

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

### 09 School of Architecture

<b>AR318</b>		<b>Form Finding</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework with Compulsory Numeric Elements	Gardner Mr C

#### **Contact Hours**

43 contact hours

#### **Pre-requisites**

None

#### **Restrictions**

BA Architecture students only

#### **Method of Assessment**

Portfolio of design drawings. Design 100%

#### **Synopsis**

The module introduces the student to the 'design project' and how to interpret and analyse a brief. The project will investigate spatial concepts, and will examine various types of spatial enclosure, scale and function.

#### **Learning Outcomes**

- A. A foundational knowledge of the relationship between buildings and people and the needs and aspirations of building users
- B. A foundational knowledge of the impact of buildings on the environment

C. An awareness of the potential of design

#### **Preliminary Reading**

- Ching, Frances. 1999. Form Space and Order. London. Wiley
- Farrelly, Lorraine. 2007. The Fundamentals of Architecture. Lausanne. AVA.
- Khan, Lloyd (ed.). 2000. Shelter. Shelter publications.
- Unwin, Simon. 2004. Analysing Architecture. Abingdon. Routledge.

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>AR319</b>		<b>Building Design</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework with Compulsory Numeric Elements	Gardner Mr C

### Contact Hours

43 contact hours

### Pre-requisites

None

### Restrictions

BA Architecture students only

### Method of Assessment

Design project assessed in group crit: Design 100%

### Synopsis

Building on their experience gained in the autumn term this module deepens students' understanding of the design of interior and exterior space by the investigation and design of environments that confront the senses and where the integration of the sensory range is paramount. The potential of different materials within a design proposition is addressed. The module addresses the further awareness of the integration of function, aesthetics, technology and comfort within a design proposal. It also addresses the incorporation of vertical movement within a design proposal.

### Learning Outcomes

- A. A basic knowledge of urban design and planning of communities
- B. A basic knowledge of the influence of the design and development of cities, past and present on the contemporary built environment
- C. A basic knowledge of the needs and aspirations of building users
- D. A basic knowledge of the impact of buildings on the environment, and the precepts of sustainable design
- E. A basic knowledge of the way in which buildings fit into their local context
- F. A basic knowledge of the nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co professionals and the wider society
- G. A basic understanding of the role of the architect within the design team and construction industry, recognising the importance of current methods and trends in the construction of the built environment
- H. A basic understanding of the potential impact of building projects on existing and proposed communities
- I. A basic understanding of the need to appraise and prepare building briefs of diverse scales and types and to define client and user requirements and their appropriateness to site and context
- J. An understanding of the sensory impact of architecture and design

### Preliminary Reading

Adler, David. 1999. Metric handbook: Planning and Design Data. London: Architectural press

Pallasmaa, Juhani. 2005. The Eyes of the Skin: architecture of the senses. Chichester. Wiley.

Hawkes, Dean. 2008. Environmental Imagination: Technics and Poetics of the Architectural Environment. London. Routledge.

Lynch, Kevin. 1960. The Image of the City. Cambridge, Mass. & London. MIT.

Weston, Richard. 2003. Materials, Form and Architecture. London. Laurence King.

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

AR320	Building Construction					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	60% Exam, 40% Coursework	Gardner Mr C

### Contact Hours

54 contact hours

### Pre-requisites

None

### Restrictions

BA Architecture students only

### Method of Assessment

Design (coursework) assignment (40%)

Two hour examination in Environment (60%)

### Synopsis

Aspects of the Technology & Environment curriculum covered in this module include the fundamentals of the external envelope, the construction of internal elements including staircases, the thermal environment, human comfort, artificial light, and natural ventilation. An important aspect includes the weathering of materials, and an introduction to building services- plumbing, electrical, etc.

Students will explore these technical and environmental aspects in the context of a design project, providing students with the opportunity to gain first-hand experience with the complexity of technical integration in architecture at a small scale. Moreover, students will experience the relationship between theory and practice and technical/environmental design. Indicative lecture list:

- Staircases and ramps
- Thermal
- Framed Buildings
- Concrete guest lecture
- Portal frames
- Cladding systems
- Basement and retaining wall construction
- Case studies

### Learning Outcomes

A. A basic knowledge of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals

B. A basic knowledge of the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design

C. A basic knowledge of strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques

D. A basic knowledge of the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices

E. A basic knowledge of the principles associated with designing optimum visual, thermal and acoustic environments

F. A basic knowledge of the systems for environmental comfort realised within relevant precepts of sustainable design

G. A basic knowledge of the strategies for building services, and ability to integrate these in a design project

H. The necessary skills to prepare analytical and detailed technical drawings illustrating accurately structural, constructional and environmental design solutions

I. Understanding the challenges of integrating building fabric (materials), services and control regimes into a unified environmental design strategy

J. Ability to apply the principles of evidence-based design to the evaluation of environmental design strategies

### Preliminary Reading

Ching, Frances and Adams, Cassandra (Ed) (2000) Building construction illustrated (London: Wiley)

Chudley,Roy, Greeno,Roger (2010). Building Construction Handbook (Oxford: Butterworth)

Thomas, Randall (ed.)(2006) Environmental design: an introduction for architects and engineers (London: Taylor and Francis)

Silver,Pete and Mclean,Will (2008) Introduction to architectural technology (London: Laurence King)

The Building Regulations. Approved documents K,L, and M.

Losantas, Agata (2006). Stair Design (London:Daab)

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>AR322</b>		<b>Modern House</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework with Compulsory Numeric Elements	Adler Prof G

### Contact Hours

35 contact hours

### Pre-requisites

None

### Restrictions

BA Architecture students only

### Method of Assessment

Illustrated 2,500 word essay (80%)  
Model (20%)

### Synopsis

The concept of building type is crucial in developing an understanding of the built environment as a coherent endeavour. Recurrent plan types are important in establishing order in architecture and interiors. Equally, divergence from the norm is important in rethinking established spatial types. The most ubiquitous building type is the house, and its analysis comprises the essence of this module. We shall be studying the house as an example of vernacular design, as a response to the particular environment of a region, as well as analysing key examples of the modern house. By this means, the key periods and events in the development of modernism may be charted. Students will gain an understanding of the modern house by reading relevant literature and architectural drawings and photographs, in addition to making scale models of particular houses, and writing illustrated essays.

### Learning Outcomes

- A. A basic knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings
- B. A basic knowledge of the influence of history and theory on the spatial, social, and technological aspects of architecture
- C. A basic knowledge of how theories, practices and technologies of the arts influence architectural design
- D. A basic knowledge of the creative application of the fine arts and their relevance and impact on architecture
- E. An understanding of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals
- F. An understanding of the concept of unconscious, 'vernacular' design, and knowledge of housing as opposed to the one-off designed house
- G. A knowledge of the concept of building typology, and understanding of the house as a representative type
- H. A knowledge of key modern houses representing a variety of twentieth-century design
- I. An ability to write clearly, using academic conventions and appropriate illustrations in a well-designed format

### Preliminary Reading

Davies, Colin, *The Prefabricated Home* (London: Reaktion, 2005)

Dunster, David, *Key Buildings of the Twentieth Century* (Butterworth: London, 1990)

Muthesius, Stefan, *The English Terraced House* (Yale University Press: London, 1982)

Sherwood, Roger, *Modern Housing Prototypes* (Harvard University Press, 1981)

Smith, Elizabeth A.T., *Blueprints for Modern Living: History and Legacy of the Case Study Houses* (Cambridge, Mass: MIT, 1999)

Walker, John, *Design History and the History of Design* (Pluto: London, 1989)

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>AR323</b>		<b>Architectural Representation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework with Compulsory Numeric Elements	
2	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework with Compulsory Numeric Elements	Gardner Mr C

### Contact Hours

120 contact hours

### Pre-requisites

None

### Restrictions

BA Architecture students only

### Method of Assessment

Manual techniques/portfolio review (60%)

Digital techniques (40%)

### Synopsis

This module teaches the principles and skills of orthographic and metric projections, perspective drawing and rendering of drawings to communicate design aspirations. The acquisition of skills to make 3D models, from conceptual to finished scaled presentations is started in this module. The module will develop various skills in recording the observed environment through appropriate drawing, modelling and a whole range of graphic systems. Emphasis will be placed on the use of the sketch book and the development of freehand drawing, but the module will also develop students skills in visual communication and presentation dealing with 3D computer modelling. Students enhance their modelling skills to develop high quality rendering skills.

### Learning Outcomes

A basic ability to prepare and present building design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a brief

A basic knowledge of the creative application of the fine arts to studio design projects, in terms of their conceptualisation and representation

An ability to produce and collate an appropriate set of drawings to communicate a design proposal

An ability to produce 2D visualisations and 3D models using a variety of media

### Preliminary Reading

Ching, Frances. 2002. Architectural graphics: London. Wiley.

Porter, T. & Goodman, S. 1992. Manual of Graphic Techniques for Architects. Burlington, Architectural Press.

Delaney, Miriam, Gorman, Anne. 2011. Studio Craft & Technique: UCD, Dublin.

Daniele, T. 2008. Poly-Modelling with 3DS Max... Burlington, Focal press.

Dayley, L. D. & B. 2010. Photoshop CS5 Bible. Indianapolis, Wiley Publishing.

Finkelstein, E. 2009. Auto CAD 2010 and Auto CAD LT 2010 Bible. . Indianapolis, Wiley Publishing.

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>AR324</b>		<b>Ancient and Medieval Architecture</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Exam	Karydis N

### Contact Hours

25 contact hours

### Pre-requisites

None

### Restrictions

BA Architecture students only

### Method of Assessment

Three hour examination (100%)

### Synopsis

This course provides stage one students with an introduction into ancient and medieval architecture, predominantly Western. It will include a series of weekly lectures based on different key episodes in architectural history, supplying the students with both the historical information that will form the foundation for their future studies, as well as with a grasp of basic architectural concepts and ways of discussing and presenting them. Typical forms of historic building technologies will be discussed, together with their relevance to current technologies. The assessable component of the course will take the form of an examination in the Summer Term.

### Learning Outcomes

- A. A basic knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings
- B. A basic knowledge of the influence of history and theory on the spatial, social, and technological aspects of architecture
- C. A basic knowledge of how theories, practices and technologies of the arts influence architectural design
- D. A basic knowledge of the creative application of the fine arts and their relevance and impact on architecture
- E. A basic understanding of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals
- F. An awareness of concepts of historical change
- G. An awareness of the Western tradition of design
- H. A knowledge of the historical development of European architecture, and of its relationship to the English mainstream
  
- I. A knowledge of key buildings from Western architectural history

### Preliminary Reading

Fazio, Michael, Moffett, Marian, Wodehouse, Laurence (1st ed. 2003; 2nd ed. 2008). A World History of Architecture. London: Laurence King

Summerson, John (2008 ed.). The Classical Language of Architecture. London: Thames & Hudson

Watkin, David (2005, 4th ed.). A History of Western Architecture. London: Laurence King

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>AR325</b>		<b>Light and Structure</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework with Compulsory Numeric Elements	Gardner Mr C

### Contact Hours

36 contact hours

### Pre-requisites

None

### Restrictions

BA Architecture students only

### Method of Assessment

A design study investigating the use and control of natural light inside buildings (Technology component - 60%)

A structural design exercise in which students explore the fundamental principles of structures (Design component - 40%)

### Synopsis

The key concepts of sustainable design are introduced. An awareness of the distinction between structural and non-structural elements in buildings is taught. Lectures and workshops on structures and basic constructional techniques are also introduced along with the study of the environmental factors of natural light, with reference to their impact upon building interiors. The palette of building materials is outlined, conveying both their sensory impact as well as their physical properties. An awareness of the prime means of placing and fixing different materials in addition to the aesthetic and technical aspects of joining materials.

Indicative lecture list:

- Module introductions
- The building envelope- Daylight 1.
- Foundations- Daylight 2.
- Walls- Solar Geometry.
- Roofs- Ecology.
- Floors- Global warming
- Frames- Sustainable materials

### Learning Outcomes

- A. A basic knowledge of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals
- B. A basic knowledge of the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design
- C. A basic knowledge of strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques
- D. A basic knowledge of the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices
- E. A basic knowledge of the principals associated with designing optimum visual, thermal and acoustic environments
- F. A basic knowledge of the systems for environmental comfort realised within relevant precepts of sustainable design
- G. A basic knowledge of the strategies for building services, and ability to integrate these in a design project
- H. An awareness of the aesthetic possibilities of natural light
- I. A basic knowledge of iterative and evidence-based approaches to design

### Preliminary Reading

- Bell, James, Burt, William, and Rennie, David. 1995. Designing buildings for daylight. Watford: BRC/CRC
- Chudley, Roy and Greeno, Roger. 2010. Building Construction Handbook. Oxford: Butterworth
- Gordon, J.E. 2004. Structures, or why things don't fall down. Harmondsworth: Penguin
- Silver, Pete and Mclean, Will. 2008. Introduction to architectural technology. London: Laurence King

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

### 04 School of European Culture and Languages

<b>CL310</b>		<b>Greek for Beginners</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	70% Coursework, 30% Exam	Rudolph Dr K

#### Contact Hours

4 hours per week

#### Synopsis

This course is designed for students who have not been exposed to any other highly inflected language. It aims at teaching students to read and understand ancient Greek within the context of fifth century BCE Greek civilisation and culture, by providing them with knowledge of ancient Greek grammar, syntax and culture. Grammatical theory is taught as a tool for dealing with the texts, understanding and gradually translating them. At the same time, productive use of the ancient Greek language, i.e. composition of simple sentences in ancient Greek is also taught.

Students will gain sufficient understanding of Greek grammar and syntax to enable them to translate Greek prose and verse. In addition, the study of ancient Greek will enrich the students' vocabulary.

#### Learning Outcomes

On successful completion of the module students will have:

Acquired a basic command of Ancient Greek accentuation and syntax,

Acquired a basic knowledge of grammatical terms and underlying principles of Ancient Greek,

Demonstrated basic reading skills and strategies,

Acquired basic abilities to translate Greek-to-English and English-to-Greek sentences

Acquired basic abilities to identify and solve problems with the appropriate tools in short translation passages in prose and verse from Ancient Greek authors.

#### Preliminary Reading

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

<b>CL311</b>		<b>Latin for Beginners</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	60% Exam, 40% Coursework	Pollmann Prof K

#### Contact Hours

4 hours per week

#### Synopsis

The aim of the module is to give students a firm foundation in Classical Latin, both vocabulary and grammar (accentuation and syntax), using a modern course devised precisely with that objective in mind.

The schedule will follow the structured approach of Wheelock's Latin, covering: verbs: all four conjugations, indicative (both active and passive), present infinitive and imperative active; nouns, all five declensions, singular and plural, pronouns, demonstratives, relatives; adjectives, prepositions, the uses of the cases, simple sentence construction.

#### Learning Outcomes

Students will be able to show a knowledge of basic Latin accentuation and syntax

Students will be able to show a grasp of grammatical terms and inflection systems, and the underlying principles of the Latin language

Students will be able to show a command of Latin vocabulary (including nouns, pronouns, adjectives, verbs, adverbs, prepositions and conjunctions)

Students will be able to show a capacity for translating simple sentences (Latin-English and English-Latin) and be able to read short passages of Latin text

Students will be able to translate short passages from Classical authors, both prose and verse

#### Preliminary Reading

F M WHEELOCK - 'Wheelock's Latin', 7th ed., Harper Collins - please do NOT use an earlier edition



## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>CL315</b>		<b>Classical Mythology: Themes and Approaches</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	75% Coursework, 25% Exam	Wyles Dr R

### Contact Hours

2 hours per week

### Synopsis

This module aims to introduce students to the heritage of myth in the ancient world, both classical and non-classical, and introduce them to a variety of attempts, ancient and modern, to make sense of myth as a means of expression. In the Autumn term students will study a repertoire of well-known myths, selected to illustrate the main categories of myth found in the ancient world (gods, creation, hero, underworld, metamorphoses, animal stories, ideal worlds, trickster mythology); in the Spring term the emphasis will be on theories which attempt to explain the 'workings' of myth, offered from a variety of disciplines, ancient and modern, and on ways in which the Greeks and Romans approached their mythological heritage. These will include myth as history, myth as philosophy, myth as comedy, myth as ornament, comparative mythology, anthropological approaches, psychological interpretations and structuralism. The module will conclude with practical experiments designed to illustrate the processes involved in the creation and transmission of myths.

The module will be taught from texts in translation, and will involve the understanding of critical methods and the interpretation of sources. No knowledge of ancient languages will be required.

### Learning Outcomes

Students will be able to show an understanding of the problems of defining myth as a genre and its relationship with folktale

Students will be able to define and illustrate the main types of classical myth, drawing on a repertoire of the better-known classical myths and some non-classical myths, and show knowledge of the factors which influenced their development

Students will be able to show knowledge of a diverse range of primary sources and be able to evaluate them in a critical manner

Students will be able to illustrate and discuss the different uses (historical, philosophical, literary, etc.) to which myths were put in the Classical World

Students will be able to show a working knowledge of the main contemporary schools of mythical interpretation, especially comparative mythology, and be able to discuss them critically

### Preliminary Reading

Primary Sources:

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

HERODOTUS - 'Histories'

HESIOD - 'Works and Days' and 'Theogony'

HOMER - 'The Iliad' and 'The Odyssey'

LONGUS - 'Daphnis and Chloe'

OVID - 'Metamorphoses'

PLATO - 'Republic' and 'Selected Myths'

Secondary Sources:

J BREMNER - 'Interpretations of Greek Mythology', Routledge, 1990

E R DODDS - 'The Greeks and the Irrational', University of California Press, 2004

K DOWDEN - 'The Uses of Greek Mythology', Routledge, 1992

G S KIRK - 'The Nature of Greek Myths', Penguin, 1974

G S KIRK - 'Myth: Its Meaning in Ancient and Other Cultures', University of California Press, 1970

P VEYNE - 'Did the Greeks believe in their Myths?', University of Chicago Press, 1988

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>CL329</b>		<b>Introduction to Archaeology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Lavan Dr L

### Contact Hours

2 hours per week

### Availability

This is a core module for students in Stage 1 studying Single Honours and Joint Honours Classical & Archaeological Studies, and Joint Honours Archaeology and Anthropology

### Synopsis

The module will introduce archaeology as an academic discipline, providing grounding in basic concepts and methodology and techniques of analysis relating to archaeological evidence. It will provide background relevant to other archaeological and historical modules through examining aspects of the archaeological process in prehistoric, Roman and medieval contexts. It will enable students to make an informed choice of subsequent modules. Topics will include basic fieldwork methods and techniques, and an introduction to key topics in interpretation, such as society and culture, ritual and religion, technology, etc. through case studies e.g. of Pompeii, Sutton Hoo, and the Ice Man.

### Learning Outcomes

Students will be able to demonstrate an understanding of the types of remains that archaeologists normally encounter, how they can be detected and collected, and their potential to inform us regarding past cultures

Students will be able to demonstrate an understanding of how artefacts may be studied in order to gain a range of information on past societies

Students will be able to demonstrate basic comprehension of how sites are formed and of the types of layers and features that archaeologists may encounter

Students will be able to demonstrate an understanding of how archaeological evidence can be placed in a temporal sequence

Students will be able to demonstrate an understanding of how the attributes of material culture (artefacts) can be studied for the information they may yield regarding past technology, trade, usage, etc.

### Preliminary Reading

Core text:

C RENFREW & P BAHN - 'Archaeology: Theories, Methods and Practice', Thames and Hudson, 2008

Recommended:

P BARKER - 'Techniques of Archaeological Excavation', 5th ed., Routledge, 2008

M CARVER - 'Sutton Hoo, Burial Ground of Kings?', British Museum Press, 1998

R ETIENNE - 'Pompeii, The Day a City Died', Thames and Hudson, 1992

K GREENE - 'Archaeology, An Introduction: The History, Principles and Methods of Modern Archaeology', 3rd ed., Batsford, 1995

S ROSKAMS - 'Excavation', CUP, 2001

C SCARRE (ed.) - 'The Human Past', Thames and Hudson, 2005

D SOUDEN - 'Stonehenge: Mysteries of the Stones and Landscape', Collins & Brown in association with English Heritage, 1997

K SPINDLER - 'The Man in the Ice: The Preserved Body of a Neolithic Man Reveals the Secrets of the Stone Age', Weidenfeld and Nicolson, 1994

P WILKINSON - 'Archaeology: What it is, Where it is and How to do it', Archaeopress, 2007

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>CL336</b>		<b>Aegean Archaeology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Willis Dr S

### Contact Hours

3 hours 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.

### Learning Outcomes

Students will be able to demonstrate a basic knowledge of the bibliography

Students will be able to demonstrate a basic knowledge of the main issues and terminology of Aegean Prehistory

Students will be able to use the diverse sources of knowledge in a synthetic manner

Students will be able to demonstrate sufficient knowledge in order to start research in one of the areas covered

Students will be able to demonstrate that they have acquired a feel and understanding of the area, its cultures and geography

Students will be able to demonstrate an understanding of how the Bronze Age cultures formed and developed in the Aegean, and how they influenced classical cultures of the broader region

### Preliminary Reading

C W SHELMEARDINE (ed.) - 'The Cambridge Companion to the Aegean Bronze Age', CUP, 2008

O DICKINSON - 'The Aegean Bronze Age', CUP, 1994

D PREZIOSI & L HITCHCOCK - 'Aegean Art and Architecture', OUP, 1999

Website - [http://projectsx.dartmouth.edu/history/bronze\\_age/](http://projectsx.dartmouth.edu/history/bronze_age/)

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

### 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

2 hours per week

#### 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.

#### Learning Outcomes

Students will be able to discuss the development of Egyptology as a discipline

Students will be able to understand how material culture is created and transformed with particular reference to ancient Egypt

Students will be able to evaluate the importance of material culture in the study of Egyptology

Students will be able to analyse the kinds of material commonly encountered in Egyptian archaeology and appreciate the mechanisms for their interpretation

Students will be able to understand and utilise egyptological and archaeological techniques for the analysis and interpretation of Ancient Egyptian civilisation

Students will be able to show development of basic practical and theoretical (aspects of anthropological and archaeological theory) skills in analysing material data

Students will be able to demonstrate a basic knowledge of the economic, social, and conceptual systems underpinning ancient Egyptian civilization, and how they are expressed in the archaeological record

Students will be able to show development in their ability to relate objects and texts to their social background

Students will be able to demonstrate improvement in their skills in critical reading and in the assessment/analysis of specific details to be found in the primary sources of all types for the study of ancient Egypt

Students will be able to show experience in interpreting primary texts and material culture records

#### Preliminary Reading

D J BREWER - 'Egypt and the Egyptians', CUP, 2003

N GRIMAL - 'A History of Ancient Egypt', Blackwell, 2000

J LUSTIG - 'Anthropology and Egyptology: A Developing Dialogue', Sheffield Academic Press, 1997

S QUIRKE - 'The British Museum Book of Ancient Egypt', British Museum Press, 1992

G ROBINS - 'The Art of Ancient Egypt', British Museum Press, 1997

B SHAFER (ed.) - 'Temples of Ancient Egypt', I.B. Tauris, 1998

I SHAW - 'The Oxford History of Ancient Egypt', OUP, 2003

B WATTERSON - 'Gods of Ancient Egypt', Sutton, 1999

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

CL353	The Civilisations of Greece and Rome					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Alwis Dr A

### Contact Hours

2 hours per week

### Availability

This is a core module for students in Stage 1 studying Single Honours and Joint Honours Classical & Archaeological Studies, History & Archaeological Studies and Ancient History.

### Synopsis

In the Autumn term we start with Greece. The history will centre on Athens in the 5th century B.C. We begin with Solon's reforms, then after considering the period of the Persian invasions we study the developed democracy with its empire under Pericles and its destruction in the Peloponnesian War. After 5 weeks, we move to the literature of the period, more specifically, the development of tragedy and comedy in fifth-century Athens, examining staging and dramatic conventions such as the role of actor, chorus and religious function and plot, especially the handling of mythological themes. We will analyse a selection of major plays by Aeschylus, Sophocles, Euripides and Aristophanes. Within this framework the module explores the role of tragedy and comedy as vehicles for public debate in the democracy, and its treatment of justice, religion, rationalism and patriotic themes.

In the Spring term, we move to Rome. In the Roman part of the course we shall treat the last century of the republic. Our focus will be on how that republic fell and was replaced by the empire whose founder was Augustus. Among the themes examined will be political violence, the intrusion of the army into political life and the rise of the warlord. In the literature part of the Spring term the module is concerned with the patronage of the arts (poetry, history writing, art and architecture) under Augustus, with the role of the arts as propaganda, and the thesis that writers were recruited to act as spokesmen for the policies and ideals of the principate. The central theme is the creation of enduring images of Rome and Empire, using traditional historical and mythological materials; alongside this the module treats areas of public policy such as moral legislation, festivals, religious reform and the position of women. The module is also concerned with the responses of the writers, whether as supporters of public policy, or as commenting on and reacting against it. Thus, its content is much better understood as a result of the historical development outlined in the first part of term.

### Learning Outcomes

Students will be able to explain the development of theatre (tragic and comic) in fifth-century Athens

Students will be able to address questions of staging, dramatic conventions and mythological themes

Students will be able to discuss Greek drama's role as a vehicle for the treatment of major areas of public debate in democratic Athens: justice, war and peace, rationalism

Students will be able to understand the nature of Augustan ideology

Students will be able to understand the social and historical context of the works of Livy, Virgil, Ovid, Propertius and Horace

Students will be able to understand the position of women in the age of Augustus

Students will be able to draw together a wide range of source (legal, literary, biographical) to create a picture of the age of Augustus

Students will be able to demonstrate an increase in their knowledge of the cultural history of the Roman world

Students will be able to demonstrate an introduction to close reading and analysis of set texts

Students will be able to demonstrate a knowledge of two important periods in the history of Greece and Rome

Students will be able to demonstrate a knowledge of a body of ancient source material

Students will be able to demonstrate an introduction to modern scholarly thinking in both areas

Students will be able to demonstrate an understanding of the difference between primary and secondary sources

Students will be able to demonstrate acquisition of the critical skills needed to evaluate ancient sources and modern discussions

### Preliminary Reading

Greek History:

ARISTOTLE - 'Constitution of Athens'

HERODOTUS - 'Histories'

PLUTARCH - 'Selected Lives'

THUCYDIDES - 'The Peloponnesian War'

Greek Literature:

AESCHYLUS - 'The Oresteia'

SOPHOCLES - 'Oedipus'

EURIPIDES - 'The Bacchae'

ARISTOPHANES - 'The Frogs'

Roman History:

APPIAN - 'The Civil Wars'

PLUTARCH - 'Selected Lives'

SALLUST - 'The Conspiracy of Catiline'

SUETONIUS - 'Lives of Caesar and Augustus'

Latin Literature:

LIVY - 'The Early History of Rome'

OVID - 'The Love Poems'

PROPERTIUS - 'Elegies'

HORACE - 'The Odes and Epodes'

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>CL354</b>		<b>Roman Emperors and Biography</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Laurence Prof R

### Contact Hours

2 hours per week

### Availability

This is a core module for students in Stage 1 studying Single Honours Ancient History

### Synopsis

Today most adults have a conception of the lives of Roman emperors derived from TV or film. Few can discuss how the nature of ancient biography shapes the way in which the modern conception of the Roman emperor. Biography was a genre developed under the Roman Empire, most notably by Suetonius. This can be seen as a response to the presence of the Emperor or Princeps, but is also the genre which created a cultural memory that was shot through with the morals associated with good and bad; virtue and vice and so on. Few dead emperors were ever seen a paradigms for the virtuous life; whereas the living ones provided moral exemplars. The module is designed to unpick our modern image of the emperors to reveal how biographies from antiquity constructs our image of the past.

### Learning Outcomes

By focusing on the genre of biography, the module contributes to the students understanding of ancient literature and their understanding of the use of evidence for the writing of history

By placing an emphasis on the development of academic skills, the module will contribute to students' subject-based critical thinking and communication skills, as well as providing enjoyable learning with realistic workloads

Students will be able to demonstrate a broad understanding of how the Roman emperor was represented in later times after his death or murder

Students will be able to critically evaluate the role of biography in ancient culture and as a genre in modern culture for the representation of the past

Students will be able to develop academic skills fundamental to their future learning – including the evaluation of ancient evidence, modern representations, and the evaluation of modern scholarship

Students will be able to evaluate our knowledge of the Roman emperor from antiquity and the deployment of that knowledge in more recent times to create a popular image of this figure from antiquity in the recent past

### Preliminary Reading

Ancient Biographies

Suetonius *The Twelve Caesars*.

Tacitus *The Agricola*

Modern Biographies

Barrett, A. (1989) *Caligula – the Corruption of Power*, Routledge.

Ferrill, A. (1982) *Caligula: Emperor of Rome*, Thames and Hudson

Levick, B. (1990) *Claudius*, Routledge.

Champlin, E. (2003) *Nero*, Harvard University Press

Levick, B. (1999) *Vespasian*, Routledge.

On Interpretation

Wallace-Hadrill, A. (1983) *Suetonius*, Duckworth

Elsner, J. and Masters, J. (1994) *Reflections of Nero: Culture, History and Representation*, Duckworth

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>CL357 Academic Practice in Classical and Archaeological Studies</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Labadi Dr S

### Contact Hours

2 hours per week

### Availability

This is a core module for students in Stage 1 studying Single Honours Classical & Archaeological Studies and Ancient History.

### Synopsis

This module is intended to teach students the academic practices required for study at undergraduate level with particular reference to Classical and Archaeological Studies. Practical skills such as the use of IT for word processing, referencing and research will be combined with the more complex issues of argument synthesis, analysis of primary evidence and written expositions.

### Learning Outcomes

- Students will be able to carry out analytical study and enquiry
- Students will develop skills of listening and note taking
- Students will be able to engage in academic debate
- Students will acquire awareness of controversy in technical literature
- Students will develop the skills of independent and wide-ranging research
- Students will develop the skill of selective reading
- Students will be able to synthesize arguments and identify key issues
- Students will be able to identify, recall and deploy material relevant to a particular question
- Students will be able to analyse the usefulness of secondary sources and the issues surrounding different translations of the texts
- Students will be able to make written expositions with structured and coherent arguments, according to accepted academic conventions
- Students will develop communication skills in class discussions
- Students will develop oral presentation skills
- Students will be able to manage time effectively, and evaluate individual performance
- Students will develop IT and study skills

### Preliminary Reading

- S COTTRELL - 'The Study Skills Handbook', 3rd ed., Palgrave, 2008
- B GREETHAM - 'How to Write Better Essays', 2nd ed., Palgrave, 2008
- A NORTHEDEGE - 'The Good Study Guide', The Open University, 2005

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>CP305 Freedom and Oppression in Modern Literature</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Stahler Dr A

### Contact Hours

2 hours per week

### 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 student shall be reading some classical fictional explorations that have taken on issues of general concern and have in turn had international impact. We shall be interested in the texts as works of literature in their own right as well as in the ideas they interrogate and propagate: universal happiness, morality without God, personal and political freedom, the self and its responsibilities, and the disunity of value.

### Learning Outcomes

Students will have a good knowledge of a range of influential 20th century writings dealing with major ideological preoccupations

Students will possess a broad understanding of the ways in which creative literature can convey ideological purpose

Students will have confronted and examined major realities of modern life and shaping ideas and ideologies in the works of writers whose stature, significance and impact is international

Students will be able to discuss and evaluate the capacity of fictional literature, in comparison with discursive literature, to contribute to political thought

Students will benefit from close and careful reading of the literary texts

Students will be able to develop an evaluative comparison of literary texts with similar themes

### Preliminary Reading

M ANGELOU - 'I Know Why the Caged Bird Sings'

A GIDE - 'The Immoralist'

N GOGOL - 'The Overcoat'

M HOUELLEBECQ - 'Atomized'

J-P SARTRE - 'Childhood of a Leader'

F KAFKA - 'Metamorphosis'

J JOYCE - 'The Dead'



## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

CP306	Guilt and Redemption in Modern Literature					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Stahler Dr A

### Contact Hours

2 hours per week

### Synopsis

The 'knowledge of good and evil' is unique to human beings. It informs the individual's conscience and determines the moral systems on which societies are based. The violation of moral codes is expected to induce the experience of guilt, while the lack of any sense of guilt is considered to be psychopathic. As the manifestation of an internal, and sometimes also external, struggle of varying intensity, guilt is an almost universal concern of literary texts; as is the quest for redemption, the alleviation of guilt and despair – through atonement, forgiveness or denial. In this module, we analyse literary texts which explore the frequently fuzzy edges of the experiences of guilt and redemption as a human quandary and as perceived against changing conceptions of morality. Texts included in the reading list engage with questions of personal and collective guilt in relation to hubris, cruelty, the violation of animal rights, and genocide.

### Learning Outcomes

Students will develop a good knowledge of a range of influential writings from the nineteenth to the twenty-first centuries dealing with major ideological preoccupations and, more specifically, issues of guilt and redemption

Students will confront and examine major realities of modern life and shaping ideas and ideologies in the works of writers whose stature, significance and impact is international

Students will possess a broad understanding of the ways in which creative literature can convey ideological, moral and ethical purpose

Students will be able to discuss and evaluate the capacity of fictional literature, in comparison with discursive literature, to contribute to political and moral thought

Students will benefit from close and careful reading of the literary texts

Students will develop an evaluative comparison of literary texts with similar themes

Students will be able to initiate and respond to group discussion of issues raised, basing responses on substantiating reference to the text

Students will be able to speak confidently in group seminar situations and present issues so as to elicit group response

Students will be able to undertake independent research in the library and on the internet

Students will be able to marshal knowledge and present it in clear and logical written form

### Preliminary Reading

A CAMUS - 'The Fall'

J M COETZEE - 'The Lives of Animals'

B B DIOP - 'Murambi: The Book of Bones'

F DOSTOYEVSKY - 'Crime and Punishment'

D JACOBSON - 'The God-Fearer'

R MUSIL - 'The Confusions of Young Törless'

J-P STASSEN - 'Deogratias: A Tale of Rwanda' (graphic novel)

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

CP311		The Tale				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	Novillo-Corvalan Dr P

### Contact Hours

3 hours per week

### Availability

This module is core for Stage 1 Comparative Literature students.

### Synopsis

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

The framework of discussion comprises a general survey of the issues that face the comparatist. In the course of the module students 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. Students also explore questions of transmission and transformation (e.g. how stories and motifs travel from one culture to another and alter in shape and emphasis) and questions of genre (for example the fantastic). A selection of critical texts on narrative devices and patterns, on psychoanalytical, structuralist and feminist approaches to the fairytale and on genre theories are studied in conjunction with the primary texts.

### Learning Outcomes

Students will have honed their close reading and comparative analysis skills

Students will have a good knowledge of some of the most important tales and motifs which occur and recur in literature

Students will be able to grasp the importance of the specific cultural, linguistic and historic contexts from which the texts spring and their impact upon the particular representational choices

Students will have a good understanding of how historical development parallel literary developments

Students will have an insight into the way writers through the ages have used tales from previous cultures and have adapted them to suit their own purpose

Students will have a good knowledge of the basic principles of narratology

Students will have an awareness of some of the most important aspects of literary criticism

Students will be able to grasp key concepts of psychoanalytical literary theory

Students will have practiced and refined skills relating to the comparative analysis of literature and other related subject areas

### Preliminary Reading

ANON - 'The Epic of Gilgamesh', Penguin, 1972

HOMER - 'The Odyssey', Penguin, 2003

ANON - 'Tales from the Thousand and One Nights', Penguin, 1973

J & W GRIMM - 'Grimm's Fairy Tales', Penguin, 1995

E ALLAN POE - 'The Fall of the House of Usher and Other Writings', Penguin, 2003

F KAFKA - 'The Complete Short Stories', Vintage, 1992

J L BORGES - 'Labyrinths: Selected Stories and Other Writings', Penguin, 2000

A CARTER - 'The Bloody Chamber', Penguin, 1979

T TODOROV - 'The Fantastic: A Structural Approach to a Literary Genre', Cornell University Press, 1975

B BETTELHEIM - 'The Uses of Enchantment', Penguin, 1991

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>CP317 Childhood &amp; Adolescence in Modern Fiction</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Haustein K Dr

### Contact Hours

2 hours per week

### 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.

### Learning Outcomes

Students will have explored the theme of childhood and adolescence has been treated in world literature since the 1880s

Students will be more familiar with key critical concepts in the study of fiction

Students will have been introduced to the analysis of fiction in relation to its historical and cultural contexts

### Preliminary Reading

F HODGSON BURNETT - 'The Secret Garden'

C COLLODI - 'The Adventures of Pinocchio'

R HUGHES - 'A High Wind in Jamaica'

S PLATH - 'The Bell Jar'

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

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

### Learning Outcomes

Students will have developed an understanding of the political and social contexts in which these films were made

Students will have developed an understanding of the importance and complexities of cultural representations for individuals and national societies

Students will have improved their ability to analyse examples of European and Latin American cinema

Students will have acquired an understanding of narrative processes and modes of representation at work in film

Students will have gained an appreciation of cultural diversity

Students will have developed their skills in the field of comparative study

Students will have developed their ability to communicate effectively

Students will have improved their ability to plan and write an essay and to organise it in terms of a coherent argument

### Preliminary Reading

Indicative Reading List:

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

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

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

G VINCENDEAU - 'Encyclopaedia of European Cinema', BFI, 1995

P SORLIN - 'European Cinemas, European Societies', Routledge, 1991

E EZRA (ed.) - 'European Cinema', OUP, 2004

J FORBES & S STREET (eds.) - 'European Cinema: An Introduction', Palgrave, 2000

D PETRIE (ed.) - 'Screening Europe: Image and Identity in Contemporary European Cinema', BFI, 1992

G NOWELL-SMITH - 'Companion to Italian Film', BFI, 1996

R TAYLOR (ed.) - 'The BFI Companion to Eastern and European Cinema', BFI, 2000

A PHILIPS - 'German Cultural Studies', Arnold, 2002

S HAKE - 'German National Cinema', Routledge, 2002

G AUSTIN - 'Contemporary French Cinema', Manchester University Press, 1996

B JORDAN & R MORGAN TAMOSUNAS - 'Contemporary Spanish Cinema', Manchester University Press, 1998

A MIRA (ed.) - 'The Cinema of Spain', Wallflower Press, 2005

A ELENA & M DIAZ LOPEZ (eds.) - 'The Cinema of Latin America', Wallflower Press, 2003

S M HART - 'A Companion to Latin American Film', Tamesis, 2004

Indicative Viewing List:

J-P JEUNET (dir.) - 'Amelie', 2001

W BECKER (dir.) - 'Goodbye Lenin!', 2003

T VINTERBERG (dir.) - 'Festen', 1998

K KIESLOWSKI (dir.) - 'Podwojne zycie Weroniki / The Double Life of Veronique', 1991

P ALMODOVAR (dir.) - 'Todo sobre mi madre / All About My Mother', 1999

A CUARON (dir.) - 'Y tu mama tambien', 2001

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>CP323</b>		<b>The Romantic Movement</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	March-Russell Dr P

### Contact Hours

2 hour seminar per week

### Synopsis

This module focuses on the development of the Romantic movement in Britain, France, Germany and Russia. It begins with the work of eighteenth century writers such as Goethe and Rousseau, and then explores their influence upon British, French and German writers of the early Romantic period (Blake, Chateaubriand, Kleist). The middle part of the module mainly concentrates upon British Romantic poetry, grouped around themes such as art, nature, politics and identity. The final part of the module examines how Russian writers, such as Lermontov and Pushkin, responded to the legacy of their Western counterparts. There will also be exploration during the course of the module of sub-genres such as the Gothic (Walpole, Dacre, M. Shelley), the historical novel (Dumas) and the confession (de Quincey). The work of painters, such as Fuseli, Goya and Turner, will be available as a resource via Moodle.

### Learning Outcomes

Students will be able to recognise and compare the key features of European Romanticism in prose, poetry and painting of the period

Students will develop comparative skills in order to question how aesthetic concepts, such as Romanticism, have been used to define literary periods

Students will be able to think critically about the differences and similarities between national traditions when considering international concepts such as Romanticism

Students will develop close reading and analytical skills, including the application of critical thinking to the study of art and literature

The module will encourage independent research, including creative responses to the primary reading and viewing list for the module

### Preliminary Reading

F-R de CHATEAUBRIAND - 'Atala and Rene', Oneworld Classics

T de QUINCEY - 'Confessions of an English Opium-Eater', OUP

A DUMAS - 'The Black Tulip', Penguin

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

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

M SHELLEY - 'Frankenstein', Penguin

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

CP324	Classical Literature					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Schaffner Dr A

### Contact Hours

2 hours per week

### Synopsis

This module offers students a wide-ranging grounding in classical literature as a basis for the further study of Western literature within a comparative framework. Major works of ancient Greek and Roman literature are studied in order to enable students to appreciate the literary engagement with the following in the classical world: myth (including the stories of the Trojan War, Oedipus, Jason and Medea, and the founding of Rome); the relationship between human beings and the gods, between the sexes, and between the human and the animal; and the journey motif. Themes explored included sexuality, violence, conceptions of justice, metamorphosis, and madness. The module introduces students to some of the major genres of Western literature (tragedy, comedy, the epic), and considers how these were theorized by Aristotle. It also encourages students to reflect on questions of cultural transmission, and on why the myths represented in classical literature should have proved to be such a rich source for the literature of the West.

### Learning Outcomes

Students will achieve an overview of ancient Greek and Roman literature, with particular emphasis on its recurring thematic preoccupations and its cultural context

Students will acquire familiarity with some of the major classical myths and mythical figures, and their significance (including the Trojan War; Odysseus' return from Troy; Prometheus; Oedipus; Jason and Medea; Aeneas and the founding of Rome)

Students will develop a sense of the origins of some of the major genres in Western literature, including tragedy, comedy, and the epic, and these were theorized by Aristotle in the light of Greek literature

Students will be able to engage critically with classical literature through close readings of works in different genres (poetry, drama, narrative)

Students will develop a sense of key motifs in classical literature that prove important for Western literature thereafter

Students will be able to appreciate the similarities and differences between ancient Greek and Roman literature, and to develop a sense of cultural transmission

### Preliminary Reading

HOMER - 'The Iliad' and 'The Odyssey'

AESCHYLUS - 'Agamemnon'

SOPHOCLES - 'Oedipus the King' and 'Antigone'

EURIPIDES - 'The Bacchae'

ARISTOTLE - 'Poetics'

ARISTOPHANES - 'Lysistrata'

AESOP - 'Fables'

APOLLONIUS OF RHODES - 'The Voyage of the Argo / Jason and the Golden Fleece'

OVID - 'Metamorphoses'

VIRGIL - 'The Aeneid'

SENECA - 'Medea'

CATULLUS - 'Selected Poems'

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

CP325	World Literature:An Introduction					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Zangenberg Dr M

### Contact Hours

2 hours per week

### Synopsis

This module introduces students to some of the most influential theories of World Literature, which are studied alongside a selection of literary examples. The theories include Johann Wolfgang von Goethe's reflections formulated in the first decades of the nineteenth century. Goethe coined the term 'world literature' [Weltliteratur] to describe the international circulation and reception of literary works in Europe. In the course of the module, we reflect on the relationship between national literatures and world literature, and on the ways in which the literary market facilitates and complicates transnational exchanges of ideas. In addition, students are given the opportunity to hone their close reading skills by studying a selection of ancient and modern world creation myths. These include texts from the Near East, Asia, Africa, the Americas and Europe. The module offers students the unique opportunity to analyse in detail different ways in which cultural backgrounds can shape literary productions, and how stories, motifs and themes travel across national boundaries. In the course of the module, we discuss key literary terms and concepts, including fictionality, literariness, translation, the canon, and the various modes of reception and circulation that shape our understanding of world literature.

### Learning Outcomes

By the end of the module student should have:

- \* obtained a systematic understanding of the most significant theories of world literature.
- \* gained a conceptual understanding of the way in which the reception and circulation of literature is shaped by the literary market.
- \* become familiar through close reading and textual analysis with a representative corpus of world creation myths from the Near East, Asia, Africa, the Americas and Europe.
- \* critically evaluated the stylistic, conceptual, and formal aspects of literary texts from diverse cultural and linguistic backgrounds.
- \* acquired a systematic understanding of key literary terms and concepts, including literariness, fictionality, translation, reception and the canon.

### Preliminary Reading

Indicative Reading List:

Theories of World Literature:

Extract on World Literature from Goethe's *Conversations with Eckermann* (1827/1836)

Extract from Karl Marx's and Friedrich Engel's *The Communist Manifesto* (1848)

Extract from David Damrosch, *What is World Literature [Conclusion: 'World Enough and Time']* (2003)

Franco Moretti, *Maps, Graphs, Trees* (2005)

Theo D'haen, *The Routledge Concise History of World Literature* (2011)

Theo D'haen, David Damrosch and Djelai Kadir (eds), *The Routledge Companion to World Literature* (2012)

Primary Texts:

Extracts from the Norton Anthology of World Literature (third edition, 2012), including selected texts from the 'Creation and the Cosmos' section; The Hebrew Bible [extracts; Genesis]; Ovid's *Metamorphoses* [extracts]; and The Qur'an [extracts].

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

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: exploration of key areas of grammar through theoretical explanations and examples .
- Written skills seminar: written comprehension and written production activities, review of grammar exercises.
- Oral/aural skills seminar: aural comprehension and oral production activities

In addition to classtime, students spend:

- an average of one hour per week in the Media Lab to complete interactive web-based grammar activities on Moodle.
- an average of nine hours per week preparing for class and tests (look up unknown vocabulary, complete grammar and vocabulary activities, view videos) and review materials covered in class.

Time commitment to this module is thirteen hours per week: three contact hours in the classroom and ten hours of 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. This is a core module for students who study French to degree level. It may also be taken as wild module if the pre-requisites are met.

### Synopsis

This year-long module reinforces and expands skills acquired at 'A' level by using a wide variety of materials. This module covers the level B1 of the CEFR in 24 weeks.

By the end of this module students are able to:

- understand the main points of clear, standard input on familiar matters regularly encountered in work, school, leisure, etc.
- deal with situations most likely to arise whilst travelling in an area where French is spoken.
- produce connected text on topics which are familiar or of personal interest.
- describe experience and events, dreams, hopes and ambitions and give reasons and explanations for opinions and plans.
- master basic and more complex grammar and written skills including simple translations.
- appreciate aspects of contemporary French culture.

Successful completion of this module allows students to progress to Learning French 4 (FR589), which cover the level B2 of the CEFR.

This module is required for first-year students who pursue a degree in French. It is not intended for bilingual students and French native speakers with secondary education in a Francophone country. It may be taken as a wild module. The module focuses largely on French language, and there is also a Civilisation element of the course, in which you will learn about French culture, history and society. By taking this module, you will improve your grammatical skills, your written and oral skills, and your knowledge and awareness of French culture and history.

### Materials

Livret de l'étudiant FR300

### Learning Outcomes

- To enable students to improve grammatical skills
- To raise level of written and spoken French
- To improve translation skills both from and into French
- To improve aural comprehension of French

### Preliminary Reading

Nouvelle Grammaire Du Français: Cours De Civilisation Française De La Sorbonne



## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>FR301 Writer and Genre in France I</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	de Medeiros Dr A

### Contact Hours

One weekly two-hour class.

### Pre-requisites

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

### Synopsis

This module enables students to read works from the rich canon of French drama and to situate them in the context of various periods and movements from the classical to the (post-)modern age. The module is a useful means of introduction to French literature, since plays are generally more concise than novels, while being equally important in the history of French cultural life and literature. The texts studied use the dramatic genre and its conventions to explore issues such as: the disjuncture between illusion and reality; the relationship between past and present and the representation of history; ethical, moral, philosophical and political dilemmas; contemporary politics; questions of identity, in contexts including gender, class and ethnicity. 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.

### Learning Outcomes

Students who successfully complete the module will:

- appreciate the variety and richness of the French dramatic tradition from the eighteenth century to the present day;
- have gained an appreciation of the history of literature from the eighteenth to the twentieth centuries;
- have developed their ability to analyse and describe examples of French drama;
- appreciate some of the ways in which the literary and the non-literary intersect;
- have improved their ability to plan and write an essay on literature and to organise it in terms of a coherent argument;
- have developed an understanding of audience expectations of French theatre according to the epoch in which it is produced;
- have developed an appreciation of the ways in which audience reaction can be anticipated and manipulated by skilful writing;
- have gained an appreciation of the distinction between the sub-genres of drama (eg comedy versus tragedy).

### Preliminary Reading

MOLIERE - 'Le Tartuffe'  
 ROSTAND - 'Cyrano de Bergerac'  
 SARTRE - 'Les Mains Sales'  
 NDIAYE – 'Papa doit manger'

<b>FR302 Writer and Genre in France II</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Fowler Dr J

### Contact Hours

One weekly two-hour class.

### Pre-requisites

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

### Method of Assessment

60% Coursework, 40% Exam

### Synopsis

This module is designed to introduce students to the range and variety of French literature by the close study of a number of texts from the 18th, 19th and 20th centuries. The authors studied use short fiction to explore a wide variety of themes: philosophical, political, and social questions will be examined as they are raised in each text. Students will undertake close readings of the primary texts and will make connections with broader political, social and cultural issues. 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.

### Learning Outcomes

Students who successfully complete the module will:

- appreciate the variety and richness of the French narrative tradition from the eighteenth century to the present day;
- have gained an appreciation of the history of literature from the eighteenth century to the present day;
- have developed their ability to analyse and describe examples of French narrative fiction;
- appreciate some of the ways in which the literary and the non-literary intersect.

### Preliminary Reading

VOLTAIRE - 'Zadig'  
 HUGO - 'Le Dernier Jour d'un condamné'  
 FLAUBERT - 'Un Cœur Simple' in 'Trois Contes'  
 AYME - 'Le Passe-muraille', 'La carte' in 'Le Passe-muraille'  
 CAMUS - 'L'Hôte', 'La femme adultère' in 'L'Exil et le royaume'  
 BEAUVOIR – 'La Femme rompue'  
 SEBBAR - 'La jeune fille au balcon', 'La photo d'identité' in 'La jeune fille au balcon'

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

FR308		Questions of French Cinema				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Hodges Dr P

### Contact Hours

2 hours per week

### Method of Assessment

60% Coursework, 40% Exam

### Synopsis

This module will provide students with a basic knowledge of the most important periods of French cinema (including realism, the nouvelle vague, Beur 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 1990s 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.

### Learning Outcomes

Students who successfully complete the module will:

1. have explored a range of films depicting various periods in French cinema (from the 1920s to the present day);
2. have become acquainted with the cultural and historical backgrounds of the films studied and thereby assess the links between this background and the films;
3. have developed a more general knowledge of the history of cinema;
4. have developed an understanding of the relationship between cinematographic form and content;
5. have developed their knowledge of technical terms relating to cinema;
6. have improved their ability to evaluate and describe filmic narratives and the ways in which they are made;
7. have developed their appreciation of the differences/similarities between the filmic and the literary.
8. have improved their ability to search for vividness and detail – to plan and write an essay and to organise it in terms of a coherent argument.

### Preliminary Reading

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

Films:

Entr'acte (René Clair, 1924),  
La Règle du Jeu (Jean Renoir, 1939),  
Orphée (Jean Cocteau, 1950),  
La Traversée de Paris (Claude Autant-Lara, 1956),  
Vivre sa vie (Jean-Luc Godard, 1962),  
La Jetée (Chris Marker, 1962),  
Les Parapluies de Cherbourg (Jacques Demy, 1964),  
37°2 le matin (Jean-Jacques Beineix, 1986),  
La Haine (Mathieu Kassovitz, 1995)

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>FR310</b>		<b>Twentieth Century France in Crisis</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Poizat-Amar Ms M

### 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 War, and the events of May 1968. Some of the films are almost contemporary with events, whereas others were made decades later. We will examine the various directors' representations of these major crises in recent French history, exploring themes such as realistic depiction, socio-political agendas, and collective and individual memory. Through our study of the historical context of these crises, and our analysis of their depiction in film, we will examine how these crises shaped, and continue to shape, questions of French identity and issues in French society. The module will be taught partly in English, partly in French.

### Learning Outcomes

Students who successfully complete the module will:

- (1) have gained an appreciation of a range of films inspired by the four crises;
- (2) have become familiar with the cultural and historical background of the works studied, and thereby assess the links between events and the films;
- (3) have developed their ability to analyse and describe films (in particular, characters and events);
- (4) have developed their analytical and critical powers and communicative skills;
- (5) have undertaken independent research in the library collections;
- (6) have developed their ability to communicate effectively in French and in English;
- (7) have gained an appreciation of cultural diversity;
- (8) have improved their ability to plan and write an essay and to organise it in terms of a coherent argument.

### Preliminary Reading

Film: MALLE - Milou en mai

MCMILLAN – 'Twentieth Century France: Politics and Society in France, 1891-1991'

Film: PONTECORVO - La bataille d'Alger

Film: RENOIR - La Grande Illusion

Film: MALLE - Au-revoir les enfants

Film: TRUFFAUT - Le Dernier Métro

Film: JEUNET - Un long dimanche de fiançailles

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>FR326</b>		<b>French for Beginners</b>				
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: four topics are covered each week: grammar, oral/aural skills, written skills and civilization.

In addition to classtime, students spend an average of four hours per week preparing for class and tests (look up unknown vocabulary, complete grammar and vocabulary activities, listen to the recordings on Moodle) and review materials covered in class.

Time commitment to this module is seven hours per week: three contact hours in the classroom and four hours of self study.

### Pre-requisites

This module is open to students with no prior study of French.

### Restrictions

This module can only be taken as a wild module.

### Synopsis

This module is for students with NO prior experience in French and covers level A1 of the CEFR in 24 weeks. It is intended for students from any discipline in the University who wish to learn French from Beginner's level as a wild module. Successful completion of this module allows students to progress to French Language and Culture 1 (FR334).

By the end of the module students are able to:

- listening: recognize familiar words and very basic phrases when people speak slowly and clearly (e.g. very basic personal and family information).
- reading: understand familiar words and very simple sentences (e.g. notices, posters and catalogs).
- speaking: use phrases and simple sentences to describe where they live and people they know; interact in simple tasks; ask simple questions about their background, immediate environment and matters in areas of immediate need, and answer such questions.
- writing: write short paragraphs (e.g. simple postcard or personal details in a questionnaire)

Successful completion of this module allows students to progress to French Language and Culture 1 (FR334).

### Materials:

Echo A1: Livre De L'Elève + Portfolio + DVD-Rom

Echo A1: Cahier Personnel D'Apprentissage + CD-Audio + Corrigés

### Learning Outcomes

To learn basic French at a non-specialist level. Student are taught basic grammatical principles, taught to write short compositions, use spoken French, answer simple practical questions and do short translations. By the end of the module students are able to:

1. understand sentences and frequently used expressions related to the areas of most immediate relevance (e.g. very basic personal and family information, shopping)
2. communicate in simple tasks requiring a simple and direct exchange of information on familiar matters.
3. describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
4. develop basic grammar and written skills including simple translations

This module is of particular interest to any students wishing to widen their knowledge of Romance languages and to those intending to spend some time in Francophone countries.

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

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: four topics are covered each week: grammar, oral/aural skills, written skills and civilization.

In addition to classtime, students spend an average of ten hours per week preparing for class and tests (look up unknown vocabulary, complete grammar and vocabulary activities, listen to the recordings on Moodle) and review materials covered in class.

Time commitment to this module is thirteen hours per week: three contact hours in the classroom and ten hours of self study.

### Pre-requisites

GCSE in French, or equivalent.

### Restrictions

This is a core module for students who study French to degree level but did not study it to A-Level. It is followed in the spring semester by FR328. Both modules are quite intensive as they bring students to the same level as those who have studied to A-Level and passed FR300 (Post A-Level).

It may be taken as wild module, with the understanding of the time commitment required. Students wishing to take FR327 as a wild module must contact Dr Annie Tregouet for assessment before registering.

Students who cannot commit to the intensive nature of the module should take FR334 or FR335 instead, which covers the same content, but in 24 weeks instead of 12. Time commitment to FR334 or FR335 is only seven hours per week: three contact hours in the classroom and four hours of self study.

### Synopsis

This module covers level A2 of the CEFR in 12 weeks.

By the end of the module students are able to:

- listening: understand sentences and frequently used expressions related to the areas of most immediate relevance (e.g. basic personal and family information, shopping, environment geography, employment).
- reading: read simple short texts; find specific information in simple everyday material (e.g. advertisements, leaflets, menus and schedules); understand short simple personal letters.
- speaking: communicate in simple tasks requiring a simple exchange of information on familiar matters; describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
- writing: write simple and short messages; write simple personal letters.

Successful completion of this module allows students to progress to French Language and Culture II (FR 328) offered in the spring semester.

This is a core module for students who study French to degree level but did not study it to A-Level. It is followed in the spring semester by FR328. Both modules are quite intensive as they bring students to the same level as those who have studied to A-Level and passed FR300 (Post A-Level). It may be taken as wild module, with the understanding of the time commitment required. Students who cannot commit to the intensive nature of the module should take FR334 or FR335 instead, which covers the same content, but in 24 weeks instead of 12. Time commitment to FR334 or FR335 is only seven hours per week: three contact hours in the classroom and four hours of self study.

### Materials

Echo A2: Livre De L'Elève + Portfolio + DVD-Rom

Echo A2: Cahier Personnel D'Apprentissage + CD-Audio + Corrigés

### Learning Outcomes

To learn basic French at a specialist level. Students review basic grammatical principles and are taught complex grammatical principles, use spoken French in every day situations, do short translations, and are introduced to regional cultures and diversity of France. By the end of the module students are able to:

1. understand sentences and frequently used expressions related to the areas of most immediate relevance (e.g. basic personal and family information, shopping)
2. communicate in simple tasks requiring a simple and direct exchange of information on familiar matters.
3. describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
4. develop basic grammar and written skills including simple translations;
5. develop knowledge and appreciation of the richness of French regional culture.

This module is of particular interest to any students wishing to widen their knowledge of Romance languages and to those intending to spend some time in France.

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

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: four topics are covered each week: grammar, oral/aural skills, written skills and civilization.

In addition to classtime, students spend an average of ten hours per week preparing for class and tests (look up unknown vocabulary, complete grammar and vocabulary activities, listen to the recordings on Moodle) and review materials covered in class.

Time commitment to this module is thirteen hours per week: three contact hours in the classroom and ten hours of self study.

### Pre-requisites

This module is for students who have successfully completed FR327.

### Restrictions

This is a core module for students who study French to degree level but did not study it to A-Level. It follows FR327 taken in the autumn semester. Both modules are quite intensive as they bring students to the same level as those who have studied to A-Level and passed FR300 (Post A-Level).

It may be taken as wild module, with the understanding of the time commitment required. Students wishing to take FR328 as a wild module must contact Dr Annie Tregouet for assessment before registering.

Students who cannot commit to the intensive nature of the module should take FR335 instead, which covers the same content, but in 24 weeks instead of 12. Time commitment to FR335 is only seven hours per week: three contact hours in the classroom and four hours of self study.

### Synopsis

This module covers level B1 of the CEFR in 12 weeks.

By the end of the module students are able to:

- listening: understand sentences and frequently used expressions related to the areas of every day life and culture.
- reading: understand texts that consist mainly of high frequency everyday or job-related; understand the description of events, feelings and wishes in personal letters.
- speaking: can deal with most situations encountered while travelling in area where the language is spoken; produce simple connected topics which are familiar or of personal interest; describe experiences and events, or a dream; describe a hope or goal and briefly give reasons and explanations for a project or idea.
- writing: write simple connected text on topics which are familiar or of personal interest; write personal letters describing experiences and impressions.

Successful completion of this module allows students to progress to FR589.

This is a core module for students who study French to degree level but did not study it to A-Level. It follows FR327 taken in the autumn semester. Both modules are quite intensive as they bring students to the same level as those who have studied to A-Level and passed FR300 (Post A-Level). It may be taken as wild module, with the understanding of the time commitment required. Students who cannot commit to the intensive nature of the module should take FR335 instead, which covers the same content, but in 24 weeks instead of 12. Time commitment to FR335 is only seven hours per week: three contact hours in the classroom and four hours of self study.

### Materials

Echo B1.1: Livre De L'Elève + Portfolio + DVD-Rom

Echo B1.1: Cahier Personnel D'Apprentissage + CD-Audio + Corrigés

### Learning Outcomes

To learn basic French at a specialist level. Students are taught complex grammatical principles, use spoken French in every day situations, do short compositions, and are introduced to French culture through literature. By the end of the module students are able to:

1. understand sentences and frequently used expressions related to the areas of every day life and culture.
2. communicate in abstract terms requiring a simple and direct exchange of information on familiar and unfamiliar matters.
3. describe aspects of their background, immediate environment and matters in areas of immediate need.
4. develop basic grammar and written skills including short essays
5. develop knowledge and appreciation of the richness of French and literature.

This module is of particular interest to any students wishing to widen their knowledge of Romance languages and to those intending to spend some time in France.

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>FR330</b>		<b>Intensive French for Beginners</b>				
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: our topics are covered each week: grammar, oral/aural skills, written skills and civilization.

In addition to classtime, students spend an average of nine hours per week preparing for class and tests (look up unknown vocabulary, complete grammar and vocabulary activities, listen to the recordings on Moodle) and review materials covered in class.

Time commitment to this module is thirteen hours per week: four contact hours in the classroom and nine hours of self study.

### Pre-requisites

GCSE in a foreign language (other than French)

### Restrictions

This is a core module for students who study French to degree level but did not study it in secondary school. This module is very intensive as it brings students to the same level as those who have studied to A-Level and passed FR300 (Post A-Level).

It may be taken as wild module, with the understanding of the time commitment required. Students wishing to take FR330 as a wild module must contact Dr Annie Tregouet for assessment before registering.

Students who cannot commit to the intensive nature of the module should take FR326 instead, which covers a third of its content, but in 24 weeks instead of 8. Time commitment to FR326 is only seven hours per week: three contact hours in the classroom and four hours of self study.

### Synopsis

This module covers the levels A1, A2 and B1 of the CEFR in 24 weeks.

By the end of the module students are able to:

- listening: understand sentences and frequently used expressions related to the areas of every day life and culture.
- reading: understand texts that consist mainly of high frequency everyday or job-related; understand the description of events, feelings and wishes in personal letters.
- speaking: can deal with most situations encountered while travelling in area where the language is spoken; produce simple connected topics which are familiar or of personal interest; describe experiences and events, or a dream; describe a hope or goal and briefly give reasons and explanations for a project or idea.
- writing: write simple connected text on topics which are familiar or of personal interest; write personal letters describing experiences and impressions.

Successful completion of this module allows students to progress to FR589.

This is a core module for students who study French to degree level but did not study it in secondary school. This module is very intensive as it brings students to the same level as those who have studied to A-Level and passed FR300 (Post A-Level). It may be taken as wild module, with the understanding of the time commitment required. Students who cannot commit to the intensive nature of the module should take FR326 instead, which covers a third of its content, but in 24 weeks instead of 8. Time commitment to FR326 is only seven hours per week: three contact hours in the classroom and four hours of self study.

### Materials

Echo A1: Livre De L'Elève + Portfolio + DVD-Rom

Echo A1: Cahier Personnel D'Apprentissage + CD-Audio + Corrigés

Echo A2: Livre De L'Elève + Portfolio + DVD-Rom

Echo A2: Cahier Personnel D'Apprentissage + CD-Audio + Corrigés

Echo B1.1: Livre De L'Elève + Portfolio + DVD-Rom

Echo B1.1: Cahier Personnel D'Apprentissage + CD-Audio + Corrigés

### Learning Outcomes

To learn basic French at a specialist level. The student are taught basic and complex grammatical principles, use spoken French in every day situations, do short compositions, and are introduced to French culture. Students are highly motivated and expected to progress rapidly from beginners level to core competence in the areas outlined below, so that they may progress to the next level, French Advanced 1, with confidence. By the end of the module students are able to:

1. understand sentences and frequently used expressions related to the areas of every day life and culture;
2. communicate in abstract terms requiring a simple and direct exchange of information on familiar and unfamiliar matters;
3. describe aspects of their background, immediate environment and matters in areas of immediate need;
4. develop basic grammar and written skills including short essays. develop knowledge and appreciation of the richness of French culture.

This module is of interest to students with no French experience to some experience of language study but no formal qualification in French, and intending to progress to degree level.

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

### 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	Barnes Dr L

#### Contact Hours

2 hour seminar per week

#### 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. This module is taught and assessed in English and is available as a wild module.

#### Learning Outcomes

Students who successfully complete the module will:

- (a) have developed an understanding of Classical, Romantic and 20th century French drama in translation; (PLO A. 2, 5);
- (b) have developed an understanding of the importance of the relationship between love, marriage and politics in the plays studied; (PLO B. 1-7);
- (c) have developed an appreciation of the ways in which politics can bear upon literary form; (PLO B. 6);
- (d) have developed analytical skills for the study of structure, dramatic technique and the portrayal of character; (PLO B. 6; C. 5);
- (e) have gained an appreciation of cultural diversity; (PLO C. 6);
- (f) have improved their ability to analyse and describe examples of French drama. (PLO C. 5)

#### Preliminary Reading

MOLIERE - 'The Miser', 'The Bourgeois Gentleman'

RACINE - 'Phaedra'

MARIVAUX - 'La Double Inconstance'

HUGO - 'Preface to Cromwell'

MUSSET - 'Lorenzaccio'

ANOUILH - 'Antigone'

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)	60% Coursework, 40% Exam	Barnes Dr L

#### Contact Hours

2 hour seminar per week.

#### Synopsis

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

#### Learning Outcomes

Students who successfully complete the module will:

- appreciate the variety and richness of the French narrative tradition from the eighteenth century to the present day;
- have developed their ability to communicate effectively;
- have gained an appreciation of the history of literature from the eighteenth to the twentieth centuries;
- have developed their ability to analyse and describe fictional narratives;
- appreciate some of the ways in which the literary and the non-literary intersect;
- have improved their ability to plan and write an essay and to organise it in terms of a coherent argument.

#### 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'



## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>FR334</b>		<b>French Language and Culture 1</b>				
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: four topics are covered each week: grammar, oral/aural skills, written skills and civilization.

In addition to classtime, students spend an average of four hours per week preparing for class and tests (look up unknown vocabulary, complete grammar and vocabulary activities, listen to the recordings on Moodle) and review materials covered in class.

Time commitment to this module is seven hours per week: three contact hours in the classroom and four hours of self study.

### Pre-requisites

FR326, achieved level A1 of the CEFR, or 1-2 years of French in secondary school, GCSE with a C or lower.

### Restrictions

This module can only be taken as a wild module.

Not intended for students with an A-level in French, for bilingual students, or for French native speakers. Students with an 'A' or 'B' GCSE are advised to register for FR335

### Synopsis

This module covers level A2 of the CEFR.

By the end of the module students are able to:

- listening: understand sentences and frequently used expressions related to the areas of most immediate relevance (e.g. basic personal and family information, shopping, environment geography, employment).
- reading: read simple short texts; find specific information in simple everyday material. (e.g. advertisements, leaflets, menus and schedules); understand short simple personal letters.
- speaking: communicate in simple tasks requiring a simple exchange of information on familiar matters; describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
- writing: write simple and short messages; write simple personal letters

Successful completion of this module allows students to progress to French Language and Culture II (FR 335).

### Materials:

Echo B1.1: Livre De L'Elève + Portfolio + DVD-Rom

Echo B1.1: Cahier Personnel D'Apprentissage + CD-Audio + Corrigés

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

FR337		Texts and Contexts 1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Duffy Dr L

### Contact Hours

Two hours per week (one hour-long lecture & one hour-long seminar).

### Pre-requisites

Corequisite: FR300 Post A-Level French. If not taking FR300, students should be able to demonstrate an equivalent level of French.

### Synopsis

This module, which covers the period from the 17th century to the First World War, examines through the study of relevant literary and other texts some of the major historical, cultural, social, political and literary movements of France and its colonies during this era. Close textual analysis will be combined with study of the texts' various contexts: the module encourages students to analyse cultural artefacts in connection with the historical, social and cultural contexts and discourses within which they were created. The choice of primary materials covers a wide variety of genres: letters, drama, fiction, political texts, travel writing, paintings, and a graphic novel. Students will learn to adopt critical strategies to analyse all of these sources, and to reflect on moments of major historical and cultural significance in the development of modern France. Events such as the French Revolution, the Paris Commune and the Dreyfus Affair will be analysed as they are represented in the chosen primary texts. Students will be encouraged to consider questions of national and other forms of identity in France and in the Francophone world more generally as they are mediated through cultural production, thinking through the stereotypes often used to characterise nations, their citizens/subjects and their history.

### Learning Outcomes

Students who successfully complete the module will:

- have gained an appreciation of a range of cultural products in French from the 17th, 18th, 19th and early 20th centuries (letters, plays, novels, political documents, travel writing, paintings, graphic novels); [this corresponds with programme learning outcomes 12A 1, 2, 4, 9, 10 and 12C 1, 2, 5, 6.]
- have developed analytical skills for the study of literary texts in a variety of genres, and for linking cultural products to their social, historical and political contexts; [12A 1, 2, 4, 9, 10; 12B 1-7; 12C 1, 2, 5, 6]
- have developed their skills relating to close reading and evaluation of literary texts and of images; [12A 1, 2, 4, 9, 10; 12B 1-7; 12C 1, 2, 5, 6]
- have learned how to plan and write an essay analysing cultural, historical and political questions as they are articulated in literary and cultural artefacts
- participate in discussion (in French), make their own contributions to the discussion and listen to and respect the contributions of others; [12C 1, 5, 8a, 8b; 12D 1, 4, 7, 9, 10, 11]
- have developed their ability to communicate effectively in French and in English; [12C 1, 5, 8a, 8b; 12D 1, 4, 7, 9, 10, 11]

### Preliminary Reading

Madame de Sévigné, *Lettres* (selection) (1670s)  
Beaumarchais, *Le Mariage de Figaro* (1778)  
'La Marseillaise', 'Déclaration des droits de l'homme'  
Gustave Flaubert, *L'Éducation sentimentale* (1869), extracts [pt I, ch. I; pt III, ch.1]  
Eugène Fromentin, *Une année dans le Sahel* (1859) + selected paintings  
Alphonse Daudet, *Tartarin de Tarascon* (1872)  
Émile Zola, *L'Argent* (1891), extracts  
Jean Vautrin / Jacques Tardi, *Le Cri du peuple 1: Les Canons du 18 mars* (2004)  
Émile Zola, 'J'Accuse' (1898)  
André Gide, *L'Immoraliste* (1902)

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

FR338		Texts and Contexts 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Duffy Dr L

### Contact Hours

Two hours per week (one hour-long lecture & one hour-long seminar).

### Pre-requisites

Corequisite: FR300 Post A-Level French. If not taking FR300, students should be able to demonstrate an equivalent level of French.

### Synopsis

This module, which covers the period from World War I to the present day, examines some of the major historical, cultural, social, political and literary movements of France and its former colonies during this era. Close textual analysis will be combined with study of the texts' various contexts: the module encourages students to analyse cultural artefacts in connection with the historical, social and cultural discourses and contexts within which they were produced. The choice of primary materials covers a wide variety of genres: fiction, political texts, cultural criticism, popular song, film. Students will learn to adopt critical strategies to analyse all of these sources, and to reflect on moments of major historical and cultural significance in the development of contemporary France. Events such as the Second World War, the formation of the 5th Republic, North African and South-East Asian decolonisation and contemporary debates about 'laïcité' will be analysed as they are represented in the chosen primary texts. Students will be encouraged to consider questions of identity – and their mediation through cultural production – in France and in the Francophone world more generally, thinking through the stereotypes often used to characterise nations, their citizens or colonial subjects, and their history.

### Learning Outcomes

Students who successfully complete the module will:

1. have gained an appreciation of a range of cultural products in French from the 20th and 21st centuries (literary fiction, genre fiction, political documents, memoirs, film);
2. have developed analytical skills for the study of literary texts in a variety of genres, and for linking cultural products to their social, historical and political contexts;
3. have developed their skills relating to close reading and evaluation of literary texts and of images;
4. have learned how to plan and write an essay analysing cultural, historical and political questions as they are articulated in literary and cultural artefacts
5. have developed their reading and listening speeds in French.

### Preliminary Reading

Antoine de St-Exupéry, *Courrier Sud*, Gallimard, 1973 [1929]

Marcel Aymé, *Travelingue*, Gallimard, 1998 [1942]

Roland Barthes, *Mythologies*, Seuil, 2007 [1956]

De Gaulle, selected speeches 1946-1958 ('le Discours de Bayeux' etc.) [available online at [www.charlesdegaulle.org](http://www.charlesdegaulle.org)]

Gainsbourg, Brassens, Brel, Greco, selected chansons [1950s and 1960s] [available online]

Leïla Sebbar (ed.), *Une enfance algérienne*, Gallimard, 2001

Faïza Guène, *Kiffe kiffe demain*, Poche, 2004

Commission Stasi, *Le rapport Stasi*, 2003 [available online - official government document]

Laurent Cantet, *Entre les murs* [film], 2008

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>GE301 Learning German 3 (Post A Level)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	Maerlein Dr M

### Contact Hours

4 hours per week: Two 1-hour lectures, one 1-hour seminar and one hour of conversation per week.

### Pre-requisites

'A' or 'AS' Level German or equivalent, B1-Level knowledge of German or previous completion of GE505.

### Synopsis

This module begins with a systematic revision of the grammatical structures of the language, and aims to develop oral and written proficiency in listening, understanding and translating. There is a weekly lecture in German on an aspect of the country (Landeskunde), a weekly lecture on German grammar, a weekly translation class, and a weekly hour of German conversation with a language assistant. Translation is mainly into English during this year, and there are written tests at the end of each term, as well as the end-of-year exam in the summer term.

### Learning Outcomes

Students who successfully complete this module will be able to:

- a) Demonstrate revision and development of German grammar (PLO A1, A3, C1-C4, C8)
- b) Demonstrate vocabulary building (PLO A1, C1-C4, C8)
- c) Demonstrate the ability to read moderately difficult texts in German (PLO A1, A3, C2, C4, C5, C8)
- d) Demonstrate the ability to conduct conversations in German and acquire knowledge about the country (PLO A2, A4-A9, C6-C7)

### Preliminary Reading

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

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

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

<b>GE304 Learning German 1 (Beginners)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	Maerlein Dr M

### Contact Hours

2 hour seminar and 1 hour conversation per week

### Pre-requisites

None

### Method of Assessment

Assessment will be 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.

### Learning Outcomes

This module is for students who have no or very little knowledge of German. At the end of the year the language level should be equivalent to a GCSE in German or A1 according to the Common European Framework of Reference (CEFR). The emphasis in this course is on acquiring a sound knowledge of the structure of the language while developing the four main skills: speaking, listening, reading and writing. By the end of the course students will be able to:

1. understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, interests, etc.)
2. communicate in simple tasks requiring a simple and direct exchange of information on familiar matters.
3. describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
4. develop basic grammar and written skills including simple translations.

### Preliminary Reading

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

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>GE311 Varieties of German Writing</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Hutchinson Prof B

### Contact Hours

Two contact hours per week

### Pre-requisites

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

### Synopsis

This introduction to the modern period in German literature covers a variety of representative authors and works including lyric poetry, drama, the novella and short story. Texts are selected for their relevance, not only to the development of varieties of German writing, but also to the social and political development of the German-speaking territories during these seminal years. Literary movements discussed include the Sturm und Drang, Romanticism, Naturalism, Expressionism and political engagement in the interwar period. Political and social currents include the repression of free speech during the Vormärz, German Nationalism in the late nineteenth century, the Unification of Germany, the First World War and the rise of National Socialism.

### Learning Outcomes

Students who successfully complete this module will be able to:

1. Demonstrate they have gained experience in reading short narrative texts, poems and plays in German written between 1760 and 1933;
2. Show enhanced reading comprehension skills and passive and active vocabulary in German;
3. Display knowledge of several major genres of German literature and genre development during the period;
4. Demonstrate their knowledge of the social and political developments in the German-speaking territories during the period.

### Preliminary Reading

Goethe, Johann Wolfgang von, Luke, David, (1999) 'Selected poems', Libris, London.  
 Tieck Johann Ludwig, (1990), 'Der blonde Eckbert: Den Runenberg. Die Elfen ; Märchen', Reclam.  
 Gerhart Hauptmann, (1956) 'Vor Sonnenaufgang: soziales drama', Ullstein,  
 Kafka, Franz, (1989) 'Die Verwandlung', Suhrkamp,

<b>GE312 Images of Germany, 1945-1990</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Kunzelmann Dr H

### Contact Hours

Two contact hours per week

### Pre-requisites

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

### Method of Assessment

100% Coursework

### 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.

### Learning Outcomes

Students who successfully complete this module will be able to:

1. read short narrative texts, poems and plays in German written between 1945 and 2000 with increased speed and competency;
2. demonstrate their enhanced reading comprehension skills and passive and active vocabulary in German;
3. demonstrate increased knowledge of several major genres of German literature and genre development during the period;
4. demonstrate insight into the social and political developments in the German-speaking territories during the period.

### Preliminary Reading

- Böll, Heinrich, Die verlorene Ehre der Katharina Blum: oder, Wie Gewalt entstehen und wohin sie führen kann: Erzählung, Kiepenheuer & Witsch, 1974
- Grass, Günter, Die Plebejer proben den Aufstand: ein deutsches Trauerspiel, Steidl Verlag, Göttingen, 2003)
- Handke, Peter, Kaspar, Suhrkamp, Frankfurt am Main, 1968
- Bernhard, Thomas, Heldenplatz, Verlag Moritz Diesterweg, Frankfurt am Main, 1996
- Maron, Monika, Pawels Briefe, Fischer Taschenbuch Verlag GmbH, 2001

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>GE326</b>		<b>Introduction to German Literature (in translation)</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Hutchinson Prof B

### Contact Hours

Two hours per week

### Method of Assessment

100% coursework

### Synopsis

This module is designed to introduce students with little or no knowledge of the German language to German-language literature and its development during the modern period up to 1933. All texts will be taught in English translation, and throughout the module students will be encouraged to consider the implications of literary translation and of studying translated texts. A variety of genres will be covered, including poetry, drama and narrative. Works will be analysed not only within their literary-historical but also their social and political context.

### Learning Outcomes

Students who successfully complete this module will have:

- Familiarised themselves with a range of influential texts and gained an insight into the development of German-language literature and culture during the modern period 1770 – the present (A 2, 4, 6, 7, 8 and 9; C 5 and 6).
- Increased their understanding of what constitutes a (national) literary canon and the study of (national) literary history (A 2, 4, 6, 7, 8 and 9; C 5 and 6).
- Considered the implications of literary translation and the study of literature in translation (A 2, 8, and 9, C 5 and 6)
- Gained an insight into the social and political history of the German-speaking world during the modern period, as relevant to the literature under discussion, for example, the cultural repression of the 1830s-40s or the political engagement of the interwar period 1918-1939 (A 2, 4, 6, 7, 8 and 9; C 5 and 6).

### Preliminary Reading

- Canetti, Veza, *The Yellow Street*, New Directions Publishing, 1991
- Droste-Hülshoff, Annette von, *The Jew's Beech*, Oxford University Press, New York, Oxford, 1997.
- Goethe, Johann Wolfgang von, Luke, David, *Selected Poetry*, Libris, London 1999
- Hauptmann, Gerhart, *Joyce and Hauptmann: Before sunrise*; James Joyce's translation with an introduction and notes by J Perkins, Huntington Library, 1978
- Kafka, Franz, *The metamorphosis: translation, backgrounds and contexts, criticism*, Norton, London, 1996
- Rilke, Rainer Maria, *Selected poems of Rainer Maria Rilke: the book of fresh beginnings*, Oberlin College, Ohio, 1994
- Tieck, Ludwig, *Eckbert the fair*, Penguin Books, London, 2000

<b>GE327</b>		<b>German Pronunciation and Phonetics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Maerlein Dr M

### Contact Hours

Two hours per week

### Pre-requisites

German (JH and SH); students taking German to degree level as beginners (ab initio) must take this module in their first year alongside the intensive beginners core language module GE329. GE327 is also available as a wild module to students from all other faculties.

### Synopsis

Students on this module will learn to recognise and correct standard pronunciation errors made by English native-speaker learners of German. They will be introduced to the principles of graphemic and phonetic transcription in the two languages and learn how to present and contrast their sounds. In group presentations and discussions, they will demonstrate the need for notational systems and explain their workings.

### Learning Outcomes

Students who successfully complete this module will be able to:

- 1) Demonstrate a theoretical understanding of German pronunciation and how it is notated orthographically and phonetically;
- 2) Demonstrate an understanding of how orthographic and phonological systems vary and of how to apply this knowledge;
- 3) Express themselves with greater effectiveness in German due to their increased understanding of the rules of German pronunciation;
- 4) Show insight into the problems of second-language learners of German and their solutions.

### Preliminary Reading

- FOX, A. - *German Intonation*  
 BOASE-BEIER, J. & LODGE, K. - *The German Language* (2003)  
 GILLES, P. & PETERS, J. - *Regional Variation in Intonation* (2004)  
 HALL, C. - *Modern German Pronunciation: An Introduction for Speakers of English* (2003)  
 PETERS, J. - *Intonation Deutscher Regionalsprachen* (2006)  
 JOHNSON, S. - *Exploring the German Language* (1998)  
 MOULTON, W.G. - *The Sounds of English and German* (1962)  
 SCHWITALLA, J. - *Gesprochenes Deutsch: eine Einführung* (1997)

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

GE328	Post-1989 German Cinema					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Holmes Dr D

### Contact Hours

Three hours per week (1 one-hour lecture & 1 two-hour seminar)

### Method of Assessment

100% coursework

### Synopsis

The fall of the Iron Curtain in 1989 led to fundamental cultural and political re-alignments in German-speaking countries, unleashing a wave of cultural comment and creative activity. The 1990s and early twenty-first century saw a revitalisation of the film scene in both Germany and Austria, evident not only in highly acclaimed niche productions but also in a series of international box-office hits. This module will explore the themes and styles of 'post-Wende' German-language cinema, focusing on representations of the GDR past and the phenomenon of 'Ostalgie'; multiculturalism and migration; the transformation of Berlin and Vienna post-1989; and the documentary turn in German and Austrian film since 2000.

The films selected for study can also be made available with English subtitles.

### Learning Outcomes

Students who successfully complete this module will have knowledge of:

- a representative selection of contemporary films that give nuanced and critical perspectives on German-language culture and history (A 5, 7, 8, and 9)
- the basics of film theory and cinema history as relevant to German-language culture (A 5, 7 and 8)
- spoken German in a variety of registers and accents (A 1, C 3, 5, 6 and 8).

### Preliminary Reading

Maggie Hoffgen, *Studying German Cinema* (Auteur, 2009)

Robert Dassanowsky and Oliver Speck, *New Austrian Film* (Berghahn, 2011)

Stephen Brockmann, *A Critical History of German Film* (Dawsonera, 2010)

Paul Cooke and Chris Homewood, *New Directions in German Cinema*, (I.B. Tauris, 2011)

David Clarke, *German Cinema since Unification* (Continuum, 2006)

Jaimey Fisher and Brad Prager, *The Collapse of the Conventional: German Film and its Politics at the Turn of the Twenty-first Century* (2010)

Nick Hodgkin, *Screening the East: Heimat, Memory and Nostalgia in German Film since 1989* (Berghahn, 2011)

Films:

Lola rennt / Run Lola Run (Tykwer, 1998)

Nordrand / Northern Skirts (Albert, 1999)

Good Bye, Lenin! (Becker, 2003)

Die fetten Jahre sind vorbei / The Educators (Weingartner, 2004)

Sophie Scholl: die letzten Tage / Sophie Scholl: The Final Days (Rothemund, 2005)

Das Leben der Anderen / The Lives of Others (Henckel von Donnersmarck, 2006)

Auf der anderen Seite / The Edge of Heaven (Akin, 2007)

Die Fälscher / The Counterfeiters (Ruzowitzky, 2007)

Das weisse Band / The White Ribbon (Haneke, 2010)

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>GE329 Intensive Beginners German</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	70% Coursework, 30% Exam	

### Contact Hours

100 hours (4 weekly hour-long seminars and 1 weekly hour-long conversation class)

### Restrictions

Students taking this module who wish to proceed to Diploma and Degree level German will also be required to take GE327 German Pronunciation and Phonetics.

### Availability

This module, which may be taken as a wild module, is not intended for students with an A-level in German or a recent GCSE in German, for bilingual students, or for German native speakers.

### Method of Assessment

70% Coursework, 30% Exam

### Synopsis

This is a core module for students who study German to degree level but did not study it in secondary school. This module is very intensive as it brings students to the same level as those who have studied to A-Level. It may be taken as a wild module, with the understanding of the time commitment required. Students who cannot commit to the intensive nature of the module should take GE304 instead.

Students are taught all skills from levels A1, A2 and B1 of the CEFR. The students are taught basic and complex grammatical principles, use spoken German in everyday situations, do short compositions, and are introduced to German culture. Students are highly motivated and expected to progress rapidly from beginners' level to core competence in the areas outlined above, so that they may progress to the next level GE516 Learning German 3 (for stage 2 students) with confidence.

### Learning Outcomes

Students who successfully complete the module will have the following core skills:

1. listening: understand sentences and frequently used expressions related to the areas of everyday life and culture.
2. reading: understand texts that consist mainly of high frequency everyday or job-related vocabulary; understand the description of events, feelings and wishes in personal letters.
3. speaking: can deal with most situations encountered while travelling in area where the language is spoken; produce simple connected topics which are familiar or of personal interest; describe experiences and events within their immediate environment; describe a hope or goal and briefly give reasons and explanations for a project or idea.
4. writing: write connected text using appropriate vocabulary and a variety of grammatical structures on topics which are familiar or of personal interest, but also on selected topics with relevance to contemporary society (such as the media, popular culture, Europe, education, etc); to write personal letters describing experiences and impressions and more formal communications requesting information or assistance.
- 4.5. They will also have developed an awareness of the diversity of German culture.

### Preliminary Reading

Lemcke/Rohrmann/Scherling: Berlinerplatz 1. Lehr- und Arbeitsbuch und CD. Berlin: Langenscheidt.

Lemcke/Rohrmann/Scherling: Berlinerplatz 2. Lehr- und Arbeitsbuch und CD. Berlin: Langenscheidt.

Students should also purchase a good bilingual German dictionary such as the Oxford Duden or Collins German Dictionary as well as Reimann's Essential German Grammar. These reference books can also be consulted in the library.

### Progression

This module permits students to carry on to the next step up in German: GE516 Learning German 3 for stage 2 students.



## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>GE330</b>		<b>Beginners' Danish: Language &amp; Culture</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Zangenberg Dr M

### Contact Hours

Three hours per week (one-hour workshop & two-hour seminar)

### Method of Assessment

100 % coursework

### Synopsis

This module introduces students to the Danish language while giving an overview of contemporary Danish culture in the wider Scandinavian context. The language teaching will be communicatively delivered via a structured introduction to basic Danish grammar, syntax, vocabulary, pronunciation and formal and colloquial usage, set in a descriptive grounding in basic common elements of the Scandinavian languages. Topics will include everyday situations including talking about oneself and getting to know each other in detail, description of friends and family, daily routines, interests, etc. The introduction to Scandinavian cultures will be based upon short core texts and excerpts by authors such as Hans Christian Andersen, Karen Blixen, J.V. Jensen and Peter Høeg,. In addition, films will be studied, for example Babettes gæstebud (Babette's Feast, Gabriel Axel 1987) Texts will be studied in translation and in Danish where appropriate.

### Learning Outcomes

Students who successfully complete this module will be able to:

- 1) Demonstrate a proficiency in the Danish language equivalent to A1 level (Basic User) on the CEFR.
- 2) Demonstrate basic knowledge of modern Danish literature and film
- 3) Demonstrate an ability to engage in informed critical discussion about culture and society in contemporary Scandinavia.

### Preliminary Reading

- Lundskaer-Nielsen, Tom, and Holmes, Philip. Danish: An Essential Grammar, Routledge, 2011
- Danish Dictionary: Danish-English, English-Danish. (Routledge Bilingual Dictionaries) Anna Garde
- Høeg, Peter, Miss Smilla's Feeling for Snow. Harvill, 1996.
- Bostrup, L. Aktivt Dansk. Alfabet, 2013

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>GE331 Learning German 2 (Post-GCSE German)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	70% Coursework, 30% Exam	Maerlein Dr M

### Contact Hours

4 hours per week: Three 1-hour seminars and one 1-hour conversation class

### Pre-requisites

This module is primarily intended for students with a recent GCSE or equivalent in German who wish to proceed to Diploma and Degree level in German. It permits them to carry on to the next step up in German: GE516 Learning German 3 for stage 2 students. This module, which may also be taken as a wild module, is not intended for students with an A-level in German, for bilingual students, or for German native speakers.

### Method of Assessment

70% Coursework, 30% Exam

### Synopsis

This module is a practical one, concentrating on listening, reading, speaking and writing in German, but also introducing students to the richness and diversity of German-language culture. It is intended as the first-year core language module for German degree students who have a GCSE qualification or equivalent in the language. Students are taught all skills from levels A2 and B1 of the CEFR, including all basic and some complex grammatical principles. They learn to use spoken German in everyday situations, to conduct discussions on topics of contemporary relevance and to write short compositions in German. Students are expected to progress rapidly from GCSE level to core competence in the areas outlined above, so that they may progress to the next level GE516 Learning German 3 (for stage 2 students) with confidence.

### Learning Outcomes

On successful completion of the module students will be able to:

1. Demonstrate listening comprehension skills related to the areas of everyday life and culture.
2. Demonstrate reading comprehension skills and understanding of a variety of texts that consist mainly, but not exclusively, of high frequency vocabulary.
3. Demonstrate speaking skills sufficient to deal with most situations encountered while travelling in German speaking areas and to participate in a simple discussion of abstract terms or concepts.
4. Demonstrate writing skills sufficient to produce connected text using appropriate vocabulary and a variety of grammatical structures on contemporary topics which are familiar or of personal interest.
5. Formulate an awareness of the diversity of German culture.

### Preliminary Reading

Lemcke, Christiane, Rohrmann, Lutz, Scherling, Theo, Berlinerplatz 2. Lehr- und Arbeitsbuch und CD. Berlin: Langenscheidt, 2009.

Students should also purchase a good bilingual German dictionary such as the Oxford Duden or Collins German Dictionary as well as Reimann's Essential German Grammar. These reference books can also be consulted in the library.

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>IT301 Learning Italian - Beginners</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	Fiorucci Dr W

### Contact Hours

Five contact hours per week  
4 Hours Per Week

### Pre-requisites

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

### 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.

### Learning Outcomes

This is an intensive module in Italian for students who have no or very little knowledge of the language. The emphasis in this course is on acquiring a sound knowledge of the structure of the language while developing the four main skills: speaking, listening, reading and writing. By the end of the course students will be able to:

1. understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, interests, etc.)
2. communicate in simple tasks requiring a simple and direct exchange of information on familiar matters.
3. describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
4. develop basic grammar and written skills including simple translations.

### Preliminary Reading

#### Course Books

Gruppo Italiaidea, Italian Espresso 1, libro + CD audio ISBN: 9788889237298

Gruppo Italiaidea, Italian Espresso 1, book ISBN: 9788889237212

Gruppo Italiaidea, Italian Espresso 1, Workbook ISBN: 9788889237250

#### Recommended Reading

Gruppo Italiaidea, Italian Espresso 2, libro + CD audio ISBN: 9788889237755

Gruppo Italiaidea, Italian Espresso 2, book ISBN: 9788889237953

Gruppo Italiaidea, Italian Espresso 2, Workbook ISBN: 9788889237977

<b>IT308 Learning Italian 3 (Post A Level)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	Sforza Tarabochia Dr A

### Contact Hours

3 hours per week

### Pre-requisites

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

### Synopsis

The module comprises four elements: one hour per week devoted to translation from English into Italian, one hour of 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.

### Learning Outcomes

Students will acquire greater reading knowledge of Italian and build on existing basic communicative skills. By the end of the course students will be able to:

- understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment)
- communicate both verbally and in writing concerning simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- describe in simple terms, both verbally and in writing, aspects of his/her background, immediate environment and matters in areas of immediate need.

### Preliminary Reading

Italian Espresso Volume 2, Textbook (ISBN : 9788889237755), Alma Edizioni, Firenze.

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>IT312 History of Italian Cinema: The Legacy of Neo-Realism</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Sforza Tarabochia Dr A

### 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.

### Learning Outcomes

This module will enable students to study some of the most renowned Italian filmmakers whose work has been so influential throughout European film and cultural studies.

This module will provide an introduction to courses presently run in the Italian Section, as they all deal with both literary and socio-political studies. No courses will overlap with it and it will usefully complement them and will help students acquire a wider knowledge of Italian politics and society.

### 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

<b>IT315 Writing Italy through the Centuries: An Introduction</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	Capello Dr F

### Contact Hours

Two contact hours per week, one lecture and one seminar.

### Pre-requisites

IT301 or IT308 (co-requisite modules)

### Synopsis

The aim of this module is to introduce students to Italian history from its unification (1861) to the present day. A wide selection of late-nineteenth and twentieth-century Italian texts and films will be analysed along with those historical facts, political, and cultural developments that constitute their framework. Through these works students will become familiar with the major cultural trends which marked the last 150 years of Italian culture, and will reach an appreciation of those socio-cultural questions that ultimately determined the social and political identity of Italy, as we know it today.

### Learning Outcomes

- Have acquired a broad understanding of the socio-historical and cultural background of Italian Literature from the late XIV century to the late XX century
- Have acquired a good understanding of a variety of texts by some of the most important writers in Italian literature
- Have been introduced to a number of different literary genres (e.g. poetry, short-fiction, historical novel, postmodern novel, detective story)
- Have been introduced to a close reading of the set texts
- Have improved their ability to read texts in Italian

### Preliminary Reading

- Martin Clark, *Modern Italy (1861-1995)*, London : Longman, 1984
- Robert Gordon, *An Introduction to Twentieth-Century Italian Literature: A Difficult Modernity* London : Duckworth, 2005
- Frederick Jones, *Giuseppe Ungaretti: Poet and Critic* PN 3422.5 Edinburgh University Press, 1977
- John Cary, *Three Modern Italian Poets: Saba, Ungaretti, Montale* PN 2113 University of Chicago Press, 1993
- Primo Levi, *If This is a Man* PN 3149.V41 London : Abacus/Sphere, 1987
- Pier Paolo Pasolini, *Lutheran Letters* PN3292.1 Carcanet New Press, 1983
- Judy Rawson, 'Italian Futurism' in Michael Bradbury and James McFarlane (eds.), *Modernism. A Guide to European Literature 1890-1930* PB 1790.M6 London : Penguin, 1991
- Alexander Stille, *The Sack of Rome: How a Beautiful European Country with a Fabled History and a Storied Culture Was Taken Over by a Man Named Silvio Berlusconi* London : Penguin, 2007
- John Woodhouse, *Gabriele D'Annunzio: Defiant Archangel* Oxford University Press, 1998

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

### LA300 Learning Portuguese 1A (Beginners)

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

#### Contact Hours

Three seminars per week

#### Synopsis

This module introduces students to basic skills of Portuguese language and allows students to learn Portuguese at a non-specialist level. Students will be taught key grammatical structures, vocabulary and the use of spoken Portuguese. By the end of this course, students will have learned to ask and answer simple questions in areas of immediate need or on very familiar topics, describe people, places, things and to read and write short texts relating to matters in familiar areas. The culture element of the module will focus on the different Afro-Luso-Brazilian cultures. This module is available as a wide module for any undergraduate with an interest in Afro-Luso-Brazilian countries as well as CCS students.

#### Learning Outcomes

By the end of the module students should be able to perform at Level A1/A2 of the Common European Framework and:

- 1) understand short, simple messages and announcements;
- 2) read short simple texts and find specific information;
- 3) communicate in simple, routine situations.

#### Preliminary Reading

LIMA, E. EBERLEIN O.F., & S.A. LUNES, 'Falar...ler...escrever...português', (Livro do estudante:2000) São Paulo: EPU. ISBN: 9788512543109

### LA301 Learning Portuguese 1B (Beginners)

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

#### Contact Hours

Three seminars per week

#### Pre-requisites

LA300 Learning Portuguese 1A or Equivalent

#### 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. Students will expand their basic language skills through different writing, listening, reading, and speaking exercises. The cultural element of the module will focus on the different Afro-Luso-Brazilian cultures. By the end of this module, students will have a basic knowledge of grammatical structures, including different grammar tenses and vocabulary, and have enough vocabulary to 'survive' and deal with predictable and/or specific information in simple everyday situations. Students will be expected to use the range of resources available to them on Moodle.

#### Learning Outcomes

By the end of the module students should be able to perform at Level A2 of the Common European Framework. Upon successful completion of the module students should be able to:

- 1) understand short, simple messages and announcements;
- 2) read short simple texts and find specific information;
- 3) communicate in simple, routine situations;
- 4) write simple notes, messages and short personal letters

#### Preliminary Reading

LIMA, E. EBERLEIN O.F., & S.A. LUNES, 'Falar...ler...escrever...português', (Livro do estudante:2000) São Paulo: EPU. ISBN: 9788512543109

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
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### Contact Hours

3 class contact hours per week, 30 class contact hours in total, 10 self-study hours per week.

### Method of Assessment

Assessment 1 In-class test: 30%, week 6

Oral test: 20%, week 10

Assessment 2 In-class test: 50%, week 12

### Synopsis

This curriculum content is intended to give students some familiarity, at an introductory level, with everyday life, activities and culture in China.

Topics for listening, speaking, reading and writing will include:

- everyday elementary level conversation skills including greetings, asking and giving basic informations about oneself, friends and family members
- introductory skills useful to describe students' language abilities, preferred drinks and daily activities
- topics related at introductory level to Chinese culture, geography including some major cities, etc.

There will be a balance between communicative activities, and understanding of vocabulary and grammatical structure. Students will be expected to use the range of resources available to them in the library and on the Moodle page for self-study.

### Learning Outcomes

On successful completion of this module, students will be able to:

- recognise and reproduce 130 commonly used Chinese characters.
- be familiar with and use around 200 words in simplified character form or pinyin.
- recognise some common radicals of Chinese characters and write characters following the correct order.
- effectively communicate in simple sentences in some basic areas, such as nationality, age, birthday, family, likes and dislikes of activities and sports, and university subjects, etc.
- type Chinese characters using computer or other portable devices.
- use online learning materials and online dictionaries for self study.
- read and write short passages, in characters or Pinyin, to introduce oneself, family members or friends
- demonstrate awareness of Chinese culture and traditions including greetings, addressing people; Chinese family, etc.

### Preliminary Reading

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

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
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### Contact Hours

3 class contact hours per week, 30 class contact hours in total, 10 self-study hours per week

### Pre-requisites

LA302 Learning Mandarin 1A or equivalent

### Method of Assessment

Assessment 1 In-Class test: 30%, week 18

Oral Test: 20%, week 22

Assessment 2 In-Class test: 50%, week 24

### Synopsis

The curriculum content is intended to give students some familiarity, at an elementary to upper-elementary levels, with everyday life, activities and culture in China.

Topics for listening, speaking, reading and writing will include:

- everyday conversation skills including greetings and introductions, talking about food, hobbies and time, and asking and giving simple opinions on familiar topics.
- elementary skills of understanding weather forecasts, Chinese culture, festivals, etc.
- elementary skills useful to people visiting China including expressing how to go to somewhere and taking transport, etc.

The module aims to teach well-balanced language skills of Mandarin. There will be a balance between communicative activities, and understanding vocabulary and grammatical structure. Students will be expecting to use the range of resources available to them in the library and on the Moodle page for self-study.

### Learning Outcomes

On successful completion of this module, students will be able to:

- recognise and reproduce 150 commonly used Chinese characters learned in this module.
- be familiar with and use over 350 words in simplified character form of Pinyin.
- effectively communicate in simple sentences in some basic areas, such as weather, time, food and drinks, occupations, transport and places in town, etc.
- read and write, in characters, in short text, such as letters, emails and diaries, introducing someone or somewhere you know, explaining experiences and plans.
- use online learning materials and online dictionary for self-study.
- demonstrate awareness of Chinese culture and traditions including greetings, addressing people, Chinese traditional festivals and the eating etiquette.

### Preliminary Reading

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

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

### LL307 Tackling Text: Explaining Style

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

#### Contact Hours

2 hours per week

#### Availability

This module is core for the following programmes: Joint Honours English Language & Linguistics and English & American Literature. Joint Honours English Language & Linguistics and Comparative Literature.

#### Method of Assessment

40% Coursework 60% Examination

#### Synopsis

This module is an introduction to stylistics: the systematic study of language in literature. 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, and will be of interest to students of both language and literary studies. You will be encouraged to produce your own analyses of literary texts with reference to specific stylistic features such as sound patterning and figurative language in poetry; point of view and speech and thought presentation in prose fiction; and speech acts, turn-taking and politeness in drama texts.

This module is core for the following programmes: Joint Honours English Language & Linguistics and English & American Literature. Joint Honours English Language & Linguistics and Comparative Literature.

#### Learning Outcomes

1. Communicate the results of study and work accurately, with well structured and coherent arguments:
2. Interact effectively within small groups, exercising personal responsibility and appropriate decision-making skills:
3. Develop their ability to work cooperatively with others, exercising personal responsibility and sensitivity:
4. Demonstrate their ability to undertake independent learning, by taking initiative, being organised and meeting deadlines:
5. Demonstrate high sensitivity to the nuances of the written word, and the linguistic strategies employed by authors in producing them:
6. Reflect on and identify interdisciplinary and/or transferable skills:

#### 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

### LL309 World Englishes

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

#### Contact Hours

1 lecture and 1 seminar per week

#### 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.

#### Learning Outcomes

Students will be able to:

1. describe the relationship between the spread of English and global events
2. understand language issues in multilingual and multicultural societies, including issues pertaining to language planning and policy
3. recognise the influence of other languages on English, drawing upon theories of language genesis, acquisition, sociolinguistics and discourse
4. identify differences between British English, American English and other varieties of Englishes around the world
5. analyse the influence of other languages on English
6. compare varieties of English across the world from a range of perspectives: historical, morphosyntactical and discursual

#### 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

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>LL310 Foundations of Language 1: Sounds and Words</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	30 (15)	100% Coursework	Rathcke Dr T

### Contact Hours

30 Hours 1 hour long Lecture and 2 Hour long Seminars

### Method of Assessment

100% Coursework.

### Synopsis

The module will begin by offering a basic introduction to the description of speech sounds, with emphasis on those used in English and detailed descriptions first of consonants, and then of vowels. The gaps between sound and orthography will be highlighted as the IPA (International Phonetic Alphabet) symbols are learned. The course will then move from phonetics (the study of speech sounds) to phonology (the study of the sound systems in language), focusing on the phonotactics (rules of co-occurrence) and general phonological rules of English. Students will use this knowledge to explore and describe different accents of English. From phonology, the module moves to morphology (the study of word-structure), highlighting the differences between derivational and inflectional morphology, and introducing analytical concepts such as the morpheme and allomorphy, and critically evaluating descriptive models such as word and paradigm, item-and-process and item-and-arrangement grammars.

### Learning Outcomes

On completion of this module, students will be able to:

- Use with confidence the basic terminology of phonetics and phonology as they apply to English (phoneme, allophone, complementary distribution, aspiration, morpheme, allomorph): See programme outcomes
- Recognize and describe the phonemes of English
- Use with confidence IPA symbols relevant to English and other languages
- Understand how the English phonological system is structured, and recognize some of the important phonotactical and phonological rules of English
- Recognize and describe variation at the phonetic/phonological levels in different varieties of English
- Understand the basic principles of word-formation, and notably the distinction between derivational and inflectional morphology

### Preliminary Reading

Blake, B. (2009) *All About Language*. Oxford: Blackwell.

Clark, J.; Yallop, C. & Fletcher, J. (2007, 3rd ed.) *An Introduction to Phonetics and Phonology*. Oxford: Blackwell.

Ladefoged, P. (2001, 5th ed.) *A Course in Phonetics*. Orlando: Harcourt Bruce.

McMahon, A. (2004) *Introduction to English Phonology*. Edinburgh: E.U.P.

Roach, P. (2001) *Phonetics*. Oxford: Oxford University Press.



## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

LL311	Foundations of Language 2: Structure and Meaning					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	30 (15)	70% Coursework, 30% Exam	Kim Dr C

### Method of Assessment

Assessment is 70% coursework 30% Exam

### Synopsis

This module introduces linguistic approaches to the study of language structure, language meaning and communication. For language structure, the module provides an overview of the major grammatical properties of English (e.g. lexical classes, grammatical functions, phrase and sentence structure), and provides students with analytical tools for understanding and constructing arguments about linguistic structure (e.g. morpho-syntactic tests, constituency tests). For meaning, the module introduces students to lexical semantics (the meanings of words and characteristics of word classes) and sentential semantics (how the meanings of words and phrases combine to create propositional meaning). In addition, the module covers introductory topics in pragmatics, focusing on context dependence and the differences between semantic and pragmatic meaning. . The relationships among related but distinct notions such as grammar, inference, and communication are discussed throughout. The module is particularly useful for students who are studying linguistics, psychology, anthropology, language(s), or literature, as it provides them with analytical skills for understanding language and language-related behaviour

This module introduces linguistic approaches to the study of language structure, language meaning and communication. For language structure, the module provides an overview of the major grammatical properties of English (e.g. lexical classes, grammatical functions, phrase and sentence structure), and provides students with analytical tools for understanding and constructing arguments about linguistic structure (e.g. morpho-syntactic tests, constituency tests). For meaning, the module introduces students to lexical semantics (the meanings of words and characteristics of word classes) and sentential semantics (how the meanings of words and phrases combine to create propositional meaning). In addition, the module covers introductory topics in pragmatics, focusing on context dependence and the differences between semantic and pragmatic meaning. . The relationships among related but distinct notions such as grammar, inference, and communication are discussed throughout. The module is particularly useful for students who are studying linguistics, psychology, anthropology, language(s), or literature, as it provides them with analytical skills for understanding language and language-related behaviour

### Learning Outcomes

Students who successfully complete this module will be able to:

- Understand the major characteristics of English grammar
- Select and apply appropriate terminology to describe and analyse the structure and systems of English, e.g. noun, verb, clause, phrase, aspect, adjunct, complement
- Understand the properties of words, structures and longer stretches of language used to convey meaning
- Develop an awareness of the nature of theory and what constitutes an explanation
- Understand concepts and terminology used to account for the way in which meanings are conveyed, focusing on the distinction between linguistically encoded meaning (semantics) and context-dependent interpretation (pragmatics)
- Explore a number of distinct established core theoretical frameworks used to account for word meaning and lexical relations, including decompositional accounts and those based on meaning postulates
- Demonstrate familiarity with distinctions between propositional content and illocutionary force, and theories of sentence meaning and sentence relations

### Preliminary Reading

Blakemore, D (1992) *Understanding Utterances*. Oxford: Blackwell

Burton-Roberts, N. (1997). *Analysing Sentences: An Introduction to English Syntax*. London: Longman

Huddleston, R. & G. K. Pullum (2005). *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press

Lyons, J (1995) *Linguistic Semantics*. Cambridge: Cambridge University Press

Saeed, J (2003) *Semantics*. Oxford: Blackwell

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>LS300</b>		<b>Learning Spanish 3 (Post A Level)</b>				
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.

### Learning Outcomes

- To enable students to improve grammatical skills;
- To raise level of written and spoken Spanish;
- To improve translation skills both from and into Spanish;
- To improve aural comprehension of Spanish.

### Preliminary Reading

"Alonso Raya, R. et al. (2011). Gramática básica del estudiante de español. Barcelona: Difusión.

Additional materials for the module will be available on Moodle."

<b>LS302</b>		<b>Intensive Learning Spanish 1 (Beginners)</b>				
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.

### Learning Outcomes

This is an intensive module in Spanish for students who have no or very little knowledge of the language. The emphasis in this course is on acquiring a sound knowledge of the structure of the language while developing the four main skills: speaking, listening, reading and writing.

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

1. understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, interests, etc.) (PLO 11:1; 12C:15);
2. communicate in simple tasks requiring a simple and direct exchange of information on familiar matters. (PLO 11:1; 12C:15);
3. describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need. (PLO 11:1; 12C:15);
4. develop basic grammar and written skills including simple translations. (PLO 11:1 & 6; 12C:15 & 20).

### Preliminary Reading

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

Further materials will be available on Moodle

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total of 20 contact hours

### Pre-requisites

Knowledge of Spanish not a pre requisite

### Availability

not available in 2009/10

### Synopsis

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

### Learning Outcomes

Students who successfully complete the module will:

- Have acquired a knowledge and understanding of Latin American history and culture of the 19th and 20th Centuries (12A Hispanic Studies Programme Outcomes);
- Have analysed a variety of short stories and related criticism, synthesising information from a number of sources in order to gain a coherent understanding of the subject, whilst expanding their knowledge of critical and cultural theory (12A);
- Have improved their ability to analyse, criticise and assess logical arguments, and to study and reach conclusions independently (12B);
- Have improved their ability to research, plan and present orally to the group a chosen topic.

This module will be offered as a core module to all students taking the BA Honours in Spanish and aims to provide the foundation for two of the main objectives as indicated in the Spanish Joint Honours programme:

- To allow students to develop an appreciation of modern Spanish and Spanish American culture by being able to relate it to its key stages of social, political and historical development in both Spain and the Spanish American;
- To develop students' analytical powers and communicative skills in order to enhance their personal development in preparation for Part II and their year abroad.

### Preliminary Reading

Juan Rulfo *El llano en llamas*/The Burning Plain

Mario Vargas Llosa *Los jefes/Los cachorros* The Leaders/ The Pups

Gabriel García Márquez *Los funerales de la Mamá Grande*/ The Funerals of Big Mama

Julio Cortázar *Las armas secretas*/ The Secret Weapons

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>LS310</b>		<b>Ab initio Catalan - Learning Catalan 1A</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### 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.

### Learning Outcomes

Course specific skills:

Languages global scale level A2.

Students will acquire reading knowledge of Catalan and develop basic communicative skills.

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

- understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment);
- communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters;
- describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

This course will be of particular interest to any students wishing to widen their knowledge in Romance languages and to those intending to spend time in the Catalan countries (At present we have ERASMUS exchanges with the universities of Alacant and Barcelona as part of our year abroad program. Some students also choose to apply for teaching posts in the Catalan countries). It will complement the LS515/LS538 Catalan Culture course in Part IIA by providing a chance to develop Catalan language skills.

Generic skills:

- Through class presentations, conversation classes and guided debates, students will develop communication, problem solving and group working skills;
- They will improve their confidence in the use of information technology through the use of Web-based language exercises and the submission of high-quality word-processed essays;
- The portfolio system will ensure that all students reflect on their learning performance and devise ways of improving their results.

### Preliminary Reading

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

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>LS311 Ab initio Catalan - Learning Catalan 1B</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	

### Contact Hours

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

### Pre-requisites

A pass in LS310 Ab initio Catalan 1A or equivalent.

### 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

### Learning Outcomes

Course specific skills:

Languages global scale level B1/B2 with emphasis on reading and understanding.

Students will develop the basic skills learnt in ab initio Catalan so that by the end of the course they can:

- Deal with most situations likely to arise whilst travelling in the Catalan speaking countries;
- Understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation;
- Use Catalan criticism as reference material in their content courses;

This course 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 ERASMUS exchanges with the universities of Alacant and Barcelona as part of our year abroad program. Some students also choose to apply for teaching posts in the Catalan countries).

It will complement the LS515 Catalan Culture course in Part IIA, Level H, 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.

Generic skills:

- Through class presentations, conversation classes and guided debates, students will develop communication, problem solving and group working skills;
- They will improve their confidence in the use of information technology through the use of Web-based language exercises and the submission of high-quality word-processed essays;
- The portfolio system will ensure that all students reflect on their learning performance and devise ways of improving their results.

### Preliminary Reading

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

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>LS312</b>		<b>Introduction to Hispanic Culture</b>				
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)

### Learning Outcomes

Students should be able to:

- i) Demonstrate a sound basic knowledge of key figures and events in Spanish and Spanish American history for the Middle Ages to the end of the 20th century;
- ii) Demonstrate an understanding of the key factors influencing social and political change during this period;
- iii) Place social, political and artistic events in a historical context;
- iv) Make an informed response to, and evaluate critically a range of texts and topics representative of main historical and cultural movements in Spain and Spanish America.

This module will be offered as a core module to all students taking the BA Honours in Spanish and aims to provide the foundation for two of the main objectives as indicated in the Spanish Joint Honours programme:

- i) To allow students to develop an appreciation of modern Spanish and Spanish American culture by being able to relate it to its key stages of social, political and historical development in both Spain and the Spanish American;
- ii) To develop students' analytical powers and communicative skills in order to enhance their personal development in preparation for Part II and their year abroad.

### Preliminary Reading

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

<b>LS313</b>		<b>Introduction to Hispanic Culture</b>				
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

### Learning Outcomes

Students should be able to:

- i) Demonstrate a sound basic knowledge of key figures and events in Spanish and Spanish American history for the Middle Ages to the end of the 20th century;
- ii) Demonstrate an understanding of the key factors influencing social and political change during this period;
- iii) Place social, political and artistic events in a historical context;
- iv) Make an informed response to, and evaluate critically a range of texts and topics representative of main historical and cultural movements in Spain and Spanish America.

This module will be offered as a core module to all students taking the BA Honours in Spanish and aims to provide the foundation for two of the main objectives as indicated in the Spanish Joint Honours programme:

- i) To allow students to develop an appreciation of modern Spanish and Spanish American culture by being able to relate it to its key stages of social, political and historical development in both Spain and the Spanish American;
- ii) To develop students' analytical powers and communicative skills in order to enhance their personal development in preparation for Part II and their year abroad.

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>LS314</b>		<b>Learning Spanish 1A (Beginners)</b>				
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 Spring 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.

### Learning Outcomes

Languages global scale level A1

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

1. understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping);
2. communicate in simple tasks requiring a simple and direct exchange of information on familiar matters;
3. describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need;
4. develop basic grammar and written skills including simple translations.

This course will be of particular interest to any students wishing to widen their knowledge of Romance languages and to those intending to spend time in Spanish-speaking countries.

### Preliminary Reading

All materials will be available on Moodle

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>LS315 Learning Spanish 1B (Beginners)</b>						
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.

### Learning Outcomes

Languages global scale level A2

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

1. understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic local geography, employment);
2. communicate in tasks requiring a direct exchange of information on familiar and routine matters;
3. describe aspects of his/her background, immediate environment and matters in areas of immediate need;
4. consolidate basic grammar and written skills;

This course will be of particular interest to any students wishing to widen their knowledge of Romance languages and to those intending to spend time in Spanish-speaking countries.

### Preliminary Reading

All materials will be available on Moodle

<b>LS316 Learning Spanish 2A (Intermediate)</b>						
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 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.

### Learning Outcomes

Students will consolidate their knowledge of Spanish as taught at GCSE level.

This course aims at improving the student's reading and understanding skills. Students will develop the skills learnt in the Spanish Beginners II course so that by the end of the course they can:

- Progress to active communicative competence in Spanish;
- Extend written expressive competence in Spanish through advanced study of Spanish syntax and grammar structures;
- 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;
- Acquire a thematic framework for language study by analysing texts related to cultural and socio-linguistic Spanish issues.

### 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



## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>LS317</b>		<b>Learning Spanish 2B (Intermediate)</b>				
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. 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.

### Learning Outcomes

Students will consolidate their knowledge of Spanish as taught at Global Scale B2.

This course aims at improving the student's reading and understanding skills. Students will develop the skills learnt in the Spanish Intermediate course so that by the end of the course they can:

1. To consolidate expressions/ syntactical structures related to areas of environmental concern/ social relevance and develop aural skills;
2. To learn how to debate in a competent manner views on material of academic interest;
3. To perfect writing skills in Spanish by writing on themes of academic interest;
4. To enhance active communicative competence in Spanish;
5. Further develop written expressive competence in Spanish through advanced study of Spanish syntax and grammar structures;
6. 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;
7. Further develop thematic framework for language study by analysing texts related to cultural and socio-linguistic Spanish issues.

This course will be of particular interest to any students wishing to widen their knowledge of Romance languages and 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

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>PL300 Politics, Rights and Applied Ethics</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Scott Dr D

### Contact Hours

1 x 1hr lecture, 1 x 1hr seminar per week

### Synopsis

We hear talk of rights every day. But, what are they, and who has them?

This module provides an introduction to some of the main themes and ideas of political philosophy and applied ethics. All of the ideas discussed are linked by focus on the notion of a 'right'. Students will be exposed to a variety of questions and issues, such as: 'What is the notion of a right?', 'Are there such things as natural rights?', 'What is involved in saying that one has a right to free speech or a right to private property?', 'Who has a right and why?', and 'Do great apes, or states, or dead people have rights?'. Students will be exposed to a mixture of classical and modern readings when discussing the main questions of the module.

### Learning Outcomes

By the end of this module, students should be able to

11.1 Understand the following in connection to the notion of a right:

- (a) the difference between natural and social rights;
- (b) the notion of a 'state of nature' as employed by various thinkers;
- (c) the social contract tradition; and
- (d) utilitarianism.

11.2 Understand various rights that people might be thought to have and debate whether people do in fact have them (e.g. right to free speech, right to private property).

11.3 Understand the notion of a rights-bearer and debate whether various types of possible rights-bearers do in fact have anything approaching a right (e.g. fetuses, animals, the environment, states).

11.4 Understand the broad contours of different theoretical accounts of what it takes to have a right and debate which is correct (e.g. will-based theory, interest-based theory).

### Preliminary Reading

Jonathan Wolff, 'Introduction to Political Philosophy' (OUP)

<b>PL302 Introduction to Philosophy: Knowledge and Metaphysics</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Kanterian Dr E

### Contact Hours

one hour lecture, one hour seminar per week

### Synopsis

Can I know that I am not dreaming? Am I the same person I was when I was ten years old? Do I have an immaterial mind or immortal soul? Am I a mere machine or do I have a free will? What are the fundamental properties of the world? Does God exist? This module is meant to be an introduction to these and other fundamental problems of philosophy. The module begins with an examination of some themes in Descartes' Meditations on First Philosophy, and moves on to discuss the arguments of other classical philosophers, such as Locke, Berkeley, Hume, Kant, and also of contemporary thinkers. Among the themes addressed are: the nature of knowledge, scepticism, personal identity, the mind-body problem, free will and determinism, primary and secondary qualities, causation, induction, God.

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.

### Learning Outcomes

During this course students will have had instruction and practice in:

- \* cognitive skills - engaging in critical, systematic, discussion of philosophical problems
- \* presentation skills - speaking effectively and persuasively on seminar discussion
- \* writing skills - writing a literate, grammatical and well-structured philosophical essay.

By the end of the course students will also have had the opportunity to develop (but will not receive direct tuition in) such IT skills as: word-processing essays; using e-mail for discussion; CD ROM access to the Routledge Encyclopaedia of Philosophy.

### Preliminary Reading

THOMAS NAGEL - 'What does it all mean?: A Very Short Introduction to Philosophy', Oxford University Press, 2004

ANTHONY KENNY - 'The Rise of Modern Philosophy', Oxford University Press

RENE DESCARTES - 'Discourse on the Method', in: Key Philosophical Writings, Wordsworth Editions

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>PL303</b>		<b>Introduction to Philosophy: Ethics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Murzi Dr J

### Contact Hours

1 hour lecture and 1 hour seminar per week.

### Method of Assessment

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

### Synopsis

In this module, we'll consider three, big questions in ethics. Our first question is: What makes a life good? Is it happiness? Or is it something else? Our second question is: What makes actions right or wrong? Is it God demanding or forbidding them? Or are actions perhaps right to the extent that they serve to make lives better off, and wrong to the extent that they make lives worse off? Some philosophers have thought so. Others wonder: What if I steal money from someone so rich that my act in no way makes her life go any worse. Might it still be the case that I have acted wrongly—even if I haven't made anyone worse off? Finally, our third question is this: What's the status of morality? Is it, for example, the case that what's right for me might be wrong for you? Does it make any sense at all to talk about moral claims being true or false, even relative to moral communities? Might moral judgments be nothing but expressions of sentiments? Throughout this course we will examine these and similar questions from the point of view of a variety of philosophers, including Plato, Aristotle, J. S. Mill and Immanuel Kant.

### Learning Outcomes

The generic aim of the course is to enable students to engage critically with the material, and to develop their own ideas and responses to it. By the end of the course students should:

- (1) have developed their skills in critical analysis and argument through an engagement with these issues, both through their reading and through listening to others
- (2) have developed their ability to make complex ideas clearly understandable in their philosophical writing
- (3) have developed their ability to make complex ideas clearly understandable in their public speaking and have developed their ability to work autonomously and to take responsibility for their learning.

### Preliminary Reading

The main course textbooks are:

Russ Shafer-Landau, *The Fundamentals of Ethics* (2nd ed.), Oxford University Press, 2012,  
and Russ Shafer-Landau, *The Ethical Life* (2nd ed.), Oxford University Press, 2012.

<b>PL305</b>		<b>Existentialism</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Butterworth Dr K

### 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.

### Learning Outcomes

- To provide an understanding of existentialism and its relation to the history of philosophy.
- To provide an understanding of different arguments for the nature of existence according to the concepts of being, existence, freedom, finitude, anguish and death.
- To give students practice in thinking out, articulating and defending their views on some fundamental issues in moral philosophy.
- To give students practice in formulating and expressing philosophical ideas both in speech and in writing.
- To acquire the ability to engage in a close reading of some major texts of European philosophy.
- To engage critically with some basic philosophical concepts and theories in contemporary ethics.
- To further develop their ability to present orally and in writing the theories articulated in philosophical texts and their own ideas and critical arguments in response to the texts.

### 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

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>PL310</b>		<b>Introduction to Philosophy: Logic and Reasoning</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Corfield Dr D

### Contact Hours

one hour lecture, one hour seminar per week

### 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.

### Learning Outcomes

Students who successfully complete this module will be able to:

1. Demonstrate an understanding of five basic logical connectives (their truth tables, their relation to their English counterparts), and an understanding of the concepts of validity, soundness and consistency
2. Demonstrate the ability to construct a truth-table and to determine the validity of simple arguments by the truth-table method
3. Demonstrate mastery of the terminology of 'necessary and sufficient conditions', 'contradiction', and 'tautology', and the ability to translate sentences from English into formal language and vice versa
4. Demonstrate the ability to apply skills in constructing and assessing arguments to selected philosophical topics
5. Demonstrate the ability to think through a philosophical problem on their own using common sense and logic

### Preliminary Reading

Copi & Cohen, Introduction to Logic and Logic Exercises, Prentice Hall 2004

Fisher, A., The Logic of Real Arguments, CUP, 2004

Baggini, J. & Fosl, P.S., The Philosopher's Toolkit: A Compendium of Philosophical Concepts and Methods, Blackwell, 2003

Hodges, W., Logic, 2nd ed., Penguin, 2001

Howson, C., Logic with Trees, Taylor & Francis Ltd, 1997

<b>PL315</b>		<b>Philosophical Reading and Writing (core)</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Ahlstrom-Vij Dr K

### Contact Hours

One hour lecture, one hour seminar per week

### Synopsis

What do philosophers do? What do they typically think about? How do philosophers write? What sorts of writing are acceptable in philosophy? How should you write? How should philosophy best be read in order to be understood and assessed?

In this module we will introduce you to some of the most interesting questions in philosophy, both from its history and from current debates. As we do this we will show you how to read and write as a philosopher.

Some of the questions we might discuss are: 'Why is Hume's fork so important in the history of philosophy?', 'What is the difference between evaluative and descriptive judgements in aesthetics?' and 'What is the difference between 'is' and 'ought'?' We will also think about questions of more general philosophical import, such as: 'What is it to presuppose something?', 'What is it to argue in a vicious circle?', and 'What does a philosophical definition look like?'

### Learning Outcomes

The aims of this module are:

- (1) to introduce you to some basic questions in philosophy about a range of issues
- (2) to enable you to appreciate various philosophical topics
- (3) to enable you to read analytical philosophy in a way that is considered, reflective, and imaginative;
- (4) to enable you to write analytical philosophy in a way that is careful, logical, structured and coherent.

By the end of this module you should:

- (5) have a greater appreciation of a number of philosophical topics, such as those mentioned in (1) and (2);
- (6) be able to read philosophy better and in a way that will contribute greatly to the rest of your studies whilst at Kent; and
- (7) be able to write philosophy better and in a way that will contribute greatly to the rest of your studies whilst at Kent

### Preliminary Reading

A. P. MARTINICH - 'Philosophical Writing: An Introduction', Oxford: Blackwell, 2005

N WARBURTON - 'Philosophy: the Essential Study Guide', London: Routledge, 2004

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>TH331 Introduction to Hinduism &amp; Buddhism</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Frazier Dr J

### Contact Hours

- 2 x 1 hour lecture for 10 weeks (20 hours)
- 1 x 1 hour seminar for 10 weeks (10 hours)
- Total contact hours: 30

### Synopsis

The purpose of this module is to introduce students to the Hindu and Buddhist traditions, through a consideration of their key concepts, ideas, texts and practices (such as bhakti, moksha, yoga, dharma). 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.

### Learning Outcomes

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

- 11.1 Demonstrate an appreciation of the richness and diversity present within specific Asian traditions and civilisation, encompassing topics such as the historical development of specific doctrines and groups, the relationship between belief, practice, and society, and the interpretation of particular religious texts and contexts.
- 11.2 Describe and articulate a key concept, idea, theme or practice relevant to Hindu traditions such as bhakti, moksha, yoga, dharma etc., demonstrating an accurate and detailed understanding of the idea in its doctrinal context, and an awareness of its place within the broader development of the tradition.
- 11.3 Describe and articulate a key concept, idea, theme or practice relevant to an Buddhist traditions such as dukkha, anatman, bodhisattva etc., demonstrating an accurate and detailed understanding of the idea in its doctrinal context, and an awareness of its place within the broader development of the tradition.

### Preliminary Reading

- FLOOD, G. – 'An introduction to Hinduism', CUP Cambridge, 1996
- KNOTT, KIM – 'Hinduism: A Very Short Introduction', OUP Oxford, 1998
- HARVEY, P - 'An Introduction to Buddhism', CUP, Cambridge, 1990
- KEOWN, D – 'Buddhism – A Very Short Introduction', (2nd edition) OUP, Oxford, 2013.
- RAHULA, W – 'What The Buddha Taught,' (new edition) One World Publications, 1997.

<b>TH334 Religion and Sex</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	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.

### Learning Outcomes

The aim of the course is to provide students with an historical understanding of the relationship between religion and the sexual body. By the end of the course students should be able to:

- a) appreciate the different representations of sex within religion
- b) critically evaluate the place of sex within tradition and modernity
- c) understand the centrality of the body to religious ethics and history
- d) understand the plurality and diversity of world religions
- e) use conceptual ideas to critically read religious practices

This module will contribute to the aims of the Religious Studies programme by enabling students to find out and discuss the central concepts in the history of religion, such the body and religious truth. The module enables students to practise critical thinking in relation to contemporary thinking about religion and provides a basic understanding of different religious traditions.

### 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

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>TH340</b>	<b>Gods of the Desert: Judaism and Islam</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Blanton Dr W

### 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.

### Learning Outcomes

By the end of this module, students should be able to:

- a) assess the importance of the Jewish and Islamic faiths for believers today;
- b) show knowledge of the history, thought, culture and scriptures of these two monotheistic faiths;
- c) appreciate what it means to be a Jew or Muslim today;
- d) understand the meaning of religious beliefs and practices in the two faiths;
- e) understand the broad historical development of Jewish and Muslim religion.

### 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.

<b>TH341</b>	<b>What is Religion?</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	50% Coursework, 50% Exam	Carrette Prof J

### 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

Preliminary Reading CONNOLLY, P (ed.) - 'Approaches to the Study of Religion', Cassell, 1999 1  
 Preliminary Reading CRAWFORD, R - 'What is Religion?', Routledge, 2002 1  
 Preliminary Reading SEGAL, R (ed.) - 'The Blackwell Companion to the Study of Religion', Blackwell, 2006 1  
 Preliminary Reading HINNELLS, J (ed.) - 'The Routledge Companion to the Study of Religion', Routledge, 2005 1  
 Preliminary Reading RODRIGUES, H & HARDING, J.S. - 'Introduction to the Study of Religion', Routledge, 2009. 1  
 Preliminary Reading PALS, D.L. - 'Eight Theories of Religion', Oxford University Press, 2006. 1  
 Preliminary Reading PADEN, W.E. - 'Interpreting the Sacred: Ways of Viewing Religion', Beacon Press, 1992

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

TH342		Religion in the Contemporary World				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Lynch Prof G

### Contact Hours

2 hours

### Synopsis

The module will introduce students to a range of key theories and debates in the social and cultural study of contemporary religion. Each lecture will introduce students to a specific theory or debate, and use panel presentations in the seminars to get a small group to present their initial understanding and questions of relevant introductory literature. Throughout the module, students will be helped to see possible connections between these various theories and debates, as well as think about issues to which these theories and debates are relevant. Areas to be covered in the module will be:

- What is the social and cultural study of religion?
- Modernization: religion in changing times
- Secularization: is religion dying?
- Individualization: a God of my own
- Commodification/consumer culture: atheist beer and halal Barbies
- Occulture: new spiritual movements in media and popular culture
- Mediatization: does the media transform religion?
- Secularism: the place of religion in a modern society
- Trans-nationalism and diaspora: new bonds of faith
- Lived religion: the complexities of religion in the real world

### Learning Outcomes

By the end of this module, students should be able to:

- i) articulate clearly core concepts and arguments in key theories and debates in the social and cultural study of contemporary religion
- ii) articulate clearly relevant criticisms of key theories and ideas, and evaluate the validity of these
- iii) demonstrate some understanding of how different theories or accounts of religion in the contemporary world could be understood in relation to each other
- iv) identify ways in which particular theories or debates may be relevant for specific case examples in contemporary culture and society

### Preliminary Reading

Furseth, Inger & Repstad, Pal. 2006. *An Introduction to the Sociology of Religion*.  
(ed.) Hinnells, John. 2010. *The Routledge Companion to the Study of Religion*, 2nd edition

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

TH345 From: Eden To The End of The World: An Introduction to The Bible						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Sherwood Prof Y

### Contact Hours

one 2-hour lecture/seminar per week

### Synopsis

The Bible is not a single book, but *ta biblia*, the library. At the most modest estimate, the literatures of the Bible span a period of over eight hundred years. If we think of the metaphor of a library, the books in the Bible would not just be shelved in the Religion/Theology section, but also, say, Philosophy, Politics and Cultural History/Myth. The influence of these books on 'Western' culture has been immense. This is a course for those seeking basic biblical 'literacy', which is profoundly useful for studies in other disciplines (e.g. History, or Literature), as well as for students in Religious Studies. It is a course for those who think they already know the Bible (this course will help you read the Bible in different ways, with new questions) and those who have never read a Bible at all. The course gives a basic overview of the story and contexts of the books of the Bible (Old Testament/Hebrew Bible and New Testament) from Genesis to the Apocalypse of John, or from Eden to the End of the World.

This course provides a basic introduction to different sections of the biblical 'library', combining a general overview with in-depth study of selected passages and books.

NB: As with all Biblical Studies courses at the University of Kent, 'Bible' is defined in the broadest sense: the Christian and Jewish canons (73 or 66 books, though we won't be studying all of them!) apocrypha and pseudepigrapha, and also all the ancient and modern intertexts, poems, films and novels, that inform and draw on biblical traditions.

### Learning Outcomes

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

1. acquire a knowledge of the main themes and texts of the Old and New Testaments
2. understand the basic chronologies and contexts behind these texts
3. acquire a basic knowledge of key critical issues and concepts
4. develop close-reading skills

### Preliminary Reading

The focus of the course will be on the primary texts from the Bible.

The Bible with Apocrypha (NRSV)

David M. Carr and Colleen M. Conway, *An Introduction to the Bible: Sacred Texts and Imperial Contexts* (Wiley-Blackwell: 2010)

Howard Kee, Eric Meyers, John Rogerson, Anthony J. Saldarini (eds.), *The Cambridge Companion to the Bible* (Cambridge University Press, 1997)

John Barton, *What is the Bible?* (SPCK: 2010)

John Riches, *The Bible: A Very Short Introduction* (OUP: 2000)

Old Testament Guide and New Testament Guide series for each biblical book (T and T Clark, various dates)—to be available for reference.



## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

### 01 School of Arts

<b>DR315 Modern Theatre: A Theoretical Landscape</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Varakis-Martin Dr A
2	Canterbury	Autumn and Spring	C	30 (15)		

#### Contact Hours

4.5 Hours Per Week (3 Hour Lecture / 1.5 Hour Seminar)

#### Availability

Available to both Single Honours and Joint Honours Drama Students (Not Available as a Wild Module Option)

#### Method of Assessment

100% Coursework: Essay (1500 Words) (25%); Essay (2500 - 3000 Words) (40%); Group Conference Presentation (35%)

#### Synopsis

In the first section of the module students will explore the ideas of some key theorists and practitioners [particularly Stanislavski and Brecht] on the relation of theatre to the social/political order. A particular focus of discussions will be their theories of the role of the audience/spectator.

In the second section of the module we will be exploring the ideas of theatre practitioners who, in opposition to those studied earlier, focus on 'interiority'/the inner self of actor and audience, on the intense physical or emotional or spiritual transaction between actor and spectator, and on the possibilities of a transcultural, even 'universal', theatre. Amongst those studied will be Artaud, Grotowski, Brook.

In the final part of the module we will be exploring the field of contemporary performance, through writings about performance, accounts and recordings of performance, visits, if possible, to performances. Sometimes called post-modern performance, sometimes 'liminal performance', the work we will look at is characterised by its relation to/fusion with other arts – fine art, architecture, music, video as well as virtual technology art – and, as a result, by the questions it poses about 'theatre'- what is an 'actor'/ what is [a] 'theatre'?/what is [a] 'performance'?/ what is 'meaning'?/what is a spectator?

#### Learning Outcomes

On successful completion of this module, students will be able to demonstrate:

- Understanding of some of the central practices and theories of twentieth century performance
- Skills in textual analysis of dramatic texts through consideration of these presented in a variety of forms (e.g. visual, written, live)
- Increased understanding of historical and current debates in performance studies
- Understanding of twentieth century theatre in a cultural, political and social context through discussion and writing

#### Preliminary Reading

P Allain and J Harvie, *The Routledge Companion to Theatre and Performance*, Routledge 2005

A Artaud, *Theatre and Its Double*, J Calder, 2001

G Berghaus, *Avant-Garde Performance*, Palgrave Macmillan 2005

B Brecht, 'The Street Scene' in *The Theory of the Modern Drama*, E Bentley, Penguin, (trans. J Willett) London, 1968

M Carlson, *Performance*, Routledge, London, 1996

C Counsell, *Signs of Performance*, Routledge, London, 1996

R Goldberg, *Performance – Live Art Since the 1960s*, Thames and Hudson, London, 1998

N Kaye, *Postmodernism & Performance*, Macmillan, London, 1994

B Kershaw, *The Politics of Performance*, Routledge, London, 1992

J McGrath, *A Good Night Out*, Nick Hern Books, 1999

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>DR317 Texts for Theatre</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Quirk Ms S

### Contact Hours

4 Hours Per Week (2 Hour Lecture / 2 Hour Seminar)

### Availability

Available to Single Honours Drama Students (Not Available as a Wild Module Option)

### Method of Assessment

100% Coursework: Essay (2500 Words) (60%); Group Presentation (40%)

### Synopsis

This introductory module provides Stage One Drama students with knowledge and skills that will enable them to work productively with traditional dramatic texts (i.e. play scripts), and to identify and analyse a range of less familiar theatrical texts. Students will learn a specifically theatrical approach to reading and analysing traditional dramatic texts. Students will learn about the process of translating the dramatic text into performance by developing an understanding of: the concept of dramaturgy; the construction of play texts, including the functional importance of plot, character, genre and historical context; the influence of context and approach in creating and interpreting the work.

Students will be introduced to less familiar types and notions of texts. This will include the texts developed from and for non-scripted and semi-scripted performance (e.g. Commedia dell'Arte, stand-up comedy). They will learn to distinguish and 'read' a range of other elements as texts (e.g. the body, sound and culture).

In addition, students will be encouraged to develop a greater degree of independence in their research and learning. This will be built via group research tasks and presentations, developing students' confidence and skills with the assistance of peer support.

### Learning Outcomes

On successful completion of this module, students will be able to:

1. Read and analyse dramatic texts for theatre, understanding their specific theatrical quality,
2. Identify and 'read' a range of theatrical texts beyond the traditional play script,
3. Develop a systematic and methodical approach to theatre,
4. Apply a vocabulary of critical terminology to communicate their response and analysis,
5. Effectively use the spectrum of available knowledge resources to assist their critical understanding.

### Preliminary Reading

M Wallis and S Shepherd, *Studying Plays*, Bloomsbury, Academic 2010

K Pickering, *Key Concepts in Drama and Performance*, Palgrave Macmillan 2005

J R Brown, ed., *The Oxford Illustrated History of Theatre*, Oxford University Press 2001

P Zarrilli, McConachie e.a., eds, *Theatre Histories: An Introduction*. Routledge 2007.

P Allain and J Harvie, *The Routledge Companion to Theatre and Performance*, Routledge 2006

M Fortier, *Theory/Theatre. An Introduction*, Revised ed., Routledge 2002

J Lennard, M Luckhurst, *The Drama Handbook: A Guide to Reading Plays*, Oxford University Press 2002

E Aston, G Savona, *Theatre as Sign-System. A Semiotics of Text and Performance*, Routledge 1991

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>DR334</b>		<b>Stagecraft</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	30 (15)	100% Coursework	Pakula Dr P

### Contact Hours

Typically 4 Hours Per Week in Weeks 13-18 (1 Hour Lecture / 3 Hour Seminar). Approx. 2 Hours Per Week in Weeks 19-24.

### Availability

Available to Single Honours Drama Students (Not Available as a Wild Module Option)

### Method of Assessment

100% Coursework: 2000 Word Portfolio (60%); Group Presentation (Individually Marked) (40%)

### Synopsis

This module promotes essential technical competence in the various disciplines needed to realise a performance such as lighting, sound, construction and stage management. After an initial period of instruction in one or more of these areas, students will then develop their practical skills in the context of a realised production. This may involve, for example, offering technical support for performance work by students in other modules. Finally, students will reflect on their work in seminar presentations. Academic staff convene, organise, assess and take the leading role in teaching. Technical staff may also be involved with teaching and technical demonstration.

### Learning Outcomes

By the end of the module, students should be able to:

- Demonstrate and reflect a range of technical, creative and production skills within practical and reflective outcomes
- Demonstrate competence in handling equipment within the disciplines studied paying due attention to the health and safety of themselves and others and developing a technical vocabulary
- To begin to develop knowledge and understanding of the processes by which performance is created, realised and managed in terms of such technical aspects as lighting, sound, construction and stage management
- To begin to analyse and integrate theatre technologies creatively, conceptually and practically
- To understand that different technologies contribute to the communication of meaning in performance (e.g. light, sound/music, objects/props, projection)
- Demonstrate ability to work independently and in a group

### Preliminary Reading

C BAUGH - 'Theatre, Performance and Technology: the development of scenography in the twentieth century', 2005, Basingstoke: Palgrave

R BROWN - 'Sound: a reader in theatre practice', 2010, Basingstoke: Palgrave

N FRASER - 'Stage Lighting A Practical Guide', 1999, Marlborough: Crowood

P HOWARD - 'What is Scenography?', 2002, London: Routledge

D A IONAZZI - 'The Stage Management Handbook', 1992, Ohio: Betterway Books

F REID - 'The ABC of Stage Technology', 1995, London: A and C Black

F REID - 'The Stage Lighting Handbook', [2001] (2004), London: A and C Black

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>DR337 The Empty Space</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Double Dr O

### Contact Hours

3 Hours Per Week (1 Hour Lecture / 2 Hour Practical Workshop). Students should note that this is a 30 Week module with assessment activities taking place in the Summer Term.

### Availability

Available to all Single Honours and Joint Honours Drama Students (Not Available as a Wild Module Option)

### Method of Assessment

100% Coursework: Public Performance (50%); Theatrical Manifesto (30%); In-Class Performance (20%)

### Synopsis

This is module not about Peter Brook's work, but about the implications of his idea that anything can be seen as 'an act of theatre'. Students will be invited to see beyond their own default assumptions about theatre, and introduced to a diverse range of methods of devising their own performances. They will learn about warming up, performance skills, and collaborative group work; and will explore the possibilities of creating performance from a range of starting points, including (for example), space, body, voice, text, character or visual stimulus. This will be taught in practical workshops, supplemented by a series of lectures in which different Drama lecturers talk to the students about their own ideas of what theatre is and could be, and how these ideas have been shaped by their encounters with theatre as audience members, theatre makers, and academics. Students will be assessed by two short devised performances, in which they explore their own aesthetic tastes and approaches to theatre; and a piece of writing in which they create their own theatrical manifesto, which reflects on their own experiences of creating and performing theatre in this module, and the ideas they have encountered in the lectures and the reading. This module will offer a solid foundation for all modules in years two, three and four which involve creative performance work.

### Learning Outcomes

After completing the module, students should be able to:

- Re-evaluate and question their default understanding of what theatre is, and understand diverse and varied approaches to making performances;
- Devise performances from a range of starting points, for example, space, body, voice, text, character, visual stimulus, etc;
- Work creatively and collaboratively in small groups, to create, rehearse and perform material;
- Demonstrate a range of performing and creative skills;
- Articulate ideas, concepts and propositions about theatre and the processes of making it in writing, supported by experience and research.

### Preliminary Reading

Allen, Tony, *Attitude: Wanna Make Something Of It?*, Glastonbury: Gothic Image, 2002  
Barker, Clive, *Theatre Games*, London: Methuen, 2010  
Boal, Augusto, *Games for Actors and Non-Actors*, London: Routledge, 1992  
Bradwell, Mike, *The Reluctant Escapologist*, London, Nick Hern, 2010  
Brecht, Bertolt, *The Messingkauf Dialogues* (transl. J Willett), London: Methuen, 1965  
Brook, Peter, *The Empty Space*, London: Penguin, 1990  
Clements, Paul, *The Improvised Play: the Work of Mike Leigh*, London: Methuen, 1983  
Johnstone, Keith, *Impro*, London: Methuen Drama, 2007  
Johnstone, Keith, *Improvisation for Storytellers*, London: Faber, 1999

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>FI308</b>	<b>PI:Exploring the Frame</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Pitts Dr V

### Contact Hours

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

### Pre-requisites

No pre-requisites

### 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

This module is assessed by coursework (100%): short practical projects (50%), one essay (30%) and process, participation and development in workshops and exercises (20%).

### Synopsis

Exploring the Frame draws upon concepts in Film Studies to inform an introduction to moving image production that focuses on the exploration of cinematic language. Basic technical skills in DV production and post-production are taught along with craft skills applicable to both narrative and experimental filmmaking. Through a combination of lectures, creative and technical workshops, and peer reviews of work in progress, this module encourages experimentation, critical reflection, independent thought, and dialogue between theory and practice. Effective group work is integral to the success of student work on this module. The practical assignment is designed to trigger both conceptual and creative thinking as well as a consideration of audience responses to cinematic language. Each student also writes a critical analysis of their finished film.

### Learning Outcomes

By the end of the module, students will:

1. Have received an induction in the skills and techniques of shooting digitally and will have completed an introduction to DV non-linear editing.
2. Have developed the aesthetic, conceptual and technical skills necessary to articulate their ideas audio-visually and in written form.
3. Be able to conceive and plan a piece of creative work.
4. Be able to demonstrate a safe and technically competent use of equipment.
5. Gain an understanding of the historical, social and cultural context of filmic visual practices.
6. Gain an understanding of their own creative processes through their engagement in one or more production practices.
7. Acquire skills and knowledge of aesthetic judgement.
8. Have an understanding of the ways in which different social groups may relate to and interact with filmic visual practices.

### 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

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

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

### Pre-requisites

No pre-requisites.

### 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

This module is assessed by coursework (100%): short practical projects (50%), one essay (30%) and process, participation and development in workshops and exercises (20%).

### Synopsis

Exploring the Frame draws upon concepts in Film Studies to inform an introduction to moving image production that focuses on the exploration of cinematic language. Basic technical skills in DV production and post-production are taught along with craft skills applicable to both narrative and experimental filmmaking. Through a combination of lectures, creative and technical workshops, and peer reviews of work in progress, this module encourages experimentation, critical reflection, independent thought, and dialogue between theory and practice. Effective group work is integral to the success of student work on this module. The practical assignment is designed to trigger both conceptual and creative thinking as well as a consideration of audience responses to cinematic language. Each student also writes a critical analysis of their finished film.

### Learning Outcomes

By the end of the module, students will:

1. Have received an induction in the skills and techniques of shooting digitally and will have completed an introduction to DV non-linear editing.
2. Have developed the aesthetic, conceptual and technical skills necessary to articulate their ideas audio-visually and in written form.
3. Be able to conceive and plan a piece of creative work.
4. Be able to demonstrate a safe and technically competent use of equipment.
5. Gain an understanding of the historical, social and cultural context of filmic visual practices.
6. Gain an understanding of their own creative processes through their engagement in one or more production practices.
7. Acquire skills and knowledge of aesthetic judgement.
8. Have an understanding of the ways in which different social groups may relate to and interact with filmic visual practices.

### 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

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

FI313	Film Form					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	60% Coursework, 40% Exam	Cinquegrani Mr M
2	Canterbury	Autumn	C	30 (15)	60% Coursework, 40% Exam	

### Contact Hours

A weekly 1 hour lecture followed by a 2 hour screening.

### Pre-requisites

Co-requisite (for Film students): Introduction to Film Theory.

Compulsory for all Single Honours and Joint Honours Film students and for any other students who will require a Part II Film module (e.g. American Studies) and wish to continue to I and H modules.

### Method of Assessment

This module is assessed by an examination (40%) and coursework (60%).

Coursework - A test (20%), A 1500 word essay (30%), seminar participation (10%).

### Synopsis

This course will change the way in which you watch films and will make going to the movies even more exciting than it has ever been before. You are going to be introduced to the language of film, from aspects of mise-en-scène to framing, sound and editing. The study of these elements will enable you to understand film narrative, as well as the stylistic, expressive and dramatic functions of specific strategies. The course investigates a number of diverse film genres, including science fiction, horror, and western, as well as animation and documentary films, and explores a variety of national and historical contexts. It also aims at establishing connections between film, performance and other arts, including painting and photography.

### Learning Outcomes

By the end of the term, students will have:

1. Studied all aspects of film form (elements of mise-en-scène, camera work, editing, sound) and the principles guiding the spatial and temporal construction of films from a variety of modes, genres, historical periods and national traditions.
2. Produced critical analysis of the scholarly literature, and allow for the literature and the films to inform each other. Frameworks for the systematic study of film should be applied and explored, understanding the usefulness of the approaches taken.
3. Executed close analysis of films, providing detailed discussion of the workings and significance of specific film sequences, both in seminars and in essay writing.
4. Communicated clearly the knowledge and understanding appropriate to the study of film, using appropriate terminology and accurate, coherent and effective written and oral expression.
5. Produced sensitive and persuasive interpretations of films.

### Preliminary Reading

David Bordwell and Kristin Thompson - 'Film Art: An Introduction', New York: McGraw-Hill, ninth edition, 2010.

Timothy Corrigan - 'A Short Guide to Writing About Film', New York: Harper Collins, 2009.

Bruce Kawin - 'How Movies Work', London: University of California Press, 1992.

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

FI314	Hollywood Studio System					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	50% Coursework, 50% Exam	Guerin Dr F
2	Canterbury	Autumn	C	30 (15)		
3	Canterbury	Autumn	C	30 (15)	50% Coursework, 50% Exam	

### Contact Hours

A weekly 1 hour lecture and a 2 hour screening.

### Pre-requisites

None.

### Method of Assessment

This module is assessed by an examination (50%) and coursework (50%).

Coursework - A 2000-word essay (40%), and seminar participation (10%).

### Synopsis

Have you ever wanted to jump inside the world of the movies? This course takes you behind the film screens of the Golden Years of the Hollywood Studio System (1930-1960). You will learn the secrets behind the success of American movies in these formative years, the recipes for the most popular entertainment of the twentieth century. We study the development of the star system, the manipulation of genre as a mode of storytelling that drew audiences by their millions, the development of widescreen, the coming of sound, and Technicolor as the magic ingredients that kept movie theatres full even when television came to rival their popularity in the 1950s. Simultaneously, we look at how the Hollywood studio moguls negotiated political and historical forces (such as the imposition of censorship, the advent of World War II, the boom of suburban life) to make "a product" that both responded and changed with the times, as well as influenced those same changes.

### Learning Outcomes

By the end of the module, students will have:

1. Investigated the history of the Hollywood Studio System and examined its development in terms of both financial, structural and artistic achievements.
2. Surveyed the technological advances made during the period under investigation (1929-1947) and discovered how these drove new changes in film style and story.
3. Explored the development of the star system in Hollywood.
4. Examined the emergence of regularised genre films, and closely studied a number of specific examples.
5. Developed their awareness of the importance of arguments over the regulation or self-regulation and censorship of the movie industry, leading to the introduction of the Hays Code.
6. Considered the significance of changes and growth in audience and the machinery of publicity.

### Preliminary Reading

Bordwell, David & Kristin Thompson - 'Film History', Berkshire: McGraw Hill 2009  
Clark, Danae - 'Negotiating Hollywood: the cultural politics of actor's labor', Minnesota: University of Minneapolis Press 1995  
Gomery, Douglas - 'The Hollywood Studio System: A History', London: BFI publishing 2005  
Maltby, Richard - 'Hollywood Cinema', Malden, MA: Wiley-Blackwell. (2nd Edition) 2003  
McDonald, Paul - 'The Star System', London: Wallflower Press 2000  
Schatz, Thomas - 'The Genius of the System: Hollywood Film-making in the Studio Era', London: Faber.1998



## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>FI315 Introduction to Film Theory</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	50% Coursework, 50% Exam	Brydon Dr L

### Contact Hours

Contact hours: 11 hours of lectures, 11 hours of seminars, 22hours of screenings; one to one feedback sessions.  
Total study hours: 300.

### Pre-requisites

FI313

### Method of Assessment

Coursework 50%: Seminar participation (20%), 1500-word essay (30%).  
Two-Hour Examination: 50%

### Synopsis

This module approaches the “big questions” that have surrounded film and the moving image and puts them into historical context. Although specific topics will vary, representative topics may address competing definitions of film and its constitutive elements, the effects that cinema has on spectators, the social, cultural and political implications that moving images reproduce, and the status of the medium between art and entertainment. Students will debate seminal writings on the nature of film and bring their arguments to bear on exemplary film productions.

### Learning Outcomes

On completion of this module, the students will have:

1. Understood major debates of how to conceive of film and how the medium has been distinguished from others.
2. Developed knowledge of underlying concepts on cinema's role in social and political structures.
3. Developed an awareness of how different authors have approached these debates.
4. Evaluated how conceptual engagements can be used productively to shape or substantiate interpretation of films.
5. Demonstrate through coherent and effective written and oral expression an understanding and use of appropriate critical and theoretical terminology.

### Preliminary Reading

- Allen, Richard and Murray Smith, *Film Theory and Philosophy*, Oxford University Press, 1997
- Balázs, Béla, *Theory of the Film*, trans. Edith Bone, New York: Dover, 1970
- Bazin, André, *What is Cinema? Vol. I & II*, trans. Hugh Gray, Berkeley: University of California Press, 1967
- Mast, Gerald and Marshall Cohen, *Film Theory and Criticism*, 2004 (5th edition)
- Stam, Robert, *Film Theory: An Introduction*, Blackwell, MA: Blackwell, 2000

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>HA314 The Shock of the Now: Themes in Contemporary Art</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Newall Dr M

### Contact Hours

2 hour lecture and 2 hour seminar per week

### Pre-requisites

No pre-requisites.

### Availability

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

### Method of Assessment

This module is assessed by 100% coursework:

- Essay, one 1000 word essay (40%).
- Seminar presentation (30%).
- Seminar preparation notes (30%).

### Synopsis

This course aims to draw on both the history and theory of art in order to present a wide range of contemporary forms of art and artistic practice, and to articulate some key distinctions useful for addressing the question of the place of art in culture. In particular, a discussion of ideas of the avant-garde, of modernity and postmodernism will be relevant here. The course will explore, through pursuing general themes and case studies of particularly controversial art objects, the different means by which our notions of art and of the artist are 'framed' today, and it will therefore both inform students' broader study of the history of art and complement their individual artistic practice.

### Learning Outcomes

Upon completion of the module, students will:

- Have been introduced to a broad range of contemporary artists and their work in a variety of different mediums.
- Will have a critical understanding of the cultural, political and historical contexts in which key works of artist have been produced.
- Have been introduced, through a focused study of the contemporary art, to a number of key theoretical and critical concerns relevant to the History and Philosophy of Art programme as a whole.
- Have acquired, through a focused study of the contemporary art, a broad understanding of the range and diversity of approaches to the study of art within the multidisciplinary History and Philosophy of Art programme.
- Have acquired a broad critical understanding of the different types of writing which shape the discussion of contemporary art.
- Have acquired a basic training in visual analysis of works of art, including how to 'read' and understand works of contemporary art.
- Have acquired a broad understanding of the various sites of production and display for contemporary art, the traditions associated with them, and the affect they have upon the form and content of such work.

### 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

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>HA315</b>		<b>The Shock of the Now: Themes in Contemporary Art</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	100% Coursework	Newall Dr M

### Contact Hours

2 hour lecture and 2 hour seminar per week

### Pre-requisites

No pre-requisites.

### Availability

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

### Method of Assessment

This module is assessed by 100% coursework:

- Essay, one 1000-word essay on an assigned topic (20%).
- Essay, one 2000-word essay on an assigned topic (40%).
- Seminar presentation (20%).
- Seminar preparation notes (20%).

### Synopsis

This course aims to draw on both the history and theory of art in order to present a wide range of contemporary forms of art and artistic practice, and to articulate some key distinctions useful for addressing the question of the place of art in culture. In particular, a discussion of ideas of the avant-garde, of modernity and postmodernism will be relevant here. The course will explore, through pursuing general themes and case studies of particularly controversial art objects, the different means by which our notions of art and of the artist are 'framed' today, and it will therefore both inform students' broader study of the history of art and complement their individual artistic practice.

### Learning Outcomes

Upon completion of the module, students will:

- Have been introduced to a broad range of contemporary artists and their work in a variety of different mediums.
- Will have a critical understanding of the cultural, political and historical contexts in which key works of artist have been produced.
- Have been introduced, through a focused study of the contemporary art, to a number of key theoretical and critical concerns relevant to the History and Philosophy of Art programme as a whole.
- Have acquired, through a focused study of the contemporary art, a broad understanding of the range and diversity of approaches to the study of art within the multidisciplinary History and Philosophy of Art programme.
- Have acquired a broad critical understanding of the different types of writing which shape the discussion of contemporary art.
- Have acquired a basic training in visual analysis of works of art, including how to 'read' and understand works of contemporary art.
- Have acquired a broad understanding of the various sites of production and display for contemporary art, the traditions associated with them, and the affect they have upon the form and content of such work.

### 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

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>HA316 Thinking about Photography and its Histories</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Mikuriya Ms T

### Contact Hours

2 hour lecture and 2 hour seminar per week

### Pre-requisites

No pre-requisites.

### Availability

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

### Method of Assessment

This module is assessed by 100% coursework:

- 1000 word short essay (30%)
- 2000-2500 word critical essay (50%).
- Seminar journal (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 and its subsequent development. Through an exploration of the multiple origins of photography, students will gain an understanding and an awareness of the critical debates that surround photography and the difficulties in writing its histories. The module will examine photography as an artistic practice alongside its impact upon art, science, culture, politics and society.

### Learning Outcomes

By taking Photography and Its Histories, students will:

- Acquire an understanding of the origins of photography and the development of the medium through the nineteenth and twentieth centuries.
- Gain an understanding of some of the social and cultural contexts relevant to the emergence of the photographic medium.
- Gain an understanding of photography's impact as a technological innovation and its influence in social and cultural history as well as in the history of science and thought.
- Acquire a critical understanding of some of the different types of writing which have shaped the discussion of photography.
- Gain a critical awareness of photography's influence on writing and the relationship between image and text.
- Begin to critically explore some of the themes that have been strongly associated with photography in both critical writing and everyday culture, such as death, mourning, time, appearance/reality, truth and evidence.
- Be able to demonstrate understanding in all the above areas coherently and with critical application in both writing and discussion.

### 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'

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>HA317 Thinking about Photography and its Histories</b>						
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

### Pre-requisites

No pre-requisites.

### Availability

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

### Method of Assessment

This module is assessed by 100% coursework:

- 1000 word short essay (30%)
- 2000-2500 word critical essay (50%).
- Seminar journal (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 and its subsequent development. Through an exploration of the multiple origins of photography, students will gain an understanding and an awareness of the critical debates that surround photography and the difficulties in writing its histories. The module will examine photography as an artistic practice alongside its impact upon art, science, culture, politics and society.

### Learning Outcomes

By taking Photography and Its Histories, students will:

- Acquire an understanding of the origins of photography and the development of the medium through the nineteenth and twentieth centuries.
- Gain an understanding of some of the social and cultural contexts relevant to the emergence of the photographic medium.
- Gain an understanding of photography's impact as a technological innovation and its influence in social and cultural history as well as in the history of science and thought.
- Acquire a critical understanding of some of the different types of writing which have shaped the discussion of photography.
- Gain a critical awareness of photography's influence on writing and the relationship between image and text.
- Begin to critically explore some of the themes that have been strongly associated with photography in both critical writing and everyday culture, such as death, mourning, time, appearance/reality, truth and evidence.
- Be able to demonstrate understanding in all the above areas coherently and with critical application in both writing and discussion.

### 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'

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>HA354</b>		<b>Introduction to the History of Art</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Hammer Prof M

### Contact Hours

Lectures (2 hours per week) and seminars (2 hours per week) across 11 weeks.

### Pre-requisites

No pre-requisites.

### Availability

Available as a 15 credit module under code HA354, and as a 30 credit module under code HA355.

### Method of Assessment

100% Coursework: One 1500 word essay (60% of final mark); A seminar presentation (20% of final mark); Seminar performance and preparation notes (20% of the final mark).

### Synopsis

The module is intended as an introduction to the History of Art, as a body of visual artefacts and as an academic discipline. It is intended to be accessible to those with little or no previous experience, but also stimulating and informative to students with more background knowledge. The approach is chronological, focussing on a sequence of canonical works of art produced within the Western tradition. Such works provide a frame for introducing students to many of the basic analytical concepts and terms routinely deployed by art historians in describing, analysing and interpreting works of art: period, style, iconography, meaning, material/medium, technique, composition, creative process, representation, tradition, social function, patronage, genre etc.

### Learning Outcomes

On completion of the module, the students will have:

- 1) acquired a basic knowledge and understanding of the general development of fine art in the western tradition, preparing them for more specialist modules;
- 2) developed a detailed knowledge and understanding of certain key works produced within that tradition;
- 3) gained a familiarity with many of the key concepts, terms and ideas that art historians routinely employ to describe and interpret works of art, laying the ground for the study of more advanced methodologies in Reading the Image, the core 2nd year module;
- 4) acquired skills of close visual analysis through the study of particular works of art.

### Preliminary Reading

Dana Arnold, Art History: A Very Short Introduction (2004);  
Hal Foster et al, Art Since 1900 (2004);  
Ernst Gombrich, The Story of Art (1995);  
Charles Harrison, Introduction to Art (2010);  
Hugh Honour and John Fleming, A World History of Art (2009);  
Grant Pooke and Diana Newall, Art History: The Basics (2007).

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>HA355</b>		<b>Introduction to the History of Art</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Hammer Prof M

### Contact Hours

Total study hours: 300 hours (44 contact hours and 256 hours of private study).

### Pre-requisites

No pre-requisites.

### Availability

Available as a 15 credit module under code HA354, and as a 30 credit module under code HA355.

### Method of Assessment

100% Coursework: One 1500 word essay (30% of final mark); A seminar presentation (15% of final mark); Seminar performance and preparation notes (15% of the final mark); One 2500 word critical essay answering a question from an assigned list (40% of the final mark).

### Synopsis

The module is intended as an introduction to the History of Art, as a body of visual artefacts and as an academic discipline. It is intended to be accessible to those with little or no previous experience, but also stimulating and informative to students with more background knowledge. The approach is chronological, focussing on a sequence of canonical works of art produced within the Western tradition. Such works provide a frame for introducing students to many of the basic analytical concepts and terms routinely deployed by art historians in describing, analysing and interpreting works of art: period, style, iconography, meaning, material/medium, technique, composition, creative process, representation, tradition, social function, patronage, genre etc.

### Learning Outcomes

On completion of the module, the students will have:

- 1) acquired a basic knowledge and understanding of the general development of fine art in the western tradition, preparing them for more specialist modules;
- 2) developed a detailed knowledge and understanding of certain key works produced within that tradition;
- 3) gained a familiarity with many of the key concepts, terms and ideas that art historians routinely employ to describe and interpret works of art, laying the ground for the study of more advanced methodologies in Reading the Image, the core 2nd year module;
- 4) acquired skills of close visual analysis through the study of particular works of art.

### Preliminary Reading

Dana Arnold, Art History: A Very Short Introduction (2004);  
Hal Foster et al, Art Since 1900 (2004);  
Ernst Gombrich, The Story of Art (1995);  
Charles Harrison, Introduction to Art (2010);  
Hugh Honour and John Fleming, A World History of Art (2009);  
Grant Pooke and Diana Newall, Art History: The Basics (2007).

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>HA361 Introduction to Aesthetics and the Philosophy of Art</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Atencia-Linares Dr P

### Contact Hours

11 x 2-hour lectures, 11 x 2-hour seminars. Total contact hours - 44, total private study hours - 106, total study hours = 150.

### Pre-requisites

None.

### Method of Assessment

100% coursework; 1500-word essay (70%), seminar preparation notes (30%).

### Synopsis

This course aims to provide students with an introduction to aesthetics and the philosophy of art. The first part of the course focuses on some of the major texts in the history of the philosophy of art in the western tradition (e.g., Plato's Republic, Aristotle's Poetics, Hume's Of the Standard of Taste and Kant's Critique of Judgement). The second part of the course focuses on central contemporary debates in the philosophy of art (e.g., What is Art? Artistic and Aesthetic Evaluation and the problem of forgery, Intention and Interpretation, Ethical criticism of art, Art and Emotion, Art and Feminism.) The student will be encouraged to see connections between the two parts of the module and to understand how contemporary debates (both philosophical and those found in the public opinion and art criticism) can be traced back to or even helpfully illuminated by old and contemporary philosophical debates.

### Learning Outcomes

As a consequence of taking this module, students will have:

- Gained a broad understanding of some important classic texts and authors in the history of the Philosophy of Art and a broad understanding of the central debates about art and artistic evaluation in contemporary philosophy.
- Demonstrated how to relate the ideas and concepts that can be found in classic texts with the ideas and debates that are currently discussed in the philosophy of art and art criticism.
- Demonstrated an understanding of the relevance of philosophical ideas to everyday artistic practice and criticism.
- Gained conceptual and intellectual tools to understand, evaluate and argue about art.

### Preliminary Reading

Plato, The Republic, (books II, III and X), Aristotle, Poetics, (Penguin), Hume Of the Standard of Taste, Immanuel Kant, The Critique of Judgement, tr. J. C. Meredith, Oxford: Oxford University Press 1952 (1790). Levinson, Jerrold, The Oxford Handbook of Aesthetics (Oxford; New York: Oxford University Press, 2005); Gaut, Berys, and Dominic Mclver Lopes, eds., The Routledge Companion to Aesthetics, 2nd edn (Routledge, 2005); Noel Carroll – Philosophy of Art (Routledge)

<b>HA362 Introduction to Aesthetics and the Philosophy of Art</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Atencia-Linares Dr P

### Contact Hours

11 x 2-hour lectures, 11 x 2-hour seminars. Total contact hours - 44, total private study hours - 256, total study hours = 300.

### Pre-requisites

None.

### Method of Assessment

100% coursework. 2000-word essay (50%), an in-depth summary of a set text of 1000-words (25%), seminar preparation notes (25%).

### Synopsis

This course aims to provide students with an introduction to aesthetics and the philosophy of art. The first part of the course focuses on some of the major texts in the history of the philosophy of art in the western tradition (e.g., Plato's Republic, Aristotle's Poetics, Hume's Of the Standard of Taste and Kant's Critique of Judgement). The second part of the course focuses on central contemporary debates in the philosophy of art (e.g., What is Art? Artistic and Aesthetic Evaluation and the problem of forgery, Intention and Interpretation, Ethical criticism of art, Art and Emotion, Art and Feminism.) The student will be encouraged to see connections between the two parts of the module and to understand how contemporary debates (both philosophical and those found in the public opinion and art criticism) can be traced back to or even helpfully illuminated by old and contemporary philosophical debates.

### Learning Outcomes

As a consequence of taking this module, students will have:

- Gained a broad understanding of some important classic texts and authors in the history of the Philosophy of Art and a broad understanding of the central debates about art and artistic evaluation in contemporary philosophy.
- Demonstrated how to relate the ideas and concepts that can be found in classic texts with the ideas and debates that are currently discussed in the philosophy of art and art criticism.
- Demonstrated an understanding of the relevance of philosophical ideas to everyday artistic practice and criticism.
- Gained conceptual and intellectual tools to understand, evaluate and argue about art.

### Preliminary Reading

Plato, The Republic, (books II, III and X), Aristotle, Poetics, (Penguin), Hume Of the Standard of Taste, Immanuel Kant, The Critique of Judgement, tr. J. C. Meredith, Oxford: Oxford University Press 1952 (1790). Levinson, Jerrold, The Oxford Handbook of Aesthetics (Oxford; New York: Oxford University Press, 2005); Gaut, Berys, and Dominic Mclver Lopes, eds., The Routledge Companion to Aesthetics, 2nd edn (Routledge, 2005); Noel Carroll – Philosophy of Art (Routledge)



## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

### 03 School of English

EN302		Early Drama				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	60% Coursework, 40% Project	Wright Dr C

#### Contact Hours

1 hour lecture and 2 hour seminar per week

#### Restrictions

Not available as a Wild Module

#### Method of Assessment

Coursework (40%), Project (40%), Seminar Contributions (20%)

#### Synopsis

What is drama? Is it purely a medium of entertainment? Can it also be polemical or transformative? What do the terms drama, play, game, and performance connote? How did people in the past think about performance, how did they understand and experience it? Do the plays of the past still help us reflect on our society today? This module will consider all of these questions and more as it introduces you to some of the earliest surviving English dramas.

During the course of the year you will encounter a variety of dramatic genres, from the liturgical plays of the early medieval period through to the classically-inspired tragedies and comedies of the Elizabethans. Along the way, you will be introduced to methods of analysing past performances and existing texts, as well as how drama interacted with and responded to the pivotal moments in English history, to the art, music, literature, politics and culture of medieval and early modern England. Early Drama will, therefore, provide a solid intellectual foundation for many later modules, such as Shakespeare and Early Modern Drama, Early Modern Literature, and Chaucer and Late-Medieval Literature at Year 2, or Year 3 special modules Discord and Devotion, Writing Lives, and Discovery Space.

While you will read and discuss the plays as literary texts, this module will also encourage you to understand them as live events, as performances that occurred in real time and space with physically present audiences to witness and respond to them. To help you in this process, you will have the chance to visit some places and spaces with connections to early drama, whether that's the majestic Canterbury Cathedral, the houses and schools of famous playwrights Christopher Marlowe, John Lyly and Stephen Gosson (all of whom were born and educated in Canterbury) or the location of the scandalous murder of Thomas Arden, only 10 miles away in Faversham. Throughout the year there will also be a number of screenings of modern productions so you can see how these plays might work in performance and to what extent they still speak to twenty-first audiences.

Lectures and seminars are designed to be varied and interactive, with the opportunity for everyone to participate and to develop new skills that will form the foundations of your future study.

The module is assessed by seminar contributions, creative and research-based coursework and a final end-of-year project. This latter assignment is your chance to delve deeper into a topic of your choice, whether individually or as part of a group; you might choose to consider how language helps create character, for example, or to experiment with special effects, to make a film version of one of the plays, or even write a new morality play for the twenty-first century. Previous students have produced some fantastic, innovative projects in the past; why not take a look at our blog [<http://blogs.kent.ac.uk/earlydrama/>] for some examples and see how Early Drama could challenge your perceptions, develop your academic skills, and foster your creativity and ingenuity.

#### Preliminary Reading

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

Janette DILLON - 'The Cambridge Introduction to Early English Theatre' (Cambridge University Press, 2007)

Christina M FITZGERALD and John T SEBASTIAN (eds.) - 'The Broadview Anthology of Medieval Drama' (Broadview Press, 2012)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
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#### 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

MARY SHELLEY - 'Frankenstein'

'The Romantic Period' - Volume D, The Norton Anthology of English Literature (8th Edition)

The Norton Anthology of Theory and Criticism (2nd Edition)

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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
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### 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.

<b>EN326 Narrative Theory and Practice</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Debney Ms P

### Contact Hours

One 2 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

ARISTOTLE - 'Poetics', Penguin, 1996

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>EN327</b>		<b>Poetry Theory and Practice</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Gaffield Mrs N

### 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

<b>EN331</b>		<b>Readings in the Twentieth Century</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Virtanen Mr J

### Contact Hours

18 x weekly two hour seminar, 18 x weekly one hour lecture plus screenings

### Restrictions

Not available as a Wild Module

### Synopsis

This module emphasizes the links between literature, history, and culture. It introduces students to the formative events, debates and struggles of the twentieth century, and how these have been addressed by different modes of creative and critical writing. Topics such as the First World War, Modernism, the Holocaust, the US culture industry, postcolonial studies, as well as 9/11, will be considered and discussed in relation to fictional and critical literature, films, photography, graphic novels, music, and other media. Weekly screenings will run alongside lectures and seminar discussions. Literary works across all genres will be read in relation to visual material – such as paintings, photography, various feature and documentary films, etc – and a range of selected critical reading. The majority of writing samples are drawn from English, American and more broadly anglophone writing, though several instances of writing in other languages will also be included (all taught in translation).

### Preliminary Reading

FRANZ KAFKA - 'The Transformation'

WH AUDEN - 'Spain 1937'

PETER WEISS - 'The Investigation'

CORMAC MCCARTHY - 'The Road'

GEORGE ORWELL - 'Shooting an Elephant'

SAMUEL SELVON - 'The Lonely Londoners'

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>EN332</b>		<b>Writing America</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	60% Exam, 40% Coursework	Norman Dr W

### Contact Hours

Year long, 1hr lecture plus 2hr seminar

### Restrictions

Not available as a Wild Module

### Synopsis

This module aims to emphasize connections between literature and culture in the USA, from early considerations of a distinct American literature to the present day. By way of six key themes or preoccupations, the module will introduce students to some of the major debates and antagonisms, and rhetorical and stylistic modes, that have formed and modified American literary and intellectual culture. Questions of Belief, Gender, Race, Economy, Space, and Time will be approached through a range of textual forms set against their historical contexts and within the broader nexus of cultural production including the visual performing arts where appropriate. Students will be encouraged to examine the specific local, regional, and national frameworks within which these texts are produced, but also to look at the ways in which they resist and transcend national boundaries, in the development of an American register in world literatures for instance.

### Preliminary Reading

HAWTHORNE, Nathaniel, 'The Scarlet Letter' (1850)

HOWELLS, William Dean, 'The Rise of Silas Lapham' (1885)

ROWLANDSON, Mary, 'A Narrative of the Captivity and Restoration of Mrs Mary Rowlandson (1682) - please note this is available online - we will put the link on Moodle.

BALDWIN, James, 'Another Country' (1962)

KROETSCH, Robert, 'Badlands' (1975)

<b>EN333</b>		<b>Romanticism</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	67% Coursework, 33% Exam	Bullard Dr P

### Contact Hours

Year long, 1hr lecture plus 2hr seminar per week.

### Restrictions

Not available as a Wild Module

### Synopsis

This year-long 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, Wordsworth and Keats to the novels of Jane Austen and Mary Shelley, with reference to contemporary literary and political debates and against the backdrop of the period's turbulent history. In parallel, this module explores fundamental 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'? Continuities and disjunctions between Romantic writers' answers to these questions and those provided by more recent literary theorists will be a central concern of the course.

### Preliminary Reading

The Norton Anthology of English Literature: The Romantic Period (Volume D, 8th Edition)

The Norton Anthology of Theory and Criticism (2nd Edition)

SHELLEY, Mary, 'Frankenstein' (1818)

DE QUINCEY, Thomas, 'Confessions of an English Opium Eater' (1821)

AUSTEN, Jane, 'Sense and Sensibility' (1811)

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

### 06 Centre for American Studies

<b>EN303</b>		<b>Introduction to American Studies</b>				
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

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

### 05 School of History

<b>HI353 Britain and the Second World War: The Home Front</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Pattinson Dr J

#### Contact Hours

Total of 15 hours

#### Synopsis

War has often been seen as 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 personal 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 Stage 2.

#### 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'

<b>HI359 Empire and Africa</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Hogan Mr J

#### Contact Hours

Total of 15 hours

#### Restrictions

Cannot be taken with either HI435 or HI436

#### Method of Assessment

50% coursework and 50% examination

#### Synopsis

This module is especially concerned with the end of Empire in Africa. After exploring the origins and nature of European empires in Africa, the course examines the impact of World War II on the British Empire and the end of British imperial influence in Kenya and Egypt. The course compares the British approach to decolonisation with those of the French, Belgians and Portuguese, raising the cases of French Algeria, the Belgian Congo, and Portuguese Angola and Mozambique. American attitudes to empire are also considered. Finally, the module covers the history of Italian and Soviet involvement in the Horn of Africa.

#### Preliminary Reading

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

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

HYAM, R. - Britain's Declining Empire: The Road to Decolonisation, 1918-1982 (2007)

THORN, G. - End of Empires: European Decolonisation, 1919-1980 (2001)

WHITE, N - Decolonisation: The British Experience since 1945 (1999)

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

### 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	Stein Dr T

#### 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

### HI385 Introduction to the History of Medicine

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

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

### HI390      The Emergence of America: From European Settlement to 1880

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

#### 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

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

### 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	Marsh Dr B

#### 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

### HI397      Cinema and Society, 1930 - 1960

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

#### Synopsis

The aim of the module is to provide students with an introduction to the ways in which historians use film as evidence. It draws on a wide range of films, and stresses that they are to be understood in the context of the societies that produced them. The films themselves reflect the ways in which the national cinemas of Britain, Europe and America portrayed the world around them. The module will question the extent to which cinema, the most potent method of mass communication during this period, influenced hearts and minds by looking at films that were commercially successful and popular. In this way, students will be introduced to the use of non-literary sources as historical documents, will be taught how to interpret them and become aware of the importance of contextualising evidence within a wider framework. Topics to be covered: Britain and the Great War: The Battle of the Somme; Soviet cinema: Battleship Potemkin; America in Depression: Grapes of Wrath; Britain at War: In Which We Serve; America at War: Bataan; Germany at War: Titanic; The McCarthy Era: On the Waterfront

#### Preliminary Reading

Anthony ALDGATE & Jeffrey RICHARDS - 'The Best of British: Cinema and Society from 1930-present'  
 David WELCH - 'Propaganda and the German Cinema, 1933-1945'  
 Richard TAYLOR - 'Film Propaganda, Nazi Germany and Soviet Russia'  
 Thomas SCHULTZ - 'Hollywood Genres'



## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>HI410</b>		<b>Early Medieval Europe</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Slavin Dr P

### Contact Hours

Total of 20 hours

### Method of Assessment

100% Coursework

### 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

HOLMES, G. (ed.) - 'The Oxford Illustrated History of Medieval Europe', Oxford, 1998

SMITH, J.M. - 'Europe After Rome', Oxford, 2005

MCKITTERICK, R. (ed) - 'The Early Middle Ages, 400-1000', Oxford, 2001

ROSENWEIN, B. - 'A Short History of the Middle Ages', Peterborough, Ontario, 2002

<b>HI411</b>		<b>Later Medieval Europe</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	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

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>HI416</b>		<b>Victorian Britain: Politics, Society and Culture</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Goebel Dr SP

### Contact Hours

Total of 15 hours

### Method of Assessment

100% coursework

### Synopsis

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

### Preliminary Reading

NORMAN MCCORD & BILL PURDUE - 'British History 1815-1914', Oxford University Press, Oxford, 2nd ed, 2007

STEINBACH, SUSIE - Understanding the Victorians: Politics, Culture and Society in Nineteenth-Century Britain (London and New York: Routledge, 2011)

BOYD, KELLY & McWILLIAM, ROHAN - The Victorian Studies Reader (London and New York: Routledge, 2007).

<b>HI419</b>		<b>England in the Age of Chivalry: c1200-1400</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Werronen Dr S

### Contact Hours

Total of 15 hours

### Method of Assessment

This module is assessed through essays, presentations, and a final exam. The breakdown of marks is as follows:

Final exam = 50%, Coursework = 50%, of which

Essay 1 = 40%

Essay 2 = 50%

Presentations = 10%

### 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.

### Learning Outcomes

- To cultivate the critical awareness of the development and significance of political, religious and creative culture in England in the later Middle Ages
- To acquire skills in the interpretation of a range of primary sources
- To gain understanding of historiographic and interpretative issues during the period under consideration
- To develop knowledge of different methods of production and contexts for consumption of art, architecture and literature

The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes:

- Students will develop their ability to communicate about complex concepts effectively verbally and in writing
- Students will gain awareness of the historical importance of visual sources and the ability to relate these to documentary and secondary sources
- Students will develop their ability to assess the strengths and limitations of sources, both visual and written

### 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

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

### HI423 Introduction to Military History (Part1)

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

#### **Contact Hours**

A weekly one-hour lecture and a one-hour seminar.

#### **Method of Assessment**

100% coursework

#### **Synopsis**

This module opens with a study of the historiography of military history in order to determine the factors which have shaped the modern nature of military history as an academic discipline. From this point, the module goes on to look at the macro/strategic factors that have shaped the military experience and the waging of war including the impact of technology and the economic demands of war. The final part of the module is a series of case studies looking at the relationship between armed forces, politicians and their parent societies in order to determine the extent to which armed forces are reflections of their parent nations. The module is a vital pathway to Introduction to Military 2. Although the two are designed to be taken together, it is possible to study one alone.

#### **Preliminary Reading**

GAT, A, 'A History of Military Thought'  
 HOWARD, M 'Warfare in European History'  
 PARET, P (ed), 'The Makers of Modern Strategy'  
 STRACHAN, H 'European Armies and the Conduct of War'  
 BLACK, J, 'Rethinking Military History'

### HI424 Introduction to Military History (Part 2)

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

#### **Contact Hours**

A weekly one-hour lecture and a one-hour seminar.

#### **Method of Assessment**

100% coursework

#### **Synopsis**

This module builds on Introduction to Military 1 and examines the separate natures of armies, navies and air forces. In addition, it looks at the factors which have shaped the experience of combat for the different branches of the armed forces and questions whether there is a timeless experience of combat. The module also looks at the great military thinkers of the eighteenth, nineteenth and twentieth centuries to establish their influence on the conduct of warfare including Clausewitz, Jomini through to twentieth century figures such as J.F.C. Fuller and Basil Liddell Hart.

#### **Preliminary Reading**

GAT, A, 'A History of Military Thought'  
 HOWARD, M 'Warfare in European History'  
 PARET, P (ed), 'The Makers of Modern Strategy'  
 STRACHAN, H 'European Armies and the conduct of war'  
 BLACK, J, 'Rethinking Military History'

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

HI425		Revolutionary Europe 1700-1850				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Caiani Dr A

### Contact Hours

Weekly one hour seminar and seven lectures

### Method of Assessment

100% coursework

### Synopsis

The first section of the module will focus on the impact of the Enlightenment, and revolutionary approaches to social change, in France and Russia. In the final seminars, the wider impact of revolutionary ideas, including the concept of nationalism, will be explored in a wider European context.

Topics covered will include: the Enlightenment; Russia under Peter the Great and Catherine the Great; Frederick the Great; Joseph II and the Habsburg Monarchy; the French revolution; Jacobinism; the Napoleonic Empire; the Congress of Vienna; the Decembrist revolt in Russia; nationalism in Europe; the revolutions of 1848.

### Preliminary Reading

Ellis, G., The Napoleonic Empire

Doyle, W., The Oxford History of the French Revolution

Hampson, N., The Enlightenment

Hosking, G., People and Empire

Hosking, G., Russia and the Russians

Thomson, D., Europe Since Napoleon

Doyle, W., The Origins of the French Revolution

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

HI426	Making History: Theory and Practice					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Grummitt Dr D

### Method of Assessment

Making History is taught by students' personal Academic Advisers in tutorial groups, helping towards building meaningful relationships between Academic Advisers and their advisees.

Assessment will be 100% coursework-based, in the form of a portfolio of completed assignments. The various assignments will include:

- a library exercise (10%) - locating a range of different resources in order to solve a particular bibliographic problem;
- a critical review of an article or book chapter (30%);
- a group presentation (20%) - outlining a historiographical argument and demonstrating an understanding of debates between historians and the development of historiographical interpretations;
- a 2,000 word essay (40%).

### Synopsis

This module has two aims:

1) to contribute towards equipping the students with the necessary practical and intellectual skills for them to think and write as historians at an undergraduate level;

2) to encourage them to think reflectively and critically about the nature of the historical discipline, its epistemological claims, and why we, as historians, do what we do in the way we do it. This will be achieved through four blocks of seminars and lectures.

These will cover:

- The practice of history, introducing history at university level at both a practical and conceptual level.
- Historical methodology. This will cover the development of university history in the nineteenth century and how this differed from the study and writing of history that had gone before. It will also consider the impact of the Social Sciences on the historical profession during the twentieth century.
- The varieties of history. This will examine some of the major themes and approaches, such as Marxism or nationalism, in modern historical scholarship.
- Beyond history. The final block will consider the 'linguistic turn' and new ways of studying and writing history in the twenty-first century.

A fifth component, concentrated in the first three or four weeks of the module, will provide training in core, practical skills (library and bibliographic skills, IT skills and the use of MyFolio and PDP).

### Learning Outcomes

Making History is designed to:

- introduce students to the study of history at university level and lay the conceptual, practical and intellectual foundations that they will build upon during the remainder of their degree
- exposure students to a wide variety of historical methods, schools and genres will increase their understanding of the discipline and the historian's relation to it, as well as giving some epistemological awareness of the different types of historical knowledge
- use a variety of teaching styles and expose students to a range of different historical sources (both primary and secondary) to promote critical thinking and analytical awareness
- run several lectures and seminars designed to draw attention to history's connection to other disciplines within the Humanities and Social Sciences

The module is also designed to:

- develop in students a number of transferable skills and general academic disciplines necessary for study at degree level. Seminar teaching and sessions hosted by the library and SLAS introduce students to the presentation of work with the proper scholarly apparatus).
- Study skills sessions, including the use of library catalogues, online journals, and other web-based resources will increase students' competence in IT.

### Preliminary Reading

Anna Green and Kathleen Troup (eds), *The Houses of History: A Critical Reader in Twentieth-Century History and Theory* (1999)

George. G. Iggers and Q. Edward Wang, *A Global History of Modern Historiography* (2008)

Bonnie Smith, *The Gender of History: Men, Women and Historical Practice* (1998)

Garthine Walker (ed.), *Writing Early Modern History* (2005)

Stefan Berger et al (eds), *Writing History: Theory and Practice*, 2nd edn (2010)

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>HI427 The British Army and Society since 1660</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	60% Exam, 40% Coursework	Butler Dr W

### Synopsis

This module will examine various aspects of the British army since its formation in 1660. The term 'Army and Society' has been used in the title of the module to emphasise that the central focus of this module will be a 'new military history' of the British army in this period. Thus the focus will be on how the army was recruited, the composition of the officer corps (pre and post purchase), the political interventions made by the army and the role of the army in shaping the British state. The module will include thematic studies of central issues such as the composition of the officer corps, the politics of the army and the survival of the regimental system which need to be placed in a long chronological pattern.

Topics which students will study in detail include; the political control of the army, the recruitment of officers and men, the role of the army in promoting concepts of Britishness, the roles of the amateur military forces (militia, yeomanry, rifle volunteers, Special Reserve, Territorial Army and Home Guard), the mass expansion of the British army in the Two World Wars, the British experience of conscription, discipline and morale in peace and war and the British regimental system. There will also be some consideration given to the role of the British army in the British Empire and portrayals of the British army in popular culture.

This module will then provide students with a solid basis from which to study various modules at I and H level, including, 'Churchill's Army', 'The British Army and Empire', 'Armies at War, 1914-18' and 'Insurgencies and Counter-Insurgencies: the British and French experience since 1900'.

### Preliminary Reading

David Chandler and Ian Beckett (eds.), *The Oxford History of the British Army*

John Childs, *The Army of Charles II*

J. E. Cookson, *The British Armed Nation, 1793-1815*

David French, *Military Identities: The Regimental system, the British army and the British people, c. 1870-2000*

David French, *Raising Churchill's Army*

David French, *Army, Empire and Cold War: The British Army and Military policy 1945-71*

J. Guy, *Oeconomy and Discipline: Officership and administration in the British army 1714-63*

Peter Simkins, *Kitchener's Army: The Raising of the New Armies, 1914-16*

Hew Strachan, *The Politics of the British Army*

E. M. Spiers, *Army and Society, 1815-1914*

E. M. Spiers, *The Late Victorian Army, 1868-1902*

I. F. W. Beckett, *The amateur military tradition, 1558-1945*

<b>HI428 War and Society in Europe c 1779-1990</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	60% Exam, 40% Coursework	Beckett Prof I

### Synopsis

This module will offer a comparative study of wars in Europe from the French Revolutionary Wars to the Cold War. The module will adopt the 'war and society' approach to this topic and so will focus on the social composition and combat effectiveness of the armies concerned, as well as the causes of the wars, civil-military relations and the various peace treaties. There will also be discussion of these wars at the strategic and operational level. This module will consider the French Revolutionary Wars, Napoleonic Wars, Crimean War, Wars of Italian and German Unification (including the Austro-Prussian and Franco-Prussian Wars), Balkan Wars, First World War, Spanish Civil War, Second World War and Cold War. Students will thus gain an overview of the wars which shaped modern Europe and will also gain some insights into political and economic change in this period.

### Preliminary Reading

Timothy Blanning, *The French Revolutionary Wars, 1787-1802*

Jeremy Black (ed.), *European Warfare 1815-2000*

Brian Bond, *War and Society in Europe, 1870-1970*

Roger Chickering (ed.), *The Cambridge History of War Volume IV: War and the Modern World*

Charles Esdaile, *The Wars of Napoleon*

John Gooch, *Armies in Europe*

Geoffrey Wawro, *Warfare and Society in Europe, 1792-1914*

Geoffrey Best, *War and Society in Europe, 1770-1870*

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

### HI430 Modern British History (Part Two)

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

#### Synopsis

The course will provide a survey of the major events, themes and historiographical debates in modern British history from the early twentieth century to the 1990s. It will examine the roles of total war, imperialism and decolonisation, social welfare legislation, the advent of mass culture in shaping the nation. Subjects to be covered will include: crisis and reform in Edwardian Britain; politics and society in the Great War; stagnation and recovery in the interwar years; appeasement; the People's War, 1939-45; the welfare state; decolonisation; the affluent society and the politics of consensus; the end of consensus 1970-79; nationalism and devolution; Thatcher and the rolling back of the state; New Labour.

#### Preliminary Reading

Peter Dorey, *British Politics since 1945*  
 Juliet Gardiner, *Wartime: Britain 1939-45*  
 Adrian Gregory, *The Last Great War*  
 P Johnson (ed.), *Twentieth Century Britain: Economic, Social and Cultural Change*  
 Ross McKibbin, *Classes and Cultures: England 1918-1951*  
 Martin Pugh, *State and Society: a Social and Political History of Britain since 1870*  
 Paul Ward, *Britishness since 1870*  
 Peter Clark, *Hope and Glory: Britain 1900-1990*

### HI431 The English Renaissance: Society, Politics and Culture 1400-1600

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Palmer Mr S

#### Synopsis

English history is traditionally divided along dynastic lines and the divide between the Middle Ages and the Early Modern period is usually dated to 1485. As Sellar and Yeatman observed 'The reign of Henry VII marks the end of the Middle Ages'. Yet scholars of English literature, drama and culture have long been used to looking past political events and dynastic change to chart longer-term developments. This module introduces students to the years 1400-1600 as a cohesive period in English history that saw a transformation in political, literary, intellectual and religious culture. Moreover, in European terms the years from 1400 to 1600 witnessed the rise to cultural hegemony of the studia humanitatis, the discovery of the New World, and the religious upheavals of the European Reformation. This module looks at the major political events of these years – the Lancastrian Revolution, the Wars of the Roses, the Henrician Reformation, the Mid-Tudor Crisis, and the problems of female monarchy during the reign of Elizabeth I – in the context of longer term developments in the cultural, intellectual and social history of England. Students will be introduced to literary texts including both poetry and drama, material culture, and the built environment, alongside more traditional historical sources (such as chronicles, administrative records and correspondence) as sources for the historian of pre-modern England.

#### Preliminary Reading

Peter Marshall, *Reformation England 1480-1642* (2003)  
 David Rollison, *A Commonwealth of the People: Popular Politics and England's Long Social Revolution, 1066-1649* (2010)  
 James Simpson, *The Oxford English Literary History, volume 2 1350-1547: Reform and Cultural Revolution* (2002)  
 Robert Tittler and Norman Jones (ed.), *A Companion to Tudor Britain* (2004)  
 Daniel Wakelin, *Humanism, Reading and English Literature 1430-1530* (2007)  
 Penry Williams, *The Later Tudors 1547-1603* (1995)  
 David Grummitt, *A Short History of the Wars of the Roses* (2012)

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

### HI432 Early Modern History: The Age of Reformation c. 1450-1600

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

#### Method of Assessment

The module will be examined by coursework (100%). Students will write and submit two 2,000-word essays (40% each of the total), and will be assessed on their contribution to the seminars (20% of the coursework component).

#### Synopsis

This module will provide a survey of the major events, themes and historiographical debates in early modern history from the Renaissance to religious wars of the early seventeenth century. This period in European history witnessed the cultural and social upheaval of the Reformation, the advent of print and the intellectual changes associated with Humanism, the formation of recognisably 'modern' nation states, and the beginnings of Europe's troubled engagement with the wider world. . As with the complementary module on later European history (c.1600-1750) the lectures and seminars will be arranged around six key areas: 1) religion 2) intellectual and scholarly life 3) economy 4) society 5) politics and war and 6) culture. These themes will be approached through the examination of national histories, specific events, and historiographical controversies. The topics covered will reflect the research and teaching interests of the School of History's four permanent early modernists and prepare students for early modern modules taken at I and H level. Students will be encouraged to take this module along with a similar module in the Spring term which will cover the period from c.1600 to c.1750.

#### Preliminary Reading

The European World 1500-1800: An Introduction to Early Modern History, ed. Beat Kümin (2009)

J.H. Elliot, Empires of the Atlantic World: Britain and Spain in America 1492-1830 (2006)

Steven G. Ellis, The Making of the British Isles: the State of Britain and Ireland 1450-1660 (2007)

Ralph Houlbrooke, Britain and Europe 1500-1780 (2011)

Merry E. Weisener-Hanks, Early Modern Europe, 1450-1789 (2006)

Early Modern Europe: An Oxford History, ed. Euan Cameron (1999)

### HI433 Early Modern History: The Age of Enlightenment c. 1600-1750

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

#### Method of Assessment

The module will be examined by coursework (50%) and a two-hour written exam in the Summer term (50%). Students will write and submit two 1,500-word essays (40% each of the coursework component of the module), and will be assessed on their contribution to the seminars (20% of total for coursework). A two-hour, unseen examination will be held in the summer term.

#### Synopsis

This module will provide a survey of the major events, themes and historiographical debates in early modern history from the religious wars of the first half of the seventeenth century to the dawn of modernity in the second half of the eighteenth century. This period in European history witnessed the development of a system of nation states in Europe, the rise of Absolutism, the development of new European powers in Eastern and Central Europe, an expansion of European influence in the Americas and Asia (leading to a greater commercialisation of European society), as well as the fundamental shifts in European intellectual culture associated with the Scientific Revolution, overseas expansion and the Enlightenment. As with the complementary module on earlier European history (c.1450-1600) the lectures and seminars will be arranged around six key areas: 1) religion 2) intellectual and scholarly life 3) economy 4) society 5) politics and war and 6) culture. These themes will be approached through the examination of national histories, specific events, and historiographical controversies. The topics covered will reflect the research and teaching interests of the School of History's early modernists and prepare students for early modern modules taken at I and H level. Students will be encouraged to take this module along with a similar module in the Autumn term which will cover the period from c.1450 to c.1600.

#### Preliminary Reading

J.H. Elliot, Empires of the Atlantic World: Britain and Spain in America 1492-1830 (2006)

Steven G. Ellis, The Making of the British Isles: the State of Britain and Ireland 1450-1660 (2007)

Ralph Houlbrooke, Britain and Europe 1500-1780 (2011)

Merry E. Weisener-Hanks, Early Modern Europe, 1450-1789 (2006)

M.S. Anderson, War and Society in Europe of the Old Regime 1618-1789 (1988)

Beat Kümin, ed., The European World 1500-1800: An Introduction to Early Modern History, (2009)

Euan Cameron, ed., Early Modern Europe: An Oxford History, (1999)



## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>HI434</b>		<b>The History of Science</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Higgitt Dr R

### Synopsis

Science has arguably been the greatest force for cultural change in the last 500 years. Scientists have changed the way we see the world, the way we see ourselves, and have equipped us with technologies that enable us to fly in the sky and shoot neutrinos under the ground. They have taught us that our observations can shift the nature of physics, yet that we are nothing more than jumped-up apes. This module visits some of the most important events and developments since the so-called 'scientific revolution' (c. 1700) in order to give a representative view of the history of science. It also introduces key themes that have been pursued by historians science that collectively call into question some key assumptions about what science is really like.

### Preliminary Reading

Thomas P. Hughes, *Human-Built World*  
 Ralph O'Connor, *The Earth on Show*  
 Trevor Pinch and Harry Collins, *The Golem*  
 James Secord, *Victorian Sensation*  
 Steven Shapin, *A Social History of Truth*  
 Steven Shapin, *The Scientific Revolution*  
 Gillian Beer, *Darwin's Plots*

<b>HI435</b>		<b>A Global History of Empires: 1500-1850</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Godsmark Dr O

### Synopsis

This course explores the history of empires on a global scale. It challenges students to grasp the history of empires by examining their structures, instruments and consequences. The course will cover the history of empire from the sixteenth to the middle of the nineteenth century. Themes will include the expansion of European empires (Spanish, Portuguese, British, French, Dutch and Belgian) in the Americas, Asia, the global rivalry for empires among European nations in the eighteenth century, the commercial expansion of the East India Companies in the Indian Ocean, the expansion British colonies in India, slavery and the Abolition movement and the Revolt of 1857. It will provide students with a critical historical knowledge of imperialism and globalisation.

Although this module is independent of and distinct from the other module on the history of global empires, (1850-1960) which will run in the Spring term, for the deep interconnectedness of this history, which this module/s highlights, students will be encouraged to take both.

Topics will cover:

1. The Iberian Empires in the Atlantic, c. 1500–1700
2. Vasco Da Gama and the Portuguese Empire in the Indian Ocean
3. The expansion of European colonies in the Americas
4. Competition for the World: European Rivalries for World Domination, 1600–1700
5. Trade and Dominion: the East India Companies and the Making of Asian Empires (1700-1850)
6. Global empires in the 18th century
7. Imperial Crisis? 1760 – 1830
8. Imperialism and the Global Economy: Free trade, Industrialization and the Balance of Payment (will also cover: Informal Empires in Latin America)
9. Africa and the Global Economy in the 19th century
10. Empire and Rebellion: the Revolt of 1857

### Preliminary Reading

Canny, Nicholas, *The Oxford history of the British Empire Vol. 1, The origins of empire*, Oxford, 1998.  
 Curtin, Phillip D., *Cross-Cultural Trade in World History*, Cambridge, 1984,  
 Darwin, John, *After Tamerlane: the global history of empire since 1405*, London, 2007.  
 Das Gupta, Ashin, *Merchants of Maritime India, 1500-1800*, Aldershot, 1994.  
 Dunn, Richard S. *Sugar and Slaves; The Rise of the Planter Class in the English West Indies, 1624-1713* (Chappell Hill, 1972/ 2000)  
 Elliott, J.H., *Empires of the Atlantic world: Britain and Spain in America, 1492-1830*, New Haven, 2006.  
 Bayly, C.A. *Imperial Meridian: The British Empire and the World, 1780–1830* (London, 1989).  
 Curtin, Philip D. *The Image of Africa: British Ideas and Action, 1780-1850, vol. 2, (Madison & London, 1973).*  
 Furber, Holden, *Rival Empires of Trade in the Orient, 1600–1800* (Minneapolis, 1976).  
 Subrahmanyam, Sanjay, *The Portuguese Empire in Asia, 1500-1700: A Political and Economic History*, London New York 1993.  
 Taylor, Charles and Amy Gutmann, *Multiculturalism: Examining the Politics of Recognition*, Princeton, 1994  
 Gibson, Charles. *The Aztecs Under Spanish Rule: a History of the Indians of the Valley of Mexico, 1519-1810*, (Stanford, 1964).  
 Hulme, Peter. *Colonial Encounters; Europe and the native Caribbean 1492-1797* (London & New York, 1986)  
 Brook, Timothy, *Vermeer's Hat: The seventeenth century and the dawn of the global world*, London, 2007

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

HI436	A Global History of Empires: 1850-1960					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Godsmark Dr O

### Synopsis

This course explores the history of empires on a global scale. It challenges students to grasp the history of empires by examining their structures, instruments and consequences. The course will cover the expansion of European empires from the end of the nineteenth to the middle of the twentieth century, in the age of decolonization. Topics include the conquest of Africa in the age of the so-called 'New Imperialism', the French and British Civilizing missions in Africa and Asia, the emergence of modern ideas of race, immigration, freedom struggles in Asia and Africa, and postcolonial cultural and political developments across the world. It will provide students with a critical historical knowledge of imperialism and globalisation and enable them to form a deep understanding of the postcolonial world.

Although this module is distinct from the other module on the history of global empires, (1600-1850) which will run in the Autumn term, for the deep interconnectedness of this history, which this module/s highlights, students will be encouraged to take both.

Topics will cover:

1. The Victorian Empire: Law, Education and Modernity
2. Empire on the Move: Missionaries, Indentured labour and Convicts
3. The 'Scramble for Africa'
4. The Nature of the British African Empire: from the 'civilising mission' to Indirect Rule)
5. French, Belgian and Portuguese Colonialisms
6. Empire and Race: Ideas of Difference and Degeneration
7. Freedom from Empire: Nationalist and anti-imperialist movements in South Asia, North Africa
8. WWII and the 'Second Colonial Occupation'
9. Decolonization in Africa
10. Neo-imperial Adventures? The USSR and China in Africa
11. The Legacy of Empire: the Commonwealth, Immigration and Multiculturalism

### Preliminary Reading

- Brook, Timothy, *Vermeer's Hat: The seventeenth century and the dawn of the global world*, London, 2007
  - Canny, Nicholas, *The Oxford history of the British Empire Vol. 1, The origins of empire*, Oxford, 1998.
  - Cooper, Frederick. *Africa since 1940: the Past of the Present*, Cambridge, 2002.
  - Curtin, Phillip D., *Cross-Cultural Trade in World History*, Cambridge, 1984,
  - Darwin, John, *After Tamerlane: the global history of empire since 1405*, London, 2007.
  - Das Gupta, Ashin, *Merchants of Maritime India, 1500-1800*, Aldershot, 1994.
  - Dunn, Richard S. *Sugar and Slaves; The Rise of the Planter Class in the English West Indies, 1624-1713* (Chappell Hill, 1972/2000)
  - Elliott, J.H., *Empires of the Atlantic world: Britain and Spain in America, 1492-1830*, New Haven, 2006.
  - Hobsbawm, E.J. *The Age of Empire, 1875-1914*, London, 1987.
  - Hyam, Ronald, *Britain's Declining Empire: the Road to Decolonisation, 1918-968*, Cambridge, 2006.
  - Hyam, Ronald, *Understanding the British Empire*, Cambridge, 2010.
  - Magee, Gary and Andrew Thompson, *Empire and Globalisation: Networks of People, Goods and Capital in the British World, c.1850-1914*, Cambridge, 2009.
  - Subrahmanyam, Sanjay, *The Portuguese Empire in Asia, 1500-1700: A Political and Economic History*, London New York 1993.
  - Taylor, Charles and Amy Gutmann, *Multiculturalism: Examining the Politics of Recognition*, Princeton, 1994
- Canny, Nicholas, *The Oxford history of the British Empire Vol. 1, The origins of empire*, Oxford, 1998.
- Cooper, Frederick. *Africa since 1940: the Past of the Present*, Cambridge, 2002.
- Curtin, Phillip D., *Cross-Cultural Trade in World History*, Cambridge, 1984,
- Darwin, John, *After Tamerlane: the global history of empire since 1405*, London, 2007.
- Das Gupta, Ashin, *Merchants of Maritime India, 1500-1800*, Aldershot, 1994.
- Dunn, Richard S. *Sugar and Slaves; The Rise of the Planter Class in the English West Indies, 1624-1713* (Chappell Hill, 1972/2000)
- Elliott, J.H., *Empires of the Atlantic world: Britain and Spain in America, 1492-1830*, New Haven, 2006.
- Hobsbawm, E.J. *The Age of Empire, 1875-1914*, London, 1987.
- Hyam, Ronald, *Britain's Declining Empire: the Road to Decolonisation, 1918-968*, Cambridge, 2006.
- Hyam, Ronald, *Understanding the British Empire*, Cambridge, 2010.
- Magee, Gary and Andrew Thompson, *Empire and Globalisation: Networks of People, Goods and Capital in the British World, c.1850-1914*, Cambridge, 2009.
- Subrahmanyam, Sanjay, *The Portuguese Empire in Asia, 1500-1700: A Political and Economic History*, London New York 1993.
- Taylor, Charles and Amy Gutmann, *Multiculturalism: Examining the Politics of Recognition*, Princeton, 1994

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

HI437	War and Diplomacy in Europe c1850-2000					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Johnson Prof G

### Contact Hours

There will be ten lectures (one hour each) and ten weekly seminars (one hour each). Alongside secondary literature, use will be made of primary documents such as diplomatic agreements, political statements and speeches and memoirs. The total number of study hours expected of students will be approximately 11 per week (132 in total). Total study hours for the module will be 150.

### Method of Assessment

The module will be assessed by 50% coursework, 50% exam.

The coursework will be made up of two essays of 1500 words each (40% each, for a total of 80%) and an oral mark (20%). The examination will be a two-hour long essay questions paper.

### Synopsis

Subjects to be covered will include: The Crimean War; The Franco-Prussian War and German unification; the origins of the First World War; the Treaty of Versailles; the League of Nations; the origins of the Second World War; the Cold War in Europe; the origins of the European Union; from détente in Europe to the fall of Communism.

### Preliminary Reading

Crockatt, Richard, *The Fifty Year War*

Joll, J., *Europe Since 1870*

Judt, T., *Postwar: a History of Europe since 1945*

Lieven D., *Russia and the Origins of the First World War*

Macmillan, Margaret, *Paris 1919*

Mazower, Mark, *Dark Continent*

Roberts, J. *Europe: 1880-1945*

Steiner, Zara, *The Lights that Failed: European International History 1919-1933*

Thomson, David, *Europe since Napoleon*

Baumgart, W., *The Crimean War*

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

### 11 Centre for English and World Languages

LA302		Learning Chinese 1A: An Introduction to Elementary Mandarin				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
4	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Su Ms R

#### Contact Hours

3 class contact hours per week, 30 class contact hours in total, 10 self-study hours per week.

#### Method of Assessment

Assessment 1 In-class test: 30%, week 6

Oral test: 20%, week 10

Assessment 2 In-class test: 50%, week 12

#### Synopsis

This curriculum content is intended to give students some familiarity, at an introductory level, with everyday life, activities and culture in China.

Topics for listening, speaking, reading and writing will include:

- everyday elementary level conversation skills including greetings, asking and giving basic information about oneself, friends and family members
- introductory skills useful to describe students' language abilities, preferred drinks and daily activities
- topics related at introductory level to Chinese culture, geography including some major cities, etc.

There will be a balance between communicative activities, and understanding of vocabulary and grammatical structure. Students will be expected to use the range of resources available to them in the library and on the Moodle page for self-study.

#### Learning Outcomes

On successful completion of this module, students will be able to:

- recognise and reproduce 130 commonly used Chinese characters.
- be familiar with and use around 200 words in simplified character form or pinyin.
- recognise some common radicals of Chinese characters and write characters following the correct order.
- effectively communicate in simple sentences in some basic areas, such as nationality, age, birthday, family, likes and dislikes of activities and sports, and university subjects, etc.
- type Chinese characters using computer or other portable devices.
- use online learning materials and online dictionaries for self study.
- read and write short passages, in characters or Pinyin, to introduce oneself, family members or friends
- demonstrate awareness of Chinese culture and traditions including greetings, addressing people; Chinese family, etc.

#### Preliminary Reading

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

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>LA303 Learning Chinese 1B: An Introduction to Upper Elementary Mandarin Chinese</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	C	15 (7.5)	100% Coursework	
4	Canterbury	Spring	C	15 (7.5)	100% Coursework	Su Ms R

### Contact Hours

3 class contact hours per week, 30 class contact hours in total, 10 self-study hours per week

### Pre-requisites

LA302 Learning Mandarin 1A or equivalent

### Method of Assessment

Assessment 1 In-Class test: 30%, week 18

Oral Test: 20%, week 22

Assessment 2 In-Class test: 50%, week 24

### Synopsis

The curriculum content is intended to give students some familiarity, at an elementary to upper-elementary levels, with everyday life, activities and culture in China.

Topics for listening, speaking, reading and writing will include:

- everyday conversation skills including greetings and introductions, talking about food, hobbies and time, and asking and giving simple opinions on familiar topics.
- elementary skills of understanding weather forecasts, Chinese culture, festivals, etc.
- elementary skills useful to people visiting China including expressing how to go to somewhere and taking transport, etc.

The module aims to teach well-balanced language skills of Mandarin. There will be a balance between communicative activities, and understanding vocabulary and grammatical structure. Students will be expecting to use the range of resources available to them in the library and on the Moodle page for self-study.

### Learning Outcomes

On successful completion of this module, students will be able to:

- recognise and reproduce 150 commonly used Chinese characters learned in this module.
- be familiar with and use over 350 words in simplified character form of Pinyin.
- effectively communicate in simple sentences in some basic areas, such as weather, time, food and drinks, occupations, transport and places in town, etc.
- read and write, in characters, in short text, such as letters, emails and diaries, introducing someone or somewhere you know, explaining experiences and plans.
- use online learning materials and online dictionary for self-study.
- demonstrate awareness of Chinese culture and traditions including greetings, addressing people, Chinese traditional festivals and the eating etiquette.

### Preliminary Reading

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

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>LA304 Learning Japanese 1A: An Introduction to Elementary Japanese</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Suzuki Mrs M
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Suzuki Mrs M
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Suzuki Mrs M
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Suzuki Mrs M

### Contact Hours

30 class contact hours. 10 hours per week self-study hours.

### Pre-requisites

None

### Method of Assessment

Reading out Test: 5%, week 3

Assessment 1 In-Class Test: 30%, week 6

Oral Test: 15%, week 10

Assessment 2 In-Class Test: 50%, week 12

### Synopsis

The curriculum content is intended to give students some familiarity, at an introductory level, with everyday life, activities and culture in Japan.

Topics for listening, speaking, reading and writing will include:

- everyday elementary level conversation skills including greetings and introductions, talking about oneself and getting to know each other,
- elementary skills useful to people visiting Japan including describing locations and shopping,
- topics related at introductory level to Japanese culture, geography including major cities, social interaction etc.

There will be a balance between communicative activities, and understanding of vocabulary and grammatical structure.

### Learning Outcomes

On successful completion of this module, students will be able to:

- Communicate in Japanese by using simple sentences including basic greetings and introductions, and asking and answering simple direct questions on very familiar topics such as family, student life, travelling and shopping.
- Explain very simple factual information on personal and familiar topics such as expressing someone's personal data and explaining about items in a shop.
- Read and write two sets of Japanese scripts, Hiragana and Katakana.
- Understand very short, simple texts such as short letters, emails and diaries written in very simple sentences.
- Write very short, simple texts such as short letters and emails explaining daily life and inviting a friend to go to somewhere or do something.
- Gain introductory knowledge of the life and culture in Japan such as family, name, food, shopping and transport.

### Preliminary Reading

Core-textbook:

(2012) Minna No Nihongo 1: 2nd ver with CD, 3A Network.

(2012) Minna No Nihongo 1: 2nd ver: Translation & Grammatical Notes English ver, 3A Network.

(2000) Self study kana workbook: learning through listening and writing, 3A Cooperation.

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LA305		Learning Japanese 1B: An Introduction to Upper Elementary Japanese				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Suzuki Mrs M

### Contact Hours

30 class contact hours. 10 hours per week self-study hours.

### Pre-requisites

This module is for students who studied LA304 Learning Japanese 1A or have equivalent proficiency in Japanese.

### Method of Assessment

Assessment 1 In-Class Test: 30%, week 18

Oral Test: 20%, week 22

Assessment 2 In-Class Test: 50%, week 24

### Synopsis

The curriculum content is intended to give students some familiarity, at lower A2 level, with everyday life, activities, describing objects/products, talking about past events, expressing likes and dislikes and culture in Japan.

Topics for listening, speaking, reading and writing exercises will include:

- everyday lower A2 level conversation skills including talking about oneself and getting to know each other in detail, and describing locations, likes and dislikes about food and leisure activities, etc.
- lower A2 level skills useful to people visiting Japan including making enquiries, asking for where shops are and, describing travel experiences, etc.
- topics related at lower A2 level to Japanese culture, festivals, geography including major cities, famous places, etc.
- the translation from Japanese to English and vice versa of lower A2 level vocabulary and sentences will be included.

There will be a balance between communicative activities, and understanding of vocabulary and grammatical structure.

### Learning Outcomes

On successful completion of this module, students will be able to:

- Communicate in Japanese by asking and answering simple direct questions with some detailed answers on familiar topics such as personal preference and abilities, impressions on people and places, locations and comparisons.
- explain very simple factual information on personal and familiar topics such as expressing a travel experience in the past and explaining the location of one's house, university, country and so on.
- Read and write Japanese letters and some very basic Japanese characters called Kanji.
- Understand short simple texts such as short letters, emails and diaries explaining past experiences and plans, and very simple essays explaining the location of familiar places and buildings.
- Gain introductory knowledge of the life and culture in Japan such as family, house, food and menu, festivals and sightseeing places.

### Preliminary Reading

Core-textbook:

(2012) Minna No Nihongo 1: 2nd ver with CD, 3A Network.

(2012) Minna No Nihongo 1: 2nd ver: Translation & Grammatical Notes English ver, 3A Network.

Kano, Chieko et al. (1989) Basic Kanji book Vol. 1, Bonjinsha.

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>LA307</b>		<b>Learning Arabic 1A: An Introduction to Elementary Arabic Language</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Suzuki Mrs M

### Contact Hours

30 class contact hours. 10 Hours per week self-study hours.

### Pre-requisites

Pre-requisites: None.

### Method of Assessment

Assessment 1 In-Class test: 30%, week 6

Oral Test: 20%, week 10

Assessment 2 In-Class test: 50%, week 12

### Synopsis

Key grammatical structures and cultural background will be taught through the means of purpose designed Arabic language course books, video and audio materials as well as flash cards.

### Learning Outcomes

On successful completion of this module, students will be able to:

- Communicate in Arabic by using simple sentences including basic greetings and introductions, and asking and answering simple direct questions on very familiar topics such as family, student life, travelling and shopping.
- Explain very simple factual information on personal and familiar topics such as expressing someone's personal data and explaining about items in a shop.
- Read and write Arabic alphabets.
- Understand very short, simple texts such as short letters, emails and diaries written in very simple sentences.
- Write very short, simple texts such as short letters and emails explaining daily life and inviting a friend to go to somewhere or do something.
- Gain introductory knowledge of the life and culture in Arabic speaking countries such as family, name, food, shopping and transportation.

### Preliminary Reading

Jane Wightwick, Mahmoud Gaafar (2007) *Mastering Arabic 1*, 2nd edition, Palgrave Master series, Palgrave Macmillan, ISBN:978-0230013100.



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### LA308 Learning Arabic 1B: An Introduction to Elementary Arabic Language

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

#### Contact Hours

30 class contact hours. 10 hours per week self-study hours.

#### Pre-requisites

This module is for students who studied LA307 Learning Arabic 1A or have equivalent proficiency in Arabic

#### Method of Assessment

Assessment 1 In-Class Test: 30%, week 18

Oral Test: 20%, week 22

Assessment 2 In-Class Test: 50%, week 24

#### Synopsis

Key grammatical structures and cultural background will be taught through the means of purpose designed Arabic language course books, video and audio materials as well as flash cards. Students will also have access to materials and additional resources in the new CEWL self-access room and mini PC lab

#### Learning Outcomes

On successful completion of this module, students will be able to:

- Communicate in Arabic by using simple sentences including basic greetings and introductions, and asking and answering simple direct questions on very familiar topics.
- Explain very simple factual information on personal and familiar topics such as expressing someone's personal data and explaining about items in a shop.
- Read and write Arabic numbers. Students will be able to use numbers in familiar topics such as asking about the weather and the price of certain items.
- Understand short, simple texts such as short letters, emails and diaries written in simple and compound sentences.
- write very short, simple texts such as short letters and emails.
- Gain basic knowledge of the life and culture in Arabic speaking countries such as family, name, food, shopping and transportation.

#### Preliminary Reading

Jane Wightwick, Mahmoud Gaafar (2007) Mastering Arabic 1, 2nd edition, Palgrave Master Series, Palgrave Macmillan, ISBN: 978-0230013100.

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>LA309 Learning Russian 1A: Introduction to Elementary Russian Language</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Su Ms R

### Contact Hours

3 class contact hours per week, 30 class contact hours in total, 10 self-study hours per week

### Pre-requisites

None.

### Method of Assessment

Assessment 1 In-Class Test: 30%, week 6

Oral Test: 20%, week 10

Assessment 2 In-Class Test: 50%, week 12

### Synopsis

This module is intended to give students some familiarity, at an introductory level, with everyday life, activities, tourism, history, geography and culture in Russia.

Topics for reading, writing, speaking and listening exercises will include:

- everyday elementary level conversation skills including greetings and introductions, talking about oneself and getting to know each other
- elementary skills useful to people visiting Russia including making enquiries, asking for help and directions, discussions of travel, tourism and sightseeing, visiting people's homes, using public transport, using hotels, shopping, ordering in restaurants etc.
- topics related at introductory level to Russian culture, history, geography and the arts including major cities, famous places, literature, museums, music, theatre, ballet, circus etc.
- The translation from Russian to English and vice versa of elementary sentences will be included. There will be a balance between communicative activities, and understanding of vocabulary and grammatical structure.

### Learning Outcomes

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

use Russian with a proficiency equivalent to lower A1 (Basic User) on the CEFR

- a) read and write basic Russian script to lower A1 proficiency
- b) be familiar with basic Russian vocabulary to lower A1
- c) understand listening excerpts that are very slow and carefully articulated, with long pauses for a student to assimilate meaning.
- d) communicate through speaking Russian to lower A1 Proficiency, e.g. basic greeting and an introduction. To be able to answer simple questions and respond to simple statements in areas of immediate need or on very familiar topics.
- e) gain basic skill to use a Russian dictionary

### Preliminary Reading

Ruslan Russian Grammar. John Langran. Ruslan Limited, 2010. ISBN 978-1-899785-74-2.

See the library reading list for this module:

<http://resourcelists.kent.ac.uk/lists/53D1C490-F476-E0F0-1BD8-D52C1CC2E106.html>

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

LA310 Russian 1B: Upper Elementary Russian Language						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Su Ms R

### Contact Hours

3 class contact hours per week, 30 class contact hours in total, 10 self-study hours per week

### Pre-requisites

LA309 Learning Russian 1A or equivalent

### Method of Assessment

Assessment 1 In-Class Test:30%, week 18

Oral Test: 20%, week 22

Assessment 2 In-Class Test:50%, week 24

### Synopsis

The curriculum content is intended to give students some familiarity, at lower A2, with everyday life, activities, tourism, history, geography and culture in Russia. Topics for reading, writing, speaking and listening exercises will include:

- everyday lower A2 level conversation skills including talking about oneself and getting to know each other in detail, discussions of friends and family, activities, interests, studies, jobs etc.
- lower A2 level skills useful to people visiting or living in Russia including making enquiries, asking for help and directions, studying in Russia, discussions of travel, tourism and sightseeing, visiting particular cities and places of historical and/or cultural interest, visiting people's homes, using public transport, using hotels, shopping, ordering in restaurants etc.
- topics related to lower A2 level to Russian culture, history, geography and the arts including major cities, famous places, literature, museums, music, theatre, ballet, circus etc, elementary discussions of topics from Russian history, famous tsars and presidents, the Bolshevik revolution and the Soviet Union.
- the translation from Russian to English and vice versa of lower A2 level sentences will be included. There will be a balance between communicative activities, and understanding of vocabulary and grammatical structure.

### Learning Outcomes

On successful completion of this module, students will be able to:

- be familiar with a well-balanced range of language skills in Russian at upper elementary level
- be familiar with the Russian alphabet and pronunciation and be able to use a Russian dictionary
- understand and gain confidence in using Russian language and be able to speak and comprehend spoken Russian and to read and write Russian script at upper elementary level
- express themselves at upper elementary level in the form of greetings and introductions, making statements, asking and answering simple questions, expressing one's experience, expressing wishes and preferences, stating one's opinion, describing current status/situation, making simple requests, asking/giving permission, giving and receiving of actions and describing everyday life and activities in fairly simple sentences
- be familiar with and use over 300 words
- be familiar with some aspects of cultural and practical information concerning Russia, daily life in Russian-speaking countries and visiting and travelling within these countries.

### Preliminary Reading

Core-textbooks:

Ruslan Russian Grammar. John Langran. Ruslan Limited, 2010. ISBN 978-1-899785-74-2.

See the library reading list for this module

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>LZ329 Developing English Language Skills</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Coleman Ms R
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Coleman Ms R
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Coleman Ms R
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Coleman Ms R

### Contact Hours

3 hours per week (workshop format) + tutorials. Students will be expected to spend 6 additional hours per week in self study,.

### Synopsis

This module offers students whose first language is not English the opportunity to review and develop their English language skills in key areas related to their academic studies. There are sessions on grammar, written and spoken expression and listening skills. Students will develop strategies for extending both their subject specific vocabulary and their idiomatic English; extracting relevant information from texts; note taking from lectures and written texts; improving pronunciation; expressing ideas in seminar group discussions. Sessions will also familiarise students with Kent University requirements and expectations in the field of academic writing. In this highly participative module, learning takes place in a workshop format to maximise practice in language skills. Tutorials focus on individual development and planning of independent learning.

### Learning Outcomes

On successful completion of the module, students will have:

\* Acquired listening, presentation and discussion skills to a level that will enable them to participate actively in lectures and seminars. This will be achieved by the acquisition of the following sub-skills:

Recognising lecture structures through 'signposting'

Recognising lecture content through the study of vocabulary and key structures.

Understanding a variety of accents and speeds of spoken delivery.

Recognising and pronouncing: weak forms, stress, rhythm, linking sounds and intonation.

Distinguishing between formal and informal English and using appropriate register in context.

Developing subject-specific vocabulary.

\* Acquired reading and writing skills to a level that will enable them to produce comprehensible and coherent written assignments on subject-specific topics. This will be achieved by the acquisition of the following sub-skills:

Using strategies and techniques for speed reading, extracting relevant information from texts, reading and note-making, detailed study reading, and evaluative reading.

Producing grammatically accurate written structures.

Planning, organising editing and revising assignments for different types of question, clear and logical expression of ideas.

### Preliminary Reading

Brick, J. 2007 Academic Culture: A Student's guide to Studying at University. Macmillan

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<b>LZ330</b>		<b>Extending English Language Skills</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Coleman Ms R
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Coleman Ms R
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Coleman Ms R
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Coleman Ms R

### Contact Hours

3 hours per week (workshop format) + tutorials. Students are expected to spend 6 additional hours per week in self-study

### Synopsis

On this module students will extend their understanding of key areas of English language: reviewing writing critically for grammatical accuracy; structuring and delivering a presentation in English on a specialist topic; listening interactively in academic situations; increasing their familiarity with university requirements for avoiding plagiarism and with expectations of style and critical approach in academic coursework. In this highly participative module, learning takes place in a workshop format to maximise practice in key skills. Tutorials focus on individual development and planning of independent learning.

### Learning Outcomes

Summarising the contents of a listening text from accurate notes

Asking relevant questions from notes on specialist topics

Leading a seminar discussion from prepared notes on a specialist topic

Pronouncing a wide range of social expressions and specialist vocabulary clearly

Acquired reading and writing skills to a level that will enable them to produce comprehensible and coherent written assignments on subject-specific topics. This will be achieved by the acquisition of the following sub-skills:

Appropriately incorporating information from required reading in written assignments

Using a wide range of grammatically accurate written structures in extended writing

Using a range of organisational patterns for a variety of academic written assignments

Developing a wide corpus of subject-specific vocabulary

On successful completion of this module, students will have acquired listening, presentation and discussion skills to a level that will enable them to participate fully in lectures and seminars. This will be achieved by the acquisition of the following sub-skills:

### Preliminary Reading

Lowes R et al, 2004 The International Student's Guide, Sage, London

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>LZ335 Reading and Writing Academic Texts</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Fitchett Mr J
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Fitchett Mr J

### Contact Hours

24 class contact hours over 1 term (12 x 1-hour seminars + 12 x 1-hour workshops).

### Pre-requisites

None

### Method of Assessment

100% coursework

### Synopsis

This skills module is intended for students for whom English is an additional language.

A level C course that focuses study tasks most commonly required on linguistically demanding academic programmes. With an emphasis on the reading and writing skills required for preparation for lectures, seminars and written assignments, this course is delivered through a combination of seminars and workshops. The seminars allow students to discover and learn different reading techniques, recognise differences in written style, and assess the suitability of texts as sources for assignments. The workshops give students the opportunity to produce, assess and edit written texts. Assessment is through a combination of written assignments (including a 2000-word essay) and a reflective journal.

### Learning Outcomes

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

- Adopt appropriate reading strategies for specific study purposes
- Identify and compare different academic written genres
- Evaluate the suitability of texts as sources for specific types of assignments
- Interpret and incorporate information from a range of texts into written assignments
- Structure a written assignment according to demands of title and subject
- Recognise and employ formal and informal written styles as appropriate

### Preliminary Reading

Coursebooks: Glendinning, E. H. & Holmstroem, B. (2004) Study Reading. CUP  
Hamp-Lyons, L. & Heasley, B. (2006) Study Writing. CUP

Supplementary material: Gillett, A., Hammond, A. & Martala, M. (2009) Successful Academic Writing. Pearson Longman.

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>LZ336 Advanced Listening Skills for Academic Study</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Short Ms J
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Short Ms J

### Contact Hours

There will be two contact hours per week on this module, including 3 x 1 hour lectures, 5 x 1 hour seminars and 16 x 1 hour workshops (24 contact hours).

### Pre-requisites

None

### Method of Assessment

100% coursework

### Synopsis

This skills and language module is intended for students for whom English is an additional language. Lectures will provide input on elements of the listening process, including skills and strategies for effective listening, the phonological features of English, and the functions of stress and intonation. In supporting seminars, students will analyse elements of spoken language in academic contexts in more detail. Practical workshop sessions will focus on using appropriate listening skills and strategies to interact with spoken texts. During the workshops, students will also have the opportunity to recognise and overcome their own listening challenges.

### Learning Outcomes

1. identify the skills and sub-skills involved in the listening process
2. identify and adopt appropriate listening strategies to complete a number of academic tasks
3. demonstrate an understanding of how stress and intonation in English can affect meaning
4. recognise the characteristics of a range of accents in spoken English
5. identify the causes of common misunderstandings in listening to spoken English.

- The intended generic learning outcomes. On successful completion of the module, students will be able to:

1. work in small groups
2. plan and manage their own learning
3. manage their time
4. communicate appropriately with a specialist audience
5. solve problems and make decisions, individually and in groups, and evaluate their decisions.

### Preliminary Reading

Crystal, D. (2011) David Crystal's introduction to language a complete course. Abingdon, Oxon : Routledge (DVD)  
Salehzadeh, J. (2009). Academic listening strategies: A guide to understanding lectures. Ann Arbor: University of Michigan Press

## 2014-15 Humanities Undergraduate Stage 1 Module Handbook

<b>LZ337 Applied Grammar for Academic Study</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Coleman Ms R
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Coleman Ms R

### Contact Hours

2 class contact hours. 10.5 hours per week, self- study hours.

### Pre-requisites

No prerequisite or co-requisite modules required.

### Method of Assessment

100% coursework

### Synopsis

This skills and language module is intended for students for whom English is an additional language. Lectures will provide an overview of the grammatical features of English, and of academic discourse and register. In supporting seminars, students will analyse elements of language in academic text in more detail. Practical workshop sessions will focus on studying language at several levels and applying this knowledge to the analysis of academic texts for cohesion, register and accuracy. The workshops will also give students the opportunity to produce, proof read and edit their own original texts in a supportive environment.

### Learning Outcomes

- 1.1. identify the basic syntactical and morphological features of English and compare them with those of their first language
- 1.2. analyse language at word, phrase, clause and sentence level
- 1.3. recognise the most common grammatical and lexical features of academic discourse
- 1.4. identify and describe the characteristics of academic register
- 1.5. identify and employ functional devices to produce cohesive text
- 1.6. identify and correct grammatical errors in self and peer generated texts
- 1.7. work in small groups
- 1.8. plan and manage their own learning
- 1.9. manage their time
- 1.10. communicate appropriately with a specialist audience
- 1.11. solve problems and make decisions, individually and in groups, and evaluate their decisions

### Preliminary Reading

Texts for analysis and comparison will be taken from academic journals across a number of relevant disciplines. The following texts will be available in the library for reference and practise.

- Crystal, D. 2004. Rediscover Grammar. Pearson Longman
- Carter, R and M. McCarthy. 2006. Cambridge Grammar of English. Cambridge
- Swan, M. 2005. Practical English Usage, Oxford
- Thorne, S. 2012. Mastering Practical Grammar. Palgrave Macmillan