr Ana De Medeiros	7429	CW153
German	Professor Osman Durrani	7459	CW158
Italian	Dr Tom Behan	7944	CNW217
Philosophy (Stage 1 Examiner)	Ken Westphal	TBA	TBA
Philosophy (Director of Undergraduate Studies)	Dr Julia Tanney	7059	CW NW N03a
Spanish	Dr William Rowlandson	4717	CNW216
Religious Studies (HOS)	Dr Chris Deacy	7242	CNW208
<b>Subject Admissions Officer</b>			
Classical & Archaeological Studies	Dr Anne Alwis	3452	CNW218
Comparative Literary Studies	Agnès Cardinal	7657	CW NW 154
English Language	Dr Nicola Schmidt-Renfree	4089	CG30
European Studies	<i>Refer to Director of Undergraduate Studies for the appropriate language</i>		
French	Dr Ana De Medeiros	7429	CW153
German	Professor Osman Durrani	7459	CW158
Hispanic Studies	Dr William Rowlandson	4717	CNW216
Italian	Dr Lorenzo Chiesa	7951	CNW213
Philosophy	Dr Simon Kirchin	7585	CGAN09b
Religious Studies	Dr Leon Schlamm	7640	CNW224

## SCHOOL OF HISTORY

<b>Head of School and Subject</b>	Dr Mark Connelly	3424	Rutherford N4.W6
<b>Departmental Administrator</b>	Jackie Waller	7279	Rutherford N4.13
<b>Senior Tutor</b>	Dr Alixe Bovey	7265	Rutherford N3.E4
<b>Director of Undergraduate Studies</b>	Dr Stephen Goebel	3281	Rutherford E2.S1
<b>Stage 1 Examiner</b>	Dr Alixe Bovey	7265	Rutherford N3.E4
<b>Subject Admissions Officer</b>	Dr Timothy Bowman	7472	Rutherford N4.W4

## CENTRE FOR AMERICAN STUDIES

<b>Director of Centre</b>	Dr Karen Jones	3406	Rutherford E2N1
<b>Executive Officer</b>	Claire Taylor	3140	Rutherford N3S1
<b>Senior Tutor</b>	Dr David Stirrup	3440	Rutherford Extension NC40
<b>Director of Undergraduate Studies</b>	Dr Joe Street	4728	Rutherford N3E2
<b>Subject Admissions Officer</b>	Dr John Wills	3243	Rutherford N2W2

## 6. DETAILS OF TEACHING ROOMS

Further details of teaching rooms are available on the Exams and Timetabling Office Website:

<http://www.kent.ac.uk/ettoffice/rooms/index.htm>

	ROOM	ROOM TYPE	LOCATION
<b>CORNWALLIS - COMPUTING BUILDING</b>			
♻	COLT2(100)	Lecture theatre	Ground floor
♻	CC01(18)	Terminal room	Ground floor
♻	CC02(32)*	Terminal room	1st floor
♻	CC03(18)	Terminal room	Ground floor
♻	CC04(16)	Terminal room	Ground floor
	* Wheelchair access via lift in Computing Octagon		
<b>CORNWALLIS - GULBENKIAN WING</b>			
♻	COLT1(300)	Lecture theatre	Ground floor
♻	CGU2(24)	Classroom	Ground floor
	CGU3(24)	Classroom	1st floor
	CGU4(58)	Lecture theatre	1st floor
<b>CORNWALLIS - INSTITUTE OF MATHEMATICS &amp; STATISTICS</b>			
♻	MathsLT(80)	Lecture theatre	Ground floor
<b>CORNWALLIS - NORTH EAST WING</b>			
♻	CNESem08(30)	Seminar room	Ground floor
<b>CORNWALLIS - NORTH WEST WING</b>			
♻	CNWSem1(16)	Seminar room	Ground floor
♻	CNWSem2(16)	Seminar room	Ground floor
♻	CNWSem3(30)	Seminar room	Ground floor
♻	CNWSem4(30)	Seminar room	Ground floor
♻	CNWSem5(30)	Seminar room	Ground floor
♻	CNWSem6(30)	Seminar room	Ground floor
♻	CNWSem7(30)	Seminar room	Ground floor
	CNWSem8(18)	Seminar room	3rd floor
	CNWSem9(16)	Seminar room	3rd floor
♻	CNWsem10(24)	Seminar room	Ground floor
♻	CNWsem11(18)	Seminar room	Ground floor
♻	CNW Lab 2(15)*	Classroom	2nd floor
	* Wheelchair access via the lift in Cornwallis George Allen		
<b>GILES LANE TEACHING ANNEX (at rear of Biology)</b>			
♻	GLS1(20)	Seminar room	Ground floor
♻	GLS2(16)	Seminar room	Ground floor
♻	GLS3(40)	Seminar room	Ground floor
♻	GLS4(18)	Seminar room	Ground floor
♻	GLS5(18)	Seminar room	Ground floor
♻	GLS6(25)	Seminar room	Ground floor
♻	GLS7(30)	Seminar room	Ground floor
♻	GLS8(18)	Seminar room	Ground floor
♻	GLS10(40)	Seminar room	Ground floor
<b>GRIMOND BUILDING</b>			
♻	GLT1(198)	Lecture theatre	Ground floor
♻	GLT2(142)	Lecture theatre	Ground floor
♻	GLT3(98)	Film theatre	Ground floor
♻	GS1(20)	Seminar room (Film Studies only)	Ground floor
♻	GS2(20)	Seminar room (Film Studies only)	Ground floor
♻	GS3(24)	Classroom	Ground floor
♻	GS4(18)	Seminar room (Film Studies only)	Ground floor
♻	GS5(20)*	Seminar room	1st floor
♻	GS6(22)*	Classroom	1st floor
♻	GS7(22)*	Classroom	1st floor
♻	GS8(18)*	Seminar room	1st floor
	* Wheelchair access via lift		

<b>LABORATORIES</b>			
	<b>Biology</b>		
♻	BLT1(120)*	Lecture theatre	1st floor
♻	BLT2(37)*	Lecture theatre	1st floor
♻	I316(20)*	Seminar Room	3rd floor
	* Wheelchair access via lift		
	<b>INGRAM</b>		
♻	PSLT(60)	Lecture theatre	Ground floor
	<b>Electronics</b>		
♻	EleLT(91)	Lecture theatre	Ground floor
♻	ElecSem1(20)	Lecture room	Ground floor
♻	ElecSem2(10)*	Seminar room	1st floor
♻	ElecSem3(38)*	Seminar room	1st floor
♻	Multimedia Lab A(40)	Terminal	Ground floor
♻	Multimedia Lab B(40)	Terminal	Ground floor
♻	Multimedia Lab C(20)	Terminal	Ground floor
	* Wheelchair access via lift		
	<b>Marlowe</b>		
♻	MarLT1(150)	Lecture theatre	Ground floor
♻	MarLT2(50)	Lecture theatre	Ground floor
<b>DARWIN COLLEGE</b>			
♻	DLT1(96)	Lecture theatre	Level 1, A block
♻	DLT2(54)	Lecture theatre	Level 1, A block
♻	DLT3(55)*	Lecture theatre	Level 4, Tower block
	D.Twr.Rm.(25)	Seminar room	Level 5, Tower block
♻	DS1(26)*	Seminar room	Level 3, A block
	DS2(20)	Seminar room	Level 6, Tower block
	DS7(26)	Seminar room	Level 5, Tower block
♻	DS8(15)	Seminar room	Missing Link
♻	DS9(16)	Seminar room	Missing Link
♻	DS10(12)	Seminar room	Missing Link
♻	DS11(12)*	Seminar room	Level 2, G/H block
♻	DS12(12)*	Seminar room	Level 2, O/P block
♻	DS14(12)*	Seminar room	Level 4, Tower block
♻	D.Peter Brown Room(40)	Seminar room	Missing Link
	* Wheelchair access via lift		
<b>ELIOT COLLEGE</b>			
		<b>Main college</b>	
♻	ELT2(114)*	Lecture theatre	Floor 3, N block
♻	E.Dr.St.(40)*	Drama Studio	Floor 3, N block
♻	E.Chilver Room(16)	Seminar room	Cloister
	E.Holland Room(16)	Seminar room	Cloisters
	E.Lyons Room(35)	Informal room	Top floor
	E.Peter Bird Room(15)	Seminar room	Cloisters
♻	E.Pollard Room(16)	Seminar room	Cloisters
♻	E.Whitehouse Room	Seminar room	1st floor
	* Wheelchair access via causeway		
♻	ES1(30)	Seminar room	Floor 4, N block
♻	ES2(22)	Seminar room	Floor 4, N block

♻	ES3(20)	Seminar room	Floor 4, N block
	KLS Meeting Rm	Informal Room	Floor 4, E Block
		<b>Extension</b>	
♻	EX7(20)	Seminar room	Upper floor
♻	EX8(20)	Seminar room	Upper floor
♻	EX9(20)	Seminar room	Upper floor
		<b>Becket Court</b>	
	E.BCSem 16(20)	Seminar room	Ground floor
	E.BCSem 17(20)	Seminar room	Ground floor
		<b>KEYNES COLLEGE</b>	
♻	KLT1(344)	Lecture theatre	Lwr grd floor
	KLT2(60)	Lecture theatre	Lwr grd floor, N block
	KLT3(60)	Lecture theatre	Lwr grd floor, N block
♻	KLT4(130)*	Lecture theatre	Psychology Dept
♻	KLT5(90)	Lecture theatre	1st floor L Block
♻	KLT6(92)	Lecture theatre	1st floor L Block
♻	KLSR4(40)	Classroom	Ground floor, N block
♻	KS1(24)*	Seminar room	1st floor, N block
♻	KS2(16)*	Seminar room	1st floor, N block
♻	KS3(12)*	Seminar room	1st floor, N block
♻	KS5(16)*	Seminar room	1st floor, N block
♻	KS6(24)*	Seminar room	1st floor, N block
♻	KS7(24)	Seminar room	Ground floor, M block
♻	KS8(25)*	Seminar room	Psychology Dept
♻	KS9(20)*	Seminar room	Psychology Dept
♻	KS10(15)*	Seminar room	Psychology Dept
♻	KS11(24)	Seminar room	1st floor L Block
♻	KS12(30)	Seminar room	1st floor L Block
♻	KS13(45)	Seminar room	1st floor L Block
♻	KS14(45)	Seminar room	1st floor L Block
♻	KS15(45)	Seminar room	1st floor L Block
♻	KS16(40)	Seminar room	1st floor L Block
♻	KS17(40)	Seminar room	1st floor L Block
♻	KSA1(40)	Terminal room	1st floor, N block
	* Wheelchair access via lift opposite College Reception		
		<b>RUTHERFORD COLLEGE</b>	
		<b>Main college</b>	
♻	RLT1(200)*	Lecture theatre	Floor 3, W block
♻	RLT2(40)*	Lecture theatre	Floor 3, W block
	* Wheelchair access via causeway to main entrance		
♻	RS4(20)	Seminar room	Floor 4, W block
♻	RS5(20)	Seminar room	Floor 4, W block
♻	RS6(16)	Seminar room	Floor 4, W block
	CIS Rooms	Workshops	Floor 3, W block
♻	R.Cl.15(16)*	Seminar room	Cloisters
♻	R.Cl.16(16)*	Seminar room	Cloisters
♻	R.Cl.17(16)*	Seminar room	Cloisters
♻	R.Cl.19(16)*	Seminar room	Cloisters
♻	R.Cl.20(16)*	Seminar room	Cloisters
♻	R.Cl.21(16)*	Seminar room	Cloisters
	* Wheelchair access via west exit or kitchens		
		<b>Extension</b>	
♻	RX9(18)	Seminar room	Upper floor
♻	RX10(30)	Classroom	Upper floor
♻	RX11(27)*	Seminar room	Lower floor
♻	RX12(27)*	Classroom	Lower floor
	* Wheelchair access via courtyard garden		

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CL319	Age of Stonehenge: An Introduction to Prehistoric Studies, The	B6
LZ331	Analysing Language	B53
DR323	Basic Skills for the Performing Body	B15
CL310	Beginners' Greek	B4
CL311	Beginners' Latin	B5
HI353	Britain and the Home Front in the Second World War	B34
HI366	Britain in the Age of Industrialisation, 1700-1830	B35
HA318 / HA319	But is it Art?: Aesthetics and the Visual Arts	B30
CP317	Childhood and Adolescence in Prose Fiction	B12
HI397	Cinema and Society, 1930-1960	B37
CL315	Classical Mythology: Themes and Approaches	B5
CO324	Computer Systems	B9
SE300	Computing for Social Anthropologists	B60
LW503	Constitutional and Administrative Law	B44
HA323	Creative Investigations	B31
LW508	Criminal Law	B45
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EN325	Critical Practice	B19
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EC310	Economics for Business	B16
EC304	Economics Mode A	B16
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HI390	Emergence of America: From European Settlement to 1880, The	B37
HI359	Empire in Africa 1922 - 1980	B34
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FI308/FI309	Exploring the Frame	B21
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CO520	Further Object-Oriented Programming	B10
CB343	Global Business Environment, The	B2
LZ325	Global Communication 1: English as a World Language	B52
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CL302	Greek Democracy and Empire	B3
CL303	Greek Drama	B3
HI377	Hundred Years War, The	B36
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FR326	Intensive Learning French 1 (Beginners)	B24
LS302	Intensive Learning Spanish 1 (Beginners)	B46
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CL308	Intermediate Latin A	B4

PO305	International History and International Relations	B57
CL336	Introduction to Aegean Archaeology	B7
EN303	Introduction to American Studies	B18
CL329	Introduction to Archaeology	B6
PS301	Introduction to Forensic Science	B59
PO315	Introduction to Government	B58
TH331	Introduction to Hinduism and Buddhism	B63
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PO310	Introduction to International Relations	B57
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FI310	Introduction to Narrative Cinema: American Cinema	B21
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CO320	Introduction to Object-Oriented Programming	B9
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LS304	Modern Spanish Theatre (in translation), The	B46
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LZ316	Spoken English	B51
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