

CB Business and Management

CB302 Managers and Organisations

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	Parker Dr K

Contact Hours

11 lectures, 10 seminars

Restrictions

CANNOT BE TAKEN WITH CB312

Synopsis

The purpose of this module is to enable students to understand how organisations 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.

Learning Outcomes

- Understand the key concepts and theories of organisational behaviour and management, including their historical development
- Understand the key elements and operation of organisations and the process of management
- Analyse the strengths and weaknesses of various organisational theories
- Apply these theories to practical issues associated with the management of people and organisations
- Discuss ideas relating to management and organisational behaviour, both orally and in writing.

Preliminary Reading

David Knights & Hugh Willmott (2007), *Introducing Organizational Behaviour & Management*, Thomson
 LJ Mullins (2007) *Management and Organisational Behaviour*, (8th ed.) Financial Times, Prentice-Hall

CB312 Introduction to Management

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	60% Exam, 40% Coursework	Lewis Dr PMJ

Contact Hours

1 hour lecture and 1 hour seminar per week

Restrictions

This module is available only to students taking Business Administration or Employment Relations and Human Resource Management degrees. Students taking Accounting & Finance and Business Administration (joint honours) will take CB302.
 CANNOT BE TAKEN WITH CB302

Synopsis

This module introduces students to theories of management, beginning with classical management systems through to contemporary management concepts. It will illustrate the continuities and transformations in management thinking and practice throughout the 20th and 21st century. Lecture topics will include the following: Scientific Management; Human Relations School; Bureaucracy; Post Bureaucratic Organizations; Contingency Approach; Culture Management; Leadership; Business Process Reengineering; Decision-making; Managing Communication; Managing Globalization and Managing Ethically.

Learning Outcomes

- Understand key theories of management
- Understand the development of management thinking and the continuities and changes embedded in this
- Understand the interplay between management and organizational forms
- Understand the impact of management thinking on processes such as decision-making and communication
- Understand the connection between management practices and the business environment

Preliminary Reading

Clegg, S. Kornberger, M. and Pitsis, T. 2008: *Managing and Organizations: An Introduction to Theory and Practice*. London: Sage
 Fincham, R. and Rhodes, P. 2005: *Principles of Organizational Behaviour*, 4th Edition. Oxford: Oxford University Press.
 Knights, D. & Willmott, H. (eds) 2007: *Introducing Organizational Behaviour and Management*. London: Thomson Learning
 Mullins, L. 2007: *Management and Organisational Behaviour*, 8th Edition. Harlow: Financial Times Prentice Hall.
 Watson, T. J. 2001: *In Search of Management*. London: Thomson
 Watson, T.J. 2002: *Organising and Managing Work*. Essex: Pearson Education

CB343 Global Business Environment

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	Shirole Mr R

Contact Hours

1-hour lecture and 1-hour workshop per week

Synopsis

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.

Learning Outcomes

- understand the complexity and diversity associated with doing business internationally
- develop a sound knowledge of the global business environment by analysing specific real world examples
- establish specific links between their studies and the changing business world
- understand the key definitions of business terminology and idioms appropriate for a Business programme
- link business problems with their everyday life
- understand where they can apply their knowledge from their degree
- study the organisations, their management, and the changing global environment
- be prepared for developing a career in business and management

Preliminary Reading

Hill, Ch (2008) International Business, Competing in the Global Market, (7th edition), Irwon, McGraw- Hill (ISBN 0071287981)

CB675 Financial Accounting, Reporting and Analysis

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	70% Exam, 30% Coursework	Ryder Mr F

Contact Hours

2 x 1 hour lecture and 1 x 1 hour seminar per week

Restrictions

May not be taken with AC300 Financial Accounting I

Synopsis

The aim of this module is to provide the student with an understanding of the relationship between business and accounting; the principles underlying a double-entry accounting system; how to prepare primary financial statements from trial balance; the regulatory framework of financial reporting; the annual report and accounts of plcs; the analysis and interpretation of financial statements.

Learning Outcomes

- Understand the principles underlying a financial accounting system and the principles upon which financial statements are based.
- Be aware of the various influences on the financial reporting process and understand how they impact on the annual report and account of UK listed companies, in particular.
- Be aware of the link between financial accounting systems and business activities for a variety of organisations
- Be aware of the various stake-holders in the financial reporting process
- Be able to produce financial statements from trial balance for sole traders and limited companies incorporating post trial balance adjustments.

Preliminary Reading

- Attril, P. & Mc Laney, E. (2008) Accounting and Finance for Non-Specialists, 6th edition, FT Prentice Hall
- Collier, Paul M (2006) Accounting for Managers, 2nd edition. Wiley
- Ryan, R. (2008) Finance and Accounting for Business, 2nd edition. South-western Cengage Learning

CL Classical & Archaeological Studies**CL302 Greek Democracy and Empire**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Keaveney Dr A

Contact Hours

21 contact hours (10 lectures, 11 one-hour seminars)

Synopsis

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.

Preliminary Reading

ARISTOTLE - 'Constitution of Athens'
 AESCHYLUS - 'Prometheus and Other Plays'
 PLATO - 'Gorgias'
 PLUTARCH - 'Rise and Fall of Athens'
 HERODOTUS, 'Histories'
 THUCYDIDES - 'Peloponnesian War'

CL303 Greek Drama

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Alwis Dr A

Contact Hours

21 contact hours (10 lectures, 11 seminars)

Synopsis

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 dramatic conventions and mythological themes, and drama's 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.

Preliminary Reading

AESCHYLUS - 'Oresteia'
 SOPHOCLES - 'Theban Plays'
 EURIPIDES - 'Bacchae and Other Plays'
 ARISTOPHANES - 'Lysistrata and Other Plays'
 HARD, R - 'Handbook of Greek Mythology', Routledge, 2003

CL304 The Last Century of the Roman Republic

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Keaveney Dr A

Contact Hours

21 contact hours (10 lectures, 11 seminars)

Synopsis

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.

Preliminary Reading

CATULLUS - 'Poems'
 APPIAN - 'Civil Wars'
 SUETONIUS - 'Twelve Caesars'
 SALLUST - 'Jugurthine War and Conspiracy of Catiline'
 PLUTARCH - 'Makers of Rome and Fall of the Roman Republic'
 CICERO - 'Selected Political Speeches'

CL305 Literature in the Age of Augustus

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Alwis Dr A

Contact Hours

22 contact hours (11 seminars)

Synopsis

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.

Preliminary Reading

HORACE - 'The Complete Odes and Epodes'

LIVY - 'The Early History of Rome'

OVID - 'Erotic Poems'

VIRGIL - 'Aeneid'

PROPERTIUS - 'Elegies'

CL310 Greek for Beginners

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Alwis Dr A

Contact Hours

1 hour seminar and 2 hour seminar per week

Method of Assessment

20% Coursework (two assessment tests of equal weighting); 80% Exam

Synopsis

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

BALME, M. & LAWALL, G. - 'Athenaze I', OUP, revised ed. 1995

ABBOT & MANSFIELD - 'A Primer of Greek Grammar: Accidence and Syntax', Duckworth, 1987

CL311 Latin for Beginners

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Keaveney Dr A

Contact Hours

44 contact hours (22 lectures, 22 classes)

Synopsis

This course introduces Latin to complete, or near, beginners, aiming to cover the basic aspects of grammar required for understanding, reading and translating this ancient language. Using a textbook, in which each chapter focuses on different topics of grammar, the students apply what they have learnt through the translation of sentences adapted from ancient authors. By the end of the course, students should have acquired an adequate foundation for pursuing Latin at intermediate level, in which they can advance to reading complete unadapted texts.

Preliminary Reading

WHEELLOCK, F.M. - 'Wheelock's Latin', 6th Edition, Harper Collins

CL313 Atlantis: The History of a Legend

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	55% Coursework, 45% Exam	Bartley Dr A

Contact Hours

22 contact hours (11 lectures, 11 seminars)

Synopsis

The Atlantis story first appeared in Classical Greece, in Plato's dialogues 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 also a remarkable literary fantasy. This myth of an ideal utopian community, located on a remote or lost island was transformed from the 16th century by the discovery of new worlds, and the writings of More & Campanella. 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 present day. It will initially scrutinize the primary material before moving on to consider the wider issues of the utopian ideal. Students should note that the module is far ranging and dabbles in philosophy, classical history, mythology, archaeology, literature, political theory, and even considers the occult.

Preliminary Reading

ARISTOPHANES - 'Birds'

TURNER, P - 'Lucian True Histories' in 'Lucian: Satirical Sketches'

HUXLEY - 'Brave New World'

PLATO - 'Timaeus and Critias' (only part of the Timaeus will be studied) and 'Republic', (books II-V)

More Utopia

CL315 Classical Mythology: Themes and Approaches

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	75% Coursework, 25% Exam	Bartley Dr A

Contact Hours

39 contact hours (19 lectures, 20 seminars).

Synopsis

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.

Preliminary Reading

Selected episodes from: Poems of Heaven and Hell from Ancient Mesopotamia

Metamorphoses; Lucian, selections; Longus

Daphnis and Chloe, selections.

KIRK, G.S. - 'The Nature of Greek Myth' and 'Myth: Its Meaning in Ancient and other Cultures'

J BREMMER (ed.) - 'Interpretations of Greek Mythology'

E R DODDS - 'The Greeks and the Irrational'

K DOWDEN - 'The Uses of Greek Mythology'

HESIOD - 'Works and Days and Theogony'

HERODOTUS & PLATO - Selections

OVID - 'Metamorphoses'

VEYNE, P. - 'Did the Greeks believe in their Myths?'

HOMER - 'Iliad and Odyssey'

CL329 Introduction to Archaeology

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Lavan Dr L

Contact Hours

22 contact hours (11 lectures and 11 seminars)

Synopsis

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 issues 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.

Preliminary Reading

RENFREW, C. & BAHN, P - 'Archaeology: Theories, Methods and Practice', Thames and Hudson, London (3rd edition), 2000
 SCARRE, C (ed.) - 'The Human Past', Thames and Mudflow, London, 2005
 BARKER, P - 'Techniques of Archaeological Excavation', Routledge, London/New York (3rd edition), 1993
 CARVER, M. - 'Sutton Hoo, Burial Ground of Kings?', British Museum Press, London, 1998
 WILKINSON, P. - 'Archaeology: What it is, Where it is and How to do it', Archaeopress, Oxford, 2007
 SPINDLER, K. - 'The Man in the Ice: the Preserved Body of a Neolithic Man Reveals the Secrets of the Stone Age', Weidenfeld and Nicolson, London, 1994
 SOUDEN, D - 'Stonehenge, Mysteries of the Stones and Landscape', Collins & Brown in assoc. with English Heritage, London, 1997
 ETIENNE, R. - 'Pompeii, the Day a City Died', Thames & Hudson, London, 1992

CL336 Aegean Archaeology

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Kyriakidis Dr E

Contact Hours

1 hour lecture and 2 hour seminar per week

Synopsis

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

Website - http://projectsx.dartmouth.edu/history/bronze_age/
 DICKINSON, O. T. P. K - 'The Aegean Bronze Age', Cambridge University Press, 1994.
 RACKHAM, O. & MOODY, J. - 'The Making of the Cretan Landscape', Manchester University Press, 1996

CL347 Introduction to Egyptian Archaeology

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	La'da Dr C

Contact Hours

22 contact hours (11 lectures and 11 seminars)

Synopsis

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.

Preliminary Reading

GRIMAL, N - 'A History of Ancient Egypt', Blackwell, Oxford, 2000
 SHAW, I. - 'The Oxford History of Ancient Egypt', Oxford University Press, Oxford, 2003
 BREWER, D.J. - 'Egypt and the Egyptians', Cambridge University Press, Cambridge, 2003
 SHAFER, B. (ed.) - 'Temples of Ancient Egypt', I.B. Tauris, London, 1998
 ROBINS, G. - 'The Art of Ancient Egypt', British Museum Press for the Trustees of the British Museum, London, 1997
 WATTERSON, B. - 'Gods of Ancient Egypt', Sutton, Stroud 1999
 QUIRKE, S. - 'The British Museum Book of Ancient Egypt', British Museum Press for the Trustees of the British Museum, London, 1992
 LUSTIG, J. - 'Anthropology and Egyptology: A Developing Dialogue', Sheffield Academic Press, Sheffield, 1997

CL351 Archaeology: Its History, Themes and Personalities

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Swift Dr E

Contact Hours

1 hour lecture and 1 hour seminar per week

Synopsis

This module will begin by examining the emergence of archaeology from its roots in antiquarianism. It will go on to consider how this developed into a more scholarly pursuit during the late 19th and early 20th centuries. It will be shown that excavations, not just here in Britain, but more especially in places such as Egypt, Italy and Greece, were changing people's views of the past and bringing to life ancient civilisations previously only glimpsed through classical texts such as The Histories written by Herodotus in the 5th Century BC, and religious books such as The Bible. Since its inception archaeology was used to categorise and order the past, and to achieve this it needed to develop ways of dating the material objects being unearthed. This process began with Christian Jurgensen Thomsen's three-age system of relative, or floating, chronologies. Today, techniques such as stratigraphy and typology are often used in conjunction with scientific tests like radiometric analysis or dendrochronology, which can provide absolute, or definitive, results. These and other more recent methods of analysis will be explored. The trajectory of archaeological theory and interpretation has also been very steep. This will be critically evaluated, starting with the culture historic movement, whereby civilisations were defined entirely by surviving material objects and where change was thought to come about as a result of warfare or invasion. Archaeology is now in the post-processual era – a time when empirical data is open to multiple interpretations, any or all of which may be deemed valid. The module will conclude with an examination of the use of archaeology in heritage management, museums and by the popular mass media.

Preliminary Reading

MCINTOSH, J - 'The Practical Archaeologist', Thames and Hudson, London, 1999

JOHNSON, M - 'Archaeological Theory: An Introduction', Blackwell Publishing, London, 1999

BAHN, P - 'Cambridge Illustrated History of Archaeology', Cambridge University Press, Cambridge, 1996

C RENFREW & P BAHN - 'Archaeology: Theories, Methods and Practice', Thames and Hudson, London (3rd edition), 2000

GREENE, K - 'Archaeology: An Introduction', Routledge, London, 2001

CL513 Intermediate Latin

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	Keaveney Dr A

Contact Hours

48 contact hours (2 hours per week)

Synopsis

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 Summer Terms students normally study classical texts and unseens, though medieval options are available.

Preliminary Reading

WHEELOCK, M. & TAYLOR, D.W. - 'Wheelock's Latin', 6th ed., Harper Collins

CL550 Intermediate Greek Language

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	Boutsikas Dr E

Contact Hours

72 contact hours (1 x one-hour & 1 x two-hour seminar per week for 24 weeks)

Method of Assessment

20% coursework 80% exam

Synopsis

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

Preliminary Reading

BALME, M. & LAWALL, G. - 'Athenaze I and II', OUP, revised ed. 1995

ABBOT & MANSFIELD - 'A Primer of Greek Grammar: Accidence and Syntax', Duckworth, 1987

CM

CM340 Modern Greek for Beginners I						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Bartley Dr A

Contact Hours

The module will comprise of 40 contact hours and an expectation of 300 study hours in total. Teaching methods may include lectures, seminars, workshops and other methods appropriate to the subject being taught.

2 hours per week

Availability

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

Method of Assessment

100% Coursework Assessment will comprise a range of set tasks involving all skills performed during the course including class tests.

Students will be required to prepare written assessments totalling 5000-6000 words as follows:

Listening and oral contributions: two class presentations and two listening tests per academic year (20%)

Grammar exercises, written compositions and two class tests per academic year (40%)

Translations into English and two class tests per academic year (40%)

Synopsis

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).

An interactive approach to teaching will enable you to develop basic skills in speaking, listening, reading and writing Modern Greek. You will learn to write short letters, compositions and translations. Coursework book, web-based language exercises, tapes, videos, and newspapers and magazines are among the variety of teaching methods which will be used. Class work will be varied in approach and aim to build your confidence.

Synopsis

Key basic grammatical structures will be taught through the means of purpose-designed Greek language course-books.

The students will use the Student exercise book to carry out grammar exercises at home which will then be corrected in class.

The student will practice their aural skills by listening to audio tapes/ videos both in class and during self-study hours

Each chapter in the coursework book is theme-based (travelling, shopping, family)

The student will learn how to write and speak in modern Greek by acquiring new vocabulary, key grammatical points and by carrying out role-plays/ presentations. All these aspects relate to the themes in the coursework book.

The use of a portfolio system will allow students to monitor their own development and to reflect on the set tasks performed.

A range of materials will be provided to the student and will form the basis for discussions, translations and applied exercises.

Some cultural background of Greek Speaking countries will be provided (e.g. Geography, culinary tastes etc.)

The students will also be expected to carry out simple translations from Modern Greek to English/ English to Greek. The texts provided will be extracted from the web or the coursework book itself. These translations will also relate to the themes covered in each chapter in the coursework book.

Learning Outcomes

By the end of this 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

evaluate the appropriateness of different approaches to solving problems related to their area(s) of study

present, evaluate, and interpret qualitative and quantitative data

communicate the results of their study/work accurately and reliably, both orally and in writing, and with structured and coherent arguments

show evidence of becoming an independent learner by (for example) planning their work identifying and using appropriate resources

NB: If you are interested in accumulating and transferring credit you should check that the course which you intend to take does not cover the same content and/or learning outcomes as one from which you have already earned credit.

Preliminary Reading

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

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

Please Note: You are advised not to purchase texts or equipment for the course before the first class meeting.

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

VOYATZIDOU, S. - 'Learning Modern Greek, A Communicative Approach', University Studio Press, 2003

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

HARDY, D.A. - 'Greek Language and People', BBC Books, 1984

Cost

£200

Progression

Successful completion of coursework assessment gives you credits for each module (up to 90 credits per year). These can be put towards a Certificate in Combined Studies (120 credits). You may also be able to put your credits towards a specialised certificate programme. After a certificate, the next level of study is a diploma or a degree. Progression on to one of these higher level programmes depends on a number of factors, including experience, other relevant qualifications, the CCS modules completed, and the requirements of the programme. Contact the CCS office at the University of Kent for more information and guidance on possible progression routes. T: 01227 827647 E: ccs@kent.ac.uk

CM373 Modern Greek for Beginners II						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Bartley Dr A

Contact Hours

The module will comprise of 40 contact hours and an expectation of 300 study hours in total. Teaching methods may include lectures, seminars, workshops and other methods appropriate to the subject being taught.

2 hours per week

Availability

This module is also offered as a year long 30 credit module: CM340

Method of Assessment

100% Coursework Assessment will comprise a range of set tasks involving all skills performed during the course including class tests. Students will be required to prepare written assessments totalling 5000-6000 words as follows: Listening and oral contributions: two class presentations and two listening tests per academic year (20%) Grammar exercises, written compositions and two class tests per academic year (40%) Translations into English and two class tests per academic year (40%)

Synopsis

An interactive approach to teaching will enable you to develop basic skills in speaking, listening, reading and writing Modern Greek. You will learn to write short letters, compositions and translations. Coursework book, web-based language exercises, tapes, videos, and newspapers and magazines are among the variety of teaching methods which will be used. Class work will be varied in approach and aim to build your confidence. Synopsis Key basic grammatical structures will be taught through the means of purpose-designed Greek language course-books. The students will use the Student exercise book to carry out grammar exercises at home which will then be corrected in class. The student will practice their aural skills by listening to audio tapes/ videos both in class and during self-study hours Each chapter in the coursework book is theme-based (travelling, shopping, family) The student will learn how to write and speak in Modern Greek by acquiring new vocabulary, key grammatical points and by carrying out role-plays/ presentations. All these aspects relate to the themes in the coursework book. The use of a portfolio system will allow students to monitor their own development and to reflect on the set tasks performed. A range of materials will be provided to the student and will form the basis for discussions, translations and applied exercises. Some cultural background of Greek Speaking countries will be provided (e.g. Geography, culinary tastes etc.) The students will also be expected to carry out simple translations from Modern Greek to English/ English to Greek. The texts provided will be extracted from the web or the coursework book itself. These translations will also relate to the themes covered in each chapter in the coursework book.

See entry for CM340

Learning Outcomes

NB: If you are interested in accumulating and transferring credit you should check that the course which you intend to take does not cover the same content and/or learning outcomes as one from which you have already earned credit.

By the end of this module students should 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

evaluate the appropriateness of different approaches to solving problems related to their area(s) of study

present, evaluate, and interpret qualitative and quantitative data

communicate the results of their study/work accurately and reliably, both orally and in writing, and with structured and coherent arguments

show evidence of becoming an independent learner by (for example) planning their work identifying and using appropriate resources

Preliminary Reading

Please Note: You are advised not to purchase texts or equipment for the course before the first class meeting.

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

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

Cost

£200

Progression

Successful completion of coursework assessment gives you credits for each module (up to 90 credits per year). These can be put towards a Certificate in Combined Studies (120 credits). You may also be able to put your credits towards a specialised certificate programme. After a certificate, the next level of study is a diploma or a degree. Progression on to one of these higher level programmes depends on a number of factors, including experience, other relevant qualifications, the CCS modules completed, and the requirements of the programme. Contact the CCS office at the University of Kent for more information and guidance on possible progression routes. T: 01227 827647 E: ccs@kent.ac.uk

CM453 Continuing Modern Greek I

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

Contact Hours

2 hours per week

Pre-requisites

CM340 Modern Greek for Beginners I, CM373 Modern Greek for Beginners II or equivalent

Synopsis

This module is for students who have some basic knowledge of Greek. 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

Preliminary Reading

HARDY, D.A. - 'Greek Language and People', BBC Books, 2006

TSIOTSIOU-MOORE, M. - 'A Basic Grammar of Modern Greek for English Speaking Students', University Studio Press, Thessaloniki, Greece, 2002

VOGIATZIDOU, S. - 'Learning Modern Greek', University Studio Press, Thessaloniki, Greece, 2002

CLOSE, D.H. - 'Greece since 1945', Longman, 2002

CM454 Continuing Modern Greek II

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

Contact Hours

2 hours per week

Pre-requisites

CM340 Modern Greek for Beginners I, CM373 Modern Greek for Beginners II or equivalent

Synopsis

This module is for students who have some basic knowledge of Greek. It builds on CM453 Continuing Modern Greek I. 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.

Preliminary Reading

HARDY, D.A. - 'Greek Language and People', BBC Books, 2006

TSIOTSIOU-MOORE, M. - 'A Basic Grammar of Modern Greek for English Speaking Students', University Studio Press, Thessaloniki, Greece, 2002

CLOSE, D.H. - 'Greece since 1945', Longman 2002

VOGIATZIDOU, S. - 'Learning Modern Greek', University Studio Press, Thessaloniki, Greece, 2002

CM476 What is Theology?

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Carrette Prof J

Contact Hours

2 hours per week

Synopsis

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 Reading

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

STONE, HOWARD & DUKE, JAMES - 'How to Think Theologically', Fortress Press, 1996

MCGRATH, ALISTER - 'Christian Theology: An Introduction', Blackwell, 2001

MCGRATH, ALISTER - 'Historical Theology: An Introduction to the History of Christian Thought', Blackwell, 1998

CM477**Texts and Contexts: reading the Old Testament**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

Contact Hours

2 hours per week

Synopsis

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 Reading

GOODER, P. - 'The Pentateuch: A Story of Beginnings', T&T Clark, 2004
 BARTON, J. - 'Reading the Old Testament: Method in Biblical Study', DLT, 1996
 BOADT, L.E. - 'Reading the Old Testament: An Introduction', Paulist Press, 1984
 CRENSHAW, J. - 'The Psalms: An Introduction', Eerdmans, 2001
 BRUEGGEMANN, W. - 'Theology of the Old Testament: Testimony, Dispute, Advocacy', Fortress 2005
 MCCONVILLE, J.G. - 'Exploring the Old Testament: A Guide to the Prophets', IVP, 2008

CM479 Exploring Spirituality through Films						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	C	15 (7.5)		

Contact Hours

The module will comprise of 20 contact hours and an expectation of 150 total study hours. Teaching methods may include lectures, seminars, workshops and other methods appropriate to the subject being taught.

Method of Assessment

100% Coursework. Students will be required to prepare written assessments totalling 5000-6000 words as follows:

Students will be required to complete two assignments:

1000 word learning journal (40%)

2000 word research essay (60%)

Synopsis

(Version 2) There has been an explosion of interest in recent years in reading films as 'texts' – that is, seeing films as carefully constructed pieces of work designed to reflect a range of different values and perspectives. This module will focus specifically on some of these implied values in selected films: what kind of world is being constructed, what are the film-makers taking for granted about the nature of 'reality', how do the main characters fit into this kind of world? How much room – if any! – is left in this world for issues of spirituality? And what is 'spirituality' in any case? Is it any different from 'religion'? How does this shifting pattern of values fit into the broader cultural context? Arguably, spirituality in the western world has taken on a kind of therapeutic dimension; if so, what is the overlap between faith, spirituality, psychology and popular culture in general? This module will invite students to consider some of these issues, bringing together insights from Film Studies, Spirituality, and the study of Popular Culture.

Learning Outcomes

Students who complete this module will be able to:

Give a critical account of spirituality, with particular reference to the study of film

Evaluate the possible connections between psychological and religious interpretations of designated films

Give an informed account of basic theories relating to both spirituality and film studies, and the possible interactions between these perspectives

Consider the impact of the wider cultural context on aspects of spirituality and film

Consider the relationship between myth and spirituality, and apply aspects of this theoretical perspective to the study of selected films

Students who complete this module will have:

developed their oral skills through class presentations and seminars

enhanced their oral skills through class presentations

learned key skills from applying a theological and psychological perspectives to exploring spirituality through films

developed organising and writing skills through the written course assignments

identified and used appropriate primary and secondary sources within the academic tasks assigned

Preliminary Reading

Carrette, J. *Selling Spirituality: the silent takeover of religion* (Routledge 2004)

Lynch, G. *New Spirituality: an introduction to belief beyond religion* (I.P. Tauris 2007)

Heelas, P. *The Spiritual Revolution: why religion is giving way to Spirituality* (WileyBlackwell 2004)

Izod, J. *Myth, Mind and the Screen* (CUP, 2001)

Martin, J. W. and Ostwalt, C. (eds.), *Screening the Sacred: Religion, Myth, and Ideology in Popular American Film* (Boulder: Westview Press, 1995)

Campbell, Joseph, *The Hero with a Thousand Faces*, London: Paladin, 1988

Mitchell, Jolyon & Plate, S. Brent, *The Film and Religion Reader*, London and New York (Routledge, 2007)

Voytilla, Stuart, *Myth and the Movies*, Studio City, CA (Michael Weise Productions, 1999)

Progression

CCS students may complete up to 90 credits in any one academic year. These credits can then be put towards the Certificate in Combined Studies (120 credits) or a Combined Studies Award (60 credits). With the agreement of the Programme Directors concerned, you may also be able in certain circumstances to put your credits towards a subject-specific certificate. After a certificate, the next level of study in university terms is a diploma or a degree. Progression to one of these higher level awards depends on a number of factors, including experience, other relevant qualifications, the CCS modules completed, and the requirements of the programme.

Contact the CCS office at the University of Kent for more information and guidance on possible progression routes. T: 01227 827647 E: ccs@kent.ac.uk

CM516 Christianity through 2000 years

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

Contact Hours

The module will comprise of 20 contact hours and an expectation of 150 total study hours. Teaching methods may include lectures, seminars, workshops and other methods appropriate to the subject being taught.

Method of Assessment

100% Coursework

Students will be required to prepare written assessments totalling 2500-3000 words as follows:

2000 word essay on an aspect of Church History (60%)

1000 word assignment consisting of either an annotated bibliography or a report or another 'alternative written format' (e.g. website or radio script) (40%)

Synopsis

This module will introduce students to the study of Church History, with a particular focus on the development of western tradition from the early Church, through the Medieval period, down to the present day.

Students will reflect on the impact of social context in the formation of distinctive Christian belief, as witnessed in such controversies as Pelagianism and Donatism in the early Church, the fracture of the western Church at the time of the Reformation, and the impact of rationalism and the Industrial Revolution on the 19th century Church. The module will include a brief history of Christian mission and a review of the development of biblical criticism, before moving finally to consider the role of the Church in contemporary western society.

- The Formation of the Church
- Early Church History from Justin to Augustine
- Politics, religious life and reform in the Middle Ages
- The Reformation
- The Enlightenment: Descartes to Darwin
- Mission, ministry and theology in the 20th century

Learning Outcomes

Students who complete this module should be able to:

identify key stages or periods in Church History, and locate these developments generally within the appropriate historical, political, and social context

give a critical account of early Christian theological debates and the emergence of so-called 'heresy'

outline developments in the eastern and western churches during the Middle Ages

demonstrate understanding of the causes and effects of the Reformation

describe in outline theological developments in the western Church from the Enlightenment to the present day

show that they are capable of understanding and synthesising complex ideas and arguments

present ideas and arguments clearly and succinctly in both written and oral form

demonstrate competence in the use of appropriate IT resources, including Word Processing, and use (and critical evaluation) of online material

NB: If you are interested in accumulating and transferring credit you should check that the course which you intend to take does not cover the same content and/or learning outcomes as one from which you have already earned credit.

Preliminary Reading

Please Note:

You are advised not to purchase texts or equipment for the course before the first class meeting.

David Edwards, *Christianity: The First Two Thousand Years* (Cassell, 1997)

Adrian Hastings, ed., *A World History of Christianity* (Cassell, 1998)

Diarmaid MacCulloch *Groundwork of Christian History* ((Epworth 1987)

A. McGrath *Historical Theology: an introduction to the history of Christian Thought* (Blackwell 1998)

Ed. John McManners *The Oxford History of Christianity* (OUP 1993)

Cost

£100

Progression

Successful completion of coursework assessment gives you credits for each module (up to 90 credits per year). These can be put towards a Certificate in Combined Studies (120 credits). You may also be able to put your credits towards a specialised certificate programme. After a certificate, the next level of study is a diploma or a degree. Progression on to one of these higher level programmes depends on a number of factors, including experience, other relevant qualifications, the CCS modules completed, and the requirements of the programme. Contact the CCS office at the University of Kent for more information and guidance on possible progression routes. T: 01227 827647 E: ccs@kent.ac.uk

CO Computer Science

CO320		Introduction to Object-Oriented Programming				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework with Pass/Fail Elements & Compulsory Numeric Elements	Kolling Prof M
1	Canterbury	Spring	C	15 (7.5)	100% Coursework with Pass/Fail Elements & Compulsory Numeric Elements	Welch Prof P

Contact Hours

22 lectures, 11 terminal/seminar sessions

Availability

CO320 is delivered twice: once in the Autumn Term and repeated in the Spring Term. Students may only register for one of these deliveries.

Synopsis

This module provides an introduction to object-oriented software development. Software pervades many aspects of most professional fields and sciences, and an understanding of the development of software applications is useful as a basis for many disciplines. This module covers the development of simple software systems. Students will gain an understanding of the software development process, and learn to design and implement applications in a popular object-oriented programming language. Fundamentals of classes and objects are introduced, and key features of class descriptions: constructors, methods and fields. Method implementation through assignment, selection control structures, iterative control structures and other statements is introduced. Collection objects are also covered and the availability of library classes as building blocks. Throughout the course, the quality of class design and the need for a professional approach to software development is emphasized

Learning Outcomes

use an object-oriented programming language to write programs;
 Read, understand and modify small programs
 Write programmes with the support of an integrated development environment;
 Structure data and information as class definitions
 Use object-oriented analysis, design and implementation to identify and solve practical programming problems;
 Test solutions to programming problems;
 Discuss the quality of solutions through consideration of issues such as encapsulation, cohesion and coupling;
 Use effectively a range of software development tools, such as an integrated development environment, text editor and compiler.

Preliminary Reading

See: <http://readinglists.kent.ac.uk/>

CO321		Introduction to Information Systems				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Ryan Dr N

Contact Hours

22 lectures, 10 terminal/seminar sessions

Synopsis

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 are undertaken individually or in small groups

Learning Outcomes

be aware of the interaction between economic and commercial factors and globalisation and the development of information systems
 Have studied several types of information system;
 Understand how information systems are used in different contexts;
 Know about the components and structures of typical information systems;
 Be familiar with the basic principles of data and information, and their presentation, representation and structuring using HTML and XML
 Appreciate the wide range of applications of XML, within and without the information systems domain,
 Be familiar with some of the notations used in representing the conceptual design of information systems
 Be able to observe, describe and critically evaluate a range of modern information systems;
 Be able to use standard notations drawn from UML to describe the functionality and components of straightforward information systems;
 Be able to implement simple static web pages using HTML;
 Be able to specify simple documents using XML

Preliminary Reading

See <http://readinglists.kent.ac.uk/>

CO324 Computer Systems

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	80% Exam, 20% Coursework	Eager Mr RD

Contact Hours

22 lectures, 6 terminal sessions

Synopsis

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 (eg 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.

Learning Outcomes

Describe the purpose of, and the interaction between, the functional hardware and software components of a typical computer system, as represented by a desktop PC attached to the University's network or in some other way to the Internet;
 Identify the principal hardware components and software services which provide infrastructure for the Internet from the global scale down to the desktop;
 Describe how networks interact with operating systems and applications to provide services and share resources among individual systems.

Preliminary Reading

The core material will be provided in lecture notes but see <http://readinglists.kent.ac.uk/> for recommended texts

CO327 Web Applications

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	80% Exam, 20% Coursework	TBA - Computing

Contact Hours

12 lectures, 24 classes/workshops

Availability

This module is not available to students who have taken CO525 Dynamic Web.

Synopsis

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.

Learning Outcomes

understand the basic principles of web page design and be able to write a basic web page using a web authoring tool;
 understand the basic principles of web site design and be able to construct a small site of interconnected pages with first and second level navigation;
 understand the basic concepts of data structuring;
 have acquired the skills to be able to implement an application that uses a database and has a simple user interface;

Preliminary Reading

Module lecture notes and class material will be available from the module web page. See <http://readinglists.kent.ac.uk/> for other electronic resources and recommended books

CO520 Further Object-Oriented Programming

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	70% Exam, 30% Coursework	Chitil Dr O

Contact Hours

22 lectures, 11 terminal/seminar sessions

Pre-requisites

CO320 Introduction to Object-Oriented Programming

Synopsis

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

Learning Outcomes

Use advanced features of an object-oriented programming language, such as inheritance and graphical libraries, to write programs;
 Use object-oriented analysis, design and implementation with a minimum of guidance, to recognize and solve practical programming problems involving inheritance hierarchies;
 Design appropriate interfaces between modular components;
 Evaluate the quality of competing solutions to programming problems
 Evaluate possible trade-offs between alternative solutions, for instance those involving time and space differences.

Preliminary Reading

See <http://readinglists.kent.ac.uk/>

CP Comparative Literature

CP305 Fiction, Truth & Politics

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Schächter Dr E

Synopsis

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 classic 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.

Preliminary Reading

- ANDRE GIDE - 'The Immoralist'
- ALBERT CAMUS - 'The Outsider'
- FRANZ KAFKA - 'Metamorphosis'
- JAMES JOYCE - 'The Dead'
- LEONARDO SCIASCIA - 'The Day of the Owl'
- SYLVIA PLATH - 'The Bell Jar'

CP306 Fiction, Truth & Politics

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Staebler Dr A

Restrictions

CP306 can be taken independently or with CP305.

Synopsis

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

- ALBERT CAMUS - 'The Fall'
- MILAN KUNDERA - 'The Joke'
- BERTOLT BRECHT - 'The Life of Galileo'
- BERNHARD SCHLINK - 'The Reader'
- MICHEL HOUELLEBECQ - 'Atomised'
- ARTHUR MILLER - 'The Death of a Salesman'
- ROBERT MUSIL - 'The Confessions of Young Törless'

CP311 The Tale

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	Schaffner Dr A

Synopsis

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 folk tales and fairy tales into written forms, and discuss various short prose genres including Aesopian fables, myths, folk tales and fairy tales, 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 fairy tale and on genre theories are studied in conjunction with the primary texts. This is a core module for all students of Comparative Literature. All texts are in English.

Preliminary Reading

- ANON - 'The Epic of Gilgamesh', Penguin, 1972
- APULEIUS - 'The Golden Ass', Penguin, 2004
- ANON - 'Tales from the Thousand and One Nights', Penguin, 1973
- J & W GRIMM - 'Grimm's Fairy Tales', Penguin, 1995
- EDGAR ALLAN POE - 'The Fall of the House of Usher and Other Writings', Penguin, 2003
- FRANZ KAFKA - 'The Complete Short Stories', Vintage, 1992
- JORGE LUIS BORGES - 'Labyrinths: Selected Stories and Other Writings', Penguin, 2000
- ANGELA CARTER - 'The Bloody Chamber', Penguin, 1979
- TZVETAN TODOROV - 'The Fantastic: A Structural Approach to a Literary Genre', Cornell University Press, 1975
- BRUNO BETTELHEIM - 'The Uses of Enchantment', Penguin, 1991

CP317 Childhood and Adolescence in Prose Fiction

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	March-Russell Dr P

Synopsis

It has been argued that early modern Europe invented the idea of childhood as a separate human condition. This module is designed not to resolve that argument but to compare different attitudes to childhood and adolescence as represented in modern European, American and postcolonial fiction. The module will also introduce students to different approaches in studying genre, character and narrative technique.

Preliminary Reading

- MARK HADDON - 'The Curious Incident of the Dog in the Night Time', Vintage
- C. COLLODI - 'The Adventures of Pinocchio', Oxford World's Classics
- STEPHEN CHBOSKY - 'The Perks of being a Wallflower', Pocket Books
- ANTHONY BURGESS - 'A Clockwork Orange', Penguin
- FRANCES HODGSON BURNETT - 'The Secret Garden', Penguin Popular Classics
- L. P. HARTLEY - 'The Go-Between', Penguin
- E. NESBIT - 'The Story of the Treasure Seekers', Puffin Classics
- R.K. NARAYAN - 'Swami & Friends', Vintage
- TSITSI DANGAREMBGA - 'Nervous Conditions', Ayeibia Clarke

CP318 Introduction to Contemporary European and Hispanic Cinemas

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Lázaro-Reboll Dr A

Contact Hours

2 hours per week

Synopsis

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 Mexico) before being brought together again in the final lecture.

FILMS STUDIED INCLUDE: Nuovo Cinema Paradiso (Giuseppe Tornatore, 1989), Amélie (Jean-Pierre Jeunet, 2001), Amores Perros (Alejandro González Inárritu, 2000), Festen (Thomas Vinterberg, 1998), Podwójne życie Weroniki / The Double Life of Veronique (Krzysztof Kieslowski, 1991), Todo sobre mi madre / All About My Mother (Pedro Almodóvar, 1999)

CP319 Post-War European Cinemas

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Lázaro-Reboll Dr A

Contact Hours

2 hours per week

Synopsis

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, British Cinema of the 1960s, 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 STUDIED INCLUDE: Ladri di Biciclette / Bicycle Thieves (Vittorio de Sica, 1948), The Man in the White Suit (Alexander Mackendrick, 1951), A bout de souffle / Breathless (Jean-Luc Godard, 1960), Darling (John Schlesinger, 1965), Die Blechtrommel / The Tin Drum (Volker Schlöndorff, 1979), Cría cuervos / Raise Ravens (Carlos Saura, 1975)

Preliminary Reading

- TIMOTHY CORRIGAN - 'A Short Guide to Writing about Film'
- ELIZABETH EZRA - 'European Cinema'
- PIERRE SORLIN - 'European Cinemas, European Societies'
- CATHERINE FOWLER (ed.) - 'The European Cinema Reader'

CP320**The Romantic Movement in Europe**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	March-Russell Dr P

Synopsis

The module focuses upon the development of Romanticism in France, Germany and Russia. It begins with the influence of Goethe and Rousseau and then concentrates upon German Romanticism. The second half of the module examines the work of French and Russian writers before concluding with Stendhal as both a review of Romanticism and a foreshadowing of nineteenth-century realism

Preliminary Reading

STENDHAL - 'The Red and the Black', Penguin

FRIEDRICH SCHILLER, - 'Mary Stuart', Penguin

JEAN-JACQUES ROUSSEAU - 'Reveries of a Solitary Walker', Penguin

ALEXANDER PUSHKIN- 'Eugene Onegin', Penguin

MIKHAIL LERMONTOV - 'A Hero of Our Time', Penguin

BENJAMIN CONSTANT - 'Adolphe', Oxford World's Classics

J.W. VON GOETHE - 'The Sorrows of Young Werther', Penguin

DR Drama & Theatre Studies

DR315 Modern Theatre: A Theoretical Landscape

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Varakis-Martin Dr A

Contact Hours

5 hours per week. 3 hour lecture/video screening to introduce you to the ideas and work you will discuss later in your 2 hour seminar

Restrictions

Not available as a Wild Module. Only available to Single Honours Drama students.

Availability

Available to Single Honours Drama students under code DR315, to Joint Honours Drama students DR316

Synopsis

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.

Preliminary Reading

- R SCHNEIDER & G CODY (eds.) - 'Redirections', Routledge, London, 2002
- A ARTAUD - 'The Theatre and Its Double', Calder, London, 1981
- P BROOK - 'The Empty Space', Penguin, London,
- M HUXLEY & N WITTS (eds.) - 'The Twentieth Century Performance Reader', Routledge, London, 1999
- N CHILDS & J WALWIN - 'A Split Second of Paradise', Rivers Oram Press, London, 1998

DR316 Modern Theatre: A Theoretical Landscape

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	100% Coursework	Klich Dr R

Restrictions

Not available as a Wild Module. Only available to Joint Honours Drama Students.

Availability

Available to Joint Honours Drama students under code DR316 and Single Honours Drama students under code DR315

Synopsis

See entry for DR315

DR317 Texts for Theatre

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	100% Coursework	Radosavljevic Dr D

Contact Hours

4 hours per week

Restrictions

Not available as a Wild Module

Synopsis

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, performer, stage manager or stand-up comedian, a thorough knowledge in the skill and craft of dramaturgy, in the repertoire of play texts from all ages and all corners of the world and in theatre history is indispensable. Studying play texts allows you to acquire essential knowledge about crafting plots, roles, spaces and bodies which is absolutely 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. "Texts for Theatre" is therefore a most vital foundation module in your first year of studies. You will learn how to approach texts for theatre not as literature, but - as the module title suggests - as texts for theatre. The module will focus on a number of 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 historical and theoretical interpretative perspectives on theatre. You will work primarily on an intensive team project for the majority of the term. It is expected that you will spend at least five hours per week on unsupervised work within your research teams.

Preliminary Reading

W B WORTHEN, (ed.) - 'The Wadsworth Anthology of Drama', Heinle & Heinle, 2003

M WALLIS. S SHEPHERD - 'Studying Plays', Arnold, 2002

J R BROWN, (ed.) - 'The Oxford Illustrated History of Theatre', Oxford UP, 2001

M PATTERSON - 'Oxford Guide to Plays: An A-Z Guide to the 1,000 best Plays of World Theatre', Oxford UP, 2007

M FORTIER, - 'Theory/ Theatre. An Introduction', Revised ed., Routledge, 2002

P ALLAIN and J HARVIE - 'The Routledge Companion to Theatre and Performance', Routledge, 2006

K PICKERING - 'Key Concepts in Drama and Performance', Palgrave, Macmillan, 2005

DR323 Performance Skills

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Camilleri Dr F

Contact Hours

2 hours per week

Restrictions

Not available as a Wild Module

Synopsis

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. 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.

Preliminary Reading

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

BERRY, CICELY - 'The Actor and his Text', Harrap, London, 1987

DENNIS, ANNE - 'The Articulate Body', Drama Book Publisher, 1995

JOHNSTONE, KEITH - 'Impro', Methuen, London, 1996

PISK, LITZ - 'The Actor and his Body', Harrap, 1975

RODENBURG, PATSY - 'The Right to Speak', Methuen, London, 1992

DR324 Performance Skills (JH)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Camilleri Dr F

Contact Hours

2 hours per week

Restrictions

Not available as a Wild Module. Only available to Joint Honours Drama Students.

Synopsis

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 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.

Preliminary Reading

- BERRY, CICELY - 'The Actor and his Text', Harrap, London, 1987
- DENNIS, ANNE - 'The Articulate Body', Drama Book Publisher, 1995
- RODENBURG, PATSY - 'The Right to Speak', Methuen, London, 1992
- PISK, LITZ - 'The Actor and his Body', Harrap, 1975
- JOHNSTONE, KEITH - 'Impro', Methuen, London, 1996

DR334 Theatre Workshop

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Trimingham Dr M

Contact Hours

4 hours per week

Restrictions

Not available as a Wild Module

Synopsis

This module aims to introduce you to the practical procedures and equipment utilised in the staging of theatre. Over two terms you will undertake at least two different disciplines which may include Stage Management, Lighting Design, Sound Design or Scenic Construction. You will explore the world of theatre from a different angle in each of the technical disciplines so that by the end of the module you will be familiar with the technical and logistical aspects of production, but your technical skills and expertise will be integrated with aspects of the whole curriculum in year 1. Some classes will involve active production work, others will be based around a theatrical process, for example using a theoretical/historical framework or a particular text. This module requires at different times independent study, practical work outside session and some evening and weekend work.

Preliminary Reading

- PETER DEAN - 'Production Management: Making Shows Happen', The Crowood Press, 2002
- SOOZIE COPLEY & PHILIPPA KILLNER - 'Stage Management, A Practical Guide'. The Crowood Press, 2001
- JOHN BLURTON - 'Scenery: Draughting and Construction', A & C Black, London, 2001
- MARCO VAN BEEK - 'A Practical Guide To Health And Safety In The Entertainment Industry', Entertainment Technology Press, 2000
- FRANCIS REID - 'The ABC of Stage Technology', A&C Black, London, 1995
- PETER COLEMAN - 'Basics-A Beginners Guide to Stage Lighting', ETP, 2003
- PATRICK FINELLI - 'Sound for the Stage', ETP, 2003

EC Economics

EC302		Economics Mode B				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Carruth Prof A

Contact Hours

44 lectures and 23 seminars

Restrictions

EC304, EC313 and MA309 cannot be taken with this module

Synopsis

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.

Learning Outcomes

be able to follow and use economic analysis

be able to present economics arguments and ideas in seminars

be able to write economics essays and answers to short economics questions

be prepared to study economics at Stage 2

be able to work in a group on economics seminar problems

have been introduced to the following economics topics: supply and demand; allocation of resources; trade; markets; consumer, producer and government decision making; distribution of income; poverty; market failure; the environment; government policy; national income; unemployment; inflation; economic growth; macroeconomic models; government spending and taxation; money; interest rates; and macroeconomic control of the economy

Preliminary Reading

PHILLIP ALLAN - 'The Economic Review', quarterly periodical

PARKIN, M., POWELL, M., & MATTHEWS, K. - 'Economics', Addison-Wesley, 6th ed., 2005

LIPSEY & CRYSTAL - 'Economics', Oxford University Press, 11th ed., 2007

EC313		Microeconomics for Business				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	Carruth Prof A

Contact Hours

12 lectures, 11 seminars, 3 workshops

Restrictions

EC302, EC304 and MA309 cannot be taken with this module

Method of Assessment

40% coursework, consisting of one timed essay (20%) and one true/false test (20%)

60% written examination

Synopsis

The aim of the module is to introduce students to economics and the use of economics in analysing business decisions, strategic behaviour, problems and issues. The material covered will be useful to business students through all stages of their degree. The main topics covered are: business organisations; supply and demand; operation of markets; business in a market environment; the consumer; profit maximisation; consumer, producer and government decision-making; business strategies; alternative theories of the firm; pricing strategies; input markets; and investment and capital.

Learning Outcomes

Understand the basic principles of microeconomics

Understand the main ways in which microeconomics can be used to analyse business decisions, behaviour, problems and issues

Understand the economic analysis of important current business issues in the UK, the European Union and the world economy

Be equipped with the microeconomic analysis skills and understanding necessary for business and other degrees

Be able to construct their own economic arguments and offer critical comments on the arguments of others.

Preliminary Reading

Worthington, Britton and Rees (2007), Economics for Business: Blending Theory and Practice, 2nd ed, Prentice Hall, Pearson Education

J Sloman and K Hinde (2007), Economic for Business, 4th ed, Prentice Hall, Pearson Education

EN English & American Literature, Post-Colonial Literature, Creative Writing

EN302		Early Drama				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	75% Coursework, 25% Project	O'Connor Dr M

Contact Hours

1 hour lecture and 1½ hour seminar per week

Restrictions

Not available as a Wild Module

Synopsis

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*. Policed 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.

Preliminary Reading

AC CAWLEY (ed.) - 'Everyman and Medieval Miracle Plays'

CHRISTOPHER MARLOWE - 'Dr Faustus'

P HAPPE - 'English Drama before Shakespeare'

Essential: Early Drama booklet (available at the beginning of the module)

EN303		Introduction to American Studies				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	75% Coursework, 25% Exam	Wills Dr J

Contact Hours

2 hours per week - 1 one-hour lecture and 1 one-hour seminar

Synopsis

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

TOCQUEVILLE, A. de - 'Democracy in America', 1835

TEMPERLEY, H & BIGSBY, C (eds.) - 'A New Introduction to American Studies', 2006

BRADBURY, M., & RULAND, R. - 'From Puritanism to Postmodernism: A History of American Literature', 1993

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

HARTLEY, J. & PEARSON, R. (eds.) - 'American Cultural Studies: A Reader', 2000

HORWITZ, R. P. (ed.) - 'The American Studies Anthology', 2001

KAPLAN, R., - 'An Empire Wilderness', 1998

EN308		Romanticism and Critical Theory				
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	45 (22.5)	67% Coursework, 33% Exam	Batchelor Dr J(EN)

Contact Hours

1 hour lecture, 2 hour seminar per week

Restrictions

Not available as a Wild Module

Synopsis

This year-long module is an introduction to the study of English literature. It aims to develop your knowledge of how to read literary texts in the context of their artistic and cultural milieu, and introduces the terms and concepts which are used in the discussion and analysis of literature. The course examines some of the most significant writing of the Romantic period (1780-1830) - a period in which the role and forms of literature were being redefined - alongside recent debates in critical theory. You will study a wide range of literary texts from the poetry of Blake and Wordsworth to the novels of Jane Austen and Mary Shelley (Frankenstein), with reference to contemporary debates and against the backdrop of the period's turbulent history (the French Revolution, the growth of cities, industrialisation). In parallel, this module explores key critical questions about literature: Why read it? What is an author? What is the role of poetry in society? How is literature shaped by culture? What is 'Art'? Lectures introduce central topics in Romanticism and Critical Theory, while seminars emphasise lively discussion.

Preliminary Reading

DUNCAN WU (ed.) - 'Romanticism: An Anthology', 3rd ed.

MARY SHELLEY - 'Frankenstein'

EN325		Critical Practice				
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	Cox Dr R

Contact Hours

10 weekly 1-hour seminars

Restrictions

Not available as a Wild Module

Synopsis

Why do we read? What do we read? How do we read?

Close reading is fundamental to the interpretation of literature; 'reading closely' involves developing a deep understanding and a precise interpretation of a literary passage that is based first and foremost on the words themselves. But a close reading does not stop there; rather, it explores the nuances and connotations of language and is sensitive to the contradictions and dynamic tensions with the text.

This module will introduce you to the key skills of close-reading and literary analysis and equip you with the tools to approach literary texts with confidence and to write your own literary analyses. Using a range of short texts, both poetry and prose, we will pay close attention to the nuances and associations of literary language and the linguistic, cultural, semantic and structural aspects of writing. You will also be encouraged to consider ideas of 'the canon' - how and why we read and study particular texts and not others - and develop a critical vocabulary for use throughout your studies.

The texts selected for discussion offer a broad introduction to the best and most celebrated writing in the history of English Literature, from its beginnings before the Norman Conquest to its post-colonial form, and include writings by Milton, Keats, Austen, Hardy, Woolf, Whitman and Rushdie.

Preliminary Reading

REBECCA STOTT, ANNA SNAITH & RICK RYLANCE - 'Making your Case: A Practical Guide to Essay Writing', Longman / Pearson Education, 2001

REBECCA STOTT & PETER CHAPMAN - 'Grammar and Writing', Longman / Pearson Education, 2001

A course booklet will be made available.

EN326		Narrative Theory and Practice				
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Thomas Ms S

Contact Hours

1 hour lecture and 1 hour seminar per week

Restrictions

Not available as a Wild Module

Synopsis

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

HOMER - 'The Odyssey', Oxford World Classics, 1998

SHAKESPEARE - 'Hamlet', Penguin, 2005

ARISTOLE - 'Poetics', Penguin, 1996

EN327 Poetry Theory and Practice

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Herd Dr D

Contact Hours

10 x 1 hour lectures; 10 x 1 hour seminars; plus 10 study hours per week.

Restrictions

Not available as a Wild Module

Synopsis

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.

Preliminary Reading

HOMER - 'Odyssey', Oxford World's Classics

The ENTHUSIAST - 'The Enthusiast Field Guide to Poetry'

JOHN REDMOND - 'How to Write a Poem', Blackwell

CARY NELSON (ed.) - 'Anthology of Modern American Poetry', OUP, 2000

EDNA LONGLEY (ed.) - 'Bloodaxe Book of 20th Century Poetry', Bloodaxe, 2000

ARISTOTLE - 'Poetics', Penguin

FI Film Studies

FI308		PI:Exploring the Frame				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Barnard Ms C

Contact Hours

3 contact hours per week. In addition to class time students are expected to complete 17 private study/practice hours per week

Restrictions

Not available as a Wild Module

Availability

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.

Method of Assessment

60% short practical projects; 30% 1 x written essay 1000 words; 10% workshop/creative participation

Synopsis

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, FI586 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

REES, A. L. - 'A History of Experimental Film and Video', BFI, 1999

BORDWELL, D & THOMPSON, K - 'Film Art - An Introduction', McGraw Hill, 2004

FI309		Exploring the Frame				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	100% Coursework	Pitts Dr V

Availability

Available in the Autumn term under code FI308 and Spring term under code FI309

Synopsis

See entry for FI308

FI310		Introduction to Narrative Cinema 1: American Cinema				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Sayad Dr C

Contact Hours

10 lectures x 1 hour, 10 seminars x 75 minutes, 9 screenings x 2 hours

Restrictions

Not available as a Wild Module

Method of Assessment

20% 1 x Quiz; 30% 1 x essay 1500 words; 40% 1 x essay 2500 words; 10% Seminar Performance

Synopsis

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. 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

BORDWELL, D. & THOMPSON, K. - 'Film Art - An Introduction', latest edition, McGraw Hill, London

CORRIGAN, T - 'A Short Guide to Writing About Film', latest edition, Harper Collins, New York

FI311 Introduction to Narrative Cinema 2: World Cinema

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	100% Coursework	Frey Mr M

Contact Hours

10 lectures x 1 hour, 10 seminars x 75 minutes, 18 screenings (extending into summer term) x 2 hours

Pre-requisites

Introduction to Narrative Cinema 1: American Cinema

Restrictions

Not available as a Wild Module

Method of Assessment

30% 1 x essay 1000 words; 40% 1 x essay 2500 words; 20% 1 x set of critiques 1200 words; 10% seminar participation

Synopsis

The course introduces you to a variety of 'World', or international, cinemas. We will examine films as products of their particular national and regional origins and as addressing specific audiences. In addition we will treat topics such as realism, film as personal expression, how film represents or reflects upon history as well as matters of industry, technology and distribution. We will also explore how the films are informed by, or sometimes work to reject, Hollywood traditions of filmmaking. In the seminars you will continue to develop your skills in close analysis, discussing the style and significance of specific sequences. In addition, you will begin to assess critical writing that focuses both on the films themselves and on broader issues surrounding their production or 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 organise a World Cinema film festival for your fellow FI 311 students in the summer term.

Preliminary Reading

CHAUDHURI, S. - 'Contemporary World Cinema', Edinburgh University Press, 2005

EZRA, E. (ed.) - 'European Cinema', Oxford University Press, 2003

CORRIGAN, T. & WHITE, P. - 'The Film Experience', Bedford/St. Martin's, New York, 2004

KAWIN, B. - 'How Movies Work', University of California Press, London, 1992

FR French

FR300		Learning French 3 (Post A Level)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Tregouet Dr A

Contact Hours

3 contact hours per week (grammar lecture, written skills seminar, oral skills seminar). In addition to classtime, students are expected to spend one hour per week in the Media Lab for self study

Pre-requisites

'A' or 'AS' Level French, or equivalent.

Restrictions

This module is not open to native speakers and bilingual students, who should consult with the module convenor for an alternative module.

Synopsis

This year-long module reinforces and expands skills acquired at 'A' level by using a wide variety of materials. The module involves three timetabled hours per week. The first hour is a formal lecture on specific points of French grammar. The second hour is the written skills seminar which concentrates on grammar, syntax, essay writing and translation skills. The third hour is the oral skills seminar which involves oral expression and listening comprehension activities.

Preliminary Reading

Module booklet containing written and oral/aural activities

FR301		Writer and Genre in France I				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Freville Mrs C

Pre-requisites

'A' or 'AS' Level French, or equivalent

Synopsis

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.

Preliminary Reading

MOLIERE - 'Le Tartuffe'

YOURCENAR - 'La Petite Sirène' (photocopy available)

SARTRE - 'Les Mains Sales'

ROSTAND - 'Cyrano de Bergerac'

MARIVAUX - 'Le Jeu de l'amour et du hasard'

FR302		Writer and Genre in France II				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Fowler Dr J

Pre-requisites

'A' or 'AS' Level French, or equivalent

Synopsis

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.

Preliminary Reading

VOLTAIRE - 'Zadig'

AYME - "Le Passe-muraille", 'La carte' in 'Le Passe-muraille'

MAUPASSANT - 'Short Stories' (photocopy available from seminar leader)

HUGO - 'Le Dernier Jour d'un condamné'

SEBBAR - 'La jeune fille au balcon', 'La photo d'identité' in 'La jeune fille au balcon'

YOURCENAR - 'Comment Wang-fo fut sauvé', 'Le Lait de la mort' in 'Nouvelles Orientales'

CAMUS - 'L'Hôte', 'Une femme adultère' in 'L'Exil et le royaume'

FLAUBERT - 'Un Cœur Simple' in 'Trois Contes'

FR308 Questions of French Cinema

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Baldwin Dr T

Pre-requisites

'A' or 'AS' level French or equivalent

Synopsis

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.

Preliminary Reading

SUSAN HAYWARD - 'French National Cinema', Routledge, 1993

FR310 Twentieth Century France in Crisis

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Baldwin Dr T

Pre-requisites

A Level French or equivalent

Synopsis

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.

Preliminary Reading

- MALLE - Milou en mai
- PONTECORVO - La bataille d'Alger
- RENOIR - La Grande Illusion
- MALLE - Au-revoir les enfants
- TRUFFAUT - Le Dernier Métro
- JEUNET - Un long dimanche de fiançailles

FR326 French for Beginners

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	15 (7.5)	100% Coursework	Tregouet Dr A

Contact Hours

3 contact hours per week. In addition to classtime, students are expected to spend one hour per week in the Media Lab for self study.

Pre-requisites

Little or no previous study of French

Restrictions

This module is not available to students who are studying French as a Single Honours or as a Joint Honours subject.

Synopsis

This year-long module introduces students to basic skills of French language and allows them to learn French at a non-specialist level. Students are taught basic grammatical principles and the use of spoken French to answer simple practical questions. The module is intended for students from any discipline in the University who wish to learn French from Beginners' level as a wild module. Successful completion of this module would allow students to progress to French Language and Culture 1.

Preliminary Reading

Panorama1: Méthode de français

FR327 Learning French 2A (Post GCSE)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Tregouet Dr A

Contact Hours

3 contact hours per week

In addition to classtime, students are expected to spend 1 self-study hour per week in the Media Lab

Pre-requisites

GSCE French, or equivalent

Restrictions

This module is not intended for students with an 'A' Level in French, bilingual students, or French native speakers

Synopsis

This term-long module is intended for students from any discipline who wish to continue their study of French. It also permits them to carry on to the next step up in French (FR328 in the Spring term). Students cover two main topics each week: grammar (1 hour) and language skills through 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 different regions of France: overseas departments, Paris and its suburbs, Centre, North and East, Centre-East, South-East, South-West, West.

Preliminary Reading

La France des Régions (Collection FLE), Presses universitaires de Grenoble, 2001

Panorama 2: Méthode de français

FR328 Learning French 2B (Post GCSE)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Tregouet Dr A

Contact Hours

3 contact hours per week

In addition to classtime, students are expected to spend 1 self-study hour per week in the Media Lab

Pre-requisites

FR327 or equivalent

Restrictions

This module is not intended for students with an A Level in French, bilingual students, or French native speakers

Synopsis

This term-long module is intended for students from any discipline who wish to continue their study of French and for students who wish to study French to degree level and participate in the year abroad but do not have an 'A' level in French. Those students should have taken Learning French 2A in the Autumn Term and at the end of this module will be able to progress to Learning French 4 which will prepare them for the year abroad.

Students cover two main topics each week: grammar (1 hour) and language skills through 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. In addition, students refine their language skills through the study of the French language presented in the context of two short novels.

Preliminary Reading

Panorama 2: Méthode de français

Lectures CLE en Français facile Sand-La Mare aux diables

Lectures CLE en Français facile Maupassant-Une vie

FR330 Intensive French for Beginners

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Tregouet Dr A

Contact Hours

4 contact hours per week

In addition to classtime, students are expected to spend one self-study hour per week in the Media Lab

Pre-requisites

Little or no previous study of French

Restrictions

This module is not intended for students with an A Level or GSCE in French, bilingual students or for French native speakers

Synopsis

This year-long 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 Learning French 4. 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

Panorama 1: Méthode de français

Panorama 2: Méthode de français

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

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	de Medeiros Dr A

Synopsis

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

Preliminary Reading

- MOLIERE - 'The Miser', 'The Bourgeois Gentleman'
- RACINE - 'Phaedra'
- MARIVAUX - 'La Double Inconstance'
- HUGO - 'Preface to Cromwell'
- ANOUILH - 'Antigone'
- MUSSET - 'Lorenzaccio'
- SARTRE - 'No Exit'

FR332 French Narratives: Love, Marriage and Politics (in translation)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Fowler Dr J

Contact Hours

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

Pre-requisites

'A' or 'AS' Level German, or equivalent.

Synopsis

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.

Preliminary Reading

- VOLTAIRE - 'Candide'
- CONSTANT - 'Adolphe'
- MAUPASSANT - 'Short Stories'
- VERCORS - 'The Silence of the Sea'
- CAMUS - 'The Stranger'
- BÂ - 'So Long a Letter'
- ERNAUX - 'Shame'

GE German**GE301 Learning German 3 (Post A Level)**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	Durrani Prof O

Contact Hours

1 lecture, 1 seminar and one hour of conversation per week

Pre-requisites

'A' or 'AS' Level German, or equivalent.

Restrictions

Timetable will not allow this module to be taken with EC302

Synopsis

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

Preliminary Reading

CRYSTAL, David - 'Rediscover Grammar', Longman, 2004

LEWIS, Derek - 'Contemporary German. A Handbook', Edward Arnold, London, 2001

Bill DODD et al - 'Modern German Grammar Workbook' and 'Modern German Grammar: A Practical Guide', Routledge, 2003

GE304 Learning German 1 (Beginners)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	Krauss Miss S

Contact Hours

2 hour seminar and 1 hour conversation per week

30% coursework 70% examination

Synopsis

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.

Preliminary Reading

LEMCKE, C (2002): 'Berliner Platz 1 – Deutsch im Alltag für Erwachsene – Lehr- und Arbeitsbuch 1, Berlin: Langenscheidt.

GE307 Learning German 2 (Intermediate)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	Partridge Dr J

Pre-requisites

GCSE German or equivalent

Synopsis

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

TEBBUTT, S - 'Klaro!', Edward Arnold, London, 2001

GE311 Varieties of German Writing

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Hutchinson Dr B

Pre-requisites

'A' or 'AS' Level German, or equivalent.

Synopsis

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.

Preliminary Reading

FRANZ KAFKA - 'Die Verwandlung', Reclam, 1978
 JEREMIAS GOTTHELF - 'Die schwarze Spinne', Reclam, 1950
 GEORG KAISER - 'Von morgens bis mitternachts', Reclam, 1965
 GERHART HAUPTMANN - 'Vor Sonnenaufgang', Ulstein, 1965
 BERTOLT BRECHT - 'Die Dreigroschenoper', Suhrkamp, 1958
 LUDWIG TIECK - 'Der blonde Eckbert', 'Der Runenberg', Reclam, 1952

GE312 Images of Germany, 1945-1990

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Hutchinson Dr B

Pre-requisites

'A' or 'AS' Level German, or equivalent.

Synopsis

German-speaking Europe 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.

Preliminary Reading

MARK ALLINSON - 'Germany and Austria 1814-2000', Arnold, London, 2002
 ERICH FRIED - 'und Vietnam und', Wagenbach, 1966
 GUNTER GRASS - 'Die Plebejer proben den Aufstand', Steidl, 2003
 MONIKA MARON - 'Pawels Briefe', Fischer, 1999
 THOMAS BERNHARD - 'Heldenplatz', Suhrkamp, 1988
 FRANZ FÜEHAMNN - 'Böhmen am Meer', Rotbuch, 1999

GE321 Speak Proper German!

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Partridge Dr J

Contact Hours

20 contact hours (10 one-hour lectures, 10 one-hour seminar/workshops)

Synopsis

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

Preliminary Reading

BOASE-BEIER, J and LODGE, K - 'The German Language', Blackwell, Oxford, 2003
 SCHWITALLA, J - 'Gesprochenes Deutsch: eine Einführung', Erich Schmidt Verlag, Berlin
 MOULTON, W.G - 'The Sounds of English and German', University of Chicago Press, Chicago, 1962
 HALL, C - 'Modern German Pronunciation: An Introduction for Speakers of English', Manchester University Press, 2003
 JOHNSON, S & BRABER, N - 'Exploring the German Language', 2nd edition, Cambridge University Press, 2008

HA History & Philosophy of Art**HA314 The Shock of the Now: Themes in Contemporary Art**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Newall Dr M

Availability

Available as a 15 credit module under code HA314, as a 30 credit module under code HA315

Method of Assessment

100% Coursework: 40% 1 x critical essay; 30% Seminar Presentation; 30% Seminar notes

Synopsis

See entry for HA315

HA315 The Shock of the Now: Themes in Contemporary Art

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Newall Dr M

Contact Hours

2 hour lecture and 2 hour seminar per week

Availability

Available as a 30 credit module under code HA315, as a 15 credit module under code HA314

Method of Assessment

100% Coursework: Two critical essays (20% and 40%); Seminar Presentation (20%); Seminar notes (20%)

Synopsis

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

FREELAND, Cynthia - 'Art Theory: A Very Short Introduction', Oxford University Press, 2001

STALLABRASS, Julian - 'High Art Lite: British Art in the 1990's', Verso, 1999

COLLINGS, Matthew - 'This is Modern Art', Weidenfeld & Nicolson, 1999

FOSTER, Hal, KRAUSS, Rosalind, BOIS, Yve-Alain, BUCHLOH, Benjamin HD - 'Art Since 1900: Modernism, Antimodernism, Postmodernism', Thames & Hudson 2004

HA316 Thinking about Photography and its Histories

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Mikuriya Ms T

Availability

Available as a 15 credit module under code HA316, as a 30 credit module under code HA317

Method of Assessment

100% Coursework: Short Essay (30%); Critical Essay (50%); Reading Journal and attendance (20%)

Synopsis

See entry for HA317

HA317 Thinking about Photography and its Histories

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	30 (15)	100% Coursework	Mikuriya Ms T

Contact Hours

2 hour lecture and 2 hour seminar per week

Availability

Available as a 30 credit module under code HA317, as a 15 credit module under code HA316

Method of Assessment

100% Coursework: Short Essay (30%); Two Critical Essays (50%); Reading Journal and attendance (20%)

Synopsis

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. It 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

BARTHES, Roland - 'Camera Lucida: Reflections on Photography'

BATCHEN, Geoffrey - 'Burning with Desire: The Conception of Photography'

CLARKE, Graham - 'The Photograph'

WELLS, Liz - 'Photography: A Critical Introduction'

TAGG, John - 'The Burden of Representation: Essays on Photographies and Histories'

HA318 Now That Is Art! Aesthetics and the Visual Arts

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Maes Dr H

Availability

Available as a 15 credit module under code HA318, as a 30 credit module under code HA319

Method of Assessment

100% Coursework: Critical Summary (30%); Essay (50%); Seminar Performance and Preparation Notes (20%)

Synopsis

See entry for HA319

HA319 Now That Is Art! Aesthetics and the Visual Arts

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	30 (15)	100% Coursework	Maes Dr H

Contact Hours

2 hour lecture and 1 hour seminar per week

Availability

Available as a 30 credit module under code HA319, as a 15 credit module under code HA318

Method of Assessment

100% Coursework: Critical summary (20%); Essay (50%); Seminar Presentation (15%); Seminar Performance and Preparation Notes (15%)

Synopsis

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

WARBURTON, Nigel - 'The Art in Question', Routledge

DICKIE, George - 'Introduction to Aesthetics', Oxford UP

GRAHAM, Gordon - 'Philosophy of the Arts', Routledge

HA320 Inner Worlds: Psychoanalytic Thinking and the Visual Arts

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Reason Mr D

Contact Hours

1 hour lecture and 2 hour seminar per week plus individual tutorials

Method of Assessment

100% Coursework: Precis (30%); Essay (50%); Seminar Log (20%)

Synopsis

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 Žižek 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

- GAY, Peter - 'Freud: A life for our time', 1998
- PHILLIPS, Adam - 'Terrors and Experts', 1997
- MILNER, Marion - 'On Not Being Able to Paint', 1983
- SYMINGTON, Neville - 'The Analytic Experience', 1986
- SAYERS, Janet - 'Freud's Art', 2007
- FREUD, Sigmund & DICKSON, Albert (ed.) - 'Art and Literature', 1990

HA321 Inner Worlds: Psychoanalytic Thinking and the Visual Arts

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Reason Mr D

Contact Hours

One 1 hour lecture and one 2 hour seminar per week plus individual tutorials

Method of Assessment

100% Coursework: Precis (15%); Essay (25%); Project Report (50%); Study Journal (10%)

Synopsis

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 Žižek 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

- FREUD, Sigmund & DICKSON, Albert (ed.) - 'Art and Literature', 1990
- FULLER, Peter - 'Art and Psychoanalysis', 1980
- PHILLIPS, Adam - 'Freud: A life for our time', 1997
- MILNER, Marion - 'On Not Being Able to Paint', 1983
- SYMINGTON, Neville - 'The Analytic Experience', 1986
- FREUD, Sigmund (HAUGHTON, Hugh, Introduction, McLINTOCK, David, translator) - 'The Uncanny', 2003
- MACLAGAN, David - 'Psychological Aesthetics', 2001
- GAY, Peter - 'Freud: A life for our time', 1998
- SAYERS, Janet - 'Freud's Art', 2007

HA323 Creative Investigations

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	60 (30)	100% Coursework	Hebson Ms N

Contact Hours

8 hours per week

Restrictions

Not available as a Wild Module

Synopsis

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

- BENJAMIN, Andrew - 'Object Painting'
- MARIN, Louis - 'To Destroy Painting'
- READ, Herbert - 'To Hell With Culture'
- BOIS, Yve Alain, KRAUSS, Rosalind E - 'Formless: A User's Guide'
- RICHTER, Gofried - 'Art and Human Consciousness'
- FREUD, Sigmund - 'Leonardo Da Vinci'
- HOLLOWAY, John - 'The Slumber of Apollo'
- LEJA, Michael - 'Reframing Abstract Expressionism'
- WOLLHEIM, Richard - 'Art and its Objects'
- STOKES, Adrian - 'Painting and the Inner World'
- NEILL, Alex and RIDLEY, Aaron - 'Arguing about Art'

HI History

HI300 Introduction to Literature and Science						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Smith Prof C

Contact Hours

Total of 30 hours

Synopsis

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.

Preliminary Reading

Jonathan SWIFT - 'Gulliver's Travels'
 Charles DICKENS - 'Hard Times'
 Edgar Allen POE - 'The Fall of the House of Usher and Other Writings'
 Mary SHELLEY - 'Frankenstein'
 Paul THEROUX - 'The Mosquito Coast'
 George ORWELL - 'Nineteen Eighty-four'
 Joseph CONRAD - 'The Secret Agent'
 H.G. WELLS - 'The Time Machine'

HI308 Science Fiction						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	75% Coursework, 25% Exam	Dolby Mr A

Contact Hours

Total of 30 hours

Synopsis

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.

Preliminary Reading

DICK, P.K. - 'Do Androids Dream of Electric Sheep?' 1968
 WELLS, H.G. - 'The War of the Worlds', 1898
 CLUTE, J. & NICHOLLS, P. (eds.) - 'The Encyclopedia of Science Fiction', 1993
 RABKIN, E.S. (ed.) - 'Science Fiction: A Historical Anthology', 1983
 PIERCY, M. - 'Woman on the Edge of Time', 1976

HI346 Monarchy and Aristocracy in England 1460-1640						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Fincham Prof K

Contact Hours

Total of 15 hours

Synopsis

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.

Preliminary Reading

POLLARD, A.J. - 'The Wars of the Roses', Macmillan
 LOADES, D. - 'Politics and the Nation, 1450-1660', Fontana
 KENYON, J. - 'Stuart England', Allen Lane
 STONE, L. - 'The Crisis of the Aristocracy, 1558-1641', Oxford
 STARKEY, D. (ed.) - 'Rivals in Power', Macmillan
 WILLIAMS, P. - 'The Tudor Regime', Oxford

HI353 Britain and the Second World War: The Home Front

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Connelly Prof M

Contact Hours

Total of 15 hours

Synopsis

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

ADDISON, P. - 'The Road to 1945'

CONNELLY, M. - 'We Can Take It! Britain and the Memory of the Second World War'

MARWICK, A. - 'The Home Front: The British and the Second World War'

LONGMATE, N. - 'How We Lived Then: A History of Everyday Life During the Second World War'

JEFFREYS, K. - 'War and Reform: British Politics during the Second World War'

CALDER, A. - 'The Myth of the Blitz'

CALDER, A. - 'The People's War'

HI359 Empire and Africa

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Whyte Ms C

Contact Hours

Total of 15 hours

Synopsis

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.

Preliminary Reading

BIRMINGHAM, D. - 'The Decolonisation of Africa', UCL Press

ZEWDE, B. - 'A History of Modern Ethiopia, 1955-1974', Currey

MARSOT, A. - 'A Short History of Modern Egypt', Cambridge

KYLE, K. - 'The Politics of the Independence of Kenya', Macmillan.

HARGREAVE, D. - 'Decolonization in Africa', Longman

DAVIDSON, B. - 'The Black Man's Burden', Currey

HI360 Making History

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Gittos Dr HB

Contact Hours

Total of 30 hours

Synopsis

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

Preliminary Reading

YORKE, B. - 'Wessex in the Early Middle Ages', 1995
 HUDSON, P. - 'Industrial Revolution' 1992
 DAUNTON, M. - 'Progress and Poverty, 1700-1850', 1995
 ABELS, R. - 'Alfred the Great', 1998
 JORDANOVA, L. - 'History in Practice', Arnold, 2000
 TOSH, J. - 'In Pursuit of History', Longman 3rd ed., 1999
 SHAPIN, S. - 'The Scientific Revolution', Chicago University Press, 1996
 DEAR, P. - 'Revolutionising the Sciences: European Knowledge and its ambitions 1500-1700', Palgrave, 2001
 MARWICK, A., EMSLEY, C. & SIMPSON, W. (eds.) - 'Total War and Historical Change', Oxford, 2001
 GOULD, S.J. - 'The Mismeasure of Man', Penguin, 2nd ed., 1997
 ANDERSON, B. - 'Imagined Communities: reflections on the origin and spread of nationalism', Verso
 HOBSBAWM, E.J. - 'The Invention of Tradition', Cambridge University Press

HI366 Britain in the Age of Industrialisation 1700-1830

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Ormrod Dr DJ

Contact Hours

Total of 15 hours

Synopsis

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.

Preliminary Reading

HUDSON, P. - 'The Industrial Revolution', 1992
 DAUNTON, M. - 'Progress and Poverty. An Economic and Social History of Britain, 1700-1850', 1994
 MATHIAS, P. - 'The First Industrial Nation', 1983
 FLOUD, R. & MCCLOSKEY, D. - 'The Economic History of Britain since 1700', vols I, 1994
 DIGBY, A. & FEINSTEIN, C. - 'New Directions in Economic and Social History', vols I & II, 1989, 1992

HI376 Poverty and its Problems in England 1834 - 1914

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Ditchfield Prof GM

Contact Hours

Total of 15 hours - 1 weekly seminar, 1 fortnightly lecture

Synopsis

'A decent provision for the poor, is the true test of civilization' (Dr Samuel Johnson, 1770). The condition of the poor is an important indicator of the nature of any state. The study of poverty and its relief can serve as an essential introduction to social history. This module is designed to explore the nineteenth-century responses to poverty in England and Wales during the nineteenth century. Beginning with the poor Law Amendment Act of 1834 and its immediate antecedents, it charts attempts to define (and re-define) poverty. It examines the effect of infrequent wages, large families, sickness and accidents, old age, rural and urban contexts, and the impact of fatalism, moralism, private philanthropy and notions of collective responsibility. In addition to the study of legislation, reading from novelists and popular writers, and excerpts from social tracts, students will study statistical surveys (such as those of Henry Mayhew, Charles Booth and Seebohm Rowntree), the works of contemporary observers (such as Andrew Mearns, Lady Bell, and H. Rider Haggard), and the reports of Royal Commissions.

Preliminary Reading

- KEATING, P(ed.) - 'Into Unknown England 1866-1913. Selections from the Social Explorers', Fontana
- HIMMELFARB, G - 'The Idea of Poverty: England in the Early Industrial Age', Faber and 'Poverty and Compassion: the Social Ethic of the late Victorians', Knopf
- M.E. ROSE - 'The Relief of Poverty 1834-1914', 2nd ed., Macmillan
- H. CUNNINGHAM & J. INNES (eds) - 'Charity, Philanthropy and Reform. From the 1690s to 1850', Macmillan
- A. BRUNDAGE - 'The Making of the New Poor Law', Hutchinson
- L. HOLLEN LEES - 'The Solidarities of Strangers: the English Poor Laws and the People 1700-1948', Cambridge
- D. FRASER (ed.) - 'The New Poor Law in the Nineteenth Century', Macmillan and 'The Evolution of the British Welfare State', 2nd ed., Macmillan
- M.A. CROWTHER - 'The Workhouse System 1834-1929', Batsford Academic
- J.H. TREBLE - 'Urban Poverty in Britain 1830-1914', Batsford Academic
- A.J. KIDD - 'State, Society and the Poor in Nineteenth-Century England', Manchester U.P.
- C. CHINN - 'Poverty amidst Prosperity: the Urban Poor in England 1834-1914'

HI377 The Hundred Years' War

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Potter Dr D

Contact Hours

Total of 15 hours

Synopsis

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.

Preliminary Reading

- LEWIS, P.S. (ed.) - 'The Recovery of France in the Fifteenth Century', Macmillan and 'Later Medieval France', Macmillan
- ALLMAND, C. - 'The Hundred Years' War', Cambridge
- HOLMES, G. - 'Europe: Hierarchy and Revolt 1320-1450', Fontana
- SUMPTION, J. - 'The Hundred Years War', vol. I, Faber and Faber
- DUBY, G. - 'France in the Middle Ages, 987-1460', Blackwell
- POTTER, D. - 'A History of France, 1460-1560: the Emergence of a Nation State', Macmillan

HI385		Introduction to the History of Medicine				
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Schmidt Prof U

Contact Hours

Total of 15 hours

Synopsis

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. - 'Warm Climates and Western Medicine'
 CONRAD, L. I. - 'The Western Medical Tradition'
 DRAYTON, R. - 'Nature's Government'
 GETZ F- M. - 'Medicine in the English Middle Ages'
 HARRISON, M. - 'Climates and Constitutions'
 SLACK, P. - 'The Impact of Plague in Tudor and Stuart England'
 JACKSON, R. - 'Doctors and Diseases in the Roman Empire'
 PORTER, R. - 'The Greatest Benefit to Mankind'.
 LOUDON, I. - 'Western Medicine: An Illustrated History'

HI390		The Emergence of America: From European Settlement to 1880				
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Pettigrew Dr W

Contact Hours

Total of 15 hours

Synopsis

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.

Preliminary Reading

JONES, M. - 'The Limits of Liberty'
 NOBLES, G. - 'American Frontiers'
 COUNTRYMAN, E. - 'The Americans'
 KOLCHIN, P. - 'American Slavery, 1619-1877'
 HOFFMAN & GJERDE (eds.) - 'Major Problems in American History', Vol. I
 GRANT & HOLDEN REID (eds.) - 'The American Civil War: Explorations and Reconsiderations'

HI391 The Rise of the United States Since 1880

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Pettigrew Dr W

Contact Hours

Total of 15 hours

Synopsis

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.

Preliminary Reading

- HOFFMAN & GJERDE (eds.) - 'Major Problems in American History' Vol. II
- CHAFE & SITKOFF (eds.) - 'History of Our Time'.
- AMBROSE & BRINKLEY - 'America's Rise to World Power'
- BADGER, A.J. - 'The New Deal'
- JONES, M. - 'The Limits of Liberty'
- BRODY, D. - 'American Workers in the 20th Century' Vol. I

HI403 Introduction to Military History (Part 1)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Connelly Prof M

Contact Hours

Total of 15 hours

Method of Assessment

100% coursework

Synopsis

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

- VAN CREVELD, M. - 'Supplying War'
- STRACHAN, H. - 'European Armies and the Conduct of War'
- KEEGAN, J. & HOLMES, R. - 'Soldiers: A History of Men in Battle'
- KEEGAN, J. - 'The Face of Battle'
- GUDMUNDSSON, B. - 'On Artillery'
- ENGLISH, J.A. & GUDMUNDSSON, B. - 'On Infantry'

HI410 Medieval Europe c. 400-1066

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Gittos Dr HB

Contact Hours

Total of 15 hours

Synopsis

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.

There will be an optional fieldtrip to St Augustine's Abbey and St Martin's, Canterbury.

Preliminary Reading

- COLLINS, R - 'Europe 300-1000', 2nd ed., Basingstoke, 2001
- HOLMES, G. (ed.) - 'The Oxford Illustrated History of Medieval Europe', Oxford, 1998
- SMITH, J.M. - 'Europe After Rome', Oxford, 2005
- RESENWEIN, B. - 'A Short History of the Middle Ages', Peterborough, Ontario, 2002
- MCKITTERICK, R. (ed) - 'The Early Middle Ages, 400-1000', Oxford, 2001

HI411 Medieval Europe c. 1066-1450

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Bombi Dr B

Contact Hours

Total of 15 hours

Synopsis

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. - 'The Making of Europe: conquest, colonization and cultural change, 950-1350', London, 1994
- COOK W. & HERZMAN R. B - 'The medieval world view: an introduction', New York-Oxford, 2004
- TIERNEY B. & PAINTER S. - 'Western Europe in the Middle Ages, 300-1475', Boston-London, 1999
- BULL M. G. - 'Thinking medieval: an introduction to the study of the Middle Ages', Basingstoke, 2005
- BARBER M., - 'The two cities: Medieval Europe, 1050-1320', London, 1992
- SOUTHERN R. W. - 'The making of the Middle Ages', London, 1993

HI413 Introduction to Military History (Part 2)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Connelly Prof M

Contact Hours

Total of 15 hours

Method of Assessment

100% coursework

Synopsis

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.

Preliminary Reading

- John KEEGAN - 'A History of War' and 'War and our World'
- Brian BOND - 'War and European Society, 1870-1970'
- Hew STRACHAN - 'European Armies and the Conduct of War 1700-1945'
- Michael HOWARD - 'War in European History'
- John KEEGAN & Richard HOLMES - 'A History of Men in Battle'

HI415 Britain and Europe, 1500-1660

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Fincham Prof K

Contact Hours

Total of 15 hours

Synopsis

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

BONNEY, R. - 'The European Dynastic States 1494-1660', 1991
 RICHARDSON, G. - 'Renaissance Monarchy', 2002
 BRIGDEN, S - 'Lost Worlds, New Worlds: The Rule of the Tudors', 2000
 PETTEGREE, A. - 'Europe in the Sixteenth Century', 2002
 PARKER, G. - 'Europe in Crisis, 1598-1648', 1979
 DUFFY, E. - 'The Stripping of the Altars', 1992
 KISHLANSKY, M. - 'A Monarchy Transformed: Britain 1603-1714', 1996
 MUNCK, T. - 'Seventeenth Century Europe 1598-1700', 1990
 MILLER, J. (ed.) - 'Absolutism in Seventeenth-Century Europe', 1990
 MACKENNY, R. - 'Sixteenth-Century Europe', 1993
 LOCKYER, R - 'Habsburg and Bourbon Europe, 1470-1720', 1974
 KOENIGSBERGER, H.G. - 'Early Modern Europe 1500-1789', 1987
 KOENIGSBERGER, H.G. & MOSSE, G. - 'Europe in the Sixteenth Century', 1968
 ELTON, G.R. - 'Reformation Europe, 1517-59', 1963
 HALE, J.R. - 'Renaissance Europe, 1450-1520', 1971
 ELLIOTT, J.H. - 'Europe Divided, 1559-98', 1968
 CAMERON, E. - 'The European Reformation', 1991
 MACCULLOCH, D. - 'Reformation: Europe's House Divided 1490-1700', 2003
 ADAMSON, J. (ed). - 'The Princely Courts of Europe 1500-1750', 1999

HI419 England in the Age of Chivalry: c1200-1400

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Bovey Dr A

Contact Hours

Total of 15 hours

Synopsis

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.

Preliminary Reading

PRESTWICH, M - 'The Three Edwards: War and State in England, 1272-1377', 2nd ed, London, 2003
 BINSKI, P - 'Westminster Abbey and the Plantagenets: Kingship and the Representation of Power 1200-1400', New Haven, 1995
 KEEN, M - 'Origins of the English Gentleman: Heraldry, Chivalry and Gentility in Medieval England, c.1300-c.1500', Stroud, 2002 and 'Chivalry', New Haven, 1984
 HORROX, R & ORMROD, W.M. (ed) - 'A Social History of England, 1200-1500', Cambridge, 2006
 BINSKI, P & ALEXANDER, J (ed) - 'Age of Chivalry: Art in Plantagenet England 1200-1400', London, 1987
 HALLAM, E.M. (ed.) - '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', London, 2000

HI420 Russia 1682-1905:Autocracy, Reform and Culture

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Boobbyer Dr P

Contact Hours
Total of 15 hours

Method of Assessment
100% coursework

Synopsis

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.

Preliminary Reading

- CHRISTIAN, David - 'Imperial and Soviet Russia'
- WALDRON, Peter - 'Governing Tsarist Russia'
- SETON-WATSON, Hugh - 'The Russian Empire'
- SAUNDERS, David - 'Russia in the Age of Reaction and Reform, 1880-1881'
- PIPES, Richard - 'Russia under the Old Regime'
- OFFORD, Derek - 'Nineteenth Century Russia: Opposition to Autocracy'
- MALIA, Martin - 'Russia under Western Eyes'
- HOSKING, G - 'Russia: People and Empire'
- GOODING, John - 'Rulers and Subjects: government and people in Russia 1801-1991'
- FLORINSKY, M. - 'Russia, A history and an interpretation'
- FIGES, Orlando - 'Natasha’s Dance'

HI422 King Alfred the Great

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Gittos Dr HB

Contact Hours
Total of 15 hours

Synopsis

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.

Preliminary Reading

- ABELS, R. - 'Alfred the Great: War, Kingship and Culture in Anglo-Saxon England', 1998
- REUTER, T. (ed.) - 'Alfred the Great: Papers from the Eleventh Centenary Conference', 2003
- CAMPBELL, J. (ed.) - 'The Anglo-Saxons', 1982
- KEYNES, S. & LAPIDGE, M. (trans.), - 'Alfred the Great: Asser's Life of King Alfred and other Contemporary Sources', Penguin, 1983

IT Italian

IT301 Learning Italian 1 (Beginners, Non-Core)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Giuffrida Ms AM

Contact Hours

4 one hour seminars and one hour lecture per week

Pre-requisites

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

Availability

This module, Learning Italian 1 (Beginners non-core) is available to all students as a Wild Module under code IT301 version 4 and Learning Italian 1 (Beginners core) to Italian students as a Core Module under code IT301 version 3 .

Synopsis

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.

Preliminary Reading

S ADORNI, K PRIMORAC - 'English Grammar for Students of Italian', Arnold, 1999

J CREMONA - 'Buongiorno Italia!' BBC Active, 2007

A MONETI, G LAZZARINO - 'Da capo', Thomson-Heinle, 2007 (suggested for the grammar sections)

IT307 Italian Advanced: Texts in Context (in Italian)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Fiorucci Ms W

Pre-requisites

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

Availability

NOT AVAILABLE 2009/2010

Method of Assessment

2 essays of 1500 words, (the first 30%, the second 50%);
attendance and participation in class discussion (10%); seminar presentation (10%)

Synopsis

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 Reading

G. UNGARETTI - 'L'allegria', Mondadori (selection of poems)

B. FENOGLIO - 'Una questione privata', Garzanti

E. MONTALE - 'Ossi di seppia', Mondadori (selection of poems)

IT308 Learning Italian 3 (Post A Level)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	Behan Dr T

Contact Hours

4 hours per week in the Autumn term, 3 hours per week Spring term.

Pre-requisites

'A' Level Italian (Intermediate/GCSE/AS Level will be considered)

Synopsis

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 Neo-Realism

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Chiesa Dr L

Synopsis

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

- GINSBORG, P - 'A History of Contemporary Italy. Society and Politics 1943-1988', Penguin, 1990
- MARCUS, M - 'Italian film in the Light of Neorealism', Princeton University Press, 1986
- SORLIN, P - 'Italian National Cinema 1896-1996', Routledge, 1996
- LIEHM, M - 'Passion and Defiance: Film in Italy From 1942 to the Present', California University Press, 1984

IT315 Writing Italy through the Centuries: An Introduction

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	Giuffrida Ms AM

Synopsis

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

- BOCCACCIO, G - 'A selection of novelle from the Decameron'
- Various authors - 'Some excerpts from late XX century crime story Italian novelists'
- CALVINO, I - Excerpts from the novel, 'Se una notte d'inverno un viaggiatore'
- DANTE - 'A sonnet from La vita nuova' and 'An excerpt from the Inferno'

LA World Languages

LA300 Learning Portuguese 1A (Beginners)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Pinto Ms SR

Contact Hours

Three seminars per week

Method of Assessment

100% Coursework

Synopsis

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.

Preliminary Reading

TAVARES, ANA - 'Português XXI (nível A1) Livro do Aluno', Lidel, Lisboa/Porto, 2004

TAVARES, ANA - 'Português XXI (nível A1) Caderno de Exercícios', Lidel, Lisboa/Porto, 2004

LA301 Learning Portuguese 1B (Beginners)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Pinto Ms SR

Contact Hours

Three seminars per week

Pre-requisites

LA300 Learning Portuguese 1A

Synopsis

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.

Preliminary Reading

TAVARES, A - 'Português XXI (nível A1) – Caderno de Exercícios', Lisboa/Porto: Lidel, 2004

TAVARES, A - 'Português XXI (nível A1) - Livro do Aluno', Lisboa/Porto: Lidel, 2004

LA302 Learning Mandarin 1A

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Richard Ms G

Contact Hours

3 hours per week

Synopsis

This module is for absolute beginners. 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

ZHANG, G. LI, LM. SUEN, L - 'Chinese in Steps V:1', Cypress Book Co. UK Ltd, 2005

LA303 Learning Mandarin 1B

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)		

Contact Hours

3 hours per week

Pre-requisites

LA302 Learning Mandarin 1A or equivalent

Synopsis

This module 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

ZHANG, G. LI, LM. SUEN, L - 'Chinese in Steps V:1', Cypress Book Co. UK Ltd, 2005

LA304 Learning Japanese 1A: An Introduction to Elementary Japanese

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Nemoto-Smith Mrs F

Contact Hours

Three seminars per week

Synopsis

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. You will self teach Hiragana and Katakana using a Kana textbook and accompanying CD. The teaching of the grammatical structure will be paced at first to allow time for learning of Kana. There will be plenty of opportunities to converse in Japanese using newly learned vocabularies 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.

Preliminary Reading

'Self Study Kana Workbook' (book and CD), 3A Corporation
 'Minna no Nihongo I Textbook' (book), 3A Corporation
 'Minna no Nihongo I Translation and Grammatical Notes' (book), 3A Corporation

LA305 Learning Japanese 1B: An Introduction to Elementary Japanese

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Nemoto-Smith Mrs F

Contact Hours

Three seminars per week

Pre-requisites

LA304 Learning Japanese 1A or equivalent

Synopsis

This module is for those who have taken Learning Japanese 1A in the first period or who have equivalent ability in Japanese 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 comfortably reading and writing in Hiragana and Katakana and start studying basic Kanji characters (Modified Chinese characters) with the Kanji textbook. There will be plenty of opportunities to converse in Japanese using newly learned vocabularies 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.

Preliminary Reading

Minna no Nihongo I Textbook (book), 3A Corporation
 Minna no Nihongo I Translation and Grammatical Notes (book), 3A Corporation
 KANO, CHIEKO et al - 'Basic Kanji Book Vol 1', Bonjinsha CO Ltd

LA306 African, Brazilian and Portuguese Literature in Translation

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Pinto Ms SR

Synopsis

Through four literary texts and within a comparative perspective, the main purpose of this module will be to analyse how African, Brazilian and Portuguese writers reflect on their colonial past as well as on the way previous colonies rewrote the European literary models and built their national mythology.

The Portuguese literary text selected explore how a new generation of writers looks upon a war they rejected. The Brazilian and Mozambiquian literary texts will allow us to reflect on the development of new literatures, which established their own voice and national founding myths by rewriting the European literary models and norms.

Preliminary Reading

LIDIA JORGE - 'The Murmuring Coast'
 JOSE ALENCAR - 'Iracema'

LA500 Learning Portuguese 2A - Intermediate Portuguese

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Pinto Ms SR

Contact Hours

Three seminars per week

Pre-requisites

Learning Portuguese 1A and 1B or equivalent.

Synopsis

This module is for those who wish to continue with the study of Portuguese language and culture. By the end of the module you will be able to understand and write short messages and announcements, read short stories and find specific information, communicate in routine situations, maintain social conversation, recognize understand and elaborate different types of written text (messages, postcards, formal and informal letters, recipes, small newspaper articles, etc). You will practice your 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 center.

Preliminary Reading

TAVARES, A (2004) - Português XXI (nível 2) - Livro do Aluno, Lisboa/Porto: Lidel
 TAVARES, A (2004), Português XXI (nível 2) – Caderno de Exercícios, Lisboa/Porto: Lidel.

LA501 Learning Portuguese 2B - Intermediate Portuguese

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Pinto Ms SR

Contact Hours

Three seminars per week

Pre-requisites

Learning Portuguese 1A, 1B and 2A or equivalent

Synopsis

This module is the continuation of Learning Portuguese 2A. By the end of the module you will be able to understand and write short messages and announcements, read short stories and find specific information, communicate in routine situations, maintain social conversation, recognize understand and elaborate different types of written text (messages, postcards, formal and informal letters, recipes, small newspaper articles, etc). You will practice your 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 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 center.

Preliminary Reading

TAVARES, A (2004), Português XXI (nível 2) - Livro do Aluno, Lisboa/Porto: Lidel.
 TAVARES, A (2004), Português XXI (nível 2) – Caderno de Exercícios, Lisboa/Porto: Lidel.

LA502 Learning Mandarin 2A

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Richard Ms G

Contact Hours

3 hours per week

Pre-requisites

Elementary Mandarin Chinese 1A/1B or equivalent

Method of Assessment

100% coursework - Research Project 20%, two in-class Progress Language Assessments 30% and 50%

Synopsis

This module is the first stage at post-beginners level. Students must already have a basic knowledge of Mandarin Chinese. This course may only be taken as a Wild Module. It aims to give students a further knowledge of listening, speaking, reading and writing skills in a dynamic and communicative way, through individual, pair and group work. There is a balance between communicative activities, structure practice, reading and writing skills and cultural awareness. You will be using authentic texts and media-lab resources as well as traditional grammar books with exercise supplements. The focus is on linguistic accuracy as well as communication ability. 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

ZHANG G, LI LM, Suen L, - 'Chinese in Steps: v. 2: For Speakers of Chinese as a Foreign Language', (Book and CD)
 PHILIP YUNGKIN LEE - 'Chinese in a Flash', volume 2
 CLAUDIA ROSS and JING-HENG SHENG MA, - 'Modern Mandarin Chinese Grammar'

LA503 Learning Mandarin 2B

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	15 (7.5)		Richard Ms G

Contact Hours

3 contact hours per week

Pre-requisites

Learning Mandarin 2A or equivalent

Method of Assessment

100% coursework - Research Project 20%, 2 In-Class Progress Language Assessment 30% and 50%

Synopsis

This module is the second stage at post-beginners level. Students must have successfully completed the first stage of the post-beginners course. It aims to extend the student's knowledge of listening, speaking, reading and writing skills in a dynamic and communicative way, through individual, pair and group work. There is a balance between communicative activities, structure practice, reading and writing skills and cultural awareness. You will be using authentic texts and media-lab resources as well as traditional grammar books with exercise supplements. The focus is on linguistic accuracy as well as communication ability. 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

PHILIP YUNGKIN LEE - 'Chinese in a Flash', volume 2

CLAUDIA ROSS and JING-HENG SHENG MA, - 'Modern Mandarin Chinese Grammar'

ZHANG G, LI LM, Suen L, - 'Chinese in Steps: v. 2: For Speakers of Chinese as a Foreign Language', (Book and CD)

LA504 Learning Japanese 2A - Post-Beginners

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Nemoto-Smith Mrs F

Contact Hours

Three seminars per week

Pre-requisites

Learning Japanese 1A and 1B or equivalent.

Synopsis

This module is for students who have a command of Hiragana and Katakana and also know around 50 basic Kanji. The module aims to teach well-balanced Language skills in all areas of Japanese. You will also gain knowledge of cultural and useful information on daily life, e.g. how to use bank cash point machines. The grammatical structures covered in this module are: expressing one's wish and desire, asking permissions, describing one's actions, giving instructions, offering help and expressing one's ability. In the seminars you will have ample opportunities to communicate in Japanese. You will study Kanji with the Kanji textbook and will be able to read and write and use over 100 Kanji. Basic Japanese IT skills (Microsoft Word) will be introduced in this module. Students will be expected to use the range of resources available to them in the library and the media centre. Homework is set each week.

LA505 Learning Japanese 2B - Post-Beginners

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Nemoto-Smith Mrs F

Contact Hours

Three seminars per week

Pre-requisites

LA504 Learning Japanese 2A or equivalent

Synopsis

This module is for those who who have some ability in and wish to continue learning Japanese. The module aims to teach well-balanced Language skills in all areas of Japanese. You will also gain knowledge of cultural and useful information on daily life, e.g. reading road signs, positions in society. The grammatical structures covered in this module are: expressing one's experience, plain style speech, stating one's opinion, conditional sentences and giving and receiving of actions. In the seminars you will have ample opportunities to communicate in Japanese. You will study Kanji with the Kanji textbook and will be able to read and write using over 170 Kanji. You will further develop Japanese IT skills (Microsoft Word). Students will be expected to use the range of resources available to them in the library and the media centre. Homework is set each week.

LS Hispanic Studies

LS300 Learning Spanish 3 (Post A Level)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Martinez-Garrido Ms G

Contact Hours

Total of 80 hours, 4 hours per week - 2 seminars, 1 Language Laboratory and 1 oral class

Pre-requisites

'A' or 'AS' level Spanish, or equivalent

Synopsis

This module is intended for students who have attained the equivalent of an A-Level pass in Spanish. The main aims of the module are: to consolidate and expand knowledge of the grammar and structure of the language, and to promote a high level of skill in speaking, listening, reading and writing. The course also aims to increase your awareness of the history and culture of Spain through the study of appropriate texts. Regular written work will be required throughout the year.

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 Hispanic Studies as soon as possible at the beginning of term.

Preliminary Reading

All materials will be available on Moodle. Information will be provided at the beginning of the course.

LS302 Intensive Learning Spanish 1 (Beginners)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Martinez-Garrido Ms G

Contact Hours

Total of 80 hours, 4 hours per week - 2 seminars, 1 grammar lecture and 1 conversation class

Synopsis

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. Regular written work will be required throughout the year.

Preliminary Reading

LM LOPEZ & N SAUS - 'Rápido (curso intensivo de Español)', Difusiou, S.L. Barcelona, 1994

Further materials will be available on Moodle

LS304 Modern Spanish Theatre (in Translation)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Roser i Puig Dr M

Contact Hours

Total of 20 contact hours

Synopsis

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.

Preliminary Reading

ROSER i PUIG, M. (ed.) - 'A Female Scene'

JOSE ZORILLA - 'The Real Don Juan'

FERNANDO ARRABAL - 'The Architect of the Emperor of Assyria'

RAMON del VALLE-INCLAN - 'Bohemian Lights'

GEORGE, D and LONDON, J. (eds.) - 'Modern Catalan Plays'

LS310 Ab initio Catalan - Learning Catalan 1A

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Herraiz Ms S

Contact Hours

Total of 30 contact hours, 3 hours per week - 1 lecture, 1 seminar and 1 oral class

Restrictions

NOT RECOMMENDED FOR STUDENTS DOING LS302 INTENSIVE LEARNING SPANISH 1 (BEGINNERS)

Synopsis

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.

Preliminary Reading

MARTA MAS- 'Veus 1 Curs de catala Llibre de gramàtica i exercicis', Publicacions de l'Abadia de Montserrat, 2005

LS311 Ab initio Catalan - Learning Catalan 1B

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Herraiz Ms S

Contact Hours

Total of 30 contact hours, 3 per week - 1 lecture, 1 seminar and 1 oral class

Restrictions

NOT RECOMMENDED FOR STUDENTS DOING LS302 INTENSIVE LEARNING SPANISH 1 (BEGINNERS)

Synopsis

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

Preliminary Reading

MARTA MAS - 'Veus 1 Curs de catala Llibre de gramàtica i exercicis,' Publicacions de l'Abadia de Montserrat, 2005

LS312 Introduction to Hispanic Culture

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Roser i Puig Dr M

Contact Hours

Total of 20 contact hours

Availability

Available in the Spring Term under code LS312, in the Autumn Term under code LS313

Synopsis

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)

Preliminary Reading

CATHERINE DAVIES - 'Hispanic Studies. The Essential Companion', Arnold, 2002

LS313 Introduction to Hispanic Culture

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Roser i Puig Dr M

Contact Hours

Available in the Autumn Term under code LS313, the Spring Term under LS312

Synopsis

See entry for LS312

LS314 Learning Spanish 1A (Beginners)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Martinez-Garrido Ms G

Contact Hours

Total of 60 contact hours, 3 per week - 2 seminars and 1 conversation class

Synopsis

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 Learning Spanish 1B 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 Moodle

LS315 Learning Spanish 1B (Beginners)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Martinez-Garrido Ms G

Contact Hours

Total of 60 contact hours - 2 one-hour seminars and 1 conversation class per week

Pre-requisites

Learning Spanish 1A or equivalent

Synopsis

This programme will be intended for students from any discipline who wish to learn Spanish. 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 Moodle

LS316 Learning Spanish 2A (Intermediate)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Martinez-Garrido Ms G

Contact Hours

Total of 60 contact hours - 2 one-hour seminars and 1 conversation class per week

Synopsis

The student must have completed Learning Spanish 1A and Learning Spanish 1B 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

SANCHEZ, A - 'Cumbre. Nivel medio Libro del alumno, Coursework book', SGEL, Madrid

SANCHEZ, A - 'Cumbre. Nivel medio Libro del alumno, Students' exercise book', SGEL, Madrid

Further materials will be available on Moodle

LS317 Learning Spanish 2B (Intermediate)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Martinez-Garrido Ms G

Contact Hours

Total of 60 contact hours - 2 one-hour seminars and 1 conversation class per week

Synopsis

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

SANCHEZ, A - 'Cumbre. Nivel medio Libro del alumno, Coursework book', SGEL, Madrid

SANCHEZ, A - 'Cumbre. Nivel medio Libro del alumno, Students' exercise book', SGEL, Madrid

Further materials will be available on Moodle

LS318 The Modern Spanish Novel in Translation

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Lázaro-Reboll Dr A

Contact Hours

Total of 20 contact hours

Pre-requisites

No knowledge of Spanish is required.

Synopsis

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.

Preliminary Reading

MIGUEL de UNAMUNO - 'Abel Sánchez'

RAMON J SENDER - 'Requiem for a Spanish Peasant'

JUAN GOYTISOLO - 'Juan the Landless'

CARMEN MARTIN GAITE - 'The Back Room'

LS319 State-Building in Latin America

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Sobrevilla-Perea Dr N

Contact Hours

Total of 20 contact hours

Synopsis

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.

Preliminary Reading

DAVID BUSHNELL and NEIL MACAULAY - 'The Emergence of Latin America in the Nineteenth Century'

JOHN LYNCH - 'The Spanish American Revolutions, 1808 -1826'

LS552 Learning Catalan 2A (Intermediate)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Herraiz Ms S

Contact Hours

Total of 20 contact hours, 2 per week - 1 lecture and 1 seminar

Synopsis

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.

Preliminary Reading

MARTA MAS - 'Veus 2. Curs de catala. Llibre de gramàtica i exercicis', Publicacions de l'Abadia de Montserrat, 2005

LS553 Learning Catalan 2B (Intermediate)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	15 (7.5)	100% Coursework	Herraiz Ms S

Contact Hours

Total of 20 contact hours, 2 per week - 1 lecture and 1 seminar

Synopsis

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

MARTA MAS - 'Veus 2. Curs de catala. Llibre de gramàtica i exercicis', Publicacions de l'Abadia de Montserrat, 2005

Further course material is available on Moodle

LW Law

LW313		A Critical Introduction to Law				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Pethick Dr S

Contact Hours

Lectures - 40 hours approximately. Seminars - 20 hours approximately.

Restrictions

This module is only available to Law students

Method of Assessment

100% coursework consisting of a portfolio, an essay, comprehension assignment and seminar participation.

Synopsis

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.

Learning Outcomes

- to equip law students with a reflective and enquiring view of their own subject.
- to promote a clear understanding of the major concepts and principles at issue in contemporary critical legal theory.
- to develop a sociological and critical perspective towards claims about law's objectivity and neutrality.
- to equip students with the ability to position law and the study of law within a range of subjects and concerns in academia and beyond.
- to promote students' critical and reflective attitude towards their own learning.
- to equip students with the skills necessary for reasoned, critical thinking.
- to equip students with the ability to manipulate information and material from diverse sources in the presentation of a convincing argument.
- to equip students with skills required for essay and dissertation research and composition in preparation for Stage 2 work.

Preliminary Reading

Griffiths, J.A.G. - 'The Politics of the Judiciary', 5th ed., Fontana, 1997

Grigg-Spall, I. & Ireland, P. - 'The Critical Lawyer's Handbook', Pluto, 2002

Mansell, W., Meteyard, B. & Thomson, A. - 'A Critical Introduction to Law', 3rd ed., Cavendish, 2004

Ward, I. - 'Introduction to Critical Legal Theory', 2nd ed., Cavendish, 2004

LW315		Introduction to Obligations				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Horsey Dr K

Contact Hours

14 hours of lectures: 10 hours of seminars: 6 hours of case classes (approximately)

Pre-requisites

Co-requisite - This module is to be taken with LW316 Foundations of Property.

Restrictions

Available only to Law students. Not available to students who have taken LW304 Obligations 1.

Method of Assessment

100% coursework (consisting of three assessments)

Synopsis

This module introduces the law of obligations, which comprises the private law of duties and rights to which individuals and organisations are subject. Traditionally, it includes the law of contract and tort (but not property). As well as introducing some of the content (which is covered more extensively in Obligations II), a key focus is on the institution of the common law through which most of the law of obligations has emerged. This aspect is especially explored through the case classes, which run alongside the lectures and seminars.

Learning Outcomes

- to have the ability to use case-law, to predict the legal outcome of problem situations in at least one area of contract law and one area of tort
- to have an understanding of the nature of private law, its main subdivisions and its development
- to have an understanding of the distinctive nature of case law and of common law

Preliminary Reading

J.N. Adams & R Brownsword, Understanding Contract Law (Sweet & Maxwell 5th ed, 2007)

J.Conaghan and W.Mansell, The Wrongs of Tort (Pluto 2nd ed 1999)

C.Harlowe, Understanding Tort Law (Sweet and Maxwell 3rd ed. 2005)

A.Weir, An Introduction to Tort Law (2nd ed. Oxford University Press 2006)

LW316		Foundations of Property				
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Bottomley Ms A

Contact Hours

10 hours of lectures, 5 hours of seminars, 10 hours of case classes (approximately)

Pre-requisites

Co-requisite - This module is to be taken with LW315 Introduction to Obligations.

Restrictions

Only available to Law students. Not available to students who have taken LW304.

Method of Assessment

50% coursework (consisting of one essay); 50% written examination

Synopsis

'Property' is something we tend to presume we know about, and rarely examine as an idea or practice closely. Most often we use it to connote an object or 'thing', and presume that it has something to do with 'ownership' of that object. It is so simple to say 'my property' or 'this is mine'. This module begins to unpack and examine the ideas and practices of property more closely: How are property claims constructed? What do we mean by 'ownership'? What happens when a number of competing 'ownership claims' in one object exist? When preparing for the module it will be useful to think about (and collect material on) current debates over contested ownership (or use) of property and resources: art collections or cultural artefacts, land or natural resources dispossessed, land squatted, etc. And why, in our jurisdiction in particular, has such a strong link been made between being a 'property owner' (in this context a 'home-owner') and a 'good citizen'.

Learning Outcomes

- to identify, evaluate and critique the foundational components carried within the idea of 'property'.
- to distinguish between the common law subjects and property law and, in particular, to develop an understanding of the role of equity and trusts in the development of property law.
- to identify property issues, and be able to critically examine the terms within which these issues have been set; to begin to use the tools and language employed in property law.
- to develop the skills required for reading and evaluating case material, especially a critical understanding of the building of argumentation as it defines the contours and trajectory of a judgement.

Preliminary Reading

Preliminary Viewing - *Its a Wonderful Life*, 1946, Dir F.Copra

Preliminary Viewing - *The Truman Show*, 1998, Dir P Wier

Preliminary Viewing - *District 13*, 2004, Dir P Morel

Preliminary Viewing - *La Terre Parle Arabe*, 2007, Dir M. Gargour

Preliminary Viewing - *The Inner Tour*, 2002, Dir R. Alexandowicz

Preliminary Viewing - *All That Remains*, 2005, Dir Nada El-Yassir

N.Blomley, *Unsettling the City*, 2004, London: Taylor and Francis.

M.Davies, *Property: Meanings, Histories, Theories*, 2007, London: Glasshouse.

C.Dickens, *Bleak House*

H.Lim and A.Bottomley (eds), *Feminist Perspectives on Land Law*, 2007, London: Glasshouse.

C.Rose, *Property and Persuasion: Essays on the History, Theory and Rhetoric of Ownership*, 1994, Bolder, California: Westview Press.

T.Murphy et al, *Understanding Property Law*, 2004, London: Sweet and Maxwell.

LW508		Criminal Law				
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	Rubin Prof G

Contact Hours

40 hours lectures; 20 hours seminars (approximately)

Synopsis

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.

Learning Outcomes

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

Preliminary Reading

Clarkson C.M.V. - *'Understanding Criminal Law'*, Sweet and Maxwell, 2005

Norrie, A. - *'Crime, Reason and History'*, 2nd ed., Weidenfeld & Nicholson, 2001

Uglow, S. - *'Criminal Justice'*, Sweet & Maxwell, 2002

LW588		Public Law 1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	50% Coursework, 50% Exam	Carr Ms H (LW)

Contact Hours

40 hours lectures; 20 hours seminars (approximately)

Method of Assessment

50% coursework consisting of 1 group oral assessment worth 10%; 1 multiple choice worth 5%, 1 group written report worth 10%, 1 writing task worth 10%, 1 essay worth 15% together with 1 written exam worth 50%.

Synopsis

This module has four main parts.

(i) An introduction to the English legal system and its constitutional significance.

(ii) Constitutionalism – the module looks at law and political theory to ask

i) What is a state?

ii) How does a state constitute itself?

iii) What is the relationship between the citizen and the state?

iv) What is the role of law?

v) What do constitutions tell us about political projects for reform?

(iii) Forms of government

i) Democracy

ii) Federalism

iii) Supra-national bodies

(iv) Constraining the power of the state

i) Human Rights

ii) Judicial Review

iii) Other mechanisms

Learning Outcomes

Summary Intended Learning Outcomes:

• Upon successful completion of this module, students will have knowledge of:

a) The principal features of the English legal system including its institutions, civil and criminal procedures and sources of law and its interface with the European legal system

b) Constitutional principles and their impact upon government

c) Some of the philosophical arguments that lie behind constitutional and human rights discourses

d) The organisation of states, including historical and comparative perspectives

e) The legal and conventional constraints on the exercise of government power

f) Human Rights protections

g) Judicial Review and other administrative law remedies

• And be able to

i) Identify the source of legal authority for government action

j) Identify institutional structures and their impact upon individual citizens

k) Read and evaluate legal and academic texts and cases and understand their relevance to the British Constitution and to the development of administrative law and human rights law

l) Conduct basic research by using legal databases and library sources

m) Construct an argument based on authoritative sources and convey it in both oral and written form, with appropriate and accurate use of language, referencing and citation.

n) Analyse case law, identify the key concepts, the interrelation between the facts and the legal arguments, and provide a coherent account of the judgement

o) Advance coherent legal and political arguments in both verbal and written form

p) Provide a sustained and properly researched analysis in essay form

q) Work collaboratively in groups to organise

i) A visit to a local court

ii) A group oral and written presentation

iii) Reading groups

Preliminary Reading

Held, D. - 'Models of Democracy', Polity Press, 2006

Partington, M. - 'Introduction to the English Legal System', Oxford University Press, 2008

LZ English Language

LZ316		Spoken English				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Kuttig Ms K
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Mills Dr J

Contact Hours

1 one-hour lecture and 1 one-hour seminar per week

Synopsis

In this module you will learn about the phonetics and phonology of English. You will learn how individual sounds are articulated and how these sounds 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. 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. Teaching will be through lectures and seminars.

Preliminary Reading

COLLINS, B & MEES, I.M. - 'Practical Phonetics and Phonology: A Resource Book for Students', Routledge, 2003

GIEGERICH, Heinz J. - 'English Phonology: An Introduction', 1992

ROACH, Peter - 'English Phonetics and Phonology', Cambridge University Press, 2000

YAVAS, Mehmet S. - 'Applied English Phonology', Blackwell, 2006

LZ322		Listening to Spoken Language				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Schmidt-Renfree Ms N

Contact Hours

1 one-hour lecture and 1 one-hour seminar per week

Synopsis

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, lexical storage and retrieval, and speaking to a wider audience effectively.

Preliminary Reading

ADLER, R.B. & RODMAN, G. - 'Understanding Human Communication', 9th edition, Oxford University Press, 2006

FIELD, John - 'Psycholinguistics', Routledge, 2003

HARGIE, O. & DICKSON, D. - 'Skilled Interpersonal Communication', 4th edition, Routledge, 2003

LZ324		Tackling Text: Explaining Style				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Gaffield Mrs N

Contact Hours

1 one-hour lecture and 1 one-hour seminar per week

Method of Assessment

2 practical assignments due on Friday of Week 16 (20%); Week 20 (30%); an essay of 1500 words due Week 25 (40%); seminar performance (10%)

Synopsis

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

ASTLEY, N. - 'Being Alive', Bloodaxe, 2004

CHURCHILL, C. - 'Top Girls', Methuen Student Edition, 1991

ISHIGURO, K. - 'Remains of the Day', Penguin, 2000

SHORT, M. - 'Exploring the Language of Poems, Plays and Prose', Longman, 1996

SIMPSON, P. - 'Stylistics', Routledge, 2004

TOOLAN, M. - 'Language in Literature', Arnold, 2004

LZ325 World Englishes: English as a Global Language

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)		

Contact Hours

1 lecture and 1 seminar per week

Method of Assessment

TBA

Synopsis

This module focuses on the global spread of the English Language as an aspect of historical and contemporary cultural and commercial events. Students will get the opportunity to compare varieties of English both in Britain and in other English speaking countries, examining the features that distinguish them from each other. These varieties will include British, American and Australian English in addition to other colonial and pidgin and creole varieties. The descriptive focus of the module will also give students the opportunity to apply the knowledge they have gained in other modules, in particular: language analysis, phonetics and phonology, morphosyntax and sociolinguistics.

Preliminary Reading

DAVIES, D. - 'Varieties of Modern English: An Introduction', Pearson Longman, London, 2005
 MESTRIE, R. and BHATT, R.M. - 'World Englishes', CUP, Cambridge, 2008

LZ327 Understanding Language

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Kuttig Ms K

Synopsis

This module introduces students to current theories in pragmatics and conversation 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

CUTTING, J. - 'Pragmatics and Discourse', 2nd edition, Routledge, 2007
 GRUNDY, P. - 'Doing Pragmatics', 3rd edition, Arnold, 2008
 JAWORSKI, A. & COUPLAND, N. (eds.) - 'The Discourse Reader', Routledge, 1999
 NOFSINGER, R. - 'Everyday Conversation', 2nd edition, Waveland Press, 1999
 WARHOUGH, R. - 'An Introduction to Linguistics', Blackwell, 1998

LZ328 Looking at Language

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Partridge Dr J

Contact Hours

1 one-hour lecture and 1 one-hour seminar per week

Method of Assessment

Group Presentation 20%; Transcription Test 40%; 1500 Word Essay 40%

Synopsis

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.

Preliminary Reading

AITCHISON, J. - 'Language Change: Progress or Decay?', 2nd edition, CUP, Cambridge, 1991
 BLAKE, B.J. - 'All About Language', OUP, Oxford, 2008
 CRYSTAL, D. - 'How Language Works', Penguin, Harmondsworth, 2004
 FROMKIN, V., RODMAN, R. & HYAMS, N. - 'An Introduction to Language', 7th edition, Heinle, Boston, 2003
 PINKER, S. - 'The Language Instinct: The New Science of Language and Mind', Penguin, London, 1994, reprinted 2000
 TRUDGILL, P. - 'Sociolinguistics', Penguin, London; New York, 1995

LZ331 Analysing Language

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Kolokonte Dr M

Contact Hours

1 one-hour lecture and 1 two-hour seminar per week

Method of Assessment

TBA

Synopsis

This module will focus specifically on the level of language we call grammar. Each week we will focus on a particular aspect of English grammar (e.g. word classes, grammatical function, sentence structure) and explore this aspect within both theoretical frameworks and practical application. In this way, students will gain a deeper understanding of grammar through a conceptual framework for the description and analysis of the grammar of English. Through engagement with practical application of aspects of English grammar, students will learn to be more critical of their own written work as they develop their skills of written expression. The module is particularly useful for students who are studying language or literature, as it enables them to compare styles in light of grammatical information, or for students who are contemplating a career in publishing, journalism or teaching.

Preliminary Reading

FABB, N. - 'Sentence Structure', Routledge, London, 2005
 PAYNE, T.E. - 'Exploring Language Structure: A Student's Guide', CUP, Cambridge, 2006

LZ332 Discourse Analysis

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Kuttig Ms K

Contact Hours

1 lecture (1 hour) and 1 seminar (1 hour) per week

Pre-requisites

LZ331 is a pre-requisite for this module

Synopsis

In this module students will further develop the knowledge they have gained in the Analysing Language (LZ331) module by applying this knowledge in the analysis of language use in a variety of communication settings. By working with samples of real-life discourse, both spoken and written, students will develop an understanding of the theories, methods and applications of discourse analysis. Texts are drawn from advertising, newspaper, television, business, politics and medicine. Students will also be introduced to a range of analytic techniques and shown how these can be applied to different types of communicative activities as well as different fields of interest.

Preliminary Reading

BLOMMAERT, J. - 'Discourse: A Critical Introduction', 2005
 BLOOR, M. and BLOOR, T. - 'The Practice of Critical Discourse Analysis: An Introduction', Hodder Arnold, London, 2007
 RENKEMA, J. - 'Introduction to Discourse Studies', John Benjamins, Amsterdam, 2004

PH Physics

PH307		Disasters				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Solomon Dr C

Contact Hours

Lectures: 10h 10 1-hour lectures in a single term. Each lecture provides the basic information on a particular disaster, (outcomes 1-5).
 Seminars: 10h. 10 1-hour seminars in a single term. Each seminar follows a specific lecture and involves discussion of a disaster, consideration of impacts, human issues, etc. (outcomes 1-6, 8)

Pre-requisites

None

Method of Assessment

100% coursework: two 2,500 word essays

Synopsis

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

Learning Outcomes

- Development of a perspective on scientific reasoning.
- Knowledge of the scientific basis of disasters.
- Knowledge of the human impact of disasters.
- Knowledge of the economic impact of disasters.
- Ability to judge scientific and technical reports in the media.
- Ability to research information sources for primary data.
- Skills in presenting scientific material in an essay format.
- Interpersonal skills, relating to the ability to interact with other people and to engage in seminar work.

Preliminary Reading

- SULLIVAN, J.W.N. - 'Limitations of Science' (QC21)
- SHUTE, N. - 'Sliderule', Heinemann, 1957
- TOLSTOY, L. - 'War and Peace', (epilogue) (PS 3366.V6);

PL Philosophy

PL300 Self and Society

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Kirchin Dr ST

Synopsis

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.

Preliminary Reading

JOEL FEINBERG - 'Social Philosophy'

PL302 Introduction to Philosophy: Knowledge and Metaphysics

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Taylor Mr R

Availability

Students taking Philosophy as part of their degree should select PL302, students wishing to study this as a Wild Module should register for PL312

Synopsis

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 Lecture Topics will include the following: Descartes on doubt and certainty; Mind/Body Dualism; Descartes' Rationalism; Russell's 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.

Preliminary Reading

THOMAS NAGEL - 'What does it all mean?: A Very Short Introduction to Philosophy', Oxford University Press, 2004
 RENE DESCARTES - 'Meditations on First Philosophy', NuVision Publications, 2007
 JOHN HOSPERIS - 'An Introduction to Philosophical Analysis', (4th ed.), Routledge, 1997

PL303 Introduction to Philosophy: Ethics

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Taylor Mr R

Contact Hours

1 hour lecture per week and regular seminars

Availability

Students taking Philosophy as part of their degree should select PL303, students wishing to study this as a Wild Module should register for PL313

Method of Assessment

100% coursework - 2 essays at 45% each and 10% Seminar Performance

Synopsis

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 make critical assessments of the kinds of argument adduced in support of moral judgements. 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.

Preliminary Reading

PETER SINGER (ed.) - 'Ethics', Oxford University Press, 1994

PL305 Existentialism

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Mei, Dr T

Contact Hours

1 lecture and 1 seminar per week

Synopsis

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.

Preliminary Reading

GOLOMB, J - 'In Search of Authenticity', Routledge, 1995
 WARTENBERG, T.E. - 'Existentialism: A Beginner's Guide', Oneworld, 2008
 COOPER, D.E. - 'Existentialism', Blackwell, 1999

PL310 Philosophical Thinking

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Williamson Prof J

Availability

Students taking Philosophy as part of their degree should select PL310, students wishing to study this as a Wild Module should register for PL314

Synopsis

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

Preliminary Reading

ROBIN TAYLOR - 'Logical Literacy' in 'Handbook of Philosophical and Logical Terms', UKC Philosophy website

PL311 Ideas in the Arts: Aesthetics, Truth and Meaning

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Norman Prof R

Contact Hours

1 hour lecture and 1 hour seminar per week

Synopsis

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 consist of a booklet of essays which can be purchased through the SECL office, room 113.

Preliminary Reading

JAMES, H - 'The Turn of the Screw', Oxford University Press, 2008
 SOPHOCLES - 'Antigone'

PL312 Introduction to Philosophy: Knowledge and Metaphysics (non-core)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Taylor Mr R

Availability

Students wishing to study this as a Wild Module should register for PL312, students taking Philosophy as part of their degree should select PL302

Synopsis

See entry for PL302

PL313 Introduction to Philosophy: Ethics (non-core)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Taylor Mr R

Availability

Students wishing to study this as a Wild Module should register for PL313, students taking Philosophy as part of their degree should select PL303

Synopsis

See entry for PL303

PL314 Philosophical Thinking (non-core)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Williamson Prof J

Availability

Students wishing to study this as a Wild Module should register for PL314, students taking Philosophy as part of their degree should select PL310

Synopsis

See entry for PL310

PO Politics and International Relations

PO304 Key Issues in British Politics Today						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Seyd Mr B J

Contact Hours

1 hour lecture and 1 hour seminar per week.

Synopsis

Democracy in Britain does not appear to be in a healthy state. Citizens are less engaged with political institutions, and less trusting in politicians, than they used to be. Critical questions are being asked about the role and effectiveness of such key institutions as the electoral system, political parties and parliament. Meanwhile, 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 also play an important role in shaping political decisions. Where does this leave the political system at the start of the 21st century? Is government in Britain effective and democratic? Or are Britain's political institutions failing?

This module provides students with an introduction to some of the key issues facing the political system in Britain today. The module examines the challenges facing the political system, the effectiveness of existing political arrangements and the merits of further institutional reform. While the focus is domestic, many of the same challenges are also faced by political systems in other west European countries, to which the course will make reference. The module thus aims to go beyond a simple focus on British politics, by introducing students to some of the key contemporary issues facing many western democracies.

Learning Outcomes

- Some of the key challenges facing Britain and other western democracies
- The way that political institutions can be analysed as models of democracy
- The nature of the political system in Britain, in particular the nature and location of political power
- The strengths and weaknesses of existing political arrangements in Britain, and of the principal reforms options
- The use of theory, description and evidence in analysing political systems

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						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Cunliffe Dr P

Contact Hours

1 hour lecture and 1 hour seminar per week

Synopsis

This module introduces first-year undergraduate students to some of the fundamental debates and questions that have dominated international politics in recent history. The focus is on communicating a few key themes, ideas, issues and principles that recur throughout the history of the last hundred years and that cut across various theoretical approaches and different schools of thought. The aim of the course is to familiarise students with the basic ideas and tools needed for the academic study of international politics, and to learn how to apply them. These key ideas include: the international reformism; the balance of power; the prerequisites of theorizing about international relations; the nature of international order under conditions of anarchy; the nature of ideology and its role in international affairs; the tension between order and justice in the international sphere; the nature of the link between the internal makeup of states and international order, and the nature of imperialism. In keeping with the ethos of an introductory course, no attempt is made to cover either the full breadth of the discipline of IR or to plumb the depths of particular theories. Instead IR theories and theoretical debates are used heuristically to exemplify particular approaches, demonstrate particular points and to illustrate specific insights.

Learning Outcomes

- Have a basic knowledge of some of the key themes in the study of international history;
- Be able to relate these debates to some of the key debates in international relations theory;
- Have an introductory knowledge of some of the classic literature on war and peace;
- Have an understanding on the role of terror, empire and revolutions as the 'motors' of history;
- Be able to discuss liberal alternatives to war such as international organization and the democratic peace principle;
- Have a basic knowledge of the debate on the 'end of history'.

Preliminary Reading

- J Baylis, S Smith and P Owens (eds) The Globalization of World Politics (most recent edition)
- WALTZ, K Man, the State and War; A theoretical Analysis (2001)
- Nye, J Understanding International Conflicts: An Introduction to Theory and History (most recent edition)
- Morgenthau, H Politics Among Nations (most recent edition)
- Carr, EH The Twenty Years' Crisis 1919-1939 (2001)
- MCWILLIAMS, W. & PIOTROWSKI, H. - 'The World Since 1945: A History of International Relations', 6th ed., 2005.
- Doyle, MW Ways of War and Peace: Realism, Liberalism and Socialism (1996)

PO308 Studying Politics and International Relations: Skills and Methods

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Rossbach Dr S

Contact Hours

1 hour lecture and 1 hour seminar per week

Synopsis

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.

Learning Outcomes

- familiar with the assessment methods employed within the Department (essays, exams, presentations)
- able to use the learning resources available at UKC to research their essays and projects
- able to list and describe methods to organise and write essays, to prepare for and take exams, to prepare for and give presentations, and to apply creative and critical thinking skills
- familiar with some of the key issues in the philosophy of social science
- able to critically assess some of the main approaches to the study of politics and international relations

Preliminary Reading

HARVEY, M. - 'The Nuts and Bolts of College Writing', Hackett, 2003
 MARSH, D. & STOKER, G. (eds) - 'Theory and Methods of Political Science', Palgrave, 2nd ed., 2002

PO310 Introduction to International Politics

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Cunliffe Dr P

Contact Hours

1 hour lecture and 1 hour seminar per week

Synopsis

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.

Learning Outcomes

- A good basis for further work in theory of International Relations
- An awareness of major sub-fields in International Relations
- A strong grounding for further work in International Relations programmes

Preliminary Reading

BROWN, C. - 'Understanding International Relations'
 NICHOLSON, M. - 'International Relations'
 BAYLIS, J., SMITH, S., & OWENS, P. (eds.) - 'The Globalization of World Politics'

PO312 European Integration

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Burgess Prof M

Contact Hours

1 hour lecture and 1 hour seminar per week

Synopsis

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.

Learning Outcomes

- A knowledge of what is meant by 'European Integration' and how it has been conceptualised;
- An understanding of the driving forces behind moves to integrate in Europe since the beginning of the 20th century;
- Be able to trace the origins of organisations such as the Council of Europe, the European Coal and Steel Community and the European Economic Community;
- Be able to critically assess the differences between these organisations;
- Be able to analyse the development of the European Economic Community from 1957 into the European Union in 1993;
- Have gained the ability to discuss and synthesise the dynamics of co-operation and integration in Europe

Preliminary Reading

URWIN, D. - 'The Community of Europe', 2005
 DINAN, D. - 'Europe Recast', 2004

PO314 Introduction to Political Thought

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Mackenzie Dr I

Contact Hours

1 hour lecture and 1 hour seminar per week

Synopsis

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

Learning Outcomes

- Familiarity with some of the principal concepts used in political studies;
- An understanding of the main debates surrounding the analysis and interpretation of these concepts;
- An understanding of the main debates between the different concepts;
- An introduction to the idea of political concepts as 'essentially contested';
- Introductory knowledge of a broad range of political thinkers and political ideologies through the study of political concepts;
- An understanding of the ways in which political concepts and everyday political life are inter-related.

Preliminary Reading

HEYWOOD, A. - 'Political Theory – An Introduction', 3rd ed., Palgrave, Basingstoke, 2004
 MACKENZIE, I. - 'Political Concepts: A Reader and Guide', Edinburgh UP, Edinburgh, 2005

PO315 Introduction to Government

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Wroe Dr A

Contact Hours

1 hour lecture and 1 hour seminar per week

Synopsis

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, institutions and 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, which link people to their government. The module concludes with an analysis of the public policy process.

Learning Outcomes

- be familiar with the main debates and issues in political studies
- understand the various ways to structure central authority
- comprehend the various types of power (executive, legislative and judicial)
- have been introduced to the intermediate institutions that link citizens and government (such as political parties, interest groups and the media)
- have a basic understanding of the public policy process

Preliminary Reading

DANZIGER, J., AXFORD, B., BROWNING, B., HUGGINS, R. & ROSAMOND, B. - 'Understanding the Political World', Longman, 2005
 LEFTWICH, A. - 'What is Politics?', Polity, 2004
 HEYWOOD, A. - 'Politics', Palgrave, 2007

PS Forensic Science and Forensic Chemistry

PS301 Introduction to Forensic Science						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	75% Exam, 25% Coursework	Benfield Dr R

Contact Hours

28 lectures

Pre-requisites

none

Synopsis

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.

Learning Outcomes

The organisation of scientific support for law enforcement in England and Wales.

The principal areas and scientific methods of forensic investigation.

The role of the forensic scientist.

Legal procedures relating to forensic evidence and the role of expert witnesses.

Preliminary Reading

Core text: WHITE, P.(ed.) - 'Crime Scene to Court: The Essentials of Forensic Science', 2nd ed., Royal Society of Chemistry, 2004. ISBN: 0854046569.

Recommended: SAFERSTEIN, R. - 'Criminalistics: An Introduction to Forensic Science', 9th ed., Prentice Hall, 2007. ISBN: 0132243970

JACKSON, A.R.W. & JACKSON, J.M. - 'Forensic Science', 2nd ed., Pearson, 2008. ISBN: 0131998803.

SA Social and Public Policy

SA300 Social Problems and Social Policy I: Youth, The family and the State

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Mitton Dr L

Contact Hours

22 (1 hour lecture and 1 hour seminar weekly).

Method of Assessment

50% coursework (annotated bibliography [25%] and one essay [25%]) and 50% examination (summer term)

Synopsis

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. 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 alcohol and drug (mis)use.

Learning Outcomes

- An understanding of the ways in which phenomena come to be labelled as social problems;
- An understanding of some of the key concepts used in social policy, such as need, equity, inequality, poverty, exclusion and diversity;
- An ability to critically evaluate the solutions to social problems that are suggested and adopted;
- An awareness of the way in which social policy not only responds to such problems but actually helps to shape them.
- Developing skills in presentation and debate, both verbal and written;
- Developing problem solving skills and the ability to seek solutions to social problems and individual needs.

Preliminary Reading

- Baldock J et al (eds.) (3rd edn. 2007) Social Policy. Oxford University Press
- Barry M (ed) Understanding Social Problems. Blackwell
- Furlong A and Cartmel F (2nd edn.) Young People and Social Change. Open University Press
- May et al M (eds) (2001) Understanding Social Problems. Blackwell

SA301 Social Problems and Social Policy II: The Market, The Family and the St

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Mitton Dr L

Contact Hours

22 (1 hour lecture and 1 hour seminar weekly)

Method of Assessment

50% coursework (two 1,200-1,500 word essays) and 50% examination (summer term)

Synopsis

This module is about why and how the state may intervene in family life or the workings of the free market to tackle social problems. It can be taken independently, but does build on SA300 'Youth, the Family and the State'. It is a core module for the Social Policy and Health and Social Care degrees within SSPSSR and for those taking Law and Welfare. It looks at policy responses to such issues as family life and the work-life balance, inequalities in health, poverty, homelessness and an ageing population.

Learning Outcomes

- Have an introductory level understanding how a number of key social problems are perceived and dealt with by UK social policy.
- Have an introductory level knowledge of the aims of social policies.
- Have an introductory level knowledge of some recent developments in UK social policy.
- Be familiar with some of the key debates relating to current social policies at introductory level.
- Have demonstrated an ability to evaluate the effectiveness of social policies at introductory level

Preliminary Reading

- Baldock J, Manning N and Vickerstaff S (eds) (3rd edn. 2007) Social Policy, Open University Press

SE Social Anthropology

SE300		Computing for Anthropologists				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	Fischer Prof M

Contact Hours

24 lectures; 24 seminars / practicals

Synopsis

The module is strongly recommended to intending Stage 2 BA 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. No previous experience of computers is needed to register for this module, nor are there any preferred A-levels or other qualifications. If you do choose to take it, you may find it worthwhile to learn to type. This 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). It is taught by lectures, practicals and seminars. You will use the computer to assist on projects, which are drawn from 'real-world' anthropological experience, developing an understanding of what 'doing' anthropology is about. This module was the first of its kind in the country, and remains the most comprehensive. It is designed to teach you useful skills, ones you can use in your other modules at the University, and in your future career. The main emphasis is on using the computers to do interesting and useful anthropological things, and on understanding the intellectual implications of those techniques. You will learn basic skills like writing, drawing and accessing information relevant to anthropology; field notes, ethnographic photographs, video and audio material. You will use computers to explore human knowledge in areas ranging from kinship to navigation in the South Seas, and how to explore the variety of human society with computer models. Most of the material in the module is drawn from work in anthropology and computing of the past three decades. Supporting materials almost entirely online – this and other information on the module is found at <http://lucy.kent.ac.uk/Courses/SE300>

Learning Outcomes

Exploit computers for a range of anthropological applications.

Advance these skills further in an independent manner.

Understand in a basic manner how computers are programmed to address complex anthropological problems.

Understand in a basic manner how human relationships are structured and how anthropologists address this structure.

Understand in a more practical manner the basic approaches to research in anthropology.

Understand both the complexity of human knowledge and how we as anthropologists can represent this complexity.

Preliminary Reading

Fischer, M. "Application of Computing for Social Anthropologists"

SE301		Social Anthropology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	Just Prof F

Contact Hours

24 lectures and 24 seminars

Synopsis

Social Anthropology is a discipline which has traditionally specialised in the study of non-Western, pre-industrial societies. With increasing frequency, however, social and cultural anthropologists have turned towards the study of 'home', using insights gained from studying other cultures to illuminate aspects of their own society. This course draws on both these areas of social anthropology, looking at people from places as different as the rainforests of West Africa and the industrial heartlands of Britain and America, and introduces students to social anthropology through a selection of topics which have been chosen to illustrate the kind of issues that social anthropologists study and the kinds of arguments and theories they have developed. Module Topics Include: CULTURE, SYMBOLISM AND CLASSIFICATION (including language, myth, taboo). THE ANTHROPOLOGY OF INTIMATE LIFE (including marriage, divorce and exchange). RELIGION, RITUAL AND BELIEF (including initiation, and witchcraft). POWER, POLITICS AND IDENTITY (including ethnicity, nationalism, multiculturalism, globalisation).

Learning Outcomes

A degree of familiarity with some of the anthropological topics and issues relating to writings on: culture, society, classification, kinship and marriage, exchange, religion and ritual, political relations and identities.

A knowledge and understanding of the breadth of cultural diversity drawn from their reading about different societies and cultures.

An ability to discuss the similarity and difference between the student's own society and those encountered in ethnographic writings.

An ability to analyse and communicate their understanding of anthropological texts in written and spoken contexts.

An ability to construct coherent and logical arguments, particularly in written form, which combine general theoretical writings with the discussion of ethnographic data.

Preliminary Reading

Hendry, J. "An Introduction to Social Anthropology. Other People's Worlds."

Monaghan, J. & Just, P. "Social and Cultural Anthropology: A Very Short Introduction"

SE302 Foundations of Human Culture

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	Johns Dr S

Contact Hours

33 lectures; 11 seminars; 1 fieldtrip

Synopsis

This module is an introduction 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 required for all BSc in Anthropology and BA in Social Anthropology students. The module is also suitable for students in other disciplines who want to understand human evolution, and the history and biology of our species. A background in science is not assumed or required, neither are there any preferred A-levels or other qualifications.

Learning Outcomes

Understood the basic principles of evolution.

Developed a good understanding of human prehistory and biology.

Reviewed evidence from palaeoanthropology, evolutionary biology, comparative primatology, and archaeology that leads to this understanding.

Discussed what it means to be human.

An understanding of the origins of human culture, art, and society.

An appreciation of humans as biological entities.

Preliminary Reading

Boyd & Silk "How Humans Evolved", W.W. Norton, 2006

Jones, et al "The Cambridge Encyclopedia of Human Evolution", Cambridge University Press

Stanford, et al "Biological Anthropology", Prentice Hall, 2009

Scarre, "The Human Past", Thames & Hudson, 2005

Dawkins, "The Blind Watchmaker", Penguin, 1984

SO Sociology

SO300		Sociology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	Burgess Dr A

Contact Hours

44 (1 hour lecture and 1 hour seminar weekly)

Method of Assessment

50% coursework (four 1,200-1,500 word essays) and 50% 3-hour examination (summer term)

Synopsis

Sociology offers an understanding of how society works. This course 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.

Learning Outcomes

- To develop an understanding of different theoretical perspectives
- To develop a significant understanding of a range of social issues
- To obtain sufficient knowledge of the empirical evidence used in sociology
- To be able to make considered judgements about the world we live in
- To develop writing skills through essay writing and the exam
- To develop group work skills through seminar work

Preliminary Reading

Bauman Z Thinking Sociologically
 Fulcher J & Scott J Sociology
 Giddens A (3rd edn.) Sociology
 Marsh I Sociology

SO304		Studying Modern Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	Birchall Dr CB

Contact Hours

1 hour lecture per week 1 hour seminar per week

Method of Assessment

50% coursework (three 2,000 word essays) and 50% 3-hour examination (summer term)

Synopsis

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 differences 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.

Learning Outcomes

- Be able to articulate and criticise competing definitions of 'culture'
- Have acquired an elementary vocabulary of relevant concepts
- Understand how cultural values are related to cultural elites
- Have gained an introductory knowledge of a number of contextualised debates and cultural issues
- Have a general knowledge of the Marxist background to British cultural studies
- Have acquired an introductory knowledge of a range of contextualised issues and topics prominent within contemporary cultural studies
- Have extended their knowledge of different approaches to culture to include feminism, consumerism, cultural populism and postmodernism
- Have gained elementary skills of analysis and criticism relevant to cultural studies

Preliminary Reading

Baldwin E et al (1999) Introducing Cultural Studies. Prentice-Hall
 Barker C (2000) Cultural Studies Theory and Practice. Sage
 Turner G (1997) British Cultural Studies: An Introduction. Routledge

SP Psychology**SP304 Introduction to Psychology I**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	90% Exam, 10% Coursework	Hamilton-West Dr K

Contact Hours

1 weekly two-hour lecture

Restrictions

This module is not available to students studying Psychology. It is intended as a 'wild' module for non-Psychology students

Availability

Taught in SPRING TERM

Method of Assessment

Coursework: Students are required to earn 24 Psychology Research Participation credits during the academic year. Examination: All students sit a multiple choice examination.

Synopsis

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).

Learning Outcomes

Knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology

Introductory knowledge and basic understanding of some principal topics in psychology and how they relate to contemporary society

An awareness of sub-disciplines within psychology and how they are connected

The development of independent learning skills to support learning and personal development through the use of available resources (e.g. the web)

Preliminary Reading

Carlson, N.R., Martin, G.N. & Buskist, W., Psychology (3rd European edition). Harlow: Pearson Education (2007).

SP305 Introduction to Psychology II

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	90% Exam, 10% Coursework	Stathi Dr S

Contact Hours

1 weekly two-hour lecture

Restrictions

This module is not available to students studying Psychology. It is intended as a 'wild' module for non-Psychology students

Availability

Taught in AUTUMN TERM

Method of Assessment

Coursework: Students are required to earn 24 Psychology Research Participation credits during the academic year. Examination: All students sit a multiple choice examination.

Synopsis

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).

Learning Outcomes

Knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology

Introductory knowledge and basic understanding of the principal topics in psychology and how they relate to contemporary society

An awareness of sub-disciplines within psychology and how they are connected

The development of independent learning skills to support learning and personal development through the use of available resources (e.g. the web)

Preliminary Reading

Carlson, N.R., Martin, G.N. & Buskist, W., Psychology (3rd European edition). Harlow: Pearson Education (2007).

TH Religious Studies**TH325 What is Religion?**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Deacy Dr C

Synopsis

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

Preliminary Reading

CONNOLLY, P (ed.) - 'Approaches to the Study of Religion', Cassell, 1999
 CRAWFORD, R - 'What is Religion?', Routledge, 2002
 SEGAL, R (ed.) - 'The Blackwell Companion to the Study of Religion', Blackwell, 2006
 HINNELLS, J (ed.) - 'The Routledge Companion to the Study of Religion', Routledge, 2005
 RODRIGUES, H & HARDING, J.S. - 'Introduction to the Study of Religion', Routledge, 2009.
 PALS, D.L. - 'Eight Theories of Religion', Oxford University Press, 2006.
 PADEN, W.E. - 'Interpreting the Sacred: Ways of Viewing Religion', Beacon Press, 1992

TH331 Introduction to Hinduism & Buddhism

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Schlamme Dr L

Synopsis

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

ELIADE, M - 'Yoga: Immortality and Freedom', Princeton University Press, New Jersey, 1970
 ORGAN, T - 'Hinduism: Its Historical Development', Barron's Educational Series, New York, 1974
 HOPKINS, T - 'The Hindu Religious Tradition', Wadsworth, California, 1971
 KOLLER, J.M. - 'The Indian Way', MacMillan, New York, 1982
 ZAEHNER, R.C. - 'Hindu Scriptures', Everyman's Library, London, 1992
 HARVEY, P - 'An Introduction to Buddhism', CUP, Cambridge, 1990
 CONZE, E - 'Buddhism: Its Essence and Development', Dover, New York, 2003 and 'Buddhist Scriptures', Penguin, London, 1959

TH332 Myths, Symbols and Mysteries in Judaeo-Christian Tradition

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Moore Dr P

Synopsis

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.

Preliminary Reading

HARGREAVES, J - 'A Guide to Genesis', SPCK, London, 1998
 JASPER, D & PRICKETT, S - 'The Bible and Literature: a reader', Blackwell, Oxford, 1999
 WILLIAMSON, B - 'Christian Art: A Very Short Introduction', OUP, Oxford, 2004
 SEGAL, R.A. - 'Myth: A Very Short Introduction', OUP, Oxford, 2004

TH334 Religion and Sex

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Carrette Prof J

Synopsis

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', Blackwell, Oxford, 2002
 KING, U. (ed) - 'Religion and Gender', Blackwell, Oxford, 1995
 RUNZO, J. & MARTIN, N.M. - 'Love, Sex and Gender in the World Religions', One World, Oxford, 2000
 MANNING, C. & ZUCKERMAN, P. - 'Sex and Religion', Thomson Wadsworth, Belmont, 2005

TH340 Gods of the Desert: Judaism and Islam

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Voss Dr A

Synopsis

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, R. - 'No God But God: The Origins, Evolution and Future of Islam', Arrow, 2006
 CLOSE, B. - 'Judaism', Hodder & Stoughton, London, 1991
 COHN-SHERBOK, D. & L. - 'Judaism: A Short Introduction', Oneworld, 1999
 SELTZER, R.M. - 'Judaism: A People and its History', MacMillan, 1989
 ROBINSON, N. - 'Islam: A Concise Introduction', Routledge, 1998.
 MAQSOOD, RUQAIYYAH WARIS - 'Teach Yourself Islam', Hodder & Stoughton, 1994.