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SECTION A

Please read the following information carefully **before** arriving at University of 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 are taking a Joint Honours or Multidisciplinary degree); secondly, opportunities either to explore new topics, 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 these compulsory modules do not equal 120 credits, 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.

Terminology

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 your programme; 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 (Autumn and Spring) with a final period in which examinations and assessments will take place (Summer).

Term	Starts	Finishes
Autumn	29 September 2008	19 December 2008
Spring	19 January 2009	10 April 2009
Summer	11 May 2009	19 June 2009

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 and you should try to have a balance of 60 credits in Autumn and 60 credits in Spring.

(ii) 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.

(iii) 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 out 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.**

(iv) Wild Modules: At the end of this section (pages A26-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 2008/09. 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 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 be 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 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 Fresher's 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.

Please take a moment to look at the information on the following pages and familiarise yourself with the Humanities events taking place. You should use the timetable to highlight those events relevant to you, and make sure you attend them. All venue locations can be found at the back of this handbook.

Students will have a personal timetable for Freshers' Week that can be found on their Student Data System account.

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 6 of The Marlowe Building, or email at hum_ugo@kent.ac.uk or telephone 01227 823254.

Please note that it is possible some of the events may be changed. You are therefore advised to check your personal timetable BEFORE you arrive on campus.

Monday, 22 September 2008			
Monday Morning; 9.30-13.00, Your College			
University Welcome to all new students			
Welcomes by the Vice Chancellor, Master, Presidents of JCR and Students' Union to all new students by College. You should attend if you are a full time student. You are welcome to attend if you are a part time student.			
Keynes 9.30	Eliot 10.00	Rutherford 10.30	Darwin 11.00
Keynes Lecture Theatre 1	Eliot Dining Hall	Rutherford Dining Hall	Darwin Banqueting Suite
Monday Afternoon; 2.00-4.00pm, Keynes Lecture Theatre 1			
Faculty Induction Meeting for Stage 1 Humanities Students			
The Dean, Dr 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.			
2.00-2.35	Surnames A-G		
2.40-3.15	Surnames H-N		
3.25-4.00	Surnames O-Z		
4.00-5.00pm, Studio 1 Marlowe Building			
All Architecture and Interiors Students (BA and MArch) to attend for workshop induction.			
Tuesday, 23 September 2008			
University Orientation Day for Overseas Students			
Wednesday, 24 September 2008			
Wednesday Morning; 9.00-12.30, Faculty of Humanities Subject Meetings			
You should attend appropriate subject meetings according to your degree registration on Wednesday and Thursday and Friday			
9-10 History (including War Studies) - Cornwallis Lecture Theatre 1			
10-11 English - Cornwallis Lecture Theatre 1			
11-12.30 Drama - Cornwallis Lecture Theatre 1 (Drama students will meet their personal tutors at 12 o'clock and will be directed to rooms after the Drama subject meeting.)			
Wednesday Afternoon;			
1.30- 5.00pm Cornwallis Lecture Theatre 1			
Faculty Talks on Careers, Library and Computing (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 1 of the sessions below. Students who have to make appointments for police registration may go to the 4pm session.

1.30-2.30 Surnames A-E (and students taking DR310)

2.45-3.45 Surnames F-M

4.00-5.00 Surnames N-Z

3.30-5.00 Grimond Lecture Theatre 1

A meeting for Joint Honours Drama students taking DR310 Theatre Practice

6.30 for 7.00, All Colleges - Freshers' Buffets...for all new students

Thursday, 25 September 2008

Thursday Morning

9.00-12.00 Darwin Lecture Theatre 2

Humanities and Social Sciences Foundation Year: Language Assessment Meeting

This meeting is for students registered on the Humanities and Social Sciences Foundation Year programme only

9.00-12.00, Faculty of Humanities Subject Meetings

You should attend appropriate subject meetings according to your degree registration on Wednesday, Thursday and Friday.

9.00-10.00 Classical & Archaeological Studies - Grimond Lecture Theatre 2

10.00-11.00 American Studies - Keynes Large Seminar Room 4

10.00-11.00 Philosophy - Keynes Lecture Theatre 3

10.00 -11.00 English Language Studies - Cornwallis Gu4

11.00-12.00 Film Studies - Keynes Lecture Theatre 1

12.00-1.00 Comparative Literary Studies - Grimond Lecture Theatre 2

Thursday Afternoon; 1.30-6.00 Faculty of Humanities Subject Meetings

You should attend appropriate subject meetings on Wednesday, Thursday and Friday

1.30-2.30 Applied Computing: any students taking a Computing module should attend Keynes Lecture Theatre 1

2.00-3.00 History & Philosophy of Art/Visual & Performed Arts/ Contemporary Art Grimond Lecture Theatre 3

2.00-4.00 Architecture and Interiors Studio 1: Marlowe

3.00-4.00 Religious Studies Cornwallis NW Library

4.00 - 4.30 French Cornwallis NW Library

4.30 - 5.00 German Cornwallis NW 6

5.00 - 5.30 Italian Cornwallis NW 4

5.30 - 6.00 Spanish and Hispanic Studies Cornwallis NW Library

Friday, 26 September 2008

Friday Morning; 10.00-12.00 Humanities and Social Sciences Foundation Year: Language Assessment Meeting Darwin Lecture Theatre 2

This meeting is for students registered on the Humanities and Social Sciences Foundation Year programme only. This session is for latecomers.

Friday Afternoon

1.00pm History's Second Induction Meeting Rutherford Lecture Theatre 1

This is a repeat of Wednesday's meeting and a back up for those who think they may have missed something at the first meeting.

1.30-3.00 Cornwallis Lecture Theatre 1

Language Assessment Meeting

This meeting is for all students taking a modern language module who are not registered for a modern language or European Studies degree programme. 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.

German: those with no qualification, or less than 'A' level in German should attend this meeting. Those who are post 'A' level in German should attend the meeting at 4.30 on Thursday 20 September.

3.00-4.00 SECL students meet with personal tutors

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 [Student Data System on Line](#). Locations of staff offices are published on the School notice board.

3.00-5.00 School of English Meeting with the Senior Tutor

Rutherford Lecture Theatre 1

This meeting is for new students in the School of English. The Senior Tutor will explain the Personal Academic Support System in the School of English.

4.00-5.00pm Meeting for all SECL students

Eliot College Dining Hall

Meeting for all students belonging to the School of European Culture and Languages.

Monday 29 September Autumn Term Commences

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 (apart from EN308 which is worth 45 credits and counted as 15 credits in Autumn, and 30 in Spring).

Further Information about Modules

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 **Section B: Module Descriptions**.

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

Core Modules: You are required to take the following modules. This totals 75 credits.				
Year Long				
EN303	Introduction to American Studies		30	C
EN308	Romanticism and Critical Theory		45	C
It is recommended, but not compulsory, that you take the following 15 credits:				
Autumn Term				
EN325	Critical Practice * See note	15	C	
Wild Modules: The remaining 30 to 45 credits may be taken from any of the options in the Wild Modules List . * NOTE: Please be aware that if you wish to choose English modules in the later Stages of your degree, you are recommended to take EN325: Critical Practice				

HISTORY pathway

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

AMERICAN STUDIES Three-Year course

In Stage Three, 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.

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

It is then recommended (but not compulsory) that you take <i>at least 60 credits</i> from the list of Optional Modules below*							
Year Long							
EN308	Romanticism and Critical Theory [^] SEE NOTE 1			45	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) ^a SEE NOTE 2	30	C	FI311	Introduction to Narrative Cinema 2 (World Cinema) ^a SEE NOTE	30	C
EN325	Critical Practice SEE NOTE 1	15	C	HI391	The Rise of the United States since 1880	15	C
HI397	Cinema and Society, 1930-1960	15	C	HA318 HA319	But is it Art?: Aesthetics and the Visual Arts	15 30	C C
PO305	International History and International Relations	15	C				
HA314	The Shock of the Now: Themes in Contemporary Art	15	C				
HA315		30	C				
PO315	Introduction to Government	15	C				
HI390	The Emergence of America: From European Settlement to 1880	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**.

^a admission by quota

NOTE 1: Please be aware that if you wish to choose English modules in later Stages of your degree, you must do EN308 in Stage 1. You are also recommended to take EN325.

NOTE 2: Please be aware that if you wish to choose Film modules in later Stages of your degree, you must do FI310 and FI311 in Stage 1.

ARCHAEOLOGY & ANTHROPOLOGY

Core Modules: You are required to take the following modules. This totals 75 credits.					
Year Long					
SE301	Social Anthropology			30	C
SE302	Foundations of Human Culture			30	C
Autumn Term					
CL329	Introduction to Archaeology	15	C		
It is recommended (but not compulsory) that you choose your remaining 45 credits from the Optional Modules below*					
Year Long					
SE300	Computing for Social Anthropologists			30	C
			Spring Term		
	CL347	Introduction to Egyptian Archaeology		15	C
	CL336	Introduction to Aegean Archaeology		15	C

*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 History and Philosophy of Art 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.

Core Modules: 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)	30	C
HA317	Thinking about Photography and its Histories	30	C				

It is recommended (but not compulsory) that you choose your remaining 30 credits from the Optional Modules below. If you want to choose HA314 <i>The Shock of the Now</i> in the Autumn term, you may change the core module HA317 <i>Thinking about Photography and its Histories</i> above to the 15 credit version HA316 to enable you to do this.							
Autumn Term				Spring Term			
HA314	The Shock of the Now: Themes in Contemporary Art	15	C	HA318 HA319	But is it Art?: Aesthetics and the Visual Arts	15 30	C C
				HA320 HA321	Inner Worlds: Psychoanalytic Thinking and the Visual Arts	15 30	C C

BUSINESS ADMINISTRATION JOINT WITH A LANGUAGE

Business Administration Requirements

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

It is recommended* (but not compulsory) that you choose your remaining 30 Business credits from:							
Year Long							
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

Core Modules: You are required to take:							
Year Long							
EC310	Economics for Business	30	C				
CB300	People and Organisations	30	C				
Autumn Term				Spring Term			
LZ327	Understanding Language	15	C	LZ325	Global Communication 1: English as a World Language	15	C
LZ331	Analysing 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 (SEE NOTE)</i> from the following <u>two</u> lists of Optional Modules : NOTE: Classical and Archaeological Studies strongly recommend that you actually take at least 90 credits from the two lists above.							
Including at least 15 credits from: List 1							
Autumn Term				Spring Term			
CL319	The Age of Stonehenge: An Introduction to Prehistoric Studies (Not available 08/09)	15	C	CL336	Introduction to Aegean Archaeology	15	C
CL350 ◊	Egyptology: Chronology and Sources	15	C				
CL329	Introduction to Archaeology	15	C				

And including at least 30 credits (one module from each term, or the year long module) from: List 2								
Year Long								
CL315	Classical Mythology: Themes and Approaches						30	C
Autumn Term				Spring Term				
CL302	Greek Democracy and Empire	15	C	CL303	Greek Drama	15	C	
CL304	The Last Century of the Roman Republic	15	C	CL305	Literature in the Age of Augustus	15	C	
				CL347 ◊	Introduction to Egyptian Archaeology	15	C	
				CL313	'Atlantis' The History of a Legend and the Question of Utopias	15	C	
Wild Modules: Classical and Archaeological Studies strongly recommend that you actually take at least 90 credits from the two lists above. Depending on the number of credits you select from the above tables, any remaining credit (preferably no more than 30 credits) may be taken from the options in the Wild Modules List .								

Joint Honours

You are required to take <i>at least 30 credits</i> from the list of Optional Modules below								
Year Long								
CL315	Classical Mythology: Themes and Approaches						30	C
Autumn Term				Spring Term				
CL302	Greek Democracy and Empire	15	C	CL303	Greek Drama	15	C	
CL304	The Last Century of the Roman Republic	15	C	CL305	Literature in the Age of Augustus	15	C	
CL319	The Age of Stonehenge: An Introduction to Prehistoric Studies	15	C	CL347	Introduction to Egyptian Archaeology	15	C	
CL350 ◊	Egyptology: Chronology and Sources	15	C	CL336	Introduction to Aegean Archaeology	15	C	
CL329	Introduction to Archaeology	15	C					
Please remember to check the module requirements in the rubric for the subject you are studying alongside Classical and Archaeological Studies. Classical and Archaeological Studies strongly recommend that you actually take at least 45 credits from the two lists above. Depending on the number of credits selected from the list above and from your other subject, any remaining credit may be taken from the Wild Modules List , or from the Wild Modules offered by the Faculty of Social Sciences (if your other subject is part of that Faculty).								

◊ Please note that CL347 'Introduction to Egyptian Archaeology' and CL350 'Egyptology: Chronology and Sources' may not be taken together due to the cross-over in content.

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 degree.

Single Honours

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

Joint Honours

Core Modules: 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 Wild Modules List . Please remember to check the module requirements in the rubric for the subject you are studying alongside CLS.

Core Modules					
Year Long					
CP311	The Tale			30	C

Optional Modules							
Year Long							
CL315	Classical Mythology: Themes and Approaches			30	C		
HI300	Introduction to Literature and Science			30	C		
HI308	Science Fiction			30	C		
Autumn Term			Spring Term				
CP305	Fiction, Truth and Politics	15	C	CP306	Fiction, Truth and Politics	15	C
CP317	Childhood and Adolescence in Prose Fiction	15	C	CL313	'Atlantis' The History of a Legend and the Question of Utopias	15	C
CP318	Introduction to Contemporary European and Hispanic Cinemas	15	C	CP319	Post-War European Cinemas	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.**

Core Modules: 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 one of the following Optional Modules :							
Spring Term							
	CO520	Further Object-Oriented Programming OR		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. Taking both CO320 and CO520 at Stage 1 leads to a wider choice of options at Stages 2 and 3. Please remember to check the module requirements in the rubric for the subject you are studying alongside Computing.							

CULTURAL STUDIES (HUMANITIES)

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

Cultural Studies (Single Language)

Core Modules: You are required to take:			
Year Long			
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)

Core Modules: You are required to take:			
Year Long			
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). Then choose 15 credits from the Option Modules for each language. This will total another 30 credits.			

Cultural Studies (Specialising in a Humanities subject)

Core Modules: You are required to take:			
Year Long			
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 Wild Modules.			

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

Core Modules: You are required to take the following modules. This totals 120 credits. Please note that you do not have the option to choose any Wild Modules.					
Year Long					
DR323	Performance Skills SH	30	C		
DR314	Stage Practice	30	C		
Autumn Term			Spring Term		
DR315	Modern Theatre: a Theoretical Landscape	30	C	DR317	Texts for Theatre
				30	C

Joint Honours

Core Modules: You are required to take:					
			Spring Term		
			DR316	Modern Theatre: a Theoretical Landscape	30 C
You are also required to take ONE of the following modules:					
Autumn Term					
DR324	Performance Skills JH	30	C		
OR					
DR325	Stage Practice	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 parts of the world, 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

Core Modules: You are required to take the following modules. This totals 60 credits.				
Year Long				
EN308	Romanticism and Critical Theory		45	C
Autumn Term				
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

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

Plus <i>one</i> of the following Optional Modules				
Year Long				
EN302	Early Drama OR		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 Wild Modules 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

Core Modules: You are required to take the following modules. This totals 90 credits.				
Year Long				
EN308	Romanticism and Critical Theory		45	C
Autumn Term				
EN327	Poetry: Theory and Practice	15	C	
EN325	Critical Practice	15	C	
Spring Term				
EN326	Narrative: Theory and Practice	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

Core Modules: You are required to take the following modules. This totals 60 credits.				
Year Long				
EN308	Romanticism and Critical Theory		45	C
Autumn Term				
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

Core Modules: You are required to take the following 15 credit module:					
Autumn Term					
EN325	Critical Practice	15	C		
Plus <i>one</i> of the following Optional Modules					
Year Long					
EN302	Early Drama	OR		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 Wild Modules List in this handbook.					

Recommended Modules							
Year Long							
CP311	The Tale			30	C		
EN302	Early Drama			30	C		
HI300	Introduction to Literature and Science			30	C		
Autumn Term			Spring Term				
PL311	Ideas in the Arts: Aesthetics, Truth and Meaning	15	C	LS318	The Modern Spanish Novel (in translation)	15	C
LS308	The Modern Spanish-American Short Story (in translation)	15	C	IT312	History of Italian Cinema: The Legacy of Neorealism	15	C
				LS304	The Modern Spanish Theatre (in translation)	15	C
*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 Wild Modules List .							

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.

Table A - Core Modules: You are required to take the following modules. This totals 90 credits.							
Autumn Term				Spring Term			
LZ323	Tackling Text: Approaching Style	15	C	LZ324	Tackling Text: Explaining Style	15	C
LZ327	Understanding Language	15	C	LZ325	Global Communication 1: English as a World Language	15	C
LZ331	Analysing Language	15	C	LZ316	Spoken English	15	C

Comparative Literary Studies Pathway:

Students taking the CLS pathway are then required to take the following 30 credit module:					
Year Long					
CP311	The Tale			30	C
This totals 120 credits so you need not choose any further modules.					

English & American Literature pathway:

Students taking the English & American Literature pathway are then required to take the following 15 credit module:					
Autumn Term					
EN325	Critical Practice	15	C		
The remaining 15 credits for English & American Literature students may be taken from the options in the Wild Modules List .					

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

Table B - Core Modules: You are required to take the following modules. This totals 75 credits.							
Autumn Term				Spring Term			
LZ325	Global Communication 1: English as a World Language	15	C	LZ316	Spoken English	15	C
LZ327	Understanding Language	15	C	LZ332	Discourse Analysis	15	C
LZ331	Analysing Language	15	C				

History Pathway:

Students taking the History pathway are then required to take the following 30 credit module:							
Year Long							
HI360	Making History					30	C
Plus one 15 credit History module from the options in the History section of this Handbook.							

Philosophy Pathway:

Students taking the Philosophy pathway are then required to take the following modules which total 45 credits							
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
This totals 120 credits so you need not choose any further credits.							

Politics Pathway:

Students taking the Politics pathway are then required to take the following 15 credit module							
Autumn Term							
PO308	Studying Politics and International Relations: Key Skills	15	C				
The remaining 30 credits for Politics students may be taken from the options in the Wild Modules List .							

Those following the **Linguistics** pathway should take their modules as instructed below:

Table C - Core Modules: You are required to take the following modules. This totals 75 credits.							
Autumn Term				Spring Term			
LZ327	Understanding Language	15	C	LZ325	Global Communication 1: English as a World Language	15	C
LZ331	Analysing Language	15	C	LZ332	Discourse Analysis	15	C
LZ316	Spoken English	15	C				
It is recommended (but not compulsory) that you choose some or all of your remaining 45 credits from the Optional Modules below*.							
Autumn Term				Spring Term			
LZ328	Looking at Language	15	C	LZ324	Tackling Text: Explaining Style	15	C
LZ323	Tackling Text: Approaching Style	15	C	LZ322	Listening to Spoken Language	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

EUROPEAN STUDIES (HUMANITIES)

The Humanities Faculty offer European Studies as a 4-Year degree, 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.

(Rubric continued on following page)

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, adding up to 120 credits, so you need not choose any further modules.							

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
If you wish, you may then choose ONE of the following modules*:							
Autumn Term				Spring Term			
FI308	Exploring the Frame [^]	30	C	FI309	Exploring the Frame [^]	30	C
*You may take the remaining credit (up to 60 credits) from the options in the Wild Modules List. [^] 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

Core Modules: You are required to take the same Core Modules (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.							

FINE ART

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.

Core Modules: You are required to take the following 60 credit module:				
Year Long				
HA323	Creative Investigations		60	C
Plus 30 credits from the following options:				
Autumn Term				
HA314	The Shock of the Now: Themes in Contemporary Art	15	C	
HA315		30	C	
HA316	Thinking about Photography and its Histories	15	C	
HA317		30	C	
It is recommended (but not compulsory) that you choose the remaining 30 credits from the Optional Modules below*				
Spring Term				
HA318	But is it Art?: Aesthetics and the Visual Arts	15	C	
HA319		30	C	
HA320	Inner Worlds: Psychoanalytic Thinking and the Visual Arts	15	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 Spring term options in the Wild Modules List .				

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

Core Modules: You are required to take <i>one</i> of the options in the Core Language Modules table below, according to your language level
Plus, if you have chosen FR300 or FR327/FR328, you are required to take <i>at least 30 credits</i> from the Options in Table A on page A17
Alternatively, if you have chosen FR330, you are required to take both modules from the Options in Table B (pA17)
Wild Modules: The remaining credits (<i>up to 60</i>) may be taken from the options in the Wild Modules List .

Joint Honours Requirements

Core Modules: You are required to take <i>one</i> of the options in the Core Language Modules table below, according to your language level.
Plus, if you have chosen FR300 or FR327/FR328, you are required to take <i>at least 15 credits</i> from the Options in Table A on page A17
Alternatively, if you have chosen FR330, you are required to take <i>at least 15 credits</i> from the Table B Options (pA17)
Please remember to check the module requirements in the rubric for the subject you are studying alongside French.

Core Language Modules						
Year Long						
Either Or	FR300	Learning French 3 (Post 'A' Level)			30	C
	FR330	Intensive French for Beginners			30	C
Autumn Term						
Or both	FR327	Learning French 2A (Post GCSE)	15	C		
Spring Term						
	FR328	Learning French 2B (Post GCSE)			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
FR310	Twentieth Century France in Crisis	15	C	FR308	Questions of French Cinema	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 GE301 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 <i>one</i> 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 <i>one</i> 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 .

(Rubric continued on following page)

Core Language Modules								
Year Long								
LS302	Intensive Learning Spanish 1 (Beginners) OR						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				
LS304	The Modern Spanish Theatre (in translation)	15	C	LS318	The Modern Spanish Novel (in translation)	15	C	
LS308	The Modern Spanish-American Short Story (in translation)	15	C	LS319	State Building in Latin America	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.

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

Single Honours

You are required to take at least 90 credits of History, 30 of which must be from the Core Module HI360 <i>Making History</i> .
You must then choose at least 4 modules (of 15 credits each) from Blocks I-IV. You are required to choose ONE module from each block, and must choose at least one survey and one topic overall (i.e. not all topic or all survey modules). Please note that you are not allowed to take modules which cover the same ground as your A-level or Access courses.
Wild Modules: Depending on the number of Option Modules you select here, you will have up to 30 credits remaining which may be taken from the options in the Wild Modules List . You may be particularly interested in Ancient History modules offered by the Classical and Archaeological Studies Department. These are CL302 <i>Greek Democracy and Empire</i> and CL304 <i>The Last Century of the Roman Republic</i> .

Joint Honours

Core Modules: : You are required to take 60 credits of History, 30 of which must be from the core Module HI360 <i>Making History</i> and at least 2 modules (of 15 credits each) from blocks I-IV. You must pick at least one survey and at least one topic from the options below. One of your options must come from Blocks I or II and the other must come from Blocks III or IV.
Wild Modules: 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 Wild Modules List . You may be particularly interested in Ancient History modules offered by the Classical and Archaeological Studies Department. These are CL302 <i>Greek Democracy and Empire</i> and CL304 <i>The Last Century of the Roman Republic</i> .

Core Module			
HI360	Making History (Year Long)	30	C

(Rubric continued on following page)

		Autumn Term				Spring Term			
Block I	Surveys	HI410	Medieval Europe c. 400 - 1066	15	C	HI411	Medieval Europe c. 1066 - 1450	15	C
	Topics	HI377	The Hundred Years War	15	C	HI419	England in the Age of Chivalry, c.1200-c.1400	15	C
		HI339	Medieval Pilgrimage	15	C	HI422	King Alfred the Great	15	C
Block II	Surveys	HI366	Britain in the Age of Industrialisation 1700 - 1830	15	C	HI415	Britain and Europe 1500-1660	15	C
	Topics	HI346	Monarchy and Aristocracy in England 1460-1640	15	C	HI348	Renaissance Courts: Culture and Politics	15	C
Block III	Surveys	HI420	Russia 1682-1905: Autocracy, Reform and Culture	15	C	HI416	Victorian Britain: Politics, Culture and Society	15	C
	Topics	HI397	Cinema and Society, 1930-1960	15	C	HI353	Britain and the Second World War: the Home Front	15	C
Block IV	Surveys	HI390	The Emergence of America: from European Settlement to 1880	15	C	HI391	The Rise of the United States since 1880	15	C
	Topics	HI359	Empire in Africa 1922-1980	15	C	HI421	Medicine and Empire: 1700-1920	15	C
		HI385	Introduction to the History of Medicine	15	C				

Recommended Optional Modules

As part of your wild credit, you may instead take one of the following recommended modules:

Year Long				
HI300	Introduction to Literature and Science			30 C
HI308	Science Fiction			30 C
Autumn Term				
HI408	Picturing the Past: An Introduction to Visual History (Not available in 2008/9)	15	C	

EUROPEAN HISTORY WITH YEAR ABROAD

Single Honours Programme

Core Modules: 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) Must be taken with FR328	15 C	FR328	Learning French 2B (Post GCSE) Must be taken with FR327	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	

(Rubric continued on following page)

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

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.

Core Modules: You are required to take the 30 credit Core Module HI360 Making History							
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. **Classical and Archaeological Studies strongly recommend that you take at least 30 credits from List A.**

Wild Modules: Any remaining credits may be taken from the options in the Wild Modules List .							
List A							
Autumn Term				Spring Term			
CL319	The Age of Stonehenge: An Introduction to Prehistoric Studies (Not available 08/09)	15	C	CL347	Introduction to Egyptian Archaeology	15	C
CL329	Introduction to Archaeology	15	C	CL336	Introduction to Aegean Archaeology	15	C

List B							
Autumn Term				Spring Term			
CL302	Greek Democracy and Empire	15	C	HI411	Medieval Europe c. 1066 - 1450	15	C
HI410	Medieval Europe c. 400 - 1066	15	C				
CL304	The Last Century of the Roman Republic	15	C				
HI385	Introduction to the History of Medicine	15	C				

◊ Please note that CL347 'Introduction to Egyptian Archaeology' and CL350 'Egyptology: Chronology and Sources' may not be taken together due to the cross-over in content.

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.

Core Modules: You are required to take:							
Year Long							
HI360	Making History					30	C

Option Modules: You are also required to take <i>one</i> of the following modules:							
Year Long							
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 **Wild Modules List**.

HISTORY AND VISUAL CULTURE

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.

Core Modules: You are required to take the following modules which total 45 credits				
Year Long				
HI360	Making History		30	C
Autumn Term				
HI408	Picturing the Past: An Introduction to Visual History (Not available in 2008/9)	15		C
You must then choose a further 15 credits from the History modules – see the History rubric in this Handbook.				
Wild Modules: Your remaining 60 credits should be taken from the options in the Wild Modules List .				

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: Themes in Contemporary Art*, 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 Optional Modules below.
NB: If you wish to focus your studies at Stage 2 by following one of the pathways, you MUST 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.
Wild Modules: Depending on how many credits you have selected from the Optional Modules above, you will have up to 30 credits remaining. These can be taken from the options in the Wild Modules List .

Joint Honours

You are required to take <i>at least 45 credits</i> from the list of Optional Modules in Table A below.
Wild Modules: 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 Wild Modules List .

Optional Modules							
Autumn Term			Spring Term				
HA314	The Shock of the Now: Themes in Contemporary Art	15	C	HA318	But is it Art?: Aesthetics and the Visual Arts	15	C
HA315		30	C	HA319		30	C
HA316	Thinking about Photography and its Histories	15	C	HA320	Inner Worlds: Psychoanalytic Thinking and the Visual Arts	15	C
HA317		30	C	HA321		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 programme covers topics such as Dante, 20th century Italian fiction, Fascism, the Mafia, neorealist and post-neorealist cinema.

Core Modules: You are required to choose 30 credits from the following Language options, depending on your level
Year Long

IT301	Learning Italian 1 (Beginners) OR		30	C
IT308	Learning Italian 3 (Post 'A' Level)		30	C
Plus you are required to take the following 15 credit module:				
Autumn Term				
IT315	Writing Italy through the Centuries: An Introduction to Italian Literature	15	C	
It is then recommended that you follow ONE of the following options:				
Option 1: If you take IT301, you may take:				
Spring Term				
	IT312	History of Italian Cinema: The Legacy of Neorealism	15	C
Option 2: If you take IT308, you may take ONE OR BOTH of the following:				
Spring Term				
	IT307	Italian Advanced: Texts in Context	15	C
	IT312	History of Italian Cinema: The Legacy of Neorealism	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 Wild Modules List .				

LAW

Available as a Joint Honours programme with either History, Philosophy or English and American Literature. Please see the Law Module Descriptions section for important information about Joint Law degrees.

Core Modules: You are required to take the following modules which total 30 credits				
Year Long				
LW313	A Critical Introduction to Law		30	C
Plus, 30 OR 60 credits from the following list of Optional Modules :				
Year Long				
LW304	Obligations I		30	C
LW588	Public Law 1		30	I
LW508	Criminal Law		30	I
Please check the entry for the other subject (English and American Literature, History or Philosophy), 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 .

(Rubric continued on following page)

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								
Either	FR300	Learning French 3 (Post 'A' Level)					30	C
Autumn Term				Spring Term				
Or both	FR327	Learning French 2A (Post GCSE)	15	C	FR328	Learning French 2B (Post GCSE)	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 credits (45) 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)

Core Modules: You are required to take the following modules. This totals 30 credits.							
Autumn Term							
PO308	Studying Politics and International Relations: Key Skills	15	C				
PO315	Introduction to Government	15	C				
When choosing the remaining 30 credits for this half of your degree, you might like to consider the following recommended module (although this is not compulsory):							
				Spring Term			
				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 <i>at least 60 credits</i> from the list of Core Modules in Table A below.			
Wild Modules: The remaining 45 to 60 credits (depending on the number of credits you have chosen from the list of Core Modules) may be taken from the Optional modules in Table B , and/or the options in the Wild Modules List .			

Joint Honours

You are required to take <i>at least 45 credits</i> from the list of Core Modules below in Table A			
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 Optional modules in Table B , and/or the options in the Wild Modules List .			

Table A: Core Modules							
Autumn Term				Spring Term			
TH332	Myths, Symbols and Mysteries in Judaeo-Christian Tradition	15	C	TH340	Gods of the Desert: Judaism and Islam	15	C
TH334	Religion and Sex	15	C	TH331	Introduction to Hinduism and Buddhism	15	C
TH325	What is Religion?	15	C				

Table B: Optional Modules							
Autumn Term				Spring Term			
CM476	What is Theology?	15	C	CM477	Texts and Contexts: Reading the Old Testament	15	C
				CM479	Exploring Spirituality through Film	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	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 & 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.

Core Modules: You are required to take the following Core Modules which total 60 credits							
Autumn Term				Spring Term			
FI310	Introduction to Narrative Cinema: American Cinema	30	C	DR316	Modern Theatre: A Theoretical Landscape	30	C
You are also required to take ONE of the following modules:							
HA315	The Shock of the Now: Themes in Contemporary Art	30	C	HA319	But is it Art?: Aesthetics and the Visual Arts	30	C
Your remaining 30 credits must be taken from Drama (DR317 only) , Film (FI311* only) or HPA (HA modules) (see the subject rubrics in this handbook) OR from the options in the Wild Modules List . * SEE NOTE							
Note: If you intend to continue on the Film pathway in Stage 2, you MUST choose FI311 Introduction to Narrative Cinema: World Cinema as your remaining 30 credits. You will be unable to do further Film modules without having done FI311 in Stage 1.							

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.

Core Modules: You are required to take the following modules which total 60 credits:							
Year Long							
HI360	Making History	30	C				
Autumn Term				Spring Term			
HI403	Introduction to Military History (Part 1)	15	C	HI413	Introduction to Military History (Part 2)	15	C
Plus at least 30 credits from the following list of Optional Modules							
Autumn Term				Spring Term			
HI397	Cinema and Society, 1930-1960	15	C	HI353	Britain and the Second World War: the Home Front	15	C
HI420	Russia 1682-1905: Autocracy, Reform and Culture	15	C	HI416	Victorian Britain: Politics, Society and Culture	15	C
HI346	Monarchy and Aristocracy in England 1460 - 1640	15	C	HI419	England in the Age of Chivalry, c.1200-c.1400	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				
Wild Modules: Depending on the number of credits you select from the Optional Modules above, you may have up to 30 credits remaining, these may be taken from the options in the Wild Modules List .							

4.

WILD MODULES LIST

The following list of modules may be taken as 'wild' (see Section A for further details).

Please note that further modules are offered as wild by the Certificate in Combined Studies. For further details as to what subjects are available in 2008/9, you are advised to contact ccs@kent.ac.uk

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

2.	SKILLS MODULES: LANGUAGES	Term taught	Provider	Credits	Level
CL310	Beginners' Greek	Year Long	Classics	30 credits	C
CL311	Beginners' Latin	Year Long	Classics	30 credits	C
CL513	Intermediate Latin A	Year Long	Classics	30 credits	I
CL550	Intermediate Greek	Year Long	Classics	30 credits	I
CM340	Modern Greek for Beginners 1	Year Long	Classics	30 credits	C
CM373	Modern Greek for Beginners 1	Autumn	Classics	15 credits	C
CM453	Continuing Modern Greek 1	Autumn	Classics	15 credits	C
CM454	Continuing Modern Greek 2	Spring	Classics	15 credits	C
FR300	Learning French 3 (Post 'A' Level)	Year Long	French	30 credits	C
FR326	Learning French 1 (Beginners)	Year Long	French	15 credits	C
FR327	Learning French 2A (Post GCSE) And	Autumn	French	15 credits	C
FR328	Learning French 2B (Post GCSE)	Spring	French	15 credits	C
FR330	Intensive French for Beginners	Year Long	French	30 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
LA300	Learning Portuguese 1A (Beginners)	Autumn	Languages	15 credits	C
LA301	Learning Portuguese 1B (Beginners)	Spring	Languages	15 credits	C
LA302	Learning Chinese 1A (Beginners)	Autumn	Languages	15 credits	C
LA303	Learning Chinese 1B (Beginners)	Spring	Languages	15 credits	C
LA304	Learning Japanese 1A (Beginners)	Autumn	Languages	15 credits	C
LA305	Learning Japanese 1B (Beginners)	Spring	Languages	15 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 (Beginners)	Autumn	Hispanic Studies	15 credits	C
LS315	Learning Spanish 1B (Beginners)	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
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
CL329	Introduction to Archaeology	Autumn	Classics	15 credits	C
CL350	Egyptology: Chronology and Sources	Autumn	Classics	15 credits	C

4.	IDEAS in the HUMANITIES	Term taught	Provider	Credits	Level
CM476	What is Theology?	Autumn	Religious Studies	15 credits	C
CM477	Texts and Contexts: Reading the Old Testament	Spring	Religious Studies	15 credits	C
CM479	Exploring Spirituality through Film	Spring	Religious Studies	15 credits	C
CP305	Fiction, Truth and Politics	Autumn	CLS	15 credits	C
CP306	Fiction, Truth and Politics	Spring	CLS	15 credits	C
PH307	Disasters	Autumn	Physics	15 credits	C
PL300	Self and Society	Autumn	Philosophy	15 credits	C
PL305	Existentialism	Spring	Philosophy	15 credits	C
PL311	Ideas in the Arts: Aesthetics, Truth and Meaning	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
PL313	Introduction to Philosophy: Ethics (PL303 if taking Philosophy as part of degree)	Spring	Philosophy	15 credits	C
PL314	Philosophical Thinking (PL310 if taking Philosophy as part of degree)	Spring	Philosophy	15 credits	C
TH325	What is Religion	Autumn	Religious Studies	15 credits	C
TH331	Introduction to Hinduism & Buddhism	Spring	Religious Studies	15 credits	C
TH332	Myths, Symbols and Mysteries in Judaeo-Christian Tradition	Autumn	Religious Studies	15 credits	C
TH334	Religion and Sex	Autumn	Religious Studies	15 credits	C
TH340	Gods of the Desert: Judaism and Islam	Spring	Religious Studies	15 credits	C

5.	PAST and PRESENT	Term taught	Provider	Credits	Level
CL329	Introduction to Archaeology	Autumn	Classics	15 credits	C
CL336	Introduction to Aegean Archaeology	Spring	Classics	15 credits	C
CL347	Introduction to Egyptian Archaeology	Spring	Classics	15 credits	C
CL350	Egyptology: Chronology and Sources	Autumn	Classics	15 credits	C
FR310	Twentieth Century France in Crisis	Autumn	French	15 credits	C
HI339	Medieval Pilgrimage	Autumn	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 Second World War: the Home Front	Spring	History	15 credits	C
HI359	Empire in Africa	Autumn	History	15 credits	C
HI366	Britain in the Age of Industrialisation, 1700-1830	Spring	History	15 credits	C
HI377	The Hundred Years War	Spring	History	15 credits	C
HI385	Introduction to the History of Medicine	Autumn	History	15 credits	C
HI390	The Emergence of America: From European Settlement to 1880	Autumn	History	15 credits	C
HI391	The Rise of the United States since 1880	Spring	History	15 credits	C
HI397	Cinema and Society, 1930-1960	Spring	History	15 credits	C
HI403	Introduction to Military History (Part 1)	Autumn	History	15 credits	C
HI410	Medieval Europe, c.400 - 1066	Autumn	History	15 credits	C
HI411	Medieval Europe, c. 1066 - 1450	Spring	History	15 credits	C

HI413	Introduction to Military History (Part 2)	Spring	History	15 credits	C
HI415	Britain and Europe, 1500-1660	Spring	History	15 credits	C
HI416	Victorian Britain: Politics, Society and Culture	Spring	History	15 credits	C
HI419	England in the Age of Chivalry, c.1200-c.1400	Spring	History	15 credits	C
HI420	Russia 1682-1905: Autocracy, Reform and Culture	Autumn	History	15 credits	C
HI421	Medicine and Empire, 1700-1920	Spring	History	15 credits	C
HI422	King Alfred the Great	Spring	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
CP317	Childhood and Adolescence in Prose Fiction	Autumn	CLS	15 credits	C
CP318	Introduction to Contemporary European and Hispanic Cinemas	Autumn	CLS	15 credits	C
CP319	Post-War European Cinemas	Spring	CLS	15 credits	C
FR301	Writer and Genre in France 1660-1900 I (in French)	Autumn	French	15 credits	C
FR302	Writer and Genre in France 1660-1900 II (in French)	Spring	French	15 credits	C
FR308	Questions of French Cinema (in French)	Spring	French	15 credits	C
FR310	Twentieth Century France in Crisis	Autumn	French	15 credits	C
FR331	French Drama: Love, Marriage and Politics (in translation)	Autumn	French	15 credits	C
FR332	French Narratives; Love, Marriage and Politics (in translation)	Spring	French	15 credits	C
GE311	Varieties of German Writing	Spring	German	15 credits	C
GE312	Images of Germany 1945-1990	Autumn	German	15 credits	C
GE321	Speak Proper German!	Autumn	German	15 credits	C
HA314	The Shock of the Now: Themes in Contemporary Art	Autumn	HPA	15 credits	C
HA315	The Shock of the Now: Themes in Contemporary Art	Autumn	HPA	30 credits	C
HA316	Thinking about Photography and its Histories	Autumn	HPA	15 credits	C
HA317	Thinking about Photography and its Histories	Autumn	HPA	30 credits	C
HA318	But is it Art? Aesthetics and the Visual Arts	Spring	HPA	15 credits	C
HA319	But is it Art? Aesthetics and the Visual Arts	Spring	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
IT307	Italian Advanced: Texts in Context (in Italian)	Spring	Italian	15 credits	C
IT312	History of Italian Cinema: The Legacy of Neorealism	Spring	Italian	15 credits	C
IT315	Writing Italy through the Centuries: An Introduction to Italian Literature	Autumn	Italian	15credits	C
LS304	Modern Spanish Theatre (in translation)	Autumn	Hispanic Studies	15 credits	C
LS308	The Spanish-American Short Story (in translation)	Autumn	Hispanic Studies	15 credits	C
LS312	Introduction to Hispanic Culture	Spring	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
LS319	State Building in Latin America	Spring	Hispanic Studies	15 credits	C
LZ316	Spoken English	Autumn or Spring	ELU	15 credits	C
LZ322	Listening to Spoken Language	Spring	ELU	15 credits	C
LZ323	Tackling Text: Approaching Style	Autumn	ELU	15 credits	C
LZ324	Tackling Text: Explaining Style	Spring	ELU	15 credits	C
LZ325	Global Communication 1: English as a World Language	Autumn or Spring	ELU	15 credits	C

LZ327	Understanding Language	Autumn	ELU	15 credits	C
LZ328	Looking at Language	Autumn	ELU	15 credits	C
LZ331	Analysing Language	Autumn	ELU	15 credits	C
LZ332	Discourse Analysis	Spring	ELU	15 credits	C

7.	SOCIAL SCIENCE, SCIENCE MODULES	Term taught	Provider	Credits	Level
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
PO304	British Government and Politics	Spring	Politics	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
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
PO315	Introduction to Government	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	Social Anthropology	Year Long	Anthropology	30 credits	C
SE302	Foundations of Human Culture	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

SECTION B

A Guide to a Module Description

(1) Module Code:

The Code i.e. TH340 is made up by 2 characters preceded by 3 or 4 digits; the 2 characters identify the Department offering the module: CL - Classics; CP – Comparative Literary Studies; DR - Drama; EN - English; FI - Film; FR - French; GE - German; HA- History and Philosophy of Art; HI - History; IT- Italian; LS - Spanish; LZ – English Language Unit; PL - Philosophy; TH - Religious Studies.

The proceeding 3 or 4 digits indicate the number of that individual module. The whole Module Code might appear on publications and lists with an additional number e.g. CL302.04; the extension 04, denotes a seminar group for that module i.e. group 4.

(2) Module Convenor:

Each Module has an appointed **Module Convenor**, who is responsible for teaching and administering a module. There may be other teachers and seminar leaders involved in the teaching of a module. The campus address, email address and telephone number of all Module Convenors can be found using the University's Online Directory.

(5) ECTS Credits:

The European Credit Transfer System works on a different set of values; **details of which are set out elsewhere in this Handbook.**

The Module Code identifies individual modules easily; it appears on lists and timetable, sometimes with the title, but often not. (1)

Module Title

Module Convenor (2)

CL302 GREEK DEMOCRACY AND EMPIRE (Dr Arthur Keaveney)

No of Credits: 15 (4) Credit Level: C ECTS Credits: (5) 7.5
Teaching Period (3): Autumn Term
Method of Assessment (6) 100% Coursework (2 essays of 2000 words each).
Teaching pattern: 10 lectures, 11 one-hour seminars, 21 contact hours.

(3) Teaching Period:

Modules might be taught in one term or across both terms.

Period 1 is Autumn Term;

Period 2 is Spring Term;

Period 3 is the examinations term: Summer.

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. A visit to the British Museum normally forms part of the module.

- Aristotle
 - Aeschylus
 - Plato
 - Plutarch
 - Thucydides
 - Herodotus
- Constitution of Athens*
 - Prometheus and Other Plays*
 - Gorgias*
 - Rise and Fall of Athens*
 - Peloponnesian War*
 - Histories*

(6) Method of Assessment:

There are various **Methods of Assessment** which are used in varied combinations: coursework (which might comprise several essays plus a mark for oral contribution in seminars) solely or in combination with written examinations; coursework might comprise in different percentages: long essays, projects or dissertations; shorter essays.

Preliminary Reading
 This is usually a short booklist to give you a flavour of a module. Please do not buy any of these books before you come, unless a book is specifically marked as a textbook. You will get more information about reading lists as a module progresses.

(4) Credit Level:

The University has implemented the National Credit Framework for higher education qualifications in England and Wales. The principle is that for every module you take, there is an established national table of **Credit Levels** and a coherent set of learning outcomes for each level. **Fuller details are set out elsewhere in this Handbook.**

On the **successful** completion of any module, you will be awarded the number of credits for that module at its designated **Credit Level**.

The following section sets out details about the individual modules which are offered in Stage 1.

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

MODULE DESCRIPTIONS

BUSINESS ADMINISTRATION (KENT BUSINESS SCHOOL)

CB300 People and Organisations (TBA)

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

RESTRICTIONS –THIS MODULE IS NOT AVAILABLE AS WILD
- 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 21st century, the experiences of work and employment are rapidly changing as a result of a range of factors including new technology, the growth of global markets and the changing demographic profiles and values of the workforce. This module sets these factors into an historical context and explores their implications for people-management practices and organisational forms. Its purpose is to help students to understand conceptual frameworks that can be used throughout their studies as a tool with which to analyse organisational activity.

Preliminary Reading:

L Mullins*	<i>Managing and Organisational Behaviour</i> , 7 th ed., Financial Times, 2005
Fincham R & Rhodes P	<i>Principles of Organisational Behaviour</i> , 4 th Edition, Oxford UP, ISBN 0199253978
A Hucznski & D Buchanan	<i>Organisational Behaviour</i> , 5 th edition, Prentice Hall
D Rollinson & A Broadfield	<i>Organisational Behaviour and Analysis: An integrated approach</i> (2 nd edition), Financial Times Prentice Hall , 2002

* key text

CB302 Managers and Organisations (Dr Kim Parker)

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

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 and corporate culture. 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. J. Mullins	<i>Managing and Organisational Behaviour</i> , 7 th ed., Financial Times, 2005
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CB343 The Global Business Environment (TBA)

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

RESTRICTIONS - THIS MODULE IS NOT AVAILABLE AS WILD

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: *Key text

*J. Brooks, J. Westherton and G. Wilkinson C.H. Hill	<i>The International Environment</i> , Financial Times, Prentice-Hall (2004) <i>International Business, Competing in the Global Market</i> , (3 rd edition), Irwon, McGraw- Hill (2001)
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CLASSICAL & ARCHAEOLOGICAL STUDIES

CL302 Greek Democracy and Empire (Dr Csaba La'Da)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% Coursework		
<i>Contact Hours:</i> 10 lectures, 11 one-hour seminars, 21 contact hours.		

This module is intended as an introduction to the civilisation of Classical Greece, and examines the history of Athens between 508 and 404 BC. It covers the origins of democracy, the emergence of Athens as a power in the Greek world, the wars with Persia and Sparta, the full establishment of democracy in the age of Pericles, and the growth of art and philosophy. The central theme is the rise of Greek rationalism and its reflection in the institutions of the most brilliant and successful of all the Greek city states. The module is taught from texts (below) and documents. No knowledge of ancient languages is required.

Introductory Reading List:

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

CL303 Greek Drama (Dr Anne Alwis)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i>		
<i>Method of Assessment:</i> 50% Coursework (one essay of 2000 words); 50% Examination (2 hours)		
<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 Spring either in sequence to CL302 *Greek 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 module 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 Csaba La'Da)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% Coursework (2 essays of 2000 words each)		
<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
Sallust
Suetonius
Appian

Makers of Rome and Fall of the Roman Republic
Jugurthine War and Conspiracy of Catiline
Twelve Caesars
Civil Wars

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

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

This module is designed to be taken in Spring 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>

CL310 Beginners' Greek (Dr Anne Alwis) (Subject to Quorum)

No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 20% Coursework (two assessment tests of 10% each); 8% Examination (3 hours)		
<i>Contact hours:</i> 2 weekly seminars (one of 1 hour and one of 2 hours)		

The aim of the module 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 module 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
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 20% Coursework (weekly exercises); 80% Examination		
<i>Contact Hours:</i> 22 lectures, 22 one-hour classes, 44 contact hours.		

This module is aimed at students with little or no Latin; students who have passed Latin 'O' Level or GCSE in recent years are not permitted to take it. 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.

Introductory Reading List:

F M Wheelock	<i>Wheelock's Latin</i> ., 6 th Edition, Harper Collins
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CL313 'Atlantis' the History of a Legend and the Question of Utopias (Dr Adam Bartley)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 50% Coursework (1 essay of 2000 words); 50% Examination (2 hours)		
<i>Contact Hours:</i> 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 module 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	<i>Timaeus</i> and <i>Critias</i> (only part of the <i>Timaeus</i> will be studied)
Plato	<i>Republic</i> , bks ii-v
Aristophanes	<i>Birds</i>
Lucian	' <i>True Histories</i> ', in P. Turner: <i>Lucian: Satirical Sketches</i>
More	<i>Utopia</i>
Huxley	<i>Brave New World</i>

CL315 Classical Mythology: Themes and Approaches (Dr Christopher Chaffin)

No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 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		
<i>Contact Hours:</i> 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 Autumn term, the aim is to introduce students to a working repertoire of some of the best-known myths; in the Spring term, the emphasis will be on a series of theories to explain the 'workings' of myth offered from a variety of disciplines ancient and modern.

Introductory Reading List:

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

Useful Preliminary Reading:

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

CL319 The Age of Stonehenge: An Introduction to Prehistoric Studies (Dr Anthony Ward) (Not available 08/09)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% Coursework		
<i>Contact Hours:</i> 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 Stage Two, but will also complement historical, heritage or anthropological studies.

Introductory Reading List:

C Renfrew and P Bahn	<i>Archaeology: Theories, Methods and Practice</i> , Thames and Hudson, 2000
M Parker Pearson	<i>Bronze Age Britain</i> , Batsford, 1993
C Renfrew	<i>Before Civilization</i> , Penguin 1976
D Souden	<i>Stonehenge, mysteries of the stones and landscape</i> , Collins & Brown in assoc. with English Heritage, London, 1997

CL329 Introduction to Archaeology (Dr Luke Lavan)

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

This module 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 module will also include a museum/excavation visit and a reading week.

Core Texts:

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

Recommended Reading:

P Barker	<i>Techniques of Archaeological Excavation</i> , Routledge, London/New York (3 rd edition), 1993
M Carver	<i>Sutton Hoo, burial ground of kings?</i> , British Museum Press, London, 1998
R Etienne	<i>Pompeii, the day a city died</i> , Thames & Hudson, London, 1992
D Souden	<i>Stonehenge, mysteries of the stones and landscape</i> , Collins & Brown in assoc. with English Heritage, London, 1997
K Spindler	<i>The man in the ice: the preserved body of a Neolithic man reveals the secrets of the Stone Age</i> , Weidenfeld and Nicolson, London, 1994
P Wilkinson	<i>Archaeology: What it is, Where it is and How to do it</i> , Archaeopress, Oxford, 2007

CL336 Introduction to Aegean Archaeology (Dr Evangelos Kyriakidis & Dr Ellen Swift)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 100% Coursework (45% each essay and oral presentation)		
<i>Contact Hours:</i> 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 module 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/

Dickinson, O. T. P. K

Rackham, Oliver, and Jennifer Moody

Website

The Aegean Bronze age, Cambridge University Press, 1994.

The Making of the Cretan Landscape, Manchester University Press. 1996

CL347 Introduction to Egyptian Archaeology (Csaba La'Da)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Spring Term

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

◇ Please note that CL347 'Introduction to Egyptian Archaeology' and CL350 'Egyptology: Chronology and Sources' may not be taken together due to the cross-over in content.

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 module 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, 2003

N. Grimal *A History of Ancient Egypt*. Oxford: Blackwell, 2000

J. Lustig *Anthropology and Egyptology: a developing dialogue*. Sheffield: Sheffield Academic Press, 1997

S. Quirke *The British Museum Book of Ancient Egypt*. London: British Museum Press for the Trustees of the British Museum, 1992

G. Robins *The Art of Ancient Egypt*. London: British Museum Press for the Trustees of the British Museum, 1997

B. Shafer (ed.) *Temples of Ancient Egypt*. London: I.B. Tauris, 1998

I. Shaw *The Oxford History of Ancient Egypt*. Oxford: Oxford University Press, 2003

B. Watterson *Gods of Ancient Egypt*. Stroud: Sutton, 1999

CL513 Intermediate Latin A (Dr Arthur Keaveney) (Subject to quorum)

No of Credits: 30

Credit Level: I

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: 20% Coursework; 80% Examination (**two** papers: language paper and prepared translation)

Contact hours: 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

Wheelock's Latin, 6th ed., Harper Collins

CL550 Intermediate Greek (Dr Csaba La'Da)**No of Credits: 30****Credit Level: I****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 module 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**CL350 Egyptology: Chronology and Sources (Dr Csaba La'da)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 100% Coursework: 2 essays*Contact Hours:* 22 hours of Lectures and Seminars

◊ Please note that CL347 'Introduction to Egyptian Archaeology' and CL350 'Egyptology: Chronology and Sources' may not be taken together due to the cross-over in content.

Dynastic Egypt presents a long and complex chronology from around 3200 BC to the arrival of Alexander in 332 BC. Understanding the chronology is fundamental to the study of the civilisation. Students will learn how the chronology is constructed using a combination of archaeological, textual and art historical evidence. They will become familiar with the nomenclature and dates of principal periods; the basis on which periods are defined; and critically aware of the challenges involved in detailing many parts of a chronology which is used as a baseline for the study of other civilisations in the region. Against the chronological time line, particular themes and episodes relating to social and religious organisation will be studied. These are selected to emphasise the articulation of diverse types of data. They include the Early Dynastic Period and the emergence of writing; the Old Kingdom and the pyramids as a source for social organisation and religion; the Middle Kingdom, the cult of Osiris, the site of Abydos and the 'democratisation' of the afterlife; the New Kingdom and the temple of Amun at Karnak and the split in political control between the Pharaoh in the north and the High-Priest of Amun in the south.

Reading List:

Davies, V. and Friedman, R.

Egypt, British Museum Press, London, 1998

Gardiner, A.

Egypt of the Pharaohs, Oxford University Press, Oxford, 1961

Grimal, N

A History of Ancient Egypt, Blackwell, Oxford, 1992

Kemp, B. J.

Ancient Egypt: anatomy of a civilisation, Routledge, London, 1989

Quirke, S and Spencer, A. J

British Museum Book of Ancient Egypt, British Museum Press, London, 1992

Shaw, I. (ed.)

The Oxford History of Ancient Egypt, Oxford University Press, Oxford, 2000**CM340 Modern Greek for Beginners 1 (TBA)****No of Credits: 30****Credit Level: C****ECTS Credits: 15***Teaching Period:* Year Long*Method of Assessment:* 90% Coursework; 10% seminar contribution*Contact Hours:* 2 hours per week

This module is also offered as a 15 credit one term (Autumn) module: CM373

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 module 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 module will be of particular interest to any students wishing to widen their knowledge of the different periods of the Greek language and to those intending to spend time in Greek-speaking countries (Greece and Cyprus).

Preliminary Reading:

S. Voyatzidou *Learning Modern Greek, A Communicative Approach*, University Studio Press, 2003
M. Moore *A Basic Grammar of Modern Greek for English Speaking Students*, University Studio Press, 2002

Recommended Reading:

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

CM453 Continuing Modern Greek 1 (Maria Moore)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% Coursework		
<i>Contact Hours:</i> 2 hours per week		

This module is for students who have some basic knowledge of Greek and who have studied CM340 or CM373 or similar. Students will learn how to write and speak in Modern Greek by acquiring new vocabulary, key grammatical points and by carrying out role plays/presentations. Simple translations will reinforce understanding and writing abilities.

By the end of the module students will be able to:

- Have a knowledge and understanding of the structures and terminology of the language
- Understand and produce language in simple tasks
- Describe aspects of his/her background, immediate environment and immediate need
- Communicate and exchange information about familiar matters
- Take responsibility for their own academic learning, plan their work, and manage their study time

Indicative Reading

D. A. Hardy *Greek Language and People*, BBC Books, 2006
M. Tsiotsiou-Moore *A Basic Grammar of Modern Greek for English Speaking Students*, University Studio Press, Thessaloniki, Greece, 2002

Recommended Reading

Smaro Vogiatzidou *Learning Modern Greek*, University studio Press, Thessaloniki, Greece, 2002
David H. Close *Greece since 1945*, Longman 2002

CM454 Continuing Modern Greek 2 (Maria Moore)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 100% Coursework		
<i>Contact Hours:</i> 2 hours per week		

This module is for students who have some basic knowledge of Greek and who have studied CM340 or CM373 or similar. It builds on CM453 *Continuing Modern Greek 1*. The student will be taught more advanced grammatical principles, how to communicate the results of their study accurately and reliably orally and in writing with structured and coherent arguments and how to produce high-quality word processed essays and translations.

By the end of the module students will be able to:

- understand sentences and expressions related to immediate needs
- Produce language in simple tasks requiring and exchanging information on familiar matters
- Engage in individual work to produce short essays about immediate environment and current situations
- Describe in simple terms aspects of ones background, culture and social reality
- Develop grammar and written skills to produce simple translations

The module will be of particular interest to any students wishing to widen their knowledge of the different periods of language and to those intending to visit Greek speaking countries Greece and Cyprus, for anthropological or archaeological field work for business or cultural visits.

Indicative Reading

D. A. Hardy *Greek Language and People*, BBC Books, 2006
M. Tsiotsiou-Moore *A Basic Grammar of Modern Greek for English Speaking Students*, University Studio Press, Thessaloniki, Greece, 2002

Recommended Reading

Smaro Vogiatzidou
David H. Close

Learning Modern Greek, University studio Press, Thessaloniki, Greece, 2002
Greece since 1945, Longman 2002

(APPLIED) COMPUTING

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

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

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

Choice of Modules

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

CO320 Introduction to Object-Oriented Programming (Dr Michael Kölling/Prof. Peter Welch)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term (where compulsory) Autumn Term or Spring Term where optional

Method of Assessment: 100% Coursework including a compulsory Pass/Fail test

Contact hours: 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 module, the quality of class design and the need for a professional approach to software development is emphasised.

Preliminary Reading:

Module Coursebook:

David J. Barnes & Michael Kölling *Objects first with Java – A practical introduction using BlueJ*, 3rd edition, Prentice Hall/Pearson Education, 2006, ISBN 0-13-197-629.

Other Reading:

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

CO321 Introduction to Information Systems (Dr Nick Ryan)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

Method of Assessment: 50% Coursework; 50% two-hour Written Examination.

Contact hours: 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:

Main Course Text:

U. Fuller, B. Keim and N. Ryan *Introduction to Information Systems*, Pearson Education Ltd, ISBN 978-1-84658-912-6

This text is made up of chapters from:

P. Bocij, D. Chaffery, A. Greasley and S. Hickie *Business Information Systems: Technology, Development and Management for the E-Business*, 3rd Edition, Pearson Education, London, 2006, ISBN 978-0-273-68814-6

D. Boddy, A. Boonstra and G. Kennedy *Managing Information Systems: An Organisational Perspective*, 2nd Edition, Pearson Education, London, 2005, ISBN 978-0-273-68635-4

A. Moller and M. Schwartzbach *An Introduction to XML and Web Technologies*, Pearson Education, London, 2006, ISBN 978-0-321-26966-9

G. Schneider and J. P. Winters *Applying Use Cases: A Practical Guide*, 2nd Edition, Pearson Education, London, 2001, ISBN 978-0-201-70853-0

CO324 Computer Systems (Bob Eager)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Spring Term

Method of Assessment: 20% Coursework; 80% two-hour Written Examination.

Contact Hours: 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 module:

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

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

Additional textbooks for background reading will be advised by individual lecturers

CO327 Web Applications (TBA)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Spring Term

Method of Assessment: 20% Coursework; 80% two-hour Examination.

Contact hours: 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>

CO520 Further Object-Oriented Programming (David Barnes)

No of Credits: 15

Credit Level: 1

ECTS Credits: 7.5

Teaching Period: Spring Term

Pre-requisite(s): CO320

Method of Assessment: 30% Coursework; 70% Examination (2 hours).

Contact hours: 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:

Module Textbook:

David J. Barnes & Michael Kölling

Objects first with Java – A practical introduction using BlueJ, Pearson Education, 3rd edition 2006, ISBN 0-13-197-629X

Other Reading:

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
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 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 module we shall be reading some classical fictional explorations that have taken on issues of general concern and have in turn had international impact. 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>
Franz Kafka	<i>Metamorphosis</i>
James Joyce	<i>The Dead</i>
Sylvia Plath	<i>The Bell Jar</i>
J D Salinger	<i>The Catcher in the Rye</i>
Leonardo Sciascia	<i>The Day of the Owl</i>
Elio Vittorini	<i>Conversations in Sicily</i>
Carlo Levi	<i>Christ Stopped at Eboli</i>

CP306 Fiction, Truth, Politics (TBA)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 100% Coursework (80% - 2 essays of 1500 words each; 20% - seminar participation).		

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

Preliminary Reading:

Bertolt Brecht	<i>The Life of Galileo</i>
John Le Carré	<i>The Spy who Came in from the 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 (Dr Anna Katharina Schaffner)

No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 50% Coursework Year Long, 50% Examination (3 hours).		

This literary-critical module deals with a wide range of selected international tales ranging from antiquity to the present day. We address issues such as the development of oral folktales and fairytales into written forms, and discuss various short prose genres including Aesopian fables, myths, folktales and fairytales, as well as tales of the fantastic, 19th century art-tales and the modern short story.

The framework of discussion comprises a general survey of the issues that face the comparatist. We practice different methods of literary analysis, including close reading and comparative analysis by examining story-motifs and story-structures, and by considering symbolic meanings in the light of psychoanalytic concepts. We also explore questions of transmission and transformation (e.g. how stories and motifs travel from one culture to another and alter in shape and emphasis) and questions of genre (for example the fantastic). A selection of critical texts on narrative devices and patterns, on psychoanalytical, structuralist and feminist approaches to the fairytale and on genre theories are studied in conjunction with the primary texts.

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

Students need only buy three books:

Apuleius	<i>The Epic of Gilgamesh</i> , (Penguin)
Angela Carter	<i>The Golden Ass</i> (Penguin)
	<i>The Bloody Chamber and Other Stories</i> (Penguin)

All other course material is in The Tale folder which can be purchased from CNW113 at the beginning of term.

Recommended Preparatory Reading:

Bruno Bettelheim	<i>The Uses of Enchantment: The Meaning and Importance of Fairy Tales</i>
Tzvetan Todorov	<i>The Fantastic: A Structural Approach to a Literary Genre</i>
Ovid	<i>Metamorphoses</i> (Penguin)

CP317 Childhood and Adolescence in Fiction (TBA)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% Coursework: 2 Essays (40% each); Seminar Participation (20%)		

This module 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:

Alain-Fournier,	<i>The Lost Estate (Le Grand Meaulnes)</i> (Penguin)
Sandra Cisneros	<i>The House on Mango Street</i> (Bloomsbury)
Frances Hodgson Burnett	<i>The Secret Garden</i> (Penguin Popular Classics)
C. Collodi	<i>The Adventures of Pinocchio</i> (Oxford World's Classics)
Tsitsi Dangarembga	<i>Nervous Conditions</i> (Ayeibia Clarke)
William Golding	<i>Lord of the Flies</i> (Faber)
Rudyard Kipling	<i>Kim</i> (Penguin Popular Classics)
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)

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

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 50% Coursework, 50% Examination		
<i>Contact Hours:</i> 2 per week		

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

Films

Giuseppe Tornatore	<i>Nuovo Cinema Paradiso</i> , 1989
Jean-Pierre Jeunet	<i>Amélie</i> , 2001
Tomás Gutiérrez Alea	<i>Strawberry and Chocolate</i> , 1994
Thomas Vinterberg	<i>Festen</i> , 1998
Krzysztof Kieslowski	<i>The Double Life of Veronique</i> , 1991
Pedro Almodóvar	<i>All About My Mother</i> , 1999

CP319 Post-War European Cinemas (Dr Antonio Lázaro-Reboll)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 50% Coursework, 50% Examination		
<i>Contact Hours:</i> 2 per week		

The main aim of the module is to introduce students to the work and contexts of production of important European filmmakers from a range of national cinemas. Thus we look at Italian Neo-Realism, British Ealing comedy, Swedish cinema, French New Wave, New German cinema, and New Spanish Cinema. Among the topics for consideration are: the notion of European 'art' cinema; the notion of the 'auteur'; European realism; the relationship between European cinema and Hollywood. Students will also become familiar with film terminology as well as with the basic tools for cultural analysis.

Films:

Vittorio de Sica	<i>Bicycle Thieves</i> , 1948
Alexander Mackendrick	<i>The Man in the White Suit</i> , 1951
Jean-Luc Godard	<i>Breathless</i> , 1960
John Schlesinger	<i>Darling</i> , 1965
Volker Schlöndorff	<i>The Tin Drum</i> , 1979
Carlos Saura	<i>Raise Ravens</i> , 1975

Preliminary Readings:

Timothy Corrigan	<i>A Short Guide to Writing about Film</i>
Catherine Fowler (ed.),	<i>The European Cinema Reader</i>
Pierre Sorlin	<i>European Cinemas, European Societies</i>
Elizabeth Ezra	<i>European Cinema</i>

DRAMA & THEATRE STUDIES

PLEASE NOTE THAT DRAMA MODULES ARE NOT AVAILABLE AS WILD MODULES

DR315/DR316 Modern Theatre: A Theoretical Landscape (Dr Rosie Klich)
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No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Autumn Term, DR315 / Spring Term, DR316		
<i>Method of Assessment:</i> 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 of the work of theatre practitioners 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 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 Anton Chekov, Antonin Artaud, Peter Brook, Jerzy Grotowski, Bertold Brecht, 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.) | <i>Redirections</i> , Routledge, London, 2002 |
| *A Artaud | <i>The Theatre and Its Double</i> , London, Calder, 1981 |
| *P Brook | <i>The Empty Space</i> , London, Penguin |
| N Childs & J Walwin | <i>A Split Second of Paradise</i> , London, Rivers Oram Press, 1998 |
| M Huxley & N Witts eds. | <i>The Twentieth Century Performance Reader</i> , London, Routledge, 1999 |
- *Books to be purchased

DR317 Texts for Theatre (Dr Peter M Boenisch)

No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> This module is a core prerequisite for your Drama & Theatre studies degree. You must pass this module in order to progress to Stage 2. Texts for Theatre is assessed 100% by Coursework:		
<ul style="list-style-type: none"> ■ 25 % Individual Research Portfolio containing: Bibliography; Research Summary; Review of Academic Essay; Self-Evaluation – Deadline: Tuesday Week 18 ■ 15 % Team Task: Design and Delivery of a Seminar Workshop Session (Weeks 19-23) ■ * 40 % Dramaturgic Study of 2,500 words – Deadline Wednesday Week 25 (compulsory pass) ■ 20 % Module Achievement Mark: In-Class Test, Submission of Homework, Seminar Contribution 		

Your final module mark is calculated according to the weighting of the marks as indicated above. However, if you do not achieve a minimum of 40% in the Dramaturgic Study (= the minimum passmark for assessment), you will not be able to pass the module, regardless of your other marks. Students failing this module will be invited to resit the module through an oral examination taking place in the latter half of July. If you fail the module, it is your responsibility to arrange your availability on that day. Arrangements and instructions will be communicated to you in June.

RESTRICTIONS - THIS MODULE IS NOT AVAILABLE AS WILD

This module is designed as a foundation for Single Honours students for your MDrama studies. The staging of dramatic texts is one of the cornerstones of Western European theatre practice, ever since about 500BC. For every career in theatre, whether on stage or backstage, whether in the creative team or as producer, whether as performer, stage manager or stand-up comedian, a thorough knowledge in the skill and craft of dramaturgy, in the repertoire of playtexts from all ages and all corners of the world, and in theatre history is indispensable. You will in fact learn a lot for every aspect of theatre and

performance from texts for theatre: studying playtexts allows you to acquire essential knowledge about crafting plots, roles, spaces and bodies which is ever so vital when you go on, in the future, to direct plays, but also for devising your own work, creating characters (for example as a stand-up comedian or for a solo-performance), designing a set for performance, stage managing or producing a show.

Therefore, Texts for Theatre is a most vital foundational module in the first year of your studies. You will learn how to approach texts for theatre not as literature, but – hence the title of this module – as texts for theatre, as material that is written to be performed on stage today. The module will focus on six selected texts, which will be announced at the start of the year, and which you will need to have read at the start of Spring Term. Weekly lectures discuss fundamental concepts such as plot, roles, characters, action, and dramatic speech acts, and also introduce semiotic and phenomenological perspectives on theatre. You will primarily work on an intensive team project for the most part of the term. It is expected that you spend at least five hours every week on unsupervised work within your research teams.

Preliminary Reading:

*M Wallis. S Shepherd	<i>Studying Plays</i> , Arnold 2002
M Patterson	<i>Oxford Guide to Plays: An A-Z Guide to the 1,000 best Plays of World Theatre</i> . Oxford UP 2007
W B Worthen, ed.	<i>The Wadsworth Anthology of Drama</i> , Heinle & Heinle 2003
J R Brown, ed.	<i>The Oxford Illustrated History of Theatre</i> , Oxford UP 2001
K Pickering	<i>Key Concepts in Drama and Performance</i> Palgrave Macmillan 2005
P Allain and J Harvie	<i>The Routledge Companion to Theatre and Performance</i> Routledge 2006
M Fortier	<i>Theory/ Theatre. An Introduction, Revised ed., Routledge 2002</i>

***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.**

DR323 Performance Skills (TBA)	(Single Honours Drama students only)
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No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 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 module. 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 module will include 20 weekly sessions in body/movement techniques such as Alexander, Japanese Butoh, Laban, tai chi, yoga, pilates and contact improvisation. 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.

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

DR324 Performance Skills JH

(Joint Honours Drama students only)

No of Credits: 30**Credit Level: C****ECTS Credits: 15***Teaching Period:* Autumn Term*Method of Assessment:* 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 module. The module will 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 module will include sessions in body/movement techniques such as Alexander, 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. The improvisation sessions 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 only for warm-up games. The improvisation practice will also facilitate the student's creative growth and development.

The module will be taught through specialised weekly voice, improvisation and movement classes. Throughout the term there will be some lectures and screenings and the module will finish with a creative group performance project in the last week of term.

Indicative Reading List:

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|------------------|---|
| 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 |

DR325 Stage Practice (Paul Davies) (Option for Joint Honours)**No of Credits: 30****Credit Level: C****ECTS Credits: 15***Teaching Period:* Autumn Term*Method of Assessment:* 100% continuous assessment: Presentation of project work for each block (3 x 25%), Essay (25%)

RESTRICTIONS - THIS MODULE IS NOT AVAILABLE AS WILD

The module will introduce students to the technical and practical processes involved in realising a production. Each student will have experience and practice in 3 of the 6 taught disciplines (e.g. Stage and Production Management, Scenic Construction, Lighting for Theatre and Sound Operation and Design). The work will form the basis for all general practical and performance modules in future years/terms, and provide a base for students to build upon in specialist modules. There will be a balance between health and safety, design, management and technical/practical skills taught in each block.

The teaching will be tailored to the diverse needs of the skills blocks on offer and located in appropriate facilities such as the sound studios, the production studio, the construction workshop, and design studios. There will be small group work, demonstrations, exercises, and discussions within a single 4 hour timetabled period. Some weeks there may also a lecture which is shared across two groups or the whole module. Self study assignments (some individual, some group) will be set from the classes to be carried out each week.

Preliminary Reading:

- | | |
|------------------|---|
| Aveline, J | <i>Production Management</i> , ET 2002 |
| Copley & Kilner, | <i>Stage Management - A Practical Guide</i> , Crowood 2001 |
| Ebrahimian, B | <i>Theatre Design: Behind the Scenes with the Top Set, Lighting, and Costume Designers</i> , Rotovision, 2006. |
| Reid, Francis | <i>The ABC of Stage Technology</i> , London A&C Black, 1995 |
| Blurton, John | <i>Scenery: Draughting and Construction</i> , London, A & C Black, 2001 |
| van Beek, Marco | <i>A Practical Guide To Health And Safety In The Entertainment Industry</i> , Entertainment Technology Press 2000 |
| Finelli, Patrick | <i>Sound for the Stage</i> , ETP, 2003 |
| Dean, Peter | <i>Production Management: Making Shows Happen</i> , The Crowood Press, 2002 |
| Shelly, SL | <i>A practical guide to stage lighting</i> , Focal 1999 |

ECONOMICS

EC302 Economics Mode B (John Peirson and Prof. Alan Carruth)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Exclusion: EC304, EC310 and MA309 cannot be taken with this module

Method of Assessment: 20% Coursework, consisting of two class tests & two written assessments, 80% Written Examination of 3 hours duration

Contact Hours: 44 lectures and 23 seminars

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, (6th ed.) 2005

Lipsey and Chrystal

Economics, Oxford University Press, (11th ed.) 2007

Phillip Allan

The Economic Review (quarterly periodical)

EC310 Economics For Business (Prof. Alan Carruth)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Exclusion: EC302, EC304 and MA309 cannot be taken with this module

Method of Assessment: 40% Coursework, consisting of two class tests & 2 written class assessments, 60% Written Examination of 2 hours duration

Contact Hours: 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

Economics for Business, Prentice Hall, 3rd ed., 2004

David Begg and Damian Ward

Economics for Business, McGraw-Hill, 2nd ed., 2006

Peter Earl and Tim Wakeley

Business Economics: A Contemporary Approach, McGraw-Hill, 2005

Dermot McAleese

Economics for Business, Prentice Hall, 2nd ed., 2001

ENGLISH & AMERICAN LITERATURE

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

EN302 Early Drama (Prof. Peter Brown)
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<i>No of Credits:</i> 30	<i>Credit Level:</i> C	<i>ECTS Credits:</i> 15
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 100% Coursework - 75% three pieces of written work, plus seminar contributions; 25% project.		
<i>Contact Hours:</i> 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:	<i>Early Drama: Booklet</i> (available at the beginning of the module)
AC Cawley (ed.)	<i>Everyman and Medieval Miracle Plays</i>
Christopher Marlowe	<i>Dr Faustus</i>
Highly recommended:	
P Happé	<i>English Drama before Shakespeare</i>

EN303 Introduction to American Studies (Dr John Wills)

<i>No of Credits:</i> 30	<i>Credit Level:</i> C	<i>ECTS Credits:</i> 15
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 75% Coursework; 25% 2 hour Examination		
<i>Contact hours:</i> 2 hours per week (1 x 1 hour lecture, 1 x 1 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 20th 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 (eds.)	<i>A New Introduction to American Studies</i> (2006)
Bradbury, M and Ruland, R	<i>From Puritanism to Postmodernism: A History of American Literature</i> (1993)
Cameron, A (ed.)	<i>Looking for America: An Historical Introduction to the Visual in American Studies</i> (2004)
Hartley, J and Pearson, R (eds.)	<i>American Cultural Studies: A Reader</i> (2000)
Horwitz, R. P (ed.)	<i>The American Studies Anthology</i> (2001)
Kaplan, R	<i>An Empire Wilderness</i> (1998)
Alexis de Tocqueville	<i>Democracy in America</i>

EN308 Romanticism and Critical Theory (Dr David Ayers)

<i>No of Credits:</i> 45	<i>Credit Level:</i> C	<i>ECTS Credits:</i> 22.5
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<i>Teaching Period:</i> Year Long

<i>Method of Assessment:</i> 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.)	<i>Romanticism: An Anthology</i> , 3 rd ed.
Jane Austen	<i>Emma</i>
Mary Shelley	<i>Frankenstein</i>

EN325 Critical Practice (Dr. Alex Padamsee)

<i>No of Credits:</i> 15	<i>Credit Level:</i> C	<i>ECTS Credits:</i> 7.5
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<i>Teaching Period:</i> Autumn Term

<i>Method of Assessment:</i> 100% Coursework (one essay)
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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 & Rick Rylance	<i>Making your Case: A Practical Guide to Essay Writing</i> (Longman / Pearson Education, 2001)
Rebecca Stott and Peter Chapman	<i>Grammar and Writing</i> (Longman / Pearson Education, 2001)
Robert Pope	<i>The English Studies Book: An Introduction to Language Literature and Culture</i> (Routledge, 1998)

EN326 Narrative Theory & Practice (Scarlett Thomas)

<i>No of Credits:</i> 15	<i>Credit Level:</i> C	<i>ECTS Credits:</i> 7.5
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<i>Teaching Period:</i> Spring

<i>Method of Assessment:</i> 100% Coursework: 60% short story; 40% essay
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RESTRICTIONS: - THIS MODULE IS NOT AVAILABLE AS WILD.

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	<i>Poetics</i> (Penguin, 1996)
Shakespeare	<i>Hamlet</i> (Penguin, 2005)
Homer	<i>The Odyssey</i> (Oxford World Classics, 1998)

EN327 Poetry Theory and Practice (Dr David Herd)

<i>No of Credits:</i> 15	<i>Credit Level:</i> C	<i>ECTS Credits:</i> 7.5
<i>Teaching Period:</i> Autumn		
<i>Method of Assessment:</i> 100% Coursework: 60% portfolio of poems; 40% essay		

RESTRICTIONS: - THIS MODULE IS NOT AVAILABLE AS WILD.

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

Recommended Reading:

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

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 (1000 words); 10% workshop/creative participation

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

The module 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 term 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. FI555 *Introduction to Screenwriting*, FI575 *Representing Actuality* and FI567 *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) (TBA)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Autumn Term

3 written pieces of work: *Method of Assessment:* 20% 1 x Exercise 1000 words; 30% 1 x Essay 1500 words; 40% 1 x Essay 2500 words; 10% seminar performance.

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 module 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 module will also introduce you to the historical, cultural and aesthetic understanding of cinema, and develop skills appropriate to the serious study of film especially those of close analysis through detailed discussions of the workings and significance of specific films and film sequences, both in seminars and in essay writing.

Preliminary Reading:

Bruce Kawin

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

Timothy Corrigan

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

David Bordwell and Kristin Thompson

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

FI311 Introduction to Narrative Cinema 2 (World Cinema) (TBA)
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No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Spring Term

3 written pieces of work:

Method of Assessment: 30% 1 x essay 1000 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 module 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 Trégouët)

No of Credits: 30	Credit Level: C	ECTS Credits: 15
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Teaching Period: Year Long

Method of Assessment: 100% Coursework.

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

This module is designed to reinforce skills acquired at A-Level or its equivalent. It is required for students who pursue a degree in French. It permits them to carry on to the next step up in French: French Advances I (FR589). It is not intended for bilingual students and French native speakers with secondary education in a Francophone country. It may be taken as a Wild Module.

There are 3 scheduled hours per week:

1. Grammar Lecture: exploration of key areas of grammar through theoretical explanations and examples
2. Written skills seminar: practice of grammatical points studied in the grammar lecture, translation from French into English and vice versa
3. Oral/Aural skills seminar: text-based discussion, aural comprehension activities, essay writing practice

Reading:

Grammar lecture slides (available electronically)

Module booklet : written activities

Module booklet : oral/aural activities

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

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
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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	<i>Le Tartuffe</i>
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)

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

Method of Assessment: 50% Coursework (1 essay and oral presentation), 50% Examination

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

This module is intended for students who enjoy the idea of reading novels, and shorter fiction, regardless of how much they have read before coming to university. It is designed to introduce students to the range and variety of French Literature by the close study of a number of enjoyable sample texts from the eighteenth, 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'. 'Le Lait de la mort' in <i>Nouvelles orientales</i>
Sebbar	'La jeune fille au balcon'. 'La photo d'identité' in <i>La jeune fille au balcon</i>

FR308 Questions of French Cinema (Dr Tom Baldwin)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring 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 1920s to the present which illustrate the scope and development of French cinema. While most of the films are now regarded as canonical, a major aim of the module is to place the works in context so as to emphasize their radical and often transgressive power.

Introductory Reading:

Susan Hayward *French National Cinema*, Routledge, 1993

FR310 Twentieth-Century France in Crisis (Dr Colette Wilson)

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

This module 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)	<i>Au-revoir les enfants</i>
(Pontecorvo)	<i>La bataille d'Alger</i>
(Malle)	<i>Milou en mai</i>

FR326 Learning French 1 (Beginners) (Dr Annie Trégouët)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 100% Coursework		
<i>Contact Hours:</i> 3 hours per week		

This module is intended for students from any discipline in the University of Kent who wish to learn French and who do not have any (recent) formal qualification in French. It is designed as a Wild Module. It also allows students to progress to the next level up in French but it does not prepare them for the year-abroad. Students cover three main topics each week: grammar, vocabulary and civilization.

Reading: Cle International *Panorama 1: Méthode de français*

FR327 Learning French 2A (Post GCSE) (Dr Annie Trégouët)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% Coursework		
<i>Contact Hours:</i> 3 hours per week		

This module is intended for students from any discipline in the University of Kent who wish to continue their study of French (beyond GCSE or equivalent). It also permits them to carry on to the next step up in French (FR328 in the Spring term). This module is not intended for students with an A-level in French, bilingual students, or French native speakers.

Students cover two main topics each week language (1 hour) and culture (2 hours). The module takes students through the first half of the grammar text entitled *Panorama 2* and therefore covers a significant number of key grammatical structures. In addition, students explore the geographical, cultural and economic attributes of 8 different regions of France: overseas departments, Paris and its suburbs, Centre, North and East, Centre-East, South-East, South-West, West.

Preliminary Reading:

Cle International *Panorama 2 Méthode de français*
 Presses universitaires de Grenoble, 2001 *La France des Régions* (Collection FLE)

FR328 Learning French 2B (Post GCSE) (Dr Annie Trégouët)

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

This module is intended for students from any discipline in the University of Kent who wish to continue their study of French (beyond GCSE or its equivalent) and who have already completed FR327 *Learning French 2A*. It also permits them to carry on to the next step up in French: FR589 *French Advanced 1*. This module is not intended for students with an A-Level in French, for bilingual students and for French native speakers.

The module has 3 scheduled hours per week. Students cover two main topics each week: language (1 hour) and literature (2 hours). The module takes students through the second half of the grammar text entitled *Panorama 2* and therefore covers a significant number of key grammatical structures. Students are also introduced to the richness of French culture and literature through the study of 2 short novels which have been edited for students at this level of competence in French.

Preliminary Reading:

Cle International *Panorama II Méthode de français*
 Lectures CLE en Français facile *Maupassant- Une vie*
 Lectures CLE en Français facile *Sand-la mare aux diables*

FR330 Intensive French for Beginners (Dr Annie Trégouët)

No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 100% Coursework		
<i>Contact Hours:</i> 4 hours per week		

This module is intended for students who wish to proceed to Diploma and Degree level in French (who should then also take FR331 and FR332). It permits them to carry on to the next step up in French: FR589 *French Advanced 1*. This module is not intended for students with an A-Level in French, for bilingual students or for French native speakers. It may be taken as a Wild Module.

The module is taught by means of 4 weekly seminars. Students cover three main topics each week: grammar, vocabulary and civilization. The module takes students through the following texts: *Panorama 1* and *Panorama 2* and therefore covers a significant number of key grammatical structures.

Preliminary Reading:

CLE international *Panorama I: Méthode de français*
 CLE international *Panorama II: Méthode de français*

GERMAN

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

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: 20% Coursework, 70% 3-hour Examination plus an oral test; 10% attendance and participation

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

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

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 web-based resources.

Introductory Reading:

David Crystal

Rediscover Grammar, Longman, 2004

Derek Lewis

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

Renate Luscher

Landeskunde Deutschland. Von der Wende bis heute. Ismaning, 2008

Bill Dodd *et al*

Modern German Grammar: A Practical Guide, Routledge, 2003

Bill Dodd *et al*

Modern German Grammar Workbook, Routledge, 2003

GE304 Learning German 1 (Beginners) (Susanne Krauss)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: 30% Coursework; 70% Examination (3-hour Examination plus a listening comprehension and oral Examination)

Contact Hours: 2 hours seminar and one hour of conversation per week.

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 other resources such as available computer programs, internet sources or 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: TBA

GE307 Learning German 2 (Intermediate) (Elaine Morley)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: 30% Coursework (4 best assessment marks), 70% Examination (3-hour Examination plus an audio-visual comprehension Examination, an oral Examination)

Entry Requirement: GCSE German or equivalent.

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

Preliminary Reading:

Susan Tebbutt

Klaro!, Edward Arnold, London, 2001

Coursebook TBA, before the academic year begins

GE311 Varieties of German Writing (Dr Ben Hutchinson)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring Term*Method of Assessment:* 50% Coursework (One essay and one seminar 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 satires to Brecht's epic theatre, the best German writing is ground-breaking and international. In this introduction to the period which saw the formation of modern Germany (1770-1945) we study a range of poems and short stories, plays, novellas and films. 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>Die Verwandlung</i> , Reclam, 1978
Jeremias Gotthelf	<i>Die schwarze Spinne</i> , Reclam, 1950
Bertolt Brecht	<i>Die Dreigroschenoper</i> , Suhrkamp, 1958
Ludwig Tieck	<i>Der blonde Eckbert / Der Runenberg</i> , Reclam, 1952
Gerhart Hauptmann	<i>Vor Sonnenaufgang</i> , Ulstein, 1965
Georg Kaiser	<i>Von morgens bis mitternachts</i> , Reclam, 1965

GE312 Images of Germany 1945-1990 (Dr Ben Hutchinson)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Entry Requirement:* 'A' or 'AS' Level German, or equivalent.*Method of Assessment:* 100% Coursework (two essays of c. 1500 words each).

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> , Wagenbach, 1966
Günter Grass	<i>Die Plebejer proben den Aufstand</i> , Steidl, 2003
Franz Fühmann	<i>Böhmen am Meer</i> , Rotbuch, 1999
Thomas Bernhard	<i>Heldenplatz</i> , Suhrkamp, 1988
Monika Maron	<i>Pawels Briefe</i> , Fischer, 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, 20% each;*Seminar Attendance and Participation 10% Contact Hours:* 10 one hour lectures, 10 one hour seminar/workshops

This module is available as well 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 (Dr Michael Newall)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% Coursework [One Critical essay (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: Modernism, Antimodernism, Postmodernism ,Thames & Hudson, 2004
Cynthia Freeland	Art Theory: A Very Short Introduction ,Oxford University Press, 2001
Julian Stallabrass	High Art Lite: British Art in the 1990s ,Verso, 1999
Matthew Collings	This is Modern Art ,Weidenfeld & Nicolson, 1999

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

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

See HA314 for Module Description

HA316 Photography and its Histories (Theresa Mikuriya)

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

HA317 Photography and its Histories (Theresa Mikuriya)

No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% Coursework [One 4000 word Critical essay or two 2500 word essays (60%); One 1000 word short essay (15%); Seminar notes (15%)]		
<i>Contact Hours:</i> 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/Dr Han Maes)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 100% Coursework [One Critical essay (50%); Critical summary of an assigned text (30%); Seminar notes (20%)]		
<i>Contact Hours:</i> 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/Dr Han Maes)

No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 100% Coursework [One Critical essay (50%); Two critical analyses of module texts (30%); Seminar diary (20%)]		
<i>Contact Hours:</i> 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
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 100% Coursework: précis (30%); expository essay (50%); seminar log (20%)		
<i>Contact Hours:</i> One 1 hour lecture and one 1 hour seminar per week-plus individual tutorials		

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

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

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

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

Preliminary Reading:

- David Maclagan Psychological Aesthetics, 2001
- Peter Fuller Art and Psychoanalysis, 1980
- Peter Gay Freud: A life for our time, 1998
- Adam Phillips Terrors and Experts, 1997
- Marion Milner On Not Being Able to Paint, 1983
- Neville Symington The Analytic Experience, 1986
- Janet Sayers Freud's Art, 2007
- Also
- Sigmund Freud. (Albert Dickson, editor.) Art and Literature, 1990
- Or
- Sigmund Freud. (Hugh Haughton, introduction. David McLintock, translator.). The Uncanny. 2003

HA321 Inner Worlds: Psychoanalytic Thinking and the Visual Arts (Dave Reason)

No of Credits: 30	Credit Level: C	ECTS Credits: 15
<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

HA323 Creative Investigations (Angus Pryor)

No of Credits: 60	Credit Level: C	ECTS Credits: 30
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 100% Coursework		
<i>Contact Hours:</i> 8 hours per week		

RESTRICTIONS - THIS MODULE IS NOT AVAILABLE AS WILD

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
Louis Marin
Herbert Read
Yve Alain Bois Rosalind E. Krauss
Gofried Richter
Sigmund Freud
John Holloway
Michael Leja
Richard Wollheim
Adrian Stokes
Alex Neill and Aaron Ridley

Object Painting
To Destroy Painting
To Hell With Culture
Formless: A User's Guide
Art and Human Consciousness
Leonardo Da Vinci
The Slumber of Apollo
Reframing Abstract Expressionism
Art and its Objects
Painting and the Inner World
Arguing about Art

HISTORY

HI300 Introduction to Literature and Science (Dr Charlotte Sleigh)

No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 100% Coursework		

This module 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 module will consider, through selected texts, the consequences of these developments for the literature of the time. The content of the module 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)
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No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 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 module will help those taking the module 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

HI339 Medieval Pilgrimage (Dr Barbara Bombi)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 100% Coursework

This module considers the nature and practice of pilgrimage in medieval Europe. Pilgrimage is taken to be a fundamental and highly contested concept in medieval culture which involves religious, social, political, and economic life at every social level. It is concerned with saints, cults, relics, miracles, and magic; with penance and healing, and with political protest and legitimization; with travel and perceptions of other cultures; with the spiritual imagination, mystical experience, and affective piety. Embodying the changing practices of orthodox Christianity, it also expresses the unorthodoxies of popular culture. This study will provide a framework for the understanding of the place of European pilgrimage from c1000 to 1550 and will focus upon English case studies, in particular the cult of Thomas Becket at Canterbury, as well as European ones. From the 4th century pilgrimage to the city of Jerusalem occupied a vital role in medieval mentalities and generated a rich heritage of cultural artefacts which survive to this day. Attention will be given to the institutional aspects of pilgrimage, sanctity and miracles; the nature of shrines and their associated buildings, and to the objects of the visual arts which celebrated cults and helped to sustain them; popular religion and beliefs in the Late Middle Ages.

Introductory Reading:

D. Webb,

E. Duffy

R. Finucane

J. Sumption

M. Staunton,

D. Webb,

Pilgrims and pilgrimage in the medieval West (London, 1999).*The Stripping of the Altars* (2005)*Miracles and Pilgrims* (1977)*Pilgrimage: an Image of Medieval Religion* (London, 1975).*The lives of Thomas Becket* (Manchester, 2001)*Pilgrimage in Medieval England* (London, 2000)**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:* Spring Term*Method of Assessment:* 100% Coursework

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

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

Introductory Reading:

Besides the texts mentioned above, which are basic:

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

HI353 Britain and the Second World War: The Home Front (Dr Peter Donaldson)
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No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 50% Coursework; 50% Examination		

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

Preliminary Reading:

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

HI359 Empire in Africa 1922 - 1980 (Dr Giacomo Macola)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% Coursework		
<i>Contact Hours:</i> 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	<i>The Decolonisation of Africa</i> , UCL Press
B Davidson	<i>The Black Man's Burden</i> , Currey
D Hargreave	<i>Decolonization in Africa</i> , Longman
K Kyle	<i>The Politics of the Independence of Kenya</i> , Macmillan.
A Marsot	<i>A Short History of Modern Egypt</i> , Cambridge
B Zewde	<i>A History of Modern Ethiopia, 1955-1974</i> , Currey

HI360 Making History (Prof. Grayson Ditchfield)
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No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 100% Coursework.		
<i>Contact Hours:</i> 1 fortnightly seminar, 1 fortnightly lecture.		

Compulsory module for all Single and Joint Honours History students.

RESTRICTIONS: THIS MODULE IS NOT AVAILABLE AS WILD

The aims of this module 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

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

* indicates relevance to module as a whole.

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

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

Method of Assessment: 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 module will provide a grounding in historical concepts appropriate to the social sciences, and students will acquire a familiarity with historical statistics.

Introductory Reading:

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

HI377 The Hundred Years War (Dr David Potter)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

Method of Assessment: 30% Coursework; 50% Examination

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

This module is designed to introduce Stage 1 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

HI385 Introduction to the History of Medicine (Dr Ulf Schmidt)

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

The module introduces students to a broad range of material and themes relevant to the history of medicine, highlighting changes and continuities in medical practice and theory as well as in medical institutions and professional conduct. The section on ancient medicine addresses the role of Greek writers such as Hippocrates and the Roman medical tradition as represented in the texts of Galen. The section on medieval medicine focuses on major epidemics, the origins of medical institutions, and the role of medical care and cure in the context of social and demographic changes. In particular, this section addresses the role of the Black Death and subsequent plagues, as well as the history of hospitals. The section on medicine and the natural world discusses the source of medical knowledge as derived from the natural world through diverse cultural, social and scientific practices. The section on health and climate highlights the historical links between disease, climate and environment, for example the emergence of theories of miasma, putrefaction and the ideas of "unhealthy climates". The section on medicine and empire introduces the historical links between medicine and imperialism from the eighteenth century onwards. The section on early modern and modern medicine explores the development of psychiatry and the asylum system in the 18th century, the rise of the welfare state and new theories of biology and disease transmission in the 19th century. These will be linked to the development of medical ethics.

Preliminary Reading:

Arnold, D.	<i>Warm Climates and Western Medicine</i>
Conrad, L. I.	<i>The Western Medical Tradition</i>
Drayton, R.	<i>Nature's Government</i>
Getz F- M.	<i>Medicine in the English Middle Ages</i>
Harrison, M.	<i>Climates and Constitutions</i>
Jackson, R.	<i>Doctors and Diseases in the Roman Empire</i>
Loudon, I.	<i>Western Medicine: An Illustrated History</i>
Porter, R.	<i>The Greatest Benefit to Mankind.</i>
Slack, P.	<i>The Impact of Plague in Tudor and Stuart England</i>

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

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 50% Coursework; 50% Examination		

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

Recommended Reading:

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

HI391 The Rise of the United States since 1880 (Dr George Conyne)
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No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 50% Coursework, 50% Examination.		

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

Recommended Reading:

Hoffman & Gjerde (eds.)	<i>Major Problems in American History Vol. II</i>
M Jones	<i>The Limits of Liberty</i>
Ambrose & Brinkley	<i>America's Rise to World Power</i>
D Brody	<i>American Workers in the 20th Century Vol. I</i>
AJ Badger	<i>The New Deal</i>
Chafe & Sitkoff (eds.)	<i>A History of Our Time.</i>

HI397 Cinema and Society, 1930-1960 (Prof David Welch)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 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	<i>The Best of British: Cinema and Society from 1930-present</i>
Thomas Schultz	<i>Hollywood Genres</i>
Richard Taylor	<i>Film Propaganda, Nazi Germany and Soviet Russia</i>
David Welch	<i>Propaganda and the German Cinema, 1933-1945</i>

HI403 Introduction to Military History (Part 1) (Dr Timothy Bowman)**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 module 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 module achieves this by concentrating on the role of ordinary soldiers, and analysing their experiences in common military scenarios in different chronological periods. The module 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

John A. English and Bruce Gudmundsson

Bruce Gudmundsson

John Keegan

John Keegan and Richard Holmes

Hew Strachan

Supplying War

*On Infantry**On Artillery**The Face of Battle**Soldiers: a history of men in battle**European Armies and the Conduct of War***HI408 Picturing the Past: An Introduction to Visual History** (Dr Joe Street) (Not available in 2008/9)**No of Credits: 15****Credit Level: C****ECTS Credits: 15***Teaching Period:* Autumn Term*Method of Assessment:* 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

Freedberg, D

Haskell, F

Sturken, M. and C. Cartwright

Ways of seeing, London, 1972*The power of images: Studies in the History and Theory Response* Chicago, 1991*History and its Images* New Haven, 1993*Practices of Looking: An Introduction to Visual Culture* Oxford, 2001**HI410 Medieval Europe c. 400 – 1066** (Dr Helen Gittos)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 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 module 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 module, and in the regular seminars there will be opportunities to explore key debates and sources in more detail.

Preliminary Reading:

R. Collins

G. Holmes, (ed.)

R. McKitterick, (ed)

B. Rosenwein,

J. M. Smith

Europe 300-1000 (2nd ed, Basingstoke, 2001*The Oxford Illustrated History of Medieval Europe*, Oxford, 1998*The Early Middle Ages, 400-1000*, Oxford, 2001*A Short History of the Middle Ages*, Peterborough, Ontario, 2002*Europe After Rome*, Oxford, 2005

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

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

This module is a survey of medieval Europe from c. 1000 to c. 1450. It includes elements of political, institutional, religious, social and cultural history. The module 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.	<i>The Making of Europe: conquest, colonization and cultural change, 950-1350</i> , London, 1994
Southern R. W.	<i>The making of the Middle Ages</i> , London, 1993
Barber M.,	<i>The two cities: Medieval Europe, 1050-1320</i> , London, 1992
Bull M. G.	<i>Thinking medieval: an introduction to the study of the Middle Ages</i> , Basingstoke, 2005
Tierney B. & Painter S.	<i>Western Europe in the Middle Ages, 300-1475</i> , Boston-London, 1999
Cook W. & Herzman R. B	<i>The medieval world view: an introduction</i> , New York-Oxford, 2004

HI413 Introduction to Military History (Part 2) (Dr Timothy Bowman)

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

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

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

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

Topics to be covered:

The continuation of politics by other means; the justification of war in a Judaeo-Christian society and the philosophers of war; Strategies (1): land warfare (Clausewitz); Strategies (2): naval warfare (Mahan); Strategies (3): the 'indirect approach' (Liddell Hart); Strategies (4): aerial and the application of the 'technological paradigm'; The Face of Battle; The Sinews of War: money, material, logistics; Scars of War: medical science and its connection with war; Memorialising war: the memory of war in popular culture.

Recommending Reading:

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

HI415 Britain and Europe, 1500-1660 (Dr David Potter)

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

This module aims to give students a sound overview of major political, religious and cultural developments from 1500 to the mid-seventeenth century. So often taught separately, British history will here be treated as part of a broader history of Western Europe. Central themes include Renaissance monarchy, the Reformation, female monarchy, republican and monarchical theories and practice of power, civil wars, and the 'general crisis' of the mid-seventeenth century. These are all rich and inter-connected topics, which are intended to provide an introduction to more specialised modules on British and European history in Stages 2-3.

Preliminary Reading:

J. Adamson ed.	<i>The Princely Courts of Europe 1500-1750</i> (1999)
R. Bonney	<i>The European Dynastic States 1494-1660</i> (1991)
S. Brigden	<i>Lost Worlds, New Worlds: The Rule of the Tudors</i> (2000)
E. Duffy	<i>The Stripping of the Altars</i> (1992)
M. Kishlansky	<i>A Monarchy Transformed: Britain 1603-1714</i> (1996)
D. MacCulloch	<i>Reformation: Europe's House Divided 1490-1700</i> (2003)
E. Cameron	<i>The European Reformation</i> (1991)
J.H. Elliott	<i>Europe Divided, 1559-98</i> (1968)
G.R. Elton	<i>Reformation Europe, 1517-59</i> (1963)
J.R. Hale	<i>Renaissance Europe, 1450-1520</i> (1971)
H.G. Koenigsberger & G. Mosse	<i>Europe in the Sixteenth Century</i> (1968)
H.G. Koenigsberger	<i>Early Modern Europe 1500-1789</i> (1987)
R. Lockyer	<i>Habsburg and Bourbon Europe, 1470-1720</i> (1974)
R. MacKenney	<i>Sixteenth-Century Europe</i> (1993)
J. Miller (ed.)	<i>Absolutism in Seventeenth-Century Europe</i> (1990)
T. Munck	<i>Seventeenth Century Europe 1598-1700</i> (1990)
G. Parker	<i>Europe in Crisis, 1598-1648</i> (1979)
A. Pettegree	<i>Europe in the Sixteenth Century</i> (2002)
G. Richardson	<i>Renaissance Monarchy</i> (2002)

HI416 Victorian Britain: Politics, Society and Culture (Dr Stefan Goebel)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 100% Coursework: Two pieces of Coursework (80%) and Oral contributions to the seminar (20%)		

This module examines the principal themes of the political, social and cultural history of Britain during the Victorian era (c. 1830 –1900). This period saw the building of one of the world's greatest empires, the transformation of Britain from a rural society into the world's first and leading industrial nation, and the development of a modern state and new forms of democratic participation.

Introductory Reading:

Norman McCord & Bill Purdue *British History 1815-1914* (Oxford, Oxford University Press, 2nd edn, 2007)

HI419 England in the Age of Chivalry, c.1200-c.1400 (Dr Alixe Bovey)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 50% Coursework: 2 essays; 50% Examination		

On the Tuesday after Easter in 1278, the supposed tombs of King Arthur and Queen Guinevere were opened in a twilight ceremony at Glastonbury Abbey. King Edward I and his queen, Eleanor of Castile, were in attendance. The following day, Edward wrapped Arthur's giant bones in a precious cloth, and Eleanor did the same with Guinevere's; then, in a public ceremony, they placed the relics in caskets which were enclosed in a mausoleum before the Abbey's high altar.

Edward's devotion to the cult of his mythic ancestor hints at the cocktail of legendary history, piety, chivalry and national identity that inspired English elite culture during the Plantagenet dynasty. This module offers an introduction to English cultural history in the years between 1200-1400, looking in particular at the reigns of the three Edwards (Edward I, 1272-1307; Edward II, 1307-1327, and Edward III, 1327-1377). Set against the backdrop of the Crusades and the ongoing wars against Wales, Scotland, and France; the calamitous reign of Edward II; and the ravages of the Black Death, we will investigate the context in which many of medieval England's finest cathedrals, paintings, sculptures and literary works were created. We will investigate the chivalric ideals to which the proverbial knights in shining armour aspired, and ask how a glitteringly romantic courtly culture squared with the brutal realities of an England at war with its closest neighbours and torn apart by various domestic crises.

This module will offer you a solid foundation for a number of medieval Stage 2/3 modules, including HI789: The Art of Death, HI5042: Gothic Art, and HI5019: The Monster in Medieval Culture.

Recommended Reading:

Alexander, Jonathan & Paul Binski, ed	<i>Age of Chivalry: Art in Plantagenet England 1200-1400</i> , London, 1987
Binski, Paul	<i>Westminster Abbey and the Plantagenets: Kingship and the Representation of Power 1200-1400</i> , New Haven, 1995
Hallam, Elizabeth M. (ed.)	<i>Chronicles of the age of chivalry: the Plantagenet dynasty from 1216 to 1377: Henry III and the three Edwards, the era of the Black Prince and the Black Death</i> , London, 2000
Horrox, Rosemary & W. Mark Ormrod, ed.	<i>A Social History of England, 1200-1500</i> , Cambridge, 2006
Keen, Maurice	<i>Chivalry</i> , New Haven, 1984
Keen, Maurice	<i>Origins of the English gentleman: heraldry, chivalry and gentility in medieval England, c.1300-c.1500</i> , Stroud, 2002
Prestwich, Michael.	<i>The Three Edwards: War and State in England, 1272-1377</i> , 2 nd edn, London, 2003

HI420 Russia 1682-1905: Autocracy, Reform and Culture (Dr Philip Boobbyer)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% Coursework: Two 2,000 word essays, plus a short presentation		

It is impossible to understand the rise and fall of Soviet communism without understanding the tsarist system and the values that it promoted. This module will give students and appreciation of Russia in the eighteenth and nineteenth centuries. Starting with the reign of Peter the Great and ending with the rise of Marxism in Russia before 1905, the module will explore Russia's troubled attempts to introduce modernisation and reform, its complicated relationship with the West, the emergence of the intelligentsia and the revolutionary movement, and the literary and religious ideas of the period. A variety of primary sources will be used in seminars.

Introductory bibliography

Christian, David	<i>Imperial and Soviet Russia</i>
Figes, Orlando	<i>Natasha's Dance</i>
Florinsky, M.	<i>Russia, A history and an interpretation</i>
Gooding, John	<i>Rulers and Subjects: government and people in Russia 1801-1991</i>
Hosking, G	<i>Russia: People and Empire</i>
Malia, Martin	<i>Russia under Western Eyes</i>
Offord, Derek	<i>Nineteenth Century Russia: Opposition to Autocracy</i>
Pipes, Richard	<i>Russia under the Old Regime</i>
Saunders, David	<i>Russia in the Age of Reaction and Reform, 1880-1881</i>
Seton-Watson, Hugh	<i>The Russian Empire</i>
Waldron, Peter	<i>Governing Tsarist Russia</i>

HI421 Medicine and Empire, 1700-1920 (Dr Pratik Chakrabarti)

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

RESTRICTIONS: THIS MODULE IS NOT AVAILABLE AS WILD

The module will focus on the history of European colonialism and medical practice from the eighteenth to the twentieth century. The English trading outposts of the eighteenth century in different parts were gradually transformed into the formal

British Empire by the 19th Century. During the same time, modern medicine developed as a distinct intellectual and professional discipline, leading to the emergence of 'Tropical Medicine' in the empire.

The module will highlight how many of these processes were linked and will introduce the students to the main historical links between disease, medicine, environment and colonial expansion between 1700 and 1920; and to provide them with the skills needed to understand evaluate, contextualise and communicate effectively their knowledge of history. The module will be based on a survey of wide historiography on these themes. Students will also be encouraged to use contemporary medicinal texts, recipe books, travellers' writings, surveys, reports, etc.

Recommended Reading:

- Arnold, David, *Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India*, 1993
 Arnold, David (ed.) *Warm Climates and Western Medicine: The Emergence of Tropical Medicine, 1500–1900*, 1996
 Curtin, Philip D. *Death by Migration: Europe's Encounter with the Tropical World in the Nineteenth Century*, 1989
 Harrison, Mark *Climates and Constitutions: Health, Race, Environment and British Imperialism in India 1600-1850*, 1999
 MacLeod, Roy and Lewis, Milton (eds.) *Disease, Medicine and Empire*, 1988
 Pati, Biswamoy and Harrison, Mark (eds.) *Health, Medicine and Empire: Perspectives on Colonial India*, 2001
 Sheridan, Richard B. *Doctors and Slaves: A Medical and Demographic History of Slavery in the British West Indies, 1680-1834*, 1985
 Vaughan, Megan *Curing their Ills, Colonial Power and African Illness*, 1991
 Worboys, Michael 'The Emergence of Tropical Medicine; a study on the Establishment of a Scientific Speciality', In: Lemaine G, MacLeod, R, Mulkay M, Weingart P, editors. *Perspectives on the emergence of scientific disciplines*. The Hague: Moulton.

HI422 King Alfred the Great (Dr Helen Gittos)

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

Alfred, king of Wessex from 871 to 899, is one of the few Anglo-Saxon kings most English people have heard about. But what do we really know about him? This module will examine the political, economic and cultural history of Alfred's Wessex. We will seek to understand how Alfred defeated the Vikings and transformed the fortunes of his kingdom. In order to do so we will pay special attention to the sources for his reign, including the Life of Alfred, but also the Anglo-Saxon Chronicle, his lawcode and Alfred's own writings together with evidence from archaeological excavations, coins and other artefacts. We will examine the controversy about whether the Life of Alfred is a forgery and the possible consequences for his reputation. This module will provide not only a detailed study of Alfred's reign but also an introduction to the history of Anglo-Saxon England and the Vikings.

Recommended Reading:

- R. Abels *Alfred the Great: War, Kingship and Culture in Anglo-Saxon England*, 1998
 J. Campbell, ed. *The Anglo-Saxons*, 1982
 S. Keynes, M. Lapidge, trans., *Alfred the Great: Asser's Life of King Alfred and other Contemporary Sources*, Penguin, 1983
 T. Reuter, ed. *Alfred the Great: Papers from the Eleventh Centenary Conference*, 2003

ITALIAN

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

No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 20% Coursework, 80% Examination.		
<i>Contact Hours:</i> 4 weekly seminars plus 1-hour lecture per week in the Autumn Term.		
<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. 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:

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| 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 (Dr Guido Reverdito)

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

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

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

No of Credits: 30	Credit Level: C	ECTS Credits: 15
<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 module 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 *et al* *L'italiano e l'Italia: Lingua e civiltà... italiana per stranieri* (Livello Medio e Superiore, Vol. 1 and 2 (Guerra).

IT312 History of Italian Cinema: The Legacy of Neorealism (Dr Lorenzo Chiesa)
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No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
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Teaching Period: Spring Term

Method of Assessment: 100% Coursework.

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 (Dr Guido Reverdito)
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No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
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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 <i>La vita nuova</i>
Dante	An excerpt from the <i>Inferno</i>
G. Boccaccio	A selection of <i>novelle</i> from the <i>Decameron</i>
L. Ariosto	An excerpt from one book of the <i>Orlando Furioso</i>
G. Verga	One <i>novella</i> from the <i>Cavalleria rusticana</i>
I. Calvino	Excerpts from the novel <i>Se una notte d'inverno un viaggiatore</i>
Various authors	Some excerpts from late XX century crime story Italian novelists

LANGUAGES

PORTUGUESE

LA300 Learning Portuguese 1A (Beginners) (Sara Ramos Pinto)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% Coursework <i>Contact Hours:</i> Three seminars per week		

This module is for absolute beginners. It may only be taken as a Wild Module. It aims to give students a basic knowledge of reading, listening, and spoken skills in a dynamic and communicative way, through individual, pair and group work. You will be using authentic texts and media-lab resources as well as traditional grammar books with exercise supplements. The culture element of the module will focus on mainland Portugal and its role as an European Nation. The focus is on accuracy as well as communication. Students will be expected to use the range of resources available to them in the library and the media centre.

LA301 Learning Portuguese 1B (Beginners) (Sara Ramos Pinto)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 100% Coursework <i>Contact Hours:</i> Three seminars per week		
<i>Prerequisites:</i> LA300 <i>Learning Portuguese 1A</i>		

This module is for those who have taken LA300 *Learning Portuguese 1A* in the Autumn term and wish to continue with the study of Portuguese language and culture. It may only be taken as a Wild Module. It aims to give students a basic knowledge of reading, listening, writing and spoken skills in a dynamic and communicative way, through individual, pair and group work. You will be using authentic texts and media-lab resources as well as traditional grammar books with exercise supplements. The culture element of the module will focus on Brazil and its role as a Portuguese Speaking nation in the wider context of South America. Students will be expected to use the range of resources available to them in the library and the media centre.

CHINESE

LA302 Learning Chinese 1A (Beginners) (TBA)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% Coursework <i>Contact Hours:</i> 3 hours per week		

This module is for absolute beginners. It may only be taken as a Wild Module. It aims to give students a basic knowledge of listening, and speaking skills in a dynamic and communicative way, through individual, pair and group work. There is a balance between communicative activities, structure practice, reading and some writing skills. You will be using authentic texts and media-lab resources as well as traditional grammar books with exercise supplements. The focus is on accuracy as well as communication. Homework is set each week. Students will be expected to use the range of resources available to them in the library and the media centre.

Preliminary Reading

George Zhang, Linda M. Li, Lik Suen *Chinese in Steps V: 1*, Cypress Book Co. UK Ltd, 2005

LA303 Learning Chinese 1B (Beginners) (TBA)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 100% Coursework <i>Contact Hours:</i> 3 hours per week		
<i>Prerequisites:</i> LA302 <i>Learning Chinese 1A</i>		

This module is for those who have taken LA302 *Learning Chinese 1A* in the Autumn term and wish to continue with the study of Mandarin. It may only be taken as a Wild Module. It aims to give students a basic knowledge of listening, writing and speaking

skills in a dynamic and communicative way, through individual, pair and group work. There is a balance between communicative activities, structure practice, reading and some writing skills. The focus is on accuracy as well as communication. Homework is set each week. You will be using authentic texts and media-lab resources as well as traditional grammar books with exercise supplements. Students will be expected to use the range of resources available to them in the library and the media centre.

Preliminary Reading

George Zhang, Linda M. Li, Lik Suen *Chinese in Steps V: 1*, Cypress Book Co. UK Ltd, 2005

JAPANESE

LA304 Learning Japanese 1A (An Introduction to Elementary Japanese) (TBA)

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

This module is for absolute beginners. The aim of this module is to give students a good foundation in all areas of Japanese Language including the cultural background. Initially you will be learning *Hiragana* (basic Japanese characters) and quickly progressing on to communicative language and grammatical structures. Homework is set each week. Students will be expected to use the range of resources available to them in the library and the media centre. There will be three timetabled seminars per week.

LA305 Learning Japanese 1B (An Introduction to Elementary Japanese) (TBA)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 100% Coursework		
<i>Prerequisites:</i> LA304 <i>Learning Japanese 1A</i>		

This module is for those who have taken LA304 *Learning Japanese 1A* in the first period and wish to continue with the study of Japanese. The aim of this module is to give students a firm foundation in all areas of Japanese Language including the cultural background. You will be further developing skills in communicative language and grammatical structures and learning *Kanji* characters. Homework is set each week. Students will be expected to use the range of resources available to them in the library and the media centre. There will be three timetabled seminars per week.

HISPANIC STUDIES

LS300 Learning Spanish 3A (Post 'A' Level) (Gemma Martinez-Garrido)

No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 20% Coursework, 80% Examination. The Examination consists of one three-hour paper, an oral test and a listening comprehension test.		
<i>Contact Hours:</i> 60	<i>Entry Requirement:</i> 'A' or 'AS' level Spanish, or equivalent	

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

Preliminary Reading: All materials will be available on WebCT

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

LS302 Intensive Learning Spanish 1 (Beginners) (Gemma Martinez-Garrido)

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

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

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

The module books which will be available from the university bookshop are:

Lourdes Miguel López & Neus Saus *Rápido (curso intensivo de Español)*, Difusiu, S.L. Barcelona, 1994
Further materials will be available on WebCT

LS304 The Modern Spanish Theatre (in translation) (Dr Montserrat Roser-i-Puig)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 50% Coursework, 50% Examination		
<i>Contact Hours:</i> 20	<i>Entry Requirement:</i> No knowledge of Spanish is required	

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

Required Reading:

José Zorrilla	<i>The Real Don Juan</i>
Ramón del Valle-Inclán	<i>Bohemian Lights</i>
George, D and London, J. (eds.)	<i>Modern Catalan Plays</i>
Fernando Arrabal	<i>The Architect of the Emperor of Assyria</i>

LS308 The Modern Spanish-American Short Story (in translation) (Dr Natalia Sobrevilla Perea)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% Coursework		
<i>Contact hours:</i> 20	<i>Entry Requirement:</i> Knowledge of Spanish not a pre requisite	

This module 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 module 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	<i>El llano en llamas/The Burning Plain</i>
Mario Vargas Llosa	<i>Los jefes/Los cachorros The Leaders/ The Pups</i>
Gabriel García Márquez	<i>Los funerales de la Mamá Grande/ The Funerals of Big Mama</i>
Julio Cortázar	<i>Las armas secretas/ The Secret Weapons</i>

LS310 Learning Catalan 1A (TBA)

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

Marta Mas et al. *Veus, Curs de català 1, Llibre de l'alumne, Publicacions de l'Abadia de Montserrat, 2005*

LS311 Learning Catalan 1B (TBA)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 100% Coursework.		
<i>Contact hours:</i> 30; there are three class contact hours each week: 1 lecture, 1 seminar and 1 oral class		

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

The set text for this module is:

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

LS312/LS313 Introduction to Hispanic Culture (Dr Montserrat Roser I Puig and Dr Natalia Sobrevilla Perea)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term, LS313 OR Spring Term, LS312		
<i>Method of Assessment:</i> 100% Coursework: 25% 1 x 1000-word Critical Analysis, 50% 1 x 2000-word Essay, 25% Group Presentation.		<i>Contact hours: 20</i>

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 Stage Two and your year abroad, if this is part of your programme.

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

The key periods covered are:

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

Background Reading:

Catherine Davies

Hispanic Studies. The Essential Companion, Arnold, 2002

LS314 Learning Spanish 1A (Beginners) (Gemma Martinez-Garrido)

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

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 module 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 module 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 module 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: All materials will be available on WebCT

LS315 Learning Spanish 1B (Beginners) (Gemma Martinez-Garrido)

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

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 do this module. It will also permit them to carry on to the Spanish Intermediate module. 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 module 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 module 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: All materials will be available on WebCT

LS316 Learning Spanish 2A (Gemma Martinez-Garrido)

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

The student must have completed Spanish *ab initio* and Spanish for University Use or have an equivalent knowledge of Spanish for this module. This module 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 module so that by the end of the module they can progress to active communicative competence in Spanish and to develop aural skills and develop written expressive competence in Spanish through advanced study of Spanish syntax and grammar structures. The student will also develop reading speed, fluency and oral accuracy, and the ability to interpret complex specialised Spanish texts over a wide range of registers and genres, including technical discussions in his/her field of specialisation. This student will develop translation skills and acquire and thematic framework for language study by analysing texts related to cultural and socio-linguistic Spanish issues. This module 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
- Further materials will be available on WebCT

LS317 Learning Spanish 2B (Gemma Martinez-Garrido)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 100% Coursework		<i>Contact Hours:</i> 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 module will be a follow-on module from Spanish Intermediate. It can also lead to the student taking the Intermediate Spanish Post-'A' Level module the following year if desired. Students will consolidate their knowledge of Spanish. This module 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 module 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
- Further materials will be available on WebCT

LS318 The Modern Spanish Novel (in translation) (Dr Antonio Lazaro-Reboll)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 100% Coursework		
<i>Contact Hours: 20</i>	<i>Entry Requirement:</i> 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 20th century. The texts will be studied in English translation - although those with knowledge of Spanish will be encouraged to read the originals.

Required Reading:

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

LS319 State Building in Latin America (Dr Natalia Sobrevilla Perea)

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

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	<i>The Emergence of Latin America in the Nineteenth Century</i>
John Lynch	<i>The Spanish American Revolutions, 1808 – 1826</i>
	<i>Cambridge History of Latin America</i> (selected chapters)
	Selection of articles and book chapters available on-line for each specific topic

LS552 Learning Catalan 2A (TBA)

No of Credits: 15	Credit Level: I	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% Coursework		<i>Contact Hours:</i> 20 hours over 10 weeks: 1 lecture & 1 Seminar per week

This module will be of particular interest to any students interested in widening their knowledge in Romance languages and to those intending to spend time in the Catalan countries (At present we have students in ERASMUS exchanges with the universities of Alacant and Barcelona as part of our year abroad program. Some students also choose to apply for teaching posts in the Catalan countries and knowledge of the autochthonous language is an advantage for them). It will complement the LS515/LS538 Catalan Culture module in Stage Two, 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. Key grammatical structures will be taught through the means of purpose-designed Catalan language course-books. Cultural background will be provided by materials supplied by the Universitat d'Alacant, some works in English translation and some texts in Catalan. A range of critical materials will form the basis for discussions, translations and applied exercises. Development of understanding of Catalan texts will be done through reading comprehension, translation into English, and guided debates and discussions.

Preliminary Reading

Dolors Badia *Llengua catalana. Nivell llindar 3*, Vic: Edicions l'Alber, 1997-1998
Further module material is on WebCT

LS553 Learning Catalan 2B (TBA)
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No of Credits: 15	Credit Level: I	ECTS Credits: 7.5
<i>Teaching Period: Spring Term</i>		
<i>Method of Assessment: 100% Coursework</i>		
<i>Contact Hours: 20 hours over 10 weeks: 1 lecture and 1 seminar per week</i>		

This module will be of particular interest to any students interested in widening their knowledge in Romance languages and to those intending to spend time in the Catalan countries (At present we have students in ERASMUS exchanges with the universities of Alacant and Barcelona as part of out year abroad program. Some students also choose to apply for teaching posts in the Catalan countries and knowledge of the autochthonous language is an advantage for them). It will complement the LS515/LS538 Catalan Culture module in Stage Two, 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. Key grammatical structures will be taught through the means of purpose-designed Catalan language course-books. Cultural background will be provided by materials supplied by the Universitat d'Alacant, some works in English translation and some texts in Catalan. A range of critical materials will form the basis for discussions, translations and applied exercises. Development of understanding of Catalan texts will be done through reading comprehension, translation into English, and guided debates and discussions. However, students who have spent their year abroad in a Catalan speaking area are likely to want to take LS553 without taking 552, in order to expand their knowledge in Catalan language.

Preliminary Reading

Dolors Badia *Llengua catalana. Nivell llindar 3*, Vic: Edicions l'Alber, 1997-1998

Further module material is on WebCT

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. Public Law 1 (LW588)
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 for Law, Lisa Dickson.

LW304 Obligations I (Dr Kirsty Horsey)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Contact Hours: 40 hours lectures, 20 hours seminars (approximately)

Method of Assessment: 20% Coursework (3 assessments); 80% Written Examination.

RESTRICTIONS - THIS MODULE IS NOT AVAILABLE AS WILD

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 and developing vital legal skills. 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, 4th ed., 2004

LW313 A Critical Introduction to Law (Dr Stephen Pethick)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Contact Hours: 40 hours lectures, 20 hours seminars (approximately)

Method of Assessment: 90% Coursework (consisting of a portfolio, an essay and a comprehension assignment); 10% seminar participation.

RESTRICTIONS - THIS MODULE IS NOT AVAILABLE AS WILD

This module investigates and promotes a critical approach to topics within law and to law itself. Taking a small number of topics and debates within law, the module investigates each from a critical perspective, focusing on themes of knowledge, identity, justice and power. The aim is to enable students to acquire and develop the general skills required for critical thinking and analysis, and more particularly to consider critically our own conception of law and of the institutional structures and concepts within it.

Preliminary Reading:

JAG Griffiths *The Politics of the Judiciary*, 5th Edition, Fontana, 1997
I Grigg-Spall and P Ireland *The Critical Lawyer's Handbook*, Pluto, 2002
W Mansell, B Meteyard and A Thomson *A Critical Introduction to Law*, 3rd Edition, Cavendish, 2004
I Ward *Introduction to Critical Legal Theory*, 2nd Edition, Cavendish, 2004

LW508 Criminal Law (Lisa Dickson)

No of Credits: 30

Credit Level: I

ECTS Credits: 15

Teaching Period: Year Long

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

Method of Assessment: 20% Coursework; 80% Written Examination

RESTRICTIONS - THIS MODULE IS NOT AVAILABLE AS WILD

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.

Preliminary Reading:

A. Norrie *Crime Reason and History*. Weidenfeld & Nicholson, 2nd Edition, 2001
S. Uglow *Criminal Justice*, Sweet & Maxwell, 2002
C. M. V. Clarkson *Understanding Criminal Law*, Sweet and Maxwell, 2005

LW588 Public Law 1 (Sebastian Payne)

No of Credits: 30

Credit Level: I

ECTS Credits: 15

Teaching Period: Year Long

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

Method of Assessment: 40% Coursework (Two class tests); 60% Written Examination

RESTRICTIONS - THIS MODULE IS NOT AVAILABLE AS WILD

This module has four main parts.

1. The English Legal System: An introduction to the nature and significance of the legal institutional framework. This part of the module will also look at civil and criminal procedure.
2. 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.
3. 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 roles of the various ombudsmen are considered. Likewise, a brief examination of the Tribunal system is made.
4. 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 impact on domestic law. The European Convention of Human Rights is examined with regard to its institutional structure and some of the rights enshrined in the Convention.

Preliminary Reading:

A.W. Bradley & K. D. Ewing *Constitutional and Administrative Law*, Longman, 14th Edition, 2007
M. Allen & B. Thompson *Cases and Materials on Constitutional & Administrative Law*, Blackstone, 8th Edition, 2005

ENGLISH LANGUAGE

LZ316 Spoken English (Dr Jon Mills)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Either Autumn or Spring Term (depending on English Language pathway)

Method of Assessment: 100% Coursework: phonetic transcription assessment (40%); mixed features assessment (60%)

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	<i>Speech Sounds</i> , Routledge, 1995
Beverley Collins and Inger M Mees	<i>Practical Phonetics and Phonology: A Resource Book for Students</i> , Routledge, 2003
Roach, Peter	<i>English Phonetics and Phonology</i> Cambridge: CUP, 2000

LZ322 Listening to Spoken Language (Ms Nicola Schmidt-Renfree)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Spring Term

Contact hours: 1 lecture (1 hour) and 1 seminar (1 hour) a week

Method of Assessment: 100% Coursework

Through this module, students will investigate the basic theories and concepts of listening, and of how to facilitate listening in their audiences. The literature drawn on will be from both psycholinguistics and interpersonal communication studies. Concepts explored include: information processing, barriers to communication, reductionism, misunderstandings, and speaking to a wider audience affectively.

Preliminary Reading:

Adler, RB & Rodman G	<i>Understanding Human Communication</i> , 9 th edition, Oxford University Press, 2006
Field, John	<i>Psycholinguistics</i> , Routledge, 2003
Hargie, O & Dickson, D	<i>Skilled Interpersonal Communication</i> , 4 th edition, Routledge, 2003

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	<i>Being Alive</i> , Bloodaxe 2004
J Joyce	<i>Dubliners</i> , Penguin, 2000
M Montgomery, A Durant, N Fabb, T Furniss & S Mills	<i>Ways of Reading</i> , Routledge, 2006
M Toolan	<i>Language in Literature</i> , Arnold, 2004
P Simpson	<i>Stylistics</i> , Routledge, 2004
M. Short	<i>Exploring the Language of Poem, Plays and Prose</i> , 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: 2 x 800 word practical assignments (25% each) in Weeks 16-19; one essay of 1,500 words (40%) due in week 24, seminar participation (10%)*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 or Spring 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:* Autumn 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 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

& A.J.Merrison

P Grundy

Doing Pragmatics 2nd edition Arnold 2000

A Jaworski & 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
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% Coursework		

This module 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	<i>How Language Works</i> , Penguin 2006
D. Crystal	<i>Words, Words, Words</i> , OUP 2006
D. Crystal	<i>The Fight for English</i> OUP 2006
VA Fromkin, R Rodman & N Hyams	<i>An Introduction to Language</i> , Thomson & Heinle, 2003
J Lyons	<i>Language and Linguistics</i> , CUP, Cambridge, 1981
S Pinker	<i>The Language Instinct</i> , Harmondsworth, Penguin, 1995
J Aitchison	<i>The Articulate Mammal</i> , Unwin Hyman, London * Boston, 1989
J Aitchison	<i>Language Change: Progress or Decay?</i> CUP, Cambridge, 1991, reprinted 1994

LZ331 Analysing Language (TBA)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% Coursework		
<i>Contact Hours:</i> 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*, 2nd edition, Longman, 2002

LZ332 Discourse Analysis (TBA)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 60% Coursework; 40% Written Examination		
<i>Contact Hours:</i> 1 lecture (1 hour) and 1 seminar (1 hour) per week		
<i>Entry Requirement:</i> LZ331 is a pre-requisite for this module		

Through this module, students will put into practice the knowledge they have gained in the Analysing Language (LZ331) module by analysing grammatical and discourse feature of media and business texts. This will enable them to understand the main features of written discourse within different types of text and understand the links between text and its social situation.

Preliminary Reading:

Bargiela-Chiappini F <i>et al</i>	<i>Business Discourse</i> , Palgrave Macmillan, 2006
Cook, G	<i>The Discourse of Advertising</i> , Rutledge, 2001
Gillespie, M & Toynbee, J	<i>Analysing Media Texts</i> , Open University, 2007

PHYSICS

PH307 Disasters (Prof A V Chadwick)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

Method of Assessment: 100% Coursework. (Two 2,500 word essays, 50% each)

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 module 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, 1957

PHILOSOPHY

PL300 Self and Society

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 module 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

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:

Thomas Nagel *What does it all mean?: A Very Short Introduction to Philosophy*, Oxford University Press, 2004

René Descartes *Meditations on First Philosophy*, NuVision Publications, 2007

John Hospers *An Introduction to Philosophical Analysis* (4th ed.), Routledge, 1997

John Searle *Minds, Brains and Science*, Penguin Books Ltd, 1992

PL303 Introduction to Philosophy: Ethics

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*, Oxford University Press, 2008

The basic text for the module is:

Peter Singer (ed.) *Ethics*, Oxford University Press, 1994

PL305 Existentialism

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:

J. Sartre	<i>Freedom, values and 'bad faith'</i>
S. Kierkegaard	<i>Fear and Trembling</i> , Penguin Books Ltd, 2005
F. Nietzsche	<i>Twilight of the Idols</i>
F. Dostoevsky	<i>The Grand Inquisitor</i> , Standard Publications, 2007
A. Gide	<i>The Immoralist</i> , Penguin Classics, 2000
A. Camus	<i>The Outsider</i> , Penguin Classics, 2000

Preliminary Reading:

J. Sartre	<i>Existentialism and Humanism</i> , Methuen Publishing Ltd, 2007
D. E. Cooper	<i>Existentialism</i>
J. Golomb	<i>In Search of Authenticity</i> , Routledge, 1995

PL310 Philosophical Thinking

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 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 <i>Handbook of Philosophical and Logical Terms</i> on UKC Philosophy website
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PL311 Ideas in the Arts: Aesthetics, Truth and Meaning

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<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:

L. Tolstoy	<i>The Death of Ivan Illych</i> , Penguin Classics, 2006
H. James	<i>The Turn of the Screw</i> , Oxford University Press, 2008
S. Beckett	<i>Waiting for Godot</i> , Faber and Faber, 2006

POLITICS

PO304 British Government and Politics (Dr Ben Seyd)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Spring Term

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

Method of Assessment: 50% Coursework (essay), 50% 2 hour Written Examination

Democracy in Britain is in a state of flux. On the one hand, political institutions face severe challenges. Citizens are less engaged with, and less trusting of, politicians and the political process than previously. Critical questions are being asked about the role and effectiveness of such key institutions as the electoral system, political parties and parliament. At the same time the nature of political authority in Britain is changing rapidly. Power has been transferred upwards to the European Union, and downwards to devolved bodies in Scotland, Wales, Northern Ireland and London. Non-electoral actors such as the media and a more powerful judiciary also play an important role in shaping political decisions. Where does this leave the political system at the start of the 21st century? Are citizens still engaged with politics and the political process? Who really holds power in Britain? Is government effective and democratic? Or are Britain's political institutions failing?

These changes are being faced by many other countries. The module sets Britain in a wider comparative context of changing contemporary nation states. But studying the British political system is a particularly instructive form of political analysis. For a start, few other countries are undergoing the institutional upheavals witnessed in Britain. In addition, Britain is commonly held to be a 'Westminster model' of democracy. Focusing on the distinctive British political system thus allows judgements to be made about the strengths and weaknesses of different models of democracy.

This module thus introduces students to some key contemporary issues facing Britain, as well as other western democracies.

Preliminary Reading:

King A

Does the UK Still Have a Constitution (2001)

Wright T

British Politics: A Very Short Introduction (2003)

PO305 International History and International Relations (Dr Ruth Blakely)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

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

Method of Assessment: 50% Coursework (essay of 2500 words), 50% Examination

This module introduces students to the recent historical context for understanding contemporary international relations. The module 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 module 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. The module looks at various debates between international historians as to the nature of historical interpretation. It 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 module 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

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

McWilliams W and Piotrowski H

The World Since 1945: A History of International Relations, 6th ed., 2005

Roberts JM

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

Bell PM

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

Hobsbawm E

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

Young J and Kent J

International Relations Since 1945: A Global History, 2004

Vinen R

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
<i>Teaching Period:</i> Autumn Term		<i>Contact Hours:</i> 1 hour lecture and 1 hour seminar per week
<i>Method of Assessment:</i> 100% Coursework: One essay (2,000 words) 60%; Group Project 40%		

The first part of this module aims to teach and develop some of the important subject-specific and transferable skills 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 *The Nuts and Bolts of College Writing*, Hackett, 2003
Marsh D and Stoker G (eds) *Theory and Methods of Political Science*, Palgrave, 2nd ed., 2002

PO310 Introduction to International Relations (Dr Anne Hammerstad)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		<i>Contact Hours:</i> 1 hour lecture and 1 hour seminar per week
<i>Method of Assessment:</i> 50% Coursework (one 1500-2000 word essay); 50% two-hour Written Examination		

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 Stage 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 *Understanding International Relations*
Baylis J & Smith S (eds.) *The Globalization of World Politics*
Nicholson M *International Relations*

PO312 European Integration (Michael Burgess)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		<i>Contact Hours:</i> 1 hour lecture and 1 hour seminar per week
<i>Method of Assessment:</i> 50% Coursework (essay and seminar performance) 50% 2 hr Written Examination		

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:

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

PO314 Introduction to Political Thought (Dr Iain MacKenzie)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		<i>Contact Hours:</i> 1 hour lecture and 1 hour seminar per week
<i>Method of Assessment:</i> 50% Coursework (one essay of 1,000 – 1,500 words) 50% 2hr Written Examination		

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 familiarise 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*, 3rd 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
<i>Teaching Period:</i> Autumn Term		<i>Contact Hours:</i> 1 hour lecture and 1 hour seminar per week
<i>Method of Assessment:</i> 50% Coursework (one essay 2,000 words) 50% 2 hr Written Examination		

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)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		<i>Contact Hours:</i> 28 lectures; 2 example classes
<i>Method of Assessment:</i> 25% Coursework (2 assessments including a class test and a multiple choice online assessment); 75% Examination.		

Pre-requisites and co-requisites: none

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.

Learning Outcomes:

On successful completion of the module, students will be able to demonstrate knowledge and understanding of:

1. The organisation of scientific support for law enforcement in England and Wales.
2. The principal areas and scientific methods of forensic investigation.
3. The role of the forensic scientist.
4. Legal procedures relating to forensic evidence and the role of expert witnesses.

SYLLABUS

Forensic Science; Evidence and the Scene of the Crime [15 lectures]

What is forensic science? Historical and legal background of forensic science – exchange principles and linkage theory. Forensic science in the U.K – inductive and deductive reasoning. Identification, characterisation, recovery and weighting of trace evidence types. Crime scene searching methodologies; the integrity and continuity of evidence. Introduction to laboratory testing dealing with glass, tool-mark, shoe-mark and tyre impressions.

The management of scientific support at crime scenes. Procedures at crime scenes illustrated by reference to crimes of burglary, murder and sexual offences. Fingerprint history, classification, recovery and chemical enhancement of fingerprints. Blood pattern analysis supporting the advances in DNA techniques. Firearms classification, internal & external ballistics, trajectory, mass and velocity. Firearms

injuries at crime scenes. Introduction to DNA analysis and the functioning of the National DNA Database. Sexual offence investigation and body fluid identification. Clinical indicators of death and murder scene investigation.

Presentation of Expert Forensic Evidence [2 lectures]

The British legal system and courts. Prosecution and defence. and the presentation of expert findings in courts. Rules of disclosure and importance documentation. Explanation of the trial process.

Drug Abuse, Alcohol and Forensic Toxicology [5 lectures]

Drugs of abuse and their identification. Drugs, alcohol poisons and their metabolism. Toxicology and the role of the forensic toxicologist. Qualitative and quantitative laboratory analysis.

Document Examination: [2 lectures]

Signature and handwriting identification. Paper, inks and printed documents. Damage characterisation.

Fires and Explosions: [4 lectures]

Arson. Fire and combustion. Flame propagation. Types of explosives and the nature of explosions. The crime scene investigation, sampling and laboratory examination.

Core text: Crime Scene to Court: The Essentials of Forensic Science. 2nd edition. Ed. Peter White, Royal Society of Chemistry, 2004. ISBN: 0854046569.

Recommended texts:

Criminalistics: An Introduction to Forensic Science. 9th edition. Richard Saferstein, Prentice Hall, 2007. ISBN: 0132243970

Forensic Science. 2nd edition A.R.W. Jackson & J. M. Jackson. Pearson, 2008. ISBN: 0131998803.

SOCIAL POLICY, SOCIOLOGY AND SOCIAL RESEARCH

SA300 Social Problems and Social Policy 1: "Youth, the Family and the State" (TBA)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

Contact Hours: 22 (1 hour lecture and 1 hour seminar weekly)

Method of Assessment: 50% Coursework; 50% Written Examination.

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:

M. Barry

Youth Policy and Social Inclusion, Routledge

A. Furlong and F. Cartmel

Young People and Social Change, Open University Press 2nd edition

J. Baldock *et al* (eds.)

Social Policy, 3rd ed. Oxford University Press, 2003

M. May *et al* (eds.)

Understanding Social Problems Blackwell, 2001

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

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Spring Term

Contact Hours: 22 (1 hour lecture and 1 hour seminar weekly)

Method of Examination: 50% Coursework; 50% Written Examination.

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*.

In the first part the module focuses on the development of the welfare state. It then goes on to look at specific policy responses to issues such as childhood, family life, poverty, homelessness and an aging population. The module will also show how social policies encompass different principles of need, rights and entitlement for users of welfare services.

Preliminary Reading:

P. Alcock

Social Policy in Britain. Palgrave, 2003

P. Alcock, A. Erskine & M. May (eds.)

The student's Companion to Social Policy 2nd Edition, Blackwell, 2003

J. Baldock, N. Manning & S. Vickerstaff (eds.)

Social Policy. OUP, 2003

M. Hill

Understanding Social Policy, 7th Edition, Blackwell, 2003

SOCIAL ANTHROPOLOGY

SE300 Computing for Social Anthropologists (Prof. Michael Fischer)

No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period: Year Long</i>		<i>Contact hours: 24 lectures and 24 seminars/practicals</i>
<i>Method of Assessment: 50% Coursework, 50% Written Examination.</i>		

RESTRICTIONS –THIS MODULE IS NOT AVAILABLE AS WILD

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.

The module 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). 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.

Supporting material for this module is almost entirely online - this and other information on the module is found at: <http://lucy.kent.ac.uk/Courses/SE300>

SE301 Social Anthropology (Prof. Roger Just)

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

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 module 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 marriage, divorce and exchange); Religion, Ritual and Belief (including initiation, witchcraft); Power, Politics and Identity (including ethnicity, nationalism, multiculturalism, globalisation).

Introductory Reading:

Hendry J	<i>An Introduction to Social Anthropology. Other People's Worlds.</i>	
Monaghan J and Just P	<i>Social and Cultural Anthropology: A Very Short Introduction</i>	

SE302 Foundations of Human Culture (Dr John Corbin)

No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period: Year Long</i>		<i>Contact hours: 33 lectures and 11 seminars, 1 fieldtrip</i>
<i>Method of Assessment: 50% Coursework; 50% Written Examination</i>		

This module is an introduction to Biological Anthropology and human prehistory. It provides an exciting introduction to humans as the product of evolutionary processes. We will explore primates and primate behaviour, human growth and development, elementary genetics, the evolution of our species, origins of agriculture and cities, perceptions of race, and current research into human reproduction and sexuality.

This module is suitable for students who want to understand human evolution, and the history and biology of our species. A background in science is not assumed nor required, neither are there any preferred A' Levels or other qualifications.

Introductory Reading:

Stanford, et al	<i>Biological Anthropology</i> , Prentice Hall, 2005
Boyd and Silk	<i>How Humans Evolved</i> , W. W. Norton, 2006
Jones, et al	<i>The Cambridge Encyclopedia of Human Evolution</i> , Cambridge University Press
Scarre	<i>The Human Past</i> , Thames & Hudson, 2005
Dawkins	<i>The Blind Watchmaker</i> , Penguin, 1984

SOCIOLOGY

SO300 Sociology (Menali Desai)

No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Year Long		<i>Contact Hours:</i> 44 - 1 hour lecture and 1 hour seminar weekly
<i>Method of Assessment:</i> 50% Coursework (four essays each between 1200 – 1500 words); 50% Written Examination		

Sociology offers an understanding of how society works. This module provides grounding in the basic history and assumptions of sociological thought, and how it applies to key aspects of our society. 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? Do we now live in a 'risk society'? Are the 'founding fathers' of sociology still relevant to understanding society today?

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>

SO304 Studying Modern Culture (Dr David Boothroyd)

No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Year Long		<i>Contact Hours:</i> 1-hour lecture and 1-hour seminar weekly
<i>Method of Assessment:</i> 3 x 2000 word Essays; One 3 hour Unseen Examination.		

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. It reflects 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 identities. We consider the cultural implications of developments in the arts and mass media as well as in science and technology in recent times. These theoretical debates will be contextualised in relation to specific cultural phenomena such as fashion and the body, popular music, subcultures, the visual image, new media communications and cultural institutions.

Introductory Reading:

E Baldwin *et al*
C Barker
G Turner

Introducing Cultural Studies, Prentice-Hall, 1999
Cultural Studies: Theory and Practice, Sage, 2000
British Cultural Studies: An Introduction, Routledge, 1997

SOCIAL PSYCHOLOGY

SP304 Introduction to Psychology I (Rachel Calogero)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn

Method of Assessment: 10% Coursework: Students are required to earn 24 Psychology Participation credits during the academic year; 90% 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. drug and alcohol addiction, learning styles, language, love, health and illness, prejudice, and helping).

Preliminary Reading:

Carlson, N. R., Martin, G. N. & Buskist, W.

Psychology, Harlow: Pearson Education, 3rd European Ed. 2007

SP305 Introduction to Psychology II (Rachel Calogero)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Spring

Method of Assessment: 10% Coursework: Students are required to earn 24 Psychology Participation credits during the academic year; 90% 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. mental illness and treatment, self and personality, understanding emotions, identity development & crises, person perception, and decision-making).

Preliminary Reading:

Carlson, N. R., Martin, G. N. & Buskist, W

Psychology, Harlow: Pearson Education, 3rd European Ed. 2007

RELIGIOUS STUDIES

TH325 What is Religion? (Dr Jeremy Carrette)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% Coursework: 70% Essay (2500 words); 30% Pre-seen timed test		

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:

Clarke, Peter & Byrne, Peter	<i>Religion Defined and Explained</i> , MacMillan, 1993
Connolly, Peter (ed.).	<i>Approaches to the Study of Religion</i> , Cassell, 1999
Crawford, Robert	<i>What is Religion?</i> , Routledge, 2002
Hinnells, John (ed.)	<i>The Routledge Companion to the Study of Religion</i> , Routledge, 2005
Paden, William E.	<i>Interpreting the Sacred: Ways of Viewing Religion</i> , Beacon Press, 1992

TH331 Introduction to Hinduism & Buddhism (Dr Leon Schlamm)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 100% Coursework: 70% Essay (2500 words); 30% Pre-seen timed test		

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

Preliminary Reading:

M Eliade	<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
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 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 module 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
Beth Williamson

Myth: A Very Short Introduction, Oxford: OUP, 2004
Christian Art: A Very Short Introduction, Oxford: OUP, 2004

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: 100% Coursework: Two essays (2,500 words each)

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

TH340 Gods of the Desert: Judaism and Islam (Dr Angela Voss)

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

This module investigates the history, thought, culture and scriptures of two monotheistic faiths, Judaism and Islam, as well as the broad historical development of Jewish and Islamic religion. 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 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:

Aslan, Reza *No God But God: The Origins, Evolution and Future of Islam*, Arrow, 2006
Close, Brian *Judaism*, London: Hodder & Stoughton, 1991
Cohn-Sherbok, Dan & Lavinia *Judaism: A Short Introduction*, Oneworld, 1999
Maqsood, Ruqaiyyah Waris *Teach Yourself Islam*, Hodder & Stoughton, 1994.
Robinson, Neal *Islam: a concise introduction*, Routledge, 1998.
Seltzer, Robert M. *Judaism: A People and its History*, MacMillan, 1989

CM476 What is Theology? (Alan Le Grys)

No of Credits: 15 **Credit Level: C** **ECTS Credits: 7.5**
Teaching Period: Autumn
Method of Assessment: 100% Coursework; 60% Essay (2000 words), 40% In-class Assignment or Book Review (1000 words)
Contact Hours: 2 hours

This module introduces students to the frameworks, methods and history of Christian theological enquiry. Students will be given insight into a number of key stages in Church history and to some of the major denominations and movements within Christianity. A number of key theological terms will be examined, including sin, redemption, salvation, atonement, grace, liberation, ecclesiology and eschatology, and attention will be given to why theological enquiry is important to Christian practice. Particular topics to be considered include the architecture of theology (with particular reference to biblical studies, systematic theology, philosophical theology, pastoral theology and church history), the life and ministry of Jesus, the formative work of Paul, the impact of doctrinal controversies such as Gnosticism, Pelagianism and Donatism on the development of the early church, and mapping the history of the western church from the Medieval period, through the Reformation, down to the present day.

Preliminary Readings:

- Edwards, David *Christianity: The First Two Thousand Years*, Cassell, 1997
 Hastings, Adrian (ed.) *A World History of Christianity*, Cassell, 1998
 Ford, David *Theology: A Very Short Introduction*, OUP, 1999
 McGrath, Alister *Historical Theology: An Introduction to the History of Christian Thought*, Blackwell, 1998
 McGrath, Alister *Christian Theology: An Introduction*, Blackwell, 2001
 Stone, Howard & Duke, James *How to Think Theologically*, Fortress Press, 1996

CM477 Texts and Contexts: Reading the Old Testament (Alan Le Grys)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring*Method of Assessment:* 100% Coursework; 60% Essay (2000 words), 40% Exegetical exercise (1000 words)*Contact Hours:* 2 hours

This module introduces students to the critical study of biblical texts which have been formative for the development of both Jewish and Christian faith communities. Students will consider some of the methods used in scholarly analysis of biblical texts, including more recent narrative approaches, as well as the established historical-critical method. Students will apply these insights to selected texts from the Old Testament, looking briefly at the Pentateuch, the prophets and the psalms. Key theological themes will also be considered, such as creation and the covenant. Running throughout this module will be central questions relating to the continued use of these texts in faith and worship – how is it possible to find contemporary meaning in these ancient texts, and what is the future for the Old Testament?

Preliminary Readings:

- Gooder, Paula *The Pentateuch: a story of beginnings*, T&T Clark, 2004
 Barton, John *Reading the Old Testament: Method in Biblical Study*, DLT 1996
 Boadt, Lawrence E. *Reading the Old Testament: An Introduction*, Paulist Press, 1984
 McConville, J. Gordon *Exploring the Old Testament: A Guide to the Prophets*, IVP 2008
 Brueggemann, Walter *Theology of the Old Testament: Testimony, Dispute, Advocacy*, Fortress 2005
 Crenshaw, James *The Psalms: An Introduction*, Eerdmans, 2001

CM479 Exploring Spirituality through Film (Grace Richard)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring*Method of Assessment:* 100% Coursework; Essay 60%; Learning Journal 40%*Contact Hours:* 2

Can films help us to develop spiritually? Is there a difference between spirituality and religion? What is depth/Jungian psychology? What is the meaning of psyche and how can it help us understand the human condition? Can films give us insights into our psyche/human condition? Would it be possible for films, religion and depth/Jungian psychology to work in harmony to promote psychological development and self-actualisation? Various films and texts from theorists in the fields of religion, spirituality and depth psychology will be examined and discussed to gain an understanding of the relationship between films, religion, spirituality and psychoanalysis.

Preliminary Readings:

- Campbell, Joseph *The Hero with a Thousand Faces*, London: Paladin, 1988
 Iaccino, James F. *Jungian Reflections within the Cinema: a Psychological Analysis of Sci-Fi and Fantasy Archetypes*, Westport: Greenwood Press, 1998
 Izod, John *Myth, Mind and the Screen*, Cambridge: CUP, 2001.
 Martin, Joel W. & Ostwalt Jr., Conrad E. (eds.) *Screening the Sacred: Religion, Myth, and Ideology in Popular American Film*, Boulder: Westview Press, 1995
 Mitchell, Jolyon & Plate, S. Brent *The Film and Religion Reader*, Routledge, 2007.
 Voytilla, Stuart *Myth and the Movies*, Studio City, CA: Michael Weise Productions, 1999.

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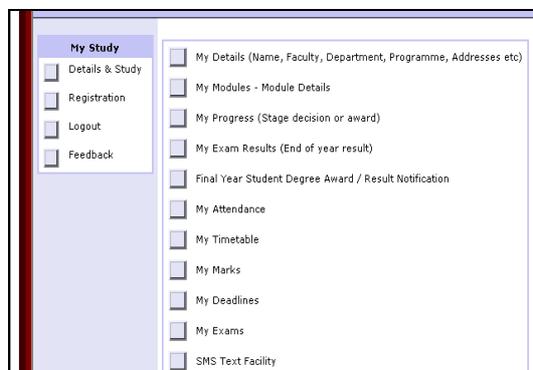
1. INFORMATION ABOUT YOUR STUDIES

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 on the Student Data System provides you with details regarding your studies including your School, programme of study, current stage and tutor.



'Details and Study' Screen



'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 concerning progress on your programme of study, 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' & 'My Exams'

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 Exams' will detail your personal exam timetable for any exams you are expected to sit in the Summer Term.

'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 including any Wild 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 29 September 2008**), although you may find that teaching in a few modules will not start until Week 2 and you will be advised of this via your timetable or the module'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, Joint Honours or Multi-disciplinary 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 notice boards may display copies of the timetable, module registrations by student and contact information for staff. School notice boards 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 notice board 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 & Dyslexia Support Service, Keynes College, extension 3158 (email: accessibility@kent.ac.uk; FAX: 01227 823119) If your disability requires your needing special facilities in Examinations, this can be arranged through this Service.

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 17 October 2008** (end of week 3)

Spring Term modules: **Friday, 30 January 2009** (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 Programme Change 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 complete the 'Request to Intermit/Withdraw' form. 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. You are strongly advised to seek advice from the Student Loan Company and your funding body (who pays your fees) about the implications of an intermission.

Note that an intermission will not be granted after week 16, 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. Ideally the 'Request to Intermit/Withdraw' forms should be completed.

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.

If you seek a period of intermission or withdrawal, you are strongly advised to contact the Finance Office first to discuss the financial implications. This is particularly the case if you are choosing to intermit or withdraw after week 4 of the Autumn term, but before December 1st. You are also advised to contact the person/company responsible for paying your fees or loan.

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/humanities>. Requests for council tax exemption forms can be made online at <http://www.kent.ac.uk/registry/student-records/students/counciltax.htm>

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 and the full postal address is **Humanities Undergraduate Office, University of Kent, Room 6, Marlowe Building, Canterbury, Kent, CT2 7NR**

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

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. But, to discover what is available to you and what would suit your skills and interests, you must begin your career planning early.

Some of the Careers Advisory Service resources which you may find useful at this stage include:

Online:

Main University of Kent Careers site	www.kent.ac.uk/careers
Career Planning Timeline	www.kent.ac.uk/careers/timeline.htm
"What Can I Do With My Degree In?"	www.kent.ac.uk/careers/degreein.htm
Work Experience	www.kent.ac.uk/careers/vacwork.htm
Choosing a Career	www.kent.ac.uk/careers/Choosing/ChoosingCareer.htm
"I Want To Work In ..."	www.kent.ac.uk/careers/workin.htm
Employability Skills	www.kent.ac.uk/careers/sk/skillsmenu.htm

In the Careers Advisory Service: (see www.kent.ac.uk/careers/opening.htm for locations and opening times)

Career Planning Guide

Career Management Skills and Choosing a Career workbooks

Computer-assisted guidance systems, to help you assess yourself and your aptitude for different careers

Reference information on careers, graduate employers, work experience, applications and interviews and much more.

You can drop in to the Careers Advisory Service at any time during office hours to use our information resources to research career options and employers or to see a careers adviser for any help that you need with career-related information or advice. As well as in-depth vocational guidance interviews we provide a "drop-in" service to help students with preliminary enquiries and quick queries and run a variety of talks and seminars. See www.kent.ac.uk/careers/dutyca.htm for more information.

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.

ECTS GRADING SYSTEM	
ECTS Grade	% of successful students normally achieving the grade
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

GUIDING STUDENT ACHIEVEMENT <http://www.kent.ac.uk/uelt/learning>

The Student Learning Advisory Service (SLAS) is part of the Unit for the Enhancement of Learning and Teaching. This is a free, friendly advice service providing guidance and information on all aspects of effective learning and study skills to ALL students (from all subject disciplines and subject levels) from the minute they arrive at the university until they finish their studies. The service provides academic advice and guidance for students interested in strengthening their study skills or who wish to discuss a specific study problem. This is provided in addition to the subject-based support available within Departments. The Service also works in close partnership with academic departments in many of its initiatives and collaborates with other constituencies of the University e.g. associate or partner colleagues.

We offer the following:

Individual and confidential advice and study guidance

on topics such as time management, essay and report writing, effective reading and note-taking, revision and exam techniques, organisational skills and issues such as motivation and concentration.

Maths and Stats Support

In partnership with IMSAS, we provide mathematics support for our students. If you wish to obtain specific and individual support, we offer two services: Stats Helpdesk and Maths Helpdesk.

Additional help with writing:

We work in collaboration with two Royal Literary Fund Writing Fellows (RLF) at both Canterbury and Medway. They are there to help students with any aspect of their writing.

PROGRAMMES

Workshops: Each term, in partnership with the Library and Information services, we offer a series of generic workshops on study skills that students from all levels and departments can attend. Please check our website: <http://www.kent.ac.uk/uelt/learning>

Additional exam support/ VALUE programme: A programme for Stage 1 students who are concerned about transferring to Stage 2 of their studies.

VALUE MaP: A programme for mature and/or part-time students which is run as a series of Saturday workshops on effective study on the Canterbury, Medway and Tonbridge campuses

LEARNING RESOURCES

At SLAS, we have a range of leaflets and books on study skills and techniques. 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) | <i>Writing at University, a Guide for Students.</i> Buckingham: Open University |
| Cottrell, S. (2003) | <i>The Study Skills Handbook.</i> London: Palgrave (useful for all Students; mature studies and students with dyslexia will find this especially useful). |
| Greetham, B. (2001) | <i>How to Write Better Essays.</i> Basingstoke: Palgrave |
| Northedge, A. (2005) | <i>The Good Study Guide.</i> Milton Keynes: Open University (for all Social Sciences students, but note alternative, above, for Management students) |
| Peck, J. & Coyle, M. (1999) | <i>The Student's Guide to Writing, Grammar, Punctuation and Spelling.</i> London: Macmillan |
| Rose, J (2001) | <i>The Mature Student's Guide to Writing.</i> Basingstoke: Palgrave |
| Tracy, E. (2002) | <i>The Student's Guide to Exam Success.</i> Buckingham: Open University. |

Online resources:

Online study skills guides

Contact details

The Student Learning Advisory Service, The Unit for the Enhancement of Learning and Teaching
University of Kent, Canterbury, CT2 7NQ

Website: <http://www.kent.ac.uk/uelt/learning>

Canterbury: We are based in the UELT building, between the banks and the Grimond building.

Open	Monday to Friday, 09.00 - 17.00
Email	learning@kent.ac.uk
Telephone	Ext. 4016 or direct line 01227 824016
Fax	01227 827169

Medway: We are based in the Drill Hall Library on the Chatham Campus.

Open	Monday to Friday, 09.00 - 17.00
Email	learningmedway@kent.ac.uk
Telephone	Ext. 8884 or direct line 01634 888884
Fax	0208 3319837

Tonbridge:

University Centre, Avebury Avenue, Kent, TN9 1TG

E-mail: tonbridgeadmin@kent.ac.uk

Telephone: 01732 352316

1.11 MODERN LANGUAGES: AVAILABILITY OF SELF-TUITION FACILITIES

The School of European Culture and Languages Multimedia Library

The SECL multimedia library is moving away from the use of physical media such as CDs and DVDs and towards a streaming service.

A complete list of the audio and video recordings that can now be accessed via the SECL streaming service can be found at: <http://www.kent.ac.uk/secl/local/video.html>

This service is available across the campus including study bedrooms.

In addition to this service, a selection of French, German, Italian, Spanish and Catalan television channels are currently available in the SECL Multimedia Laboratories situated in Cornwallis North West.

A variety of interactive language learning programs and dictionaries for students studying a language either as part of a course or on an individual basis, from beginners to advanced level, are also available in the Multimedia Laboratories.

The Multimedia Laboratories are open at the following times: Monday – Friday, 9:00 – 16:45

1.12 LEARNING A LANGUAGE

The Faculty of Humanities offer Single honours and/or Joint programmes in four Languages, French, Italian; German and Spanish (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 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 Part A 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 for each module. For further details contact D.Peretti@kent.ac.uk/
A.Crolla@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.

	Level 1 (Beginners)	Level 2 (Intermediate/Post GCSE)	Level 3 (Post A Level)
CATALAN	LS310 Learning Catalan 1A LS311 Learning Catalan 1B	LS552 Learning Catalan 2A LS553 Learning Catalan 2B	
CHINESE	LA302 Learning Chinese 1A (Beginners) LA303 Learning Chinese 1A (Beginners)		
FRENCH	FR326 Learning French 1 (Beginners) Or FR330 Intensive French for Beginners	FR327 Learning French 2A (Post GCSE) FR328 Learning French 2B (Post GCSE)	FR300 Learning French 3 (Post A Level)
GERMAN	GE304 Learning German 1 (Beginners)	GE307 Learning German 2 (Intermediate)	GE301 Learning German 3 (Post A Level)
GREEK	CL310 Beginner's Greek CM340 Modern Greek for Beginners 1 CM373 Modern Greek for Beginners 2	CL550 Intermediate Greek CM453 Continuing Modern Greek 1 CM454 Continuing Modern Greek 2	
HISPANIC STUDIES	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)
ITALIAN	IT301 Learning Italian 1 (Beginners)		IT308 Learning Italian 3 (Post A Level)
JAPANESE	LA304 Learning Japanese 1A (Beginners) LA305 Learning Japanese 1B (Beginners)		
LATIN	CL311 Beginners Latin	CL513 Intermediate Latin A	
PORTUGUESE	LA300 Learning Portuguese 1A (Beginners) LA301 Learning Portuguese 1B (Beginners)		

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 other such 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 Modules

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.

Students failing less than 50% of the 120 credits required (45 credits or less) will normally resit in the summer. Those failing more than 50% of the 120 credits required (60 credits or more) may be asked to repeat the year. If you have satisfied the minimum requirements for progression by the end of the resit period, you may be permitted to progress to Stage 2 in September and 'trail' i.e. repeat, replace or resit, any failed Stage 1 modules (up to 30 credits) alongside your Stage 2 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

August Resits

Resits will either be by coursework and/or examination. Students will be advised of their resit requirements by post and email, using their Kent email account.

Candidates who successfully pass their failed modules through the resit will be allowed to enter Stage 2 in September 2009. Candidates may be permitted to trail up to 30 credits into Stage 2 **at the discretion of the Board of Examiners**. Candidates who have failed the stage and cannot progress or trail may be permitted to take a further attempt at the discretion of the Board of Examiners. It is the candidates' responsibility to ensure that they are familiar with any changes in module syllabus which may have an effect on any assessment to be set for the resit coursework/examination in the following year.

Please note: The final marks for any module failed and either resat or repeated, replaced or trailed the following year will be capped at the minimum pass mark of 40%. The exception to this is if satisfactory concessionary evidence has been presented, in which case the Board of Examiners will indicate that the marks are uncapped (as if take for the first time, see Deferral paragraph)

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 Stage 2 i.e. you must have been awarded 120 credits.

Stage 1 Examination Classification

- (i) Students 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 usually 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 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.

Students failing less than 50% of the 120 credits required (45 credits or less) will normally resit in the summer. Those failing more than 50% of the 120 credits required (60 credits or more) may be asked to repeat the year.

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.

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.

- (v) 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:

Distinction:	70% and above
Merit:	60-69%
Pass:	40-59%
Fail:	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

The University's Credit framework requires teaching staff to apply a mark of zero for work that is submitted after a deadline. 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 2009
Year-long and Spring Term modules:	5.00pm Friday 15 May 2009

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. 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.

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 26 June 2009**.

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.

The Academic Discipline Procedures are outlined in Annex 10 of the Credit Framework available at:

<http://www.kent.ac.uk/uelt/quality/credit/creditinfoannex10.html>. This gives guidance on the penalties to be imposed for plagiarism. The imposition of penalties may mean that a student will be unable to progress without resitting a module and, in some cases, may result in a student being required to leave the University.

Further guidance on plagiarism, academic integrity and good practice is available at:

<http://www.kent.ac.uk/uelt/ai/students/index.html>

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
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
2010/2011	27 September – 17 December	17 January – 8 April	9 May – 17 June

Week Dates 2008-2009

Autumn Term	Week Commencing
Week 1	29 September 2008
Week 2	6 October 2008
Week 3	13 October 2008
Week 4	20 October 2008
Week 5	27 October 2008
Week 6	3 November 2008
Week 7	10 November 2008
Week 8	17 November 2008
Week 9	24 November 2008
Week 10	1 December 2008
Week 11	8 December 2008
Week 12	15 December 2008

Spring Tem	Week Commencing
Week 13	19 January 2009
Week 14	26 January 2009
Week 15	2 February 2009
Week 16	9 February 2009
Week 17	16 February 2009
Week 18	23 February 2009
Week 19	2 March 2009
Week 20	9 March 2009
Week 21	16 March 2009
Week 22	23 March 2009
Week 23	30 March 2009
Week 24	6 April 2009

Summer Term (Examinations)	Week Commencing
Week 25	11 May 2009
Week 26	18 May 2009
Week 27	25 May 2009
Week 28	1 June 2009
Week 29	8 June 2009
Week 30	15 June 2009

Please note:
 Good Friday, 10th April
 Easter Monday, 13th April
 May-Day Monday, 4th May
 Spring Bank Holiday Monday, 25th May

5. FACULTY AND DEPARTMENTAL OFFICERS' CONTACT DETAILS 2008/09

FACULTY

Dean	Dr Karl Leydecker	3312	Marl 5
Dean's Secretary	Carol George	7470	Marl 4
Stage 1 Chief Examiner	Professor Osman Durrani	7459	CW NW 158
Faculty Administrator	Dr Keith Lampard	3918	Marl 25
Faculty Administrator's Secretary	Linda Beaumont	3490	Marl 24b
Assistant Registrar (Faculty Office)	Margaret Anderson	3383	Marl 24a
Assistant Registrar (Humanities Undergraduate Office)	Helen Fowle	4897	Marl 6
Undergraduate Office Secretarial Assistant	Lisamarie Foster	3912	Marl 6
Undergraduate Office Secretarial Assistant	Elaine McHugh	3254	Marl 6

SCHOOL OF DRAMA, FILM & VISUAL ARTS

Head of School		Dr Jonathan Friday		
Departmental Administrator		Jo Masters	7631	Eliot W4.N3
Secretaries:				
	Drama & Theatre Studies	Administrator: Denise Twomey Secretary: Sue Sherwood	4274 7567	Eliot W4.3 Eliot W4.1
	Film Studies	Jan Langbein	3177	Rutherford N3.W4
	HPA/VPA/Fine Art	Angela Whiffen	7228	Rutherford N3.W5
Senior Tutor (Drama & Theatre Studies)		Dr Angeliki Varakis-Martin	7551	Eliot W3.E4
Senior Tutor (HPA/VPA/Fine Art)		TBA		
Senior Tutor (Film)		Clio Barnard	7945	Rutherford S4.S1
Heads of Subjects:				
	Drama & Theatre Studies	Dr Peter Boenisch		
	Film Studies	Dr Peter Stanfield		
	HPA/VPA/Fine Art	Dr Ben Thomas		
Directors of Undergraduate Studies:				
	Drama & Theatre Studies	Dr Angeliki Varakis-Martin	7551	Eliot W3.E4
	Film Studies	TBA		
	HPA/VPA/Fine Art	Dr Michael Newall	7263	Rutherford E4.E1
Stage 1 Chief Examiners:				
	Drama & Theatre Studies	Dermot O'Brien	7318	Eliot W3.S6
	Film Studies	TBA		
	HPA/VPA/Fine Art	Dr Michael Newall	7263	Rutherford E4.E1
Subject Admissions Officers:				
	Drama & Theatre Studies	Dr Rosie Klich/Fran Barbe	7356/3639	Eliot E4.E2/Eliot E4.E5
	Film Studies	TBA		
	HPA/VPA/Fine Art	Theresa Mikuriya	4844	Rutherford N3.S5

SCHOOL OF ENGLISH

Head of School and Subject		Prof. Bernhard Klein		
Academic Administrator		Helena Torres / Alison Priest	7461	RX NC17
Undergraduate Studies Programme Co-ordinator		Sarah Anthony	4495	RX NC29a
Secretaries:				
		Carole Stallwood	3054	RX NC14/15/16
		Joan Keyes/Gillian Tobin	7133/7494	RX NC14/15/16
		Christine Hooper	7521	RX NC14/15/16
Senior Tutor		David Blair	7481	RX NC30
Director of Undergraduate Studies		Dr David Herd	7506	RX NC39

Subject Admissions Officer	Dr Emma Bainbridge	3402	RX NC29a
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SCHOOL OF EUROPEAN CULTURE & LANGUAGES

Head of School	Prof Laurence Goldstein		
Departmental Administrator	Maureen Nunn	7780	CW NW 115
Subject Secretaries			
Classical & Archaeological Studies	Laura Withers	7915	CNW112
Comparative Literary Studies	Susan McLaughlin	7130	CNW112
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	Diane Peretti and Angela Crolla	3638/4099	CNW113
Philosophy	Miriam Waters	7785	CNW113
Religious Studies	Miriam Waters	7785	CNW113
Senior Tutor	Dr John Partridge	3617	CNW119
Secretary to Senior Tutor	Elaine Gilman	7144	CNW117
Directors of Undergraduate Studies and Stage 1 Examiners:			
Classical & Archaeological Studies	Dr Anne Alwis		
Comparative Literary Studies	Elizabeth Schachter	7484	CNW207
English Language	Nicola Schmidt-Renfree	4089	CWG30
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 Antonio Lázaro-Reboll	7322	CNW155
Italian	TBA		
Philosophy (Stage 1 Examiner)		TBA	TBA
Philosophy (Director of Undergraduate Studies)	Dr Alan Thomas	7902	CW GAW N04c
Religious Studies (HOS)	Dr C Deacy (- Jan '09) Dr J Carrette (Jan '09 -)	3436 3145	CW GAW 8 CW GAN09a
Subject Admissions Officer			
Classical & Archaeological Studies	TBC	3452	CNW218
Comparative Literary Studies			
English Language	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	TBA		
Philosophy	Dr Simon Kirchin	7585	CGAN09b
Religious Studies	Dr Chris Deacy	7242	CNW208

SCHOOL OF HISTORY

Head of School and Subject	Professor Kenneth Fincham		
Departmental Administrator	Jackie Waller	7279	Rutherford N4.13
Senior Tutor	Dr David Potter	7421	Rutherford W3.S1
Director of Undergraduate Studies	Dr George Conyne	7439	Rutherford W3.E1
Stage 1 Examiner	Dr Alixe Bovey	7265	Rutherford N3.E4
Admissions Tutor	Dr Timothy Bowman	7472	Rutherford N4.W4
Student Support Officer	Dr Peter Donaldson	4727	Rutherford E3.N1

CENTRE FOR AMERICAN STUDIES

Director of Centre	Dr Karen Jones		
Executive Officer	Claire Taylor	3140	Rutherford N3S1

Senior Tutor	Dr David Stirrup	3440	Rutherford Extension NC40
Director of Undergraduate Studies	Dr Joe Street	4728	Rutherford N3E2
Subject Admissions Officer	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
	CORNWALLIS - COMPUTING BUILDING		
♻	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
	CORNWALLIS - GULBENKIAN WING		
♻	COLT1(300)	Lecture theatre	Ground floor
♻	CGU2(24)	Classroom	Ground floor
	CGU3(24)	Classroom	1st floor
	CGU4(58)	Lecture theatre	1st floor
	CORNWALLIS - INSTITUTE OF MATHEMATICS & STATISTICS		
♻	MathsLT(80)	Lecture theatre	Ground floor
	CORNWALLIS - NORTH EAST WING		
♻	CNESem08(30)	Seminar room	Ground floor
	CORNWALLIS - NORTH WEST WING		
♻	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	2nd floor
♻	CNWSem9(16)*	Seminar room	2nd floor
♻	CNWsem10(24)	Seminar room	Ground floor
♻	CNWsem11(18)	Seminar room	Ground floor
♻	CNWsem12(18)*	Classroom	2nd floor
	* Wheelchair access via the lift in Cornwallis George Allen		
	GILES LANE TEACHING ANNEX (at rear of Biology)		
	GLS1(22)	Classroom	Ground floor
	GLS2(18)	Seminar room	Ground floor
	GLS3(40)	Classroom	Ground floor
	GLS4(18)	Seminar room	Ground floor
	GLS5(18)	Classroom	Ground floor
	GLS6(25)	Seminar room	Ground floor
	GLS7(30)	Seminar room	Ground floor
	GLS8(18)	Seminar room	Ground floor
	GLS10(40)	Classroom	Ground floor
	GRIMOND BUILDING		
♻	GLT1(198)	Lecture theatre	Ground floor
♻	GLT2(142)	Lecture theatre	Ground floor
♻	GLT3(98)	Film theatre	Ground floor
♻	GS1(20)	Film Studies room	Ground floor
♻	GS2(20)	Film Studies room	Ground floor
♻	GS3(24)	Classroom	Ground floor
♻	GS4(18)	Film Studies room	Ground floor
♻	GS5(20)*	Seminar room	1st floor
♻	GS6(22)*	Classroom	1st floor
♻	GS7(22)*	Classroom	1st floor
♻	GS8(18)* Wheelchair access via lift	Seminar room	1st floor

	ROOM	ROOM TYPE	LOCATION
	MARLOWE BUILDING		
♠	MarLT1(150)	Lecture theatre	Ground floor
♠	MarLT2(50)	Lecture theatre	Ground floor
	LABORATORIES		
	Biology		
♠	BLT1(120)* Wheelchair access via lift	Lecture theatre	1st floor
♠	BLT2(37)* Wheelchair access via lift	Lecture theatre	1st floor
	INGRAM		
♠	PSLT(60)	Lecture theatre	Ground floor
♠	I316(20)* Wheelchair access via lift	Seminar Room	3rd floor
♠	Ingram Studio	Studio	Ground Floor
	ELECTRONICS		
♠	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		
	DARWIN COLLEGE		
♠	DLT1(96)	Lecture theatre	Ground floor, A block
♠	DLT2(54)	Lecture theatre	Ground floor, A block
♠	DLT3(55)*	Lecture theatre	2nd floor, Tower block
	D.Twr.Rm.(25)	Seminar room	Level 5, Tower block
♠	DS1(26)*	Seminar room	1st floor, A block
	DS2(20)	Seminar room	4th floor, Tower block
	DS7(26)	Seminar room	3rd floor, Tower block
♠	DS8(15)	Seminar room	Missing Link
♠	DS9(16)	Seminar room	Missing Link
♠	DS10(12)	Seminar room	Missing Link
♠	DS11(12)*	Seminar room	1st floor, G/H block
♠	DS12(12)*	Seminar room	1st floor, O/P block
♠	DS14(12)*	Seminar room	2nd floor, Tower block
♠	D. Peter Brown Room	Informal room	Missing Link
	* Wheelchair access via lift		
	ELIOT COLLEGE		
		Main college	
♠	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
		Extension	
♠	EX7(20)	Seminar room	Upper floor
♠	EX8(20)	Seminar room	Upper floor
♠	EX9(20)	Seminar room	Upper floor
♠	EX10(20)	Seminar room	Upper floor
♠	E.Dice Room	Seminar room	Upper floor
		Becket Court	
♠	E.BCSem 16(20)	Seminar room	Ground floor
♠	E.BCSem 17(20)	Seminar room	Ground floor

	ROOM	ROOM TYPE	LOCATION
	KEYNES COLLEGE		
♿	KLT1(344)	Lecture theatre	Ground floor, atrium
	KLT2(60)	Lecture theatre	Lwr grnd floor, N block
	KLT3(60)	Lecture theatre	Lwr grnd 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(32)*	Classroom	1st floor L Block
♿	KS12(40)*	Classroom	1st floor L Block
♿	KS13(45)*	Classroom	1st floor L Block
♿	KS14(45)*	Classroom	1st floor L Block
♿	KS15(45)*	Classroom	1st floor L Block
♿	KS16(50)*	Classroom	1st floor L Block
♿	KS17(50)*	Classroom	1st floor L Block
♿	KSA1(40)*	Terminal room	1st floor, N block
	* Wheelchair access via lift opposite College Reception		
♿	KS20(30)*	Seminar room	3rd floor C Block
♿	KS21(26)*	Seminar room	3rd floor C Block
♿	KS22(26)*	Seminar room	3rd floor B Block
♿	KS23(50)*	Classroom	3rd floor B Block
♿	KS24(50)*	Classroom	3rd floor D Block
	KS25(50)	Classroom	3rd floor E Block
	* Wheelchair access via lift between C and D blocks		
	RUTHERFORD COLLEGE		
		Main college	
♿	RLT1(200)	Lecture theatre	Floor 3, W block
♿	RLT2(40)	Lecture theatre	Floor 3, W block
♿	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.CI.15(16)	Seminar room	Cloisters
♿	R.CI.16(16)	Seminar room	Cloisters
♿	R.CI.17(16)	Seminar room	Cloisters
♿	R.CI.19(16)	Seminar room	Cloisters
♿	R.CI.20(16)	Seminar room	Cloisters
♿	R.CI.21(16)	Seminar room	Cloisters
		Extension	
♿	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		

7.

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CL311	Beginners' Latin	B4
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HI353	Britain and the Second World War: the Home Front	B37
HI366	Britain in the Age of Industrialisation, 1700-1830	B38
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HI397	Cinema and Society, 1930-1960	B40
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FR332	French Narratives: Love, Marriage and Politics (in translation)	B28
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LA301	Learning Portuguese 1B	B48
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