

09 School of Architecture

AR318		Form Finding				
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

Learning Outcomes

- A foundational knowledge of the relationship between buildings and people and the needs and aspirations of building users
- A foundational knowledge of the impact of buildings on the environment
- An awareness of the potential of design
- An ability to generate modest design proposals using understanding of a body of knowledge
- An ability to apply a modest range of communication methods and media to present design proposals clearly and effectively
- An awareness of the need to take the initiative in work at university
- The ability to organise time effectively

Method of Assessment

Portfolio of design drawings. Design 100%

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.

Pre-requisites

None

Restrictions

BA Architecture students only

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.

AR319		Building Design				
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

Learning Outcomes

- A basic knowledge of urban design and planning of communities
- A basic knowledge of the influence of the design and development of cities, past and present on the contemporary built environment
- A basic knowledge of the needs and aspirations of building users
- A basic knowledge of the impact of buildings on the environment, and the precepts of sustainable design
- A basic knowledge of the way in which buildings fit into their local context
- 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
- 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
- A basic understanding of the potential impact of building projects on existing and proposed communities
- 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
- An understanding of the sensory impact of architecture and design
- An ability to generate modest design proposals using understanding of a body of knowledge
- An ability to apply a modest range of communication methods and media to present design proposals clearly and effectively
- The ability to be self-critical and to exercise criticism
- The ability to organise a personal programme of work to meet given deadlines

Method of Assessment

Design project assessed in group crit: Design 100%

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.

Pre-requisites

None

Restrictions

BA Architecture students only

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.

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

Contact Hours

54 contact hours

Learning Outcomes

- A basic knowledge of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals
- A basic knowledge of the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design
- A basic knowledge of strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques
- A basic knowledge of the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices
- A basic knowledge of the principles associated with designing optimum visual, thermal and acoustic environments
- A basic knowledge of the systems for environmental comfort realised within relevant precepts of sustainable design
- A basic knowledge of the strategies for building services, and ability to integrate these in a design project
- The necessary skills to prepare analytical and detailed technical drawings illustrating accurately structural, constructional and environmental design solutions
- Understanding the challenges of integrating building fabric (materials), services and control regimes into a unified environmental design strategy
- Ability to apply the principles of evidence-based design to the evaluation of environmental design strategies

Method of Assessment

Design (coursework) assignment (40%)
 Two hour examination in Environment (60%)

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)

Pre-requisites

None

Restrictions

BA Architecture students only

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

AR322		Modern House				
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

32 contact hours

Learning Outcomes

- A basic knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings
- A basic knowledge of the influence of history and theory on the spatial, social, and technological aspects of architecture
- A basic knowledge of how theories, practices and technologies of the arts influence architectural design
- A basic knowledge of the creative application of the fine arts and their relevance and impact on architecture
- An understanding of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals
- An understanding of the concept of unconscious, 'vernacular' design, and knowledge of housing as opposed to the one-off designed house
- A knowledge of the concept of building typology, and understanding of the house as a representative type
- A knowledge of key modern houses representing a variety of twentieth-century design
- An ability to write clearly, using academic conventions and appropriate illustrations in a well-designed format
- An ability to apply a basic range of communication methods and media to present design proposals clearly and effectively
- An ability to evaluate evidence, arguments and assumptions at a foundational level in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design
- An ability to research historical and theoretical topics

Method of Assessment

Illustrated 2,500 word essay (80%)

Model (20%)

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)

Pre-requisites

None

Restrictions

BA Architecture students only

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.

AR323 Architectural Representation						
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	Attekpe Miss F

Contact Hours

120 contact hours

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
- A basic ability to apply a range of communication methods and media to present design proposals clearly and effectively
- An ability to integrate information between software packages

Method of Assessment

Manual techniques/portfolio review (60%)

Digital techniques (40%)

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.

Pre-requisites

None

Restrictions

BA Architecture students only

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.

AR324 Ancient and Medieval Architecture						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Exam	Karydis Dr N
Contact Hours						
25 contact hours						

Learning Outcomes

- A basic knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings
- A basic knowledge of the influence of history and theory on the spatial, social, and technological aspects of architecture
- A basic knowledge of how theories, practices and technologies of the arts influence architectural design
- A basic knowledge of the creative application of the fine arts and their relevance and impact on architecture
- A basic understanding of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals
- An awareness of concepts of historical change
- An awareness of the Western tradition of design
- A knowledge of the historical development of European architecture, and of its relationship to the English mainstream
- A knowledge of key buildings from Western architectural history
- An ability to apply a modest range of communication methods and media to present design proposals clearly and effectively
- An ability to evaluate evidence, arguments and assumptions in order to make and present sound judgments within a structured discourse relating to architectural culture, theory and design
- An ability to assimilate material from a variety of sources and to contextualise information

Method of Assessment

Three hour examination (100%)

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

Kostof, Spiro (1995), A History of Architecture, Settings and Rituals, Oxford: Oxford university Press
Fletcher, Sir Bannister (1996), History of Architecture, London

Pre-requisites

None

Restrictions

BA Architecture students only

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 module will take the form of an examination in the summer term.

AR325 Light and Structure						
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						

Learning Outcomes

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

- A basic knowledge of iterative and evidence-based approaches to design
- An ability to begin to understand the alternative materials processes and techniques that apply to architectural design and construction
- An ability to begin to understand the knowledge of the context of the architect and the construction industry, and the professional qualities needed for decision making in complex and unpredictable circumstances
- An ability to critically evaluate your own ideas in the context of learning
- An awareness of the role of research in overcoming knowledge gaps

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%)

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.

Pre-requisites

None

Restrictions

BA Architecture students only

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

04 School of European Culture and Languages

CL311 Latin for Beginners						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Exam	Pollmann Prof K
1	Canterbury	Autumn and Spring	C	30 (15)	60% Exam, 40% Coursework	Pollmann Prof K
1	Canterbury	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	Pollmann Prof K
1	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Pollmann Prof K

Contact Hours

4 hours per week

Learning Outcomes

- Students will be able to show a knowledge of basic Latin accidence 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

Method of Assessment

40% coursework 60% exam

Preliminary Reading

Indicative Reading List -

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

Synopsis

The aim of the module is to give students a firm foundation in Classical Latin, both vocabulary and grammar (accidence 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.

CL315 Classical Mythology: Themes and Approaches						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Exam	Boutsikas Dr E
1	Canterbury	Autumn and Spring	C	30 (15)	75% Coursework, 25% Exam	Boutsikas Dr E

Contact Hours

2 hours per week

Learning Outcomes

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

1. show a broad knowledge of myth and an understanding of its importance in the ancient world and responses to it;
2. critically evaluate the function of myth from antiquity;
3. employ academic skills fundamental to their future learning – including the evaluation of myth and the evaluation of modern scholarship;
4. locate the material studied in the context of European intellectual, cultural and historical traditions;
5. understand the opportunities offered by the polysemic nature of myth and the challenges involved in the analysis of it;
6. show increased ability in thinking critically and communicating about mythology and its functions;
7. recognise that debates often arise in academic scholarship, and be able to take an individual standpoint.

Method of Assessment

75% coursework 25% exam

Preliminary Reading

- Anderson, Graham, 2000. Fairytale in the Ancient World. London: Routledge.
 Bremmer, Jan N., 1990. Interpretations of Greek Mythology. London: Routledge.
 Csapo, Eric, 2005. Theories of Mythology. Malden, Ma., Oxford: Wiley Blackwell.
 Davidson-Reid, Jane. 1993. Oxford Guide to Classical Mythology in the Arts 1300-1990s. Oxford: Oxford University Press.
 Dowden, Ken, 1992. The Uses of Greek Mythology. London: Routledge.
 Griffin, J., 1986. The Mirror of Myth: classical themes & variations. London: Faber & Faber.
 Hard, R. 2000. The Routledge Handbook of Greek Mythology. London: Routledge.

- Hardwick, L. and C. Stray, eds. 2007. A Companion to Classical Receptions. Malden, Ma., Oxford: Wiley Blackwell.
 Moog-Grünwald, M. ed. 2010. The Reception of Myth and Mythology. Leiden: Brill.
 Morford, Mark P. O. and Lenardon, Robert J., 2003. Classical Mythology. Oxford: Oxford University Press.

Synopsis

This module is intended to provide a general introduction to myth in the Ancient World and the nature of subsequent responses to it. Scholarship on approaches to mythology, as well as reception studies (if desired), will inform the analysis of myth in both its ancient and modern setting.

In the first term the aim is to introduce students to a working repertoire of a large span of ancient (e.g. Greek) mythology and to its meanings and functions within its original context. A selection of case-study myths (represented in literature and/or iconography) will be used to examine the potential meanings and social functions of myth in general. In the second term, subsequent responses to these myths will be explored; this might include, for example, the use of Greek myths in the Hellenistic, Roman and/or the modern period, and could include appropriations of myths across a range of media.

This module is subject to change pending faculty approval

CL329 Introduction to Archaeology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Swift Dr E
1	Canterbury	Autumn	C	15 (7.5)	60% Project, 40% Coursework	Swift Dr E

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

Contact Hours

2 hours per week

Learning Outcomes

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

1. 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 (PLO A1, A4)
2. Demonstrate an understanding of how artefacts may be studied in order to gain a range of information on past societies (PLO A4, B1, B2, C3)
3. Demonstrate basic comprehension of how sites are formed and of the types of layers and features that archaeologists may encounter (PLO A4, B1, B2, C1, C5)
4. Demonstrate an understanding of how archaeological evidence can be placed in a temporal sequence (PLO C3, C4, C5)
5. 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. (PLO A1, A3, A4)

Method of Assessment

100% coursework

Preliminary Reading

Core text

Renfrew, C. & Bahn, P. 2008 Archaeology: Theories, Methods and Practice, Thames and Hudson, London.

Recommended

Barker, P. 2008 Techniques of Archaeological Excavation, Routledge, London/New York (5th edition).

Carver, M. 1998 Sutton Hoo, burial ground of kings?, British Museum Press, London.

Etienne, R. 1992 Pompeii, the day a city died, Thames & Hudson, London.

Greene, K. 1995 Archaeology, an introduction, the history, principles and methods of modern archaeology, Batsford, London (3m edition).

Roskams, S. 2001 Excavation. Cambridge Manuals in Archaeology, Cambridge University Press, Cambridge.

Scarre, C. (ed.) 2005 The Human Past, Thames & Hudson.

Souden, D. 1997 Stonehenge, mysteries of the stones and landscape, Collins & Brown in assoc. with English Heritage, London.

Spindler, K. 1994 The man in the ice: the preserved body of a Neolithic man reveals the secrets of the Stone Age, Weidenfeld and Nicolson, London.

Wilkinson, P. 2007 Archaeology: What it is, Where it is, and How to do it, Archaeopress.

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.

This module is subject to change pending faculty approval

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	Nifosi Ms A

Contact Hours

Total contact hours: 22 (11 x 1 hour lectures and 11 x 1 hour seminars)

Total study hours: 150

Teaching delivery is based around a programme of lectures which outline the key themes and issues covered in the module. Students are then expected to undertake further reading in order to familiarize themselves with the data and develop a critical awareness of modern scholarship

Weekly seminars will also provide an opportunity to explore certain issues in greater depth and to discuss these within the context of a peer group. The aim of the course will be enhanced by detailed examinations of the artefacts themselves. A session of handling objects will be organized in collaboration with the Museum of Canterbury, which holds a significant collection of Egyptian artefacts.

Learning Outcomes

Students will be expected to:

- a) discuss the development of Egyptology as a discipline (11.2; 12.A3)
- b) understand how material culture is created and transformed with particular reference to ancient Egypt (11.2; 12.A3; 12.C1-3)
- c) evaluate the importance of material culture in the study of Egyptology (11.2; 12.A4)
- d) analyse the kinds of material commonly encountered in Egyptian archaeology and appreciate the mechanisms for their interpretation (11.2; 12.A4; 12.C1-3)
- e) understand and utilise Egyptological and archaeological techniques for the analysis and interpretation of Ancient Egyptian civilisation (11.2; 12.A1, 12.A4)
- f) develop basic practical and theoretical (aspects of anthropological and archaeological theory) skills in analysing material data (11.2-3; 12.A3; 12.B2-4; 12.C1-4)
- g) demonstrate a basic knowledge of the economic, social, and conceptual systems underpinning ancient Egyptian civilization, and how they are expressed in the archaeological record (11.2; 12.A1; 12.C3-4)
- h) develop the ability to relate objects and texts to their social background (11.2)
- i) improve 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 (11.3; 12.2; 12.A4; 12.B2-4)
- j) gain experience in interpreting primary texts and material culture records (11.3; 12.A4; 12.B2-4)
- k) develop the ability to handle objects with care and understanding where relevant (11.3)

These learning outcomes will support the SECL - CLAS programme learning specifications in:

- a. providing an understanding of an ancient civilisation of the Mediterranean region through the study of archaeology
- b. identifying and exploring the principal forms of material culture that archaeologists utilise to understand a civilisation
- c. enabling students to develop their capacity to interpret any past society and culture using primary source material
- d. relating methodologies and theoretical positions concerning Egyptian archaeology to the wider context of current debate

Method of Assessment

Assessment will be partly through 2 essay assignments (worth 35% each of the final mark) to be submitted by Week 7 and the end of Week 12, of c. 2,000 words, from a choice of titles, designed to focus on an area of contention or apply knowledge and principles to a case study relevant to the module, returned with feedback.

Students will be assessed also through a 2-hour test (worth 20% of the final mark) near the end of term. It will comprise a first question covering two short factual answers (from a choice of four), followed by a contextualization of a piece of visual or textual information.

During seminars student will be expected to fill in exercise sheets (including brief descriptions, identification of places, iconography, and symbols) which will be returned to them with formative feedback.

The final 10% of the module grade will be established from students' attendance and from their active contributions in seminars.

Preliminary Reading

Indicative reading list

- J. Baines, *Atlas of Ancient Egypt*. Oxford: Phaidon, 1988
- F. Bratton, *A History of Egyptian Archaeology*. London: Robert Hale, 1967
- D.J. Brewer, *Egypt and the Egyptians*. Cambridge: Cambridge University Press, 2003
- N. Grimal, *A History of Ancient Egypt*. Oxford: Blackwell, 2000
- B. Kemp, *Ancient Egypt: anatomy of a civilization*. London: Routledge, 1989
- A. Lucas, *Ancient Egyptian Materials and Industries*. London, 1948
- J. Lustig, *Anthropology and Egyptology: a developing dialogue*. Sheffield: Sheffield Academic Press, 1997
- S. Quirke, *The British Museum Book of Ancient Egypt*. London: British Museum Press for the Trustees of the British Museum, 1992
- G. Robins, *The Art of Ancient Egypt*. London: British Museum Press for the Trustees of the British Museum, 1997
- B. Shafer, *Religion in Ancient Egypt: gods, myths, and personal practice*. London: Routledge, 1991
- B. Shafer (ed.) *Temples of Ancient Egypt*. London: I.B. Tauris, 1998
- I. Shaw, *The Oxford History of Ancient Egypt*. Oxford: Oxford University Press, 2003
- B.G. Trigger, *Ancient Egypt: a social history*. Cambridge: Cambridge University Press, 1983
- B. Watterson, *Gods of Ancient Egypt*. Stroud: Sutton, 1999

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 course will develop an understanding of the wide range of

archaeological material encountered at Egyptian sites, demonstrating how the study of material culture greatly contributes to the understanding of important aspects of ancient Egyptian culture (history, geography, material remains and society). The history of Egyptology and Egyptian archaeology will also be examined, including discussion of new excavations in Egypt, connecting recent work with the results of projects spanning the late 19th and 20th centuries.

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

This module will articulate well with existing Stage II modules within CLAS.

Topics will be as follows:

1. History of Egyptology (pre and post 1800). Anthropology and Egyptology: a developing dialogue. Maps and discoveries of ongoing excavations in Egypt.
2. Sources for Egyptologists (literary, historical, art historical and archaeological evidence). Understanding artefacts and their life-cycle. Chronology (historical and scientific), geographical determinants, historical framework.
3. The Environmental Background to Pharaonic Civilization. The resources of the land of Egypt. The Economy
4. Ancient Egyptian materials and technology. Masonry, food technology, pyrotechnology, stone-working, wood-working.
5. An introduction to ancient Egyptian pottery
6. Monumental archaeology: Temples and religious space. The role of Egyptian Gods
7. Monumental archaeology: Palaces and social space. Egyptian society and the role of the pharaoh
8. Monumental archaeology: Villages, cities and settlement patterns. Houses and the household.
9. Archaeology of cult: ancient Egypt funerary beliefs.
10. Archaeology of cult: ancient Egypt funerary practices. Tombs and their contents
11. Integrating archaeology and texts. Egyptian scripts contextualised

CL351 Archaeology: Its History, Themes and Personalities						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

Contact Hours

2 hours per week

Learning Outcomes

- 11.1 Students will be able to demonstrate familiarity with the history and development of archaeological theory, and current theories
- 11.2 Students will be able to make critical interpretations of the material remains.
- 11.3 Students will be familiar with different archaeologists and their contribution to the field.
- 11.4 Students will be able to demonstrate a knowledge of how archaeological remains can be interpreted from different theoretical points of view.
- 11.5 Students will have an awareness of the relationship between archaeology and politics, heritage and the media.

Preliminary Reading

- Hodder, I. 2012 (ed). Archaeological Theory Today. Second Ed. London: Polity
 Hodder, I. and Hutson, I. 2004. Reading the Past: current approaches to interpretation in archaeology. Cambridge: Cambridge University Press
 Rabinowitz, N.S. and Richlin, A (eds). 1993 Feminist Theory and the Classics. London: Routledge,
 Trigger, B. 1989. A history of archaeological thought. Cambridge: Cambridge University Press.
 Johnson, M. 1999. Archaeological theory an introduction. London: Blackwell.

Synopsis

The module will begin with the emergence of archaeology by examining early antiquarianism.. It will go on to consider how the field developed into a more scholarly pursuit during the late 19th and early 20th centuries by examining key figures and how they developed ideas about interpretations of what they found. Following this, examinations will be made into more recent interpretative methods e.g. culture-historical archaeology, as well as processual and post-processual archaeology. The module will conclude with an examination of other aspects of archaeology, such as heritage management and museums. By approaching the module in this manner it is hoped that the students will not only have gained a grasp of the development of archaeology, but also the ability to apply what they have learned to a broader cultural understanding of past societies.

This module is subject to change pending faculty approval

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	Wyles Dr R

Contact Hours

2 hours per week

Learning Outcomes

By the end of this module students will be able to (Learning Objectives for Programme Outcomes A):

- LO1) Explain the development of theatre (tragic and comic) in fifth-century Athens
- LO2) Address questions of staging, dramatic conventions and mythological themes
- LO3) 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
- LO4) Understand the nature of Augustan ideology
- LO5) Understand the social and historical context of the works of Livy, Virgil, Ovid, Propertius and Horace
- LO6) Understand the position of women in the age of Augustus
- LO7) Draw together a wide range of sources (legal, literary, biographical) to create a picture of the age of Augustus
- LO8) Demonstrate an increase their knowledge of the cultural history of the Roman world
- LO9) Demonstrate an introduction to close reading and analysis of set texts
- L10) Demonstrate a knowledge of two important periods in the history of Greece and Rome
- L11) Demonstrate a knowledge of a body of ancient source material
- L12) Demonstrate an introduction to modern scholarly thinking in both areas
- L13) Demonstrate an understanding of the difference between primary and secondary sources
- L14) Demonstrate acquisition of the critical skills needed to evaluate ancient sources and modern discussions

Method of Assessment

100% coursework

Preliminary Reading

Greek History

Primary Sources:

- Aristotle, Constitution of Athens
- Herodotus, Histories
- Plutarch, Selected Lives
- Thucydides, The Peloponnesian War

Secondary Sources:

- A.R. Burn, Persia and the Greeks (London, 1984)
- W.G. Forrest, The Emergence of Greek Democracy (London, 1966)
- S. Hornblower, The Greek World 479-323 BC (London, 2005)
- R. Sealy, A History of the Greek City State (California, 1976)

Greek Literature

Primary Sources:

- Aeschylus, The Oresteia
- Sophocles, Oedipus
- Euripides, The Bacchae
- Aristophanes, The Frogs

Secondary Sources:

- M. Baldock Greek Tragedy: an Introduction (Bristol, 1989)
- A. Brown A New Companion to Greek Tragedy (London, 1983)
- P. Easterling (ed.), The Cambridge Companion to Greek Tragedy (Cambridge, 1998)
- R. Garland, Surviving Greek Tragedy (London, 2004) [on how the plays were preserved and transmitted]
- S. Goldhill 'The Great Dionysia and civic ideology' in J. Winkler & F. Zeitlin (eds), Nothing to Do With Dionysus? (Princeton, 1990), 97-129
- J. Gregory (ed.) A Companion to Greek Tragedy (Oxford, 2005)
- J. Griffin 'The Social Function of Attic Tragedy' Classical Quarterly 48 (1998) 39-61
- R. Rehm Greek Tragic Theatre (Routledge, 1992)
- R. Seaford 'The Social Function of Attic Tragedy: a response to Jasper Griffin' Classical Quarterly 50 (2000), 30-44
- A.H. Sommerstein Greek Drama and Dramatists (London, 2002)
- T.B.L. Webster Greek Tragedy (Greece and Rome New Surveys 5, 1971)
- B. Zimmermann Greek Tragedy: an introduction (Johns Hopkins, 1991)

Roman History

Primary Sources:

- Appian, The Civil Wars
- Plutarch, Selected Lives
- Sallust, The Conspiracy of Catiline
- Suetonius, Lives of Caesar and Augustus

Secondary Sources:

- E. Gabba, Republican Rome: the Army and the Allies (Oxford, 1976)
- M. Gelzer, Caesar (Oxford, 1968)
- A. Keaveney, Sulla: The Last Republican (London, 2005)
- A. Keaveney, The Army in the Roman Revolution (London, 2007)
- E. Rawson, Cicero: A Portrait (Bristol, 1983)
- H. Scullard, From the Gracchi to Nero (London, 1985)
- R. Seager, Pompey (London, 2002)

Latin Literature

Primary Sources:

- Livy, *The Early History of Rome*
- Ovid, *The Love Poems*
- Propertius, *Elegies*
- Horace, *The Odes and Epodes*

Secondary Sources:

- R. Barrow, *The Romans* (Penguin, 1949)
- J. Binns, *Ovid* (Routledge, 1973)
- W. Camps, *An Introduction to Virgil's Aeneid* (Oxford University Press, 1979)
- S. Commager, *The Odes of Horace* (Yale University Press, 1972)
- M. Comber, "A Book Made New: Reading Propertius Reading Pound. A Study in Reception", *Journal of Roman Studies* 88 (1998), 37-55
- D. Earl, *The Age of Augustus* (Crown, 1968)
- E. Fraenkel, *The Odes of Horace* (Oxford University Press, 1966)
- M. Gale, "Propertius 2.7: Militia Amoris and the Ironies of Elegy", *Journal of Roman Studies* 87 (1997), 77-91
- G. Galinsky, *Ovid's Metamorphoses* (Blackwell, 1975)

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.

This module is subject to change pending faculty approval

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

Availability

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

Contact Hours

2 hours per week

Learning Outcomes

This module will contribute to the fulfillment of Educational Aims and Outcomes of the full-time B.A. in Classical and Archaeological Studies Programme Specification:

LO1) By providing students with a broad understanding of how the Roman emperor was represented in later times after his death or murder (Educational Aim 1).

LO2) By critically evaluating the role of biography in ancient culture and as a genre in modern culture for the representation of the past (Educational Aim 2).

LO3) By enabling students to develop academic skills fundamental to their future learning – including the evaluation of ancient evidence, modern representations, and the evaluation of modern scholarship (Education Aim 3)

LO4) By introducing a module that is focused on the interdisciplinarity of Ancient History and Classical Studies, it fulfils Educational Aim 1 ('to teach a congruent discipline within the framework of European intellectual, cultural and historical traditions').

LO5) By evaluating 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 (Educational Aim 2).

LO6) 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 (Educational Aim 2).

LO7) 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 (Educational Aim 3).

This module will contribute to the Programme Outcomes in terms of Knowledge and Understanding:

LO8) By examining the figure of the Roman emperor, as part of another culture and as a historical figure (Programme Outcomes A1, A3). By the end of the module, students will be able to grasp the distinctive position occupied by the emperor in Roman society and critically evaluate more recent representations of the Roman emperor.

LO9) By reading and evaluating ancient biographies, as part of another culture and within our own culture (Programme

Outcomes A1, A4). By the end of the programme students will have gained a knowledge of the ancient genre of biography and understand how that genre differs from its modern equivalent.

Method of Assessment

100% coursework

Preliminary Reading

The following is an indication of material to be covered

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

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. Few dead emperors were ever seen as 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 this literary genre from antiquity constructs our image of the past. The module will focus mainly on the author Suetonius, but will also include Tacitus' *Agricola*.

This module is subject to change pending faculty approval

CL357 Academic Practice in Classical and Archaeological Studies					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework

Availability

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

This is an optional module for students studying for JH BA Classical & Archaeological Studies.

Contact Hours

2 hours per week

Learning Outcomes

On successfully completing the module students will be able to:

11.1 Demonstrate selective reading skills.

11.2 Synthesize arguments and identify key issues.

11.3 Identify, recall and deploy material relevant to a particular question.

11.4 Analyse the usefulness of secondary sources and the issues surrounding different translations of the texts.

11.5 Make written expositions with structured and coherent arguments, according to accepted academic conventions.

Method of Assessment

100% coursework

Preliminary Reading

Cottrell, S. (2008) *The Study Skills Handbook*. 3rd ed. Basingstoke: Palgrave

Greetham, B. (2008) *How to Write Better Essays*. 2nd ed. Basingstoke: Palgrave

Northedge, A. (2005) *The Good Study Guide*. Milton Keynes: The Open University

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.

CL358 Words are Weapons: Insults in Classical Literature						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Lowe Dr D (SECL)

Contact Hours

2 hours per week

Learning Outcomes

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

1. Show a broad understanding of the importance of invective and other forms of confrontational speech in classical culture.
2. Critically evaluate the role of insults in a range of written sources from antiquity.
3. Employ academic skills fundamental to their future learning – including the evaluation of ancient evidence, modern representations, and the evaluation of modern scholarship.
4. Locate the ancient material studied in the context of European intellectual, cultural and historical traditions.
5. Understand the opportunities and challenges involved in using literary sources as documents of ancient societies.
6. Show increased ability in thinking critically and communicating about invective and related forms of communication in classical literature.
7. Recognise that debates often arise in academic scholarship, and be able to take an individual standpoint.

Method of Assessment

100% coursework

Preliminary Reading

Ancient and modern sources will be selected according to the specialisms of teaching staff, but may include selections from the following:

Ancient Sources:

Homer, Iliad Book 2, Odyssey Book 17.
 Archilochus, Poems.
 Aeschylus, Eumenides.
 Sophocles, Electra, Ajax, Oedipus.
 Euripides, Hippolytus.
 Aristophanes, Acharnians, Lysistrata, Wasps, Clouds.
 Aeschines, Speeches.
 Demosthenes, Speeches.
 Catullus, Poems.
 Cicero, Against Piso, Against Catiline, In Defence of Caelius.
 Horace, Epodes and Satires.
 Petronius, Satyricon.
 Seneca, Letters to Lucilius; On Anger; Apocolocyntosis.
 Juvenal, Satires.
 Martial, Epigrams.

Modern Scholarship:

Bowie, Ewen, 'Early Greek Iambic and the Importance of Narrative' in Alberto Carvarzere, Antonio Aloni & Alessandro Barchiesi (eds.), Iambic ideas: essays on a poetic tradition from Archaic Greece to the late Roman Empire (Lanham, MD 2001) 1-28.
 Bremmer, Jan N., 'Verbal Insulting in Ancient Greek Culture', Acta Antiqua Hungarica 40 (2000) 61-72.
 Conley, Thomas, Toward a Rhetoric of Insult (Chicago 2010).
 Corbeill, Anthony, 'Dining Deviants in Roman Political Invective' in Judith P. Hallett & Marilyn B. Skinner (eds.), Roman Sexualities (Princeton 1997) 99-128.
 Corbeill, Anthony, Controlling Laughter: Political Humor in the Late Roman Republic (Princeton 1996).
 Richlin, Amy, 'Invective against Women in Roman Satire', Arethusa 17 (1984) 67-80.
 Rotstein, Andrea, The Idea of Iambos (Oxford 2010) [especially Part V].
 Thalmann, William G., The Swineherd and the Bow: Representations of Class in the Odyssey (Ithaca, NY 1998).
 Walters, Jonathan, 'Making a Spectacle: Deviant Men, Invective, and Pleasure', Arethusa 31 (1998) 355-67.
 Worman, Nancy, 'Oedipus Abuser: Insult and Embodied Aesthetics in Sophocles', Cahiers "Mondes Anciens" 5 (2014).

Synopsis

Whether cruel or funny, hostile speech has a pervasive presence in the wealth of textual evidence from classical antiquity. Insulting communications, both formal and informal, reveal social values in an unusually succinct way, while their dependence on situation and context presents complex interpretative challenges.

In this module, insults form the basis for a wide-ranging investigation of classical literature inviting comparison of their literary treatment in different works and/or genres. The module is designed to accommodate various selections of material, which may include Greek literature, Roman literature, or a combination of both. It provides a variety of examples of invective to show the diversity of classical literature and, through the analysis of these examples, raise current debates in classical literary studies. So, for example, the insults found in Catullus may be used to explore the issue of authorial persona and 'sincerity'. Topics covered may include obscenity, debate and competition, laws governing slander and treason, the aesthetics of beauty and ugliness, construction of social categorisations (gender, sexuality, ethnicity, and status), and the conventions of specific genres.

This module is subject to change pending faculty approval

CL359 Beginner's Greek 1						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Rudolph Dr K

Contact Hours

4 hours per week

Learning Outcomes

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

- 11.1 Show a basic command of some Ancient Greek accidence and syntax,
- 11.2 Have a basic knowledge of some grammatical terms and underlying principles of Ancient Greek,
- 11.3 Demonstrate basic reading skills and strategies,
- 11.4 Have basic abilities to translate Greek-to-English and English-to-Greek sentences
- 11.5 Show basic abilities to identify and solve some problems with the appropriate tools in short translation passages in prose and verse from Ancient Greek authors.

Method of Assessment

100% coursework, which will include:

- 40% In Class Assessments (assessing outcomes 11.1-5, 12.1-5)
- 40% Preparation of Exercises, Translations and Quizzes (assessing outcomes 11.1-5, 12.1-6)
- 20% Seminar Participation (assessing outcomes 11.1-5, 12.1-4, 6)

Preliminary Reading

Joint Association of Classical Teachers. (2007) Reading Greek: Text and Vocabulary. 2nd edition. Cambridge University Press.

Joint Association of Classical Teachers. (2007) Reading Greek: Grammar and Exercises. 2nd edition. Cambridge University Press.

Progression

CL360

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, by providing them with knowledge of ancient Greek grammar and syntax. Grammatical theory is taught as a tool for dealing with the texts, understanding and gradually translating them.

CL360 Beginner's Greek 2						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Rudolph Dr K

Contact Hours

4 hours per week

Learning Outcomes

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

- 11.1 Show an elementary command of Ancient Greek accidence and syntax,
- 11.2 Have an elementary knowledge of grammatical terms and underlying principles of Ancient Greek,
- 11.3 Demonstrate reading skills and strategies,
- 11.4 Demonstrate an elementary ability to translate Greek-to-English and English-to-Greek sentences
- 11.5 Show elementary abilities to identify and solve some problems with the appropriate tools in short translation passages in prose and verse from Ancient Greek authors.

Method of Assessment

100% Coursework will include:

- 40% In Class Assessments (assessing outcomes 11.1-5, 12.1-5)
- 40% Preparation of Exercises, Translations and Quizzes (assessing outcomes 11.1-5, 12.1-6)
- 20% Seminar Participation (assessing outcomes 11.1-5, 12.1-4, 6)

Preliminary Reading

Joint Association of Classical Teachers. (2007) Reading Greek: Text and Vocabulary. 2nd edition. Cambridge University Press.

Joint Association of Classical Teachers. (2007) Reading Greek: Grammar and Exercises. 2nd edition. Cambridge University Press.

Pre-requisites

Students should have taken CL359:Beginner's Greek 1 or equivalent

Restrictions

Students should have taken CL359:Beginner's Greek 1 or equivalent

Synopsis

This course is designed for students who have had some exposure to a highly inflected language. It aims at teaching students to read and understand ancient Greek, by providing them with knowledge of ancient Greek grammar and syntax. Grammatical theory is taught as a tool for dealing with the texts, understanding and gradually translating them. 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.

CP305 Freedom and Oppression in Modern Literature						
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

Learning Outcomes

At the end of this module students will be able to:

1. Demonstrate a good knowledge of a range of influential writings from the nineteenth to the twentieth centuries dealing with major ideological preoccupations and, more specifically, issues of freedom and oppression
2. 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
3. Exhibit a broad understanding of the ways in which creative literature can convey ideological, political and ethical purpose
4. Discuss and evaluate the capacity of fictional literature, in comparison with discursive literature, to contribute to political and moral thought
5. Benefit from close and careful reading of the literary text
6. Demonstrate an evaluative comparison of literary texts with similar themes

Method of Assessment

100% coursework

Preliminary Reading

Nicolai Gogol, 'The Nose' and 'The Overcoat'

André Gide, *The Immoralist*Albert Camus, *The Outsider*

Franz Kafka, 'The Metamorphosis'

George Orwell, *Nineteen Eighty-Four*Heinrich Böll, *The Lost Honour of Katharina Blum*Maya Angelou, *I Know Why Caged Birds Sing*Toni Morrison, *Beloved***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 will be discussed some classic fictional explorations of freedom and social, political, religious and racial oppression which have had an international impact. These texts will be read as works of literature in their own right as well as contextualised with the ideas they question and propagate: universal happiness, human liberation, and morality without God, personal and political freedom, the self and its responsibility.

This module is subject to change pending faculty approval

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

Learning Outcomes

At the end of this module students will be able to:

1. Demonstrate a good knowledge of a range of influential writings from the nineteenth to the twentieth centuries dealing with major ideological preoccupations and, more specifically, issues of guilt and redemption
2. 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
3. Exhibit a broad understanding of the ways in which creative literature can convey ideological, moral and ethical purpose
4. Discuss and evaluate the capacity of fictional literature, in comparison with discursive literature, to contribute to political and moral thought
5. Benefit from close and careful reading of the literary text
6. Demonstrate an evaluative comparison of literary texts with similar themes

Method of Assessment

100% coursework

Preliminary ReadingFyodor Dostoyevsky, *Crime and Punishment*Albert Camus, *The Fall*Robert Musil, *The Confusions of Young Törless*J. M. Coetzee, *The Lives of Animals*Bernhard Schlink, *The Reader*Michel Tournier, *The Ogre*Jean-Philippe Stassen, *Deo gratias*Boubacar Boris Diop, *Murambi***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 will analyse and discuss 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 incurred with hubris, cruelty, the violation of animal rights, and genocide, etc.

This module is subject to change pending faculty approval

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-Corvolan Dr P
1	Canterbury	Autumn and Spring	C	30 (15)	75% Coursework, 25% Exam	Novillo-Corvolan Dr P

Availability

This module is core for Stage 1 Comparative Literature students.

Contact Hours

3 hours per week

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

Method of Assessment

50% coursework 50% exam

Preliminary Reading

'The Epic of Gilgamesh', Penguin, 1972

'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

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.

This module is subject to change pending faculty approval

CP317 Childhood & Adolescence in Modern Fiction						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Novillo-Corvolan Dr P
Contact Hours						
2 hours per week						

Learning Outcomes

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

1. Demonstrate the ability to think critically about childhood and adolescence as cultural ideas.
2. Explore and re-evaluate what literature is through the ideas of childhood and adolescence.
3. Demonstrate an ability to compare texts from different historical and cultural periods.
4. Evaluate the use of rhetorical devices and narrative strategies in the representation of key concepts such as childhood
5. Demonstrate an understanding of the political repercussions behind texts dealing with childhood and adolescence.

Method of Assessment

100% coursework

Preliminary Reading

Collodi, Carlo. 2002. *The Adventures of Pinocchio*. Oxford: Oxford UP.
 Kipling, Rudyard. 2013. *The Jungle Books*. London: Penguin.
 Burnett, Frances Hodgson. 2011. *The Secret Garden*. Oxford: Oxford UP.
 Salman Rushdie, 1993. *Haroun and the Sea of Stories*. London: Penguin.
 Miles Franklin. 1980. *My Brilliant Career*. London: Virago.
 J.D. Salinger. 1994. *The Catcher in the Rye*. London: Penguin.
 Sylvia Plath. 2009. *The Bell Jar*. London: Faber.
 Kazuo Ishiguro. 2005. *Never Let Me Go*. London: Faber.

Synopsis

Who and what is 'a child', and what is adolescence? This module examines the representation of childhood and adolescence in a cross-section of texts from modern literature within the context of World Literature studies. Students will pay close attention to the rhetoric and techniques of storytelling woven around these themes, as well as to relevant socio-political debates, while also examining how these specific texts function across cultures.

The module encourages students to find innovative approaches to the topic, and at the same time invites them to explore the relationship between literature and childhood and the joy of reading often associated with childhood and adolescence.

This module is subject to change pending faculty approval

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	Lazaro-Reboll Dr A
Contact Hours						
2 hours per week						

Learning Outcomes

Students who successfully complete the module will

1. have developed an understanding of the political and social contexts in which these films were made;
2. have developed an understanding of the importance and complexities of cultural representations for individuals and national societies;
3. have improved their ability to analyse examples of European and Latin American cinema;
4. have acquired an understanding of narrative processes and modes of representation at work in film;
5. have gained an appreciation of cultural diversity;
6. have developed their skills in the field of comparative study;
7. have developed their ability to communicate effectively;
8. have improved their ability to plan and write an essay and to organise it in terms of a coherent argument.

Preliminary Reading**Reading List**

Timothy Corrigan, *A Short Guide to Writing About Film* (New York: Harper Collins, latest edition)
 David Bordwell and Kristin Thompson, *Film Art: An Introduction* (London: McGraw Hill, latest edition)
 Bruce F. Kawin, *How Movies Work* (Berkeley: University of California Press, 1992)
 Ginette Vincendeau, *Encyclopaedia of European Cinema* (London: BFI, 1995)
 Pierre Sorlin, *European Cinemas, European Societies* (London: Routledge, 1991)
 Elizabeth Ezra (ed.), *European Cinema* (Oxford: Oxford University Press, 2004)
 Jill Forbes and Sarah street (eds.), *European Cinema: an introduction* (Basingstoke: Palgrave, 2000)
 Duncan Petrie (ed.), *Screening Europe: image and identity in contemporary European Cinema* (London: BFI, 1992)
 Geoffrey Nowell-Smith, *Companion To Italian Film* (London: BFI, 1996)
 Richard Taylor (ed.), *The BFI Companion to Eastern and European Cinema* (London: BFI, 2000)
 Alison Philips, *German Cultural Studies* (London: Arnold, 2002)
 Sabine Hake, *German National Cinema* (London: Routledge, 2002)
 Guy Austin, *Contemporary French Cinema* (Manchester: Manchester University Press, 1996)
 Barry Jordan and Rikki Morgan Tamosunas, *Contemporary Spanish Cinema* (Manchester: Manchester University Press,

1998)

Alberto Mira (ed.), *The Cinema of Spain* (London: Wallflower Press, 2005)

Alberto Elena and Marina Díaz López (eds.), *The Cinema of Latin America* (London: Wallflower Press, 2003)

Stephen M. Hart, *A Companion to Latin American Film* (Woodbridge: Tamesis, 2004)

Viewing List

Nuovo Cinema Paradiso (Giuseppe Tornatore, 1989)

Podwójne życie Weroniki / The Double Life of Veronique (Krzysztof Kieslowski, 1991)

Fresa y Chocolate / Strawberry and Chocolate (Tomás Gutiérrez Alea, 1994)

Festen (Thomas Vinterberg, 1998)

Todo sobre mi madre / All About My Mother (Pedro Almodóvar, 1999)

Amélie (Jean-Pierre Jeunet, 2001)

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.

This module is subject to change pending faculty approval

CP319		Post-War European Cinemas				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Lazaro-Reboll Dr A

Contact Hours

2 hours per week

Learning Outcomes

Students who successfully complete the module will

1. have acquired an understanding of key critical debates in European cinema studies, as well as the political and cultural forces underpinning these debates;
2. have developed an understanding of cinema as the product of particular historical period that provides social commentary;
3. have developed a broad awareness of the principal aesthetic trends which European cinema has developed since 1945;
4. have acquired an understanding of narrative processes and modes of representation at work in film;
5. have improved their ability to compare and contrast different films, and, by extension, their skills in the field of comparative study;
6. have developed their ability to communicate effectively;
7. have improved their ability to plan and write an essay and to organise it in terms of a coherent argument.

Method of Assessment

50% coursework 50% exam

Preliminary Reading

Reading List

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

David Bordwell and Kristin Thompson, *Film Art: An Introduction* (London: McGraw Hill, latest edition)

Bruce F. Kawin, *How Movies Work* (Berkeley: University of California Pres, 1992)

Ginette Vincendeau, *Encyclopaedia of European Cinema* (London: BFI, 1995)

Pierre Sorlin, *European Cinemas, European Societies* (London: Routledge, 1991)

Catherine Fowler (ed.) *The European Cinema Reader* (London: Routledge, 2002)

Ian Aitken, *European Film Theory and Cinema: a critical introduction* (Edinburgh: Edinburgh University Press, 2001)

Roy Armes, *Patterns of Realism: A Study of Italian Neo-Realism* (South Brunswick, N.J.: Barnes, 1971)

Bergman on Bergman: interviews with Ingmar Bergman (Secker and Warburg, 1973)

James Monaco, *The New Wave* (New York: Doubleday, 1976)

Richard Neupert, *A History of the French New Wave* (Madison: University of Wisconsin Press, 2002)

Charles Barr, *Ealing Studios* (London: Studio Vista, 1993)

Sarah Street, *British National Cinema* (London: Routledge, 1997)

Thomas Corrigan, *New German Cinema* (Austin: University of Texas Press, 1983)

Thomas Elsaesser, *New German Cinema: A History* (Basingstoke: MacMillan, 1989)

John Hopewell, *Out of the Past: Spanish Cinema After Franco* (London: BFI, 1986)

Rob Stone, *Spanish Cinema* (London: Harlow, 2002)

Viewing List

Ladri di biciclette / Bicycle Thieves (Vittorio de Sica, 1948)

The Man in the White Suit (Alexander Mackendrick, 1951)

À bout le souffle / Breathless (Jean-Luc Godard, 1960)

Darling (John Schlesinger, 1965)

Die Blechtrommel / The Tin Drum (Volker Schlöndorff, 1979)

Cría cuervos / Raise Ravens (Carlos Saura, 1975)

Synopsis

The course will introduce students to the study of post-War European cinema and will contribute to student's historical, aesthetic and conceptual understanding of this cinema. The course will examine a number of the principal production and aesthetic trends of cinema in Europe from 1945 to the late 1970s. The main aim is to introduce students to the work and contexts of production of important European filmmakers from a range of national cinemas. Thus the module will look at Italian Neo-Realism, British Ealing comedy, Swedish cinema, French New Wave, New German cinema, and New Spanish Cinema. Among the topics of the course are: the notion of European 'art' cinema; the notion of the 'auteur'; European realism; the relationship between European cinema and Hollywood. Students will also become familiar with basic film terminology as well as with basic tools for cultural analysis.

This module is subject to change pending faculty approval

CP323 The Romantic Movement

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

Learning Outcomes

- To recognise and compare the key features of European Romanticism in prose, poetry and painting of the period [see Comparative Literature programme learning outcomes 12A (a), (b), (c) and (g)]
- To develop comparative skills in order to question how aesthetic concepts, such as Romanticism, have been used to define literary periods [see Comp Lit programme learning outcomes 12A (c) and (g)]
- To think critically about the differences and similarities between national traditions when considering international concepts such as Romanticism [see Comp Lit programme learning outcomes 12A (f)]
- To develop close reading and analytical skills, including the application of critical thinking to the study of art and literature [see Comp Lit programme learning outcomes 12B (b), (c) and (d); 12C (j), (l), (m), (o) and (q); and 12D (t)]
- To encourage independent research, including creative responses to the primary reading and viewing list for the module [see Comp Lit programme learning outcomes 12B (c), (e), (f) and (g); 12C (o); and 12D (s)]

Method of Assessment

100% coursework

Preliminary Reading

- François-René de Chateaubriand, *Atala* and *René* (Oneworld Classics)
- Thomas de Quincey, *Confessions of an English Opium-Eater* (OUP)
- Alexandre Dumas, *The Black Tulip* (Penguin)
- J.W. von Goethe, *The Sorrows of Young Werther* (Penguin)
- Mikhail Lermontov, *A Hero of Our Time* (Penguin)
- Mary Shelley, *Frankenstein* (Penguin)

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.

This module is subject to change pending faculty approval

CP324 Classical Literature

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

Contact Hours

2 hours per week

Learning Outcomes

- To achieve an overview of ancient Greek and Roman literature, with particular emphasis on its recurring thematic preoccupations and its cultural context;
- To acquire familiarity with some of the major classical myths and mythical figures, and their significance (including the Trojan War; Odyssey's return from Troy; Prometheus; Oedipus; Jason and Medea; Aeneas and the founding of Rome).
- To develop a sense of the origins of some of the major genres in Western literature, including tragedy, comedy, and the epic, and how these were theorized by Aristotle in the light of Greek literature.

- To be able to engage critically with classical literature through close readings of works in different genres (poetry, drama, narrative);
- To develop a sense of key motifs in classical literature that prove important for Western literature thereafter;
- To appreciate the similarities and differences between ancient Greek and Roman literature, and to develop a sense of cultural transmission.

Method of Assessment

100% coursework

Preliminary Reading

Homer, The Iliad and The Odyssey (extracts)
 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 (extracts)
 Virgil, The Aeneid (extracts)
 Seneca, Medea
 Catullus, Selected Poems

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.

This module is subject to change pending faculty approval

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

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.

Method of Assessment

100% coursework

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].

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.

This module is subject to change pending faculty approval

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

Contact Hours

3 contact hours per week (plus 1 extra hour every other 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
- Civilization lecture (every other week)

Learning Outcomes

- Listening: understand most points of standard speech on familiar matters regularly encountered in work, school, leisure, etc., understand most points of many radio or TV programmes on current affairs or topics of personal or professional interest
- Reading: understand texts of high frequency everyday or job-related language, recognise significant points in newspaper articles on familiar subjects and understand the description of events, feelings and wishes
- Spoken interaction: deal with situations likely to arise whilst travelling, converse unprepared on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events)
- Spoken production: describe experiences and events, dreams, hopes and ambitions and can give reasons and explanations for opinions and plans, narrate a story or relate the plot of a book or film and describe reactions
- Writing: write connected text on topics which are familiar or of personal interest, write personal letters describing experiences and impressions

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading:

- Module Workbook (grammar, vocabulary, texts for aural/oral and written skills)
- Hawkins, R. and Towell, R. (2015) French Grammar and Usage 4th edition, Oxford: Routledge.
- Hawkins, R., Towell, R. and Lamy M.-N. (2015) Practicing French Grammar: a Workbook 4th edition, Oxford: Routledge.
- Delatour Y., Jennepin, D., Léon-Dufour, M. (2015) Nouvelle Grammaire du Français: Cours de Civilisation Française de la Sorbonne, Paris: Hachette.

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.

This module is subject to change, pending faculty approval.

FR301 Writer and Genre in France I						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	O'Meara Dr L
1	Canterbury	Autumn	C	15 (7.5)	100% Exam	O'Meara Dr L
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

Contact Hours

2 hours per week

Learning Outcomes

Students who successfully complete the module will:

1. appreciate the variety and richness of the French dramatic tradition from the eighteenth century to the present day;
2. have gained an appreciation of the history of literature from the eighteenth to the twentieth century;
3. have developed their ability to evaluate and describe examples of French drama;
4. appreciate some of the ways in which the literary and the non-literary intersect;
5. have developed an understanding of audience expectations of French theatre according to the epoch in which it is produced;
6. have developed an appreciation of the ways in which audience reaction can be anticipated and manipulated by skilful writing;
7. have gained an appreciation of the distinction between the sub-genres of drama (eg comedy versus tragedy).

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List:

Any edition of the following will be sufficient:

MARIVAUX [1730]. Le Jeu de l'amour et du hasard

MOLIERE [1664]. Le Tartuffe

NDIAYE, M. [2003]. Papa doit manger

ROSTAND, E. [1897]. Cyrano de Bergerac

SARTRE, J-P. [1948]. Les Mains sales

Pre-requisites

Normally students should also be registered for either FR300 (post-A-level French) or FR327/FR328 (post-GCSE French), or be able to demonstrate an equivalent level of French

Synopsis

This module selects works from the rich tradition of French drama, from the classical to the modern, examining issues such as the creation of dramatic illusion, the ways in which character is portrayed on the stage, the meaning of a play in its social and political context, and the ways in which the production of a play can change its impact. The module is a particularly good means of introduction to French literature, since plays are generally shorter than novels, whilst being equally important in the evolution of French cultural life. All texts are studied in French.

FR302 Writer and Genre in France II						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Fowler Dr J
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Fowler Dr J

Contact Hours

2 hours per week

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.

Method of Assessment

60% Coursework, 40% Exam

Preliminary Reading

Indicative Reading:

Voltaire - *Zadig*Hugo - *Le Dernier Jour d'un condamné*Flaubert - *Un Cœur simple*Aymé - *Le Passe-muraille*: 'Le Passe-muraille', 'La Carte'Camus - *L'Exil et le Royaume*: 'L'Hôte', 'La Femme adultère'Beauvoir - *La Femme rompue* 'La Femme rompue'Sebbar - *La Jeune fille au balcon*: 'La Jeune Fille au balcon', 'La Photo d'identité'**Pre-requisites**

GCSE Level French, or equivalent

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.

FR308 Questions of French Cinema						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Poizat-Amar Ms M
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Poizat-Amar Ms M

Contact Hours

2 hours per week

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.

Method of Assessment

60% Coursework, 40% Exam

Preliminary Reading

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

Indicative 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)

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.

FR310 Twentieth Century France in Crisis

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

Contact Hours

2 hours per week

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 critical powers and communicative skills;
5. have gained an appreciation of cultural diversity.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading:

In-house dossier of materials provided to the student.

Films studied:

La Grande Illusion, Renoir
Un long dimanche de fiançailles, Jeunet
Le Dernier Métro, Truffaut
Au-revoir les enfants, Malle
La bataille d'Alger, Pontecorvo
Milou en mai, Malle.

Secondary reading (selection):

McMillan, J.F. Twentieth-century France: Politics and Society 1898-1991
(London/New York, 1992)

Neville, P. France 1914-1969: The Three Republics
(Hodder, 1995)

Pre-requisites

GCSE French or equivalent

Synopsis

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

FR326 French for Beginners						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	15 (7.5)	100% Coursework	Tregouet Dr A
2	Canterbury	Autumn and Spring	C	15 (7.5)	100% Coursework	

Contact Hours

3 hours per week over 20 teaching weeks.

Learning Outcomes

By the end of the module students are able to:

- Listening: recognise familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings when people speak slowly and clearly
- Reading: understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues
- Spoken interaction: interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help them formulate what they are trying to say; ask and answer simple questions in areas of immediate need or on very familiar topics
- Spoken production: use simple phrases and sentences to describe where they live and people they know
- Writing: write a short, simple postcard, for example sending holiday greetings. They can fill in forms with personal details, for example entering their name, nationality and address on a hotel registration form

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading:

- Girardet, J. and Pecheur, J. (2013) Écho A1 Méthode de français, 2nd edition, Paris: Clé International.
- Girardet, J. and Pecheur, J. (2013) Écho A1 Cahier personnel d'apprentissage, 2nd edition, Paris: Clé International

Pre-requisites

This module is open to students with no prior study of French and is not intended for students with an A-level or a recent GCSE in French, bilingual students or French native speakers.

Restrictions

This module is only available as a wild module.

Synopsis

This module covers level A1 of the CEFR in 24 weeks. This is a wild module available for students with no prior experience in French. Successful completion of this module allows students to progress to French Language and Culture 1 (FR334).

This module is subject to change, pending faculty approval.

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

4 hours per week

Learning Outcomes

By the end of the module students are able to:

- Listening : understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment); catch the main point in short, clear, simple messages and announcements
- Reading: read very short, simple texts; find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and understand short simple personal letters
- Spoken interaction: communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities; handle very short social exchanges, even though they can't usually understand enough to keep the conversation going themselves
- Spoken production: use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, their educational background and their present or most recent job
- Writing: write short, simple notes and messages relating to matters in areas of immediate needs; write a very simple personal letter, for example thanking someone for something

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading:

- Girardet, J. and Pecheur, J. (2013) Écho A2 Méthode de français, 2nd edition, Paris: Clé International.
- Girardet, J. and Pecheur, J. (2013) Écho A2 Cahier personnel d'apprentissage, 2nd edition, Paris: Clé International

Pre-requisites

GCSE in French, or equivalent.

Restrictions

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

Students who wish to take an equivalent wild 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.

Successful completion of this module allows students to progress to French Language and Culture II (FR328) offered in the Spring term.

This module is subject to change, pending faculty approval.

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

4 hours per week

Learning Outcomes

By the end of the module students are able to:

- Listening: understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear
- Reading: understand factual texts on subjects related to their interests that consist mainly of high frequency everyday or job-related language; recognise significant points in straightforward newspaper articles on familiar subjects and can understand the description of events feelings and wishes
- Spoken interaction: deal with most situations likely to arise whilst travelling, converse on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events)
- Spoken production: connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions and can briefly give reasons and explanations for opinions and plans, narrate a story or relate the plot of a book or film and describe reactions
- Writing: write simple texts on topics which are familiar or of personal interest by linking a series of shorter discrete elements into a linear sequence, write personal letters describing events, experiences and impressions

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading:

- Girardet, J. and Pecheur, J. (2013) Écho B1.1 Méthode de français, 2nd edition, Paris: Clé International
- Girardet, J. and Pecheur, J. (2013) Écho B1.1 Cahier personnel d'apprentissage, 2nd edition, Paris: Clé International

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).

Students who wish to study an equivalent module as a wild 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.

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

This module is subject to change, pending faculty approval.

FR330 Intensive French for Beginners						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Tregouet Dr A

Contact Hours

5 hours per week

Learning Outcomes

By the end of the module students are able to:

- Listening: understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear
- Reading: understand factual texts on subjects related to their interests that consist mainly of high frequency everyday or job-related language; recognise significant points in straightforward newspaper articles on familiar subjects and can understand the description of events feelings and wishes
- Spoken interaction: deal with most situations likely to arise whilst travelling, converse on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events)
- Spoken production: connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions and can briefly give reasons and explanations for opinions and plans, narrate a story or relate the plot of a book or film and describe reactions
- Writing: write simple texts on topics which are familiar or of personal interest by linking a series of shorter discrete elements into a linear sequence, write personal letters describing events, experiences and impressions

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading:

- Girardet, J. and Pecheur, J. (2013) Écho A1 Méthode de français, 2nd edition, Paris: Clé International
- Girardet, J. and Pecheur, J. (2013) Écho A2 Méthode de français, 2nd edition, Paris: Clé International
- Girardet, J. and Pecheur, J. (2013) Écho B1.1 Méthode de français, 2nd edition, Paris: Clé International
- Girardet, J. and Pecheur, J. (2013) Écho A1 Cahier personnel d'apprentissage, 2nd edition, Paris: Clé International
- Girardet, J. and Pecheur, J. (2013) Écho A2 Cahier personnel d'apprentissage, 2nd edition, Paris: Clé International
- Girardet, J. and Pecheur, J. (2013) Écho B1.1 Cahier personnel d'apprentissage, 2nd edition, Paris: Clé International

Pre-requisites

This module is intended for students with little to no knowledge of French.

Restrictions

This is a core module for students who wish to 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).

This module is not available as a wild module. Students who wish to register for an equivalent module as a wild module should take FR326 instead, which covers a third of its content, but in 24 weeks instead of 8.

Synopsis

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

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

This module is subject to change, pending faculty approval.

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 hours per week

Learning Outcomes

Students who successfully complete the module will be able to:

- 11.1 demonstrate an understanding of Classical, Romantic and 20th century French drama in translation;
- 11.2 show an understanding of the importance of the relationship between love, marriage and politics in the plays studied;
- 11.3 show an appreciation of the ways in which politics can bear upon literary form;
- 11.4 demonstrate analytical skills for the study of structure, dramatic technique and the portrayal of character;
- 11.5 show an appreciation of cultural diversity;
- 11.6 demonstrate their ability to analyse and describe examples of French drama.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List:

- Molière. 1668. *The Miser*; 1670. *The Bourgeois Gentleman*. [any edition]
 Racine, Jean. 1677. *Phaedra*. [any edition]
 Marivaux. 1723. *La Double Inconstance*. [any edition]
 Hugo, Victor. 1827. *The Preface to Cromwell*. [any edition]
 Musset, 1834. *Lorenzaccio*. [any edition]
 Anouilh, Jean. 1944. *Antigone*. [any edition]
 Sartre, Jean-Paul. 1944. *No Exit*. [any edition]

Pre-requisites

None - this module is taught in English and is available as a wild module.

Synopsis

This module will introduce students to seven important French plays in translation and a Preface considered as the Manifesto for Romanticism. The plays will be from the seventeenth to the twentieth centuries. Attention will be paid to theories of drama (in particular, Classical and Romantic theory). We will examine issues such as the creation of dramatic illusion, the ways in which character is portrayed on the stage, the meaning of a play in its social and political context, and the ways in which the production of a play can change its impact. The main focus of the course, however, will be thematic; the various ways in which love, marriage and politics are lent dramatic form by the authors studied. The works studied will be the following: Molière, *The Miser*, *The Bourgeois Gentleman*; Racine, *Phaedra*; Marivaux, *The Double Inconstancy*; Hugo, *The 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)	100% Coursework	Barnes Dr L
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Barnes Dr L
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Barnes Dr L

Contact Hours

2 hours per week

Learning Outcomes

Students who successfully complete the module will:

1. appreciate the variety and richness of the French narrative tradition from the eighteenth century to the present day;
2. have developed an appreciation of the history of literature from the eighteenth to the twentieth century;
3. have developed their ability to critically analyse and describe fictional narratives;
4. have developed an appreciation of the ways in which politics can bear upon literary form;
5. appreciate some of the ways in which the literary and the non-literary intersect.

Method of Assessment

60% Coursework, 40% Exam

Preliminary Reading

Indicative Reading:

- Voltaire, Pearson Roger, *Candide* and other stories, Alfred A. Knopf London, 1992
- Constant, Benjamin, Tancock, Leonard W., *Adolphe*, Penguin 1964
- Maupassant, Guy de, Matthews, J. H., *Short Stories* (a selection to be specified by seminar leader), University of London Press, 1959

- Vercors, Brown, James W., Stokes, Lawrence D., *The silence of the sea: le silence de la mer*; a novel of French resistance during World War II, Berg, 1991
- Camus, Albert, Ward, Matthew, *The Stranger*, Vintage International, 1989
- Ernaux, Annie, Leslie, Tanya, *Shame*, Seven Stories Press, 1998
- Bâ, So Long a Letter, Virago, 1982

Pre-requisites

None - this module is taught in English and is available as a wild module.

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.

FR334 French Language and Culture 1						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	15 (7.5)	100% Coursework	
2	Canterbury	Autumn and Spring	C	15 (7.5)	100% Coursework	Tregouet Dr A

Contact Hours

3 hours per week

Learning Outcomes

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

- Listening : understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment); catch the main point in short, clear, simple messages and announcements
- Reading: read very short, simple texts; find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and understand short simple personal letters
- Spoken interaction: communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities; handle very short social exchanges, even though they can't usually understand enough to keep the conversation going themselves
- Spoken production: use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, their educational background and their present or most recent job
- Writing: write short, simple notes and messages relating to matters in areas of immediate needs; write a very simple personal letter, for example thanking someone for something

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List:

- Girardet, J. and Pecheur, J. (2013) *Écho A2 Méthode de français*, 2nd edition, Paris: Clé International
- Girardet, J. and Pecheur, J. (2013) *Écho A2 Cahier personnel d'apprentissage*, 2nd edition, Paris: Clé International

Pre-requisites

This module is intended for students with a GCSE in French, or those who have passed FR326, or those who have achieved Level A1 of the CEFR. It is not intended for students with French A-level, for bilingual students, and for French native speakers.

Restrictions

This module can only be taken as a wild module.

It is not intended for students with French A-level, for bilingual students, and 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 in 24 weeks. This is a wild module available for students with a GCSE in French, or those who have passed FR326, or those who have achieved Level A1 of the CEFR.

This module is subject to change, pending faculty approval.

FR335 French Language and Culture II						
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 hours per week

Learning Outcomes

By the end of the module students are able to:

- Listening: understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear
- Reading: understand factual texts on subjects related to their interests that consist mainly of high frequency everyday or job-related language; recognise significant points in straightforward newspaper articles on familiar subjects and can understand the description of events feelings and wishes
- Spoken interaction: deal with most situations likely to arise whilst travelling, converse on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events)
- Spoken production: connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions and can briefly give reasons and explanations for opinions and plans, narrate a story or relate the plot of a book or film and describe reactions
- Writing: write simple texts on topics which are familiar or of personal interest by linking a series of shorter discrete elements into a linear sequence, write personal letters describing events, experiences and impressions

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading:

- Girardet, J. and Pecheur, J. (2013) *Écho B1.1 Méthode de français*, 2nd edition, Paris: Clé International
- Girardet, J. and Pecheur, J. (2013) *Écho B1.1 Cahier personnel d'apprentissage*, 2nd edition, Paris: Clé International

Pre-requisites

This module is intended for students with an (old or a weak) A-Level in French, or those who have passed FR334, or those who have achieved Level A2 of the CEFR. It is not intended for bilingual students, and for French native speakers.

Restrictions

This module can only be taken as a wild module.

This module is not intended for students with an A-level in French, for bilingual students, and for French native speakers. Students with a 'C' GCSE or below are advised to register for FR334.

Synopsis

This module covers level B1.1 of the CEFR in 24 weeks.

This module is subject to change, pending faculty approval.

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
1	Canterbury	Autumn	C	15 (7.5)	60% Coursework, 40% Exam	Duffy Dr L

Contact Hours

2 hours per week

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]

Method of Assessment

100% Coursework

Preliminary Reading

Indicative 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)

Pre-requisites

GCSE Level French or equivalent

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.

This module is subject to change, pending faculty approval.

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
1	Canterbury	Spring	C	15 (7.5)	70% Coursework, 30% Exam	Duffy Dr L

Contact Hours

2 hours per week

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.

Method of Assessment

60% Coursework, 40% Exam

Preliminary Reading

Indicative 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.charlesdegaule.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

Pre-requisites

GCSE Level French or equivalent

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.

This module is subject to change, pending faculty approval.

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

Contact Hours

4 hours per week

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)

Method of Assessment

30% Coursework, 70% Exam

Preliminary Reading

Indicative Reading:

Dodd, W., Eckhard-Black, C., Kalpper, R. & Whittle, R., Modern German Grammar: A Practical Guide, Routledge: London, 1996

Dodd, W., Eckhard-Black, C., Kalpper, R. & Whittle, R., Modern German Grammar: A Workbook, Routledge: London, 1996

Pre-requisites

'A' or 'AS' Level German or equivalent, B1-Level knowledge of German

Synopsis

This module comprises of: translation from German to English, grammar exercises, conversation classes, and the culture and politics of the German-speaking countries ('Landeskunde').

This module is subject to change, pending faculty approval.

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

Contact Hours

3 hours per week

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 module is on acquiring a sound knowledge of the structure of the language while developing the four main skills: speaking, listening, reading and writing.

Students who successfully complete this module will be able to:

11.1 Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic

personal and family information, interests, etc.).

11.2 Communicate in simple tasks requiring a simple and direct exchange of information on familiar matters.

11.3 Describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.

11.4 Show development in basic grammar and written skills, including simple translations.

Method of Assessment

30% Coursework, 70% Exam

Preliminary Reading

Indicative Reading:

Lemcke/Rohrmann/Scherling 2009, Berliner Platz 1 NEU. Lehr- und Arbeitsbuch und CD, Berlin: Langenscheidt.

Restrictions

GE304 is a wild module option only.

Synopsis

Vocabulary and grammar necessary to achieve the intended language level will be taught through the means of purpose-designed textbooks as well as additional print and online material. Exercises in the workbook section will mainly be used for self-study and homework purposes and will be corrected in class or using an answer sheet. The structure of the textbook is theme-based and includes some cultural background of German-speaking countries.

Methods include communicative exercises using as much of the target language as possible as well as analytical exercises to be done alone. Simple translations will be used to contrast the two languages.

By the end of the module the student will have covered key grammatical areas including: most cases, articles, pronouns and prepositions, the present tense, simple past and present perfect as well as the imperative and separable prefix verbs.

GE311 Varieties of German Writing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Hundehege Ms S

Contact Hours

2 hours per week

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.

Method of Assessment

50% Coursework, 50% Exam

Preliminary Reading

Indicative Reading:

Johann Wolfgang von Goethe, 'Heidenröslein', 'Erlkönig', and other poems

Friedrich Schiller, Maria Stuart

Johann Ludwig Tieck, 'Der blonde Eckbert' and 'Der Runenberg'

Gerhart Hauptmann, Vor Sonnenaugang

Rainer Maria Rilke, selected poems from Neue Gedichte

Franz Kafka, Die Verwandlung

Veza Canetti, 'Geduld bringt Rosen'

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.

GE312 Images of Germany, 1945-1990						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Kinzer A

Contact Hours

2 hours per week

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.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading:

Böll, Heinrich, *Die verlorene Ehre der Katharina Blum*: oder, Wie Gewählt entstehen und wohin sie fuhren kann: Erzählung, Kiepenheuer & Witsch, 1974

Grass, Günter, *Die Plebejer proben den Aufstand*: ein deutsches Trauerspiel, Steidl Verlag, Goettingen, 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

Pre-requisites

AS or A Level German or equivalent

Synopsis

German cultural production since 1945 had been largely dominated by ideologies and politics, by the forced forty-year division into two republics in opposite camps in the Cold War, and by the legacy of National Socialism, which factors all contributed to the eruption of student unrest in the 1960s. The material studied on the module covers the problems of returning soldiers in 1945 and the hardships endured by the civilian population; the trauma of the Holocaust; the pioneering idealism in the foundational phase in the German Democratic Republic and a satirical take on that; the pain caused to ordinary individuals by the erection of the Berlin Wall; the significance of the Vietnam War to the Left in the 1960s and the turn to violence in the pursuit of political goals in the following decade; and concludes with a collection of post-unification short stories with little political import.

GE326 Introduction to German Literature (in translation)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Hundehege Ms S

Contact Hours

2 hours per week

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate familiarity with a range of influential texts from the first part of the modern period of German-language literature (1770-1945);
- 8.2 Show insight into the overall development of German-language literature and culture during the modern period;
- 8.3 Demonstrate an increased understanding of what constitutes a (national) literary canon and the study of (national) literary history;
- 8.4 Consider the implications of literary translation and the study of literature in translation;
- 8.5 Demonstrate 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.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative 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

Pre-requisites

None - this module is available as a wild module.

It will not be open to post-A level students of German (who have their own modules on German literature).

Synopsis

This module is designed to introduce students with little or no knowledge of the German language to German-language literature and its development from the 1760s 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 prose. Works will be analysed not only within their literary-historical but also their social and political context.

GE327 German Pronunciation and Phonetics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

Contact Hours

2 hours per week

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

- Boase-Beier, Jean and Lodge, Ken, The German Language. Oxford: Blackwell, 2003
Fox, Anthony, German Intonation, Oxford: Clarendon Press 1984.
Geilfuß,-Wolfgang Jochen. Über gewisse Fälle von Assoziation mit Fokus, Tübingen: Niemeyer, 1996.
Gilles, Peter. & Peters, Jörg Regional Variation in Intonation, Tübingen: Niemeyer, 2004.
Hall, Christopher, Modern German Pronunciation: An Introduction for Speakers of English, Manchester: Manchester University Press, 2003.
Peters, Jörg, Intonation deutscher Regionalsprachen. Berlin: Walter de Gruyter, 2006.
Johnson, Sally, Exploring the German Language, London: Arnold, 1998.
Moulton, W.G. . The Sounds of English and German, Chicago: University of Chicago Press, 1962.
Schwitala, J.. Gesprochenes Deutsch: eine Einführung, Berlin: Erich Schmidt Verlag, 1997.

Pre-requisites

None.

German (JH and SH) students taking German to degree level as beginners (ab initio) must take this module in their first year alongside the core language module GE329.

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.

GE328 Post-1989 German Cinema						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Hundehege Ms S
Contact Hours						
2 hours per week						

Learning Outcomes

Students who successfully complete this module will have knowledge of:

- 1) a representative selection of contemporary films that give nuanced and critical perspectives on German-language culture and history
- 2) the basics of film theory and cinema history as relevant to German-language culture
- 3) spoken German in a variety of registers and accents

Method of Assessment

100% Coursework

Preliminary Reading

Indicative 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)

Pre-requisites

None - available as a wild module.

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.

GE329 Intensive Beginners German						
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

5 hours per week

Learning Outcomes

On successfully completing the module students will be able to:

- 11.1 Listening: understand sentences and frequently used expressions related to the areas of everyday life and culture;
- 11.2 Reading: understand texts that consist mainly of high frequency every day or job-related vocabulary; understand the description of events, feelings and wishes in personal letters;
- 11.3 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;
- 11.4 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;
- 11.5 They will also have developed an awareness of the diversity of German culture.

Method of Assessment

70% Coursework, 30% Exam

Preliminary Reading

Indicative Reading List

Krenn/Puchta (2014): Motive A1. Kursbuch Lektion 1-8. München: Hueber.
Krenn/Puchta (2014): Motive A1. Arbeitsbuch Lektion 1-8. München: Hueber.
Krenn/Puchta (2015): Motive A2. Kursbuch Lektion 9-18. München: Hueber.
Krenn/Puchta (2015): Motive A2. Arbeitsbuch Lektion 9-18. München: Hueber.

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.

Pre-requisites

Little or no experience of German. This module is intended for students 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 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. Students taking this module who wish to proceed to Diploma and Degree level German will also be required to take GE332 German Applied Linguistics and Second Language Acquisition.

Restrictions

This module is sometimes available as a wild module but is intended primarily to attract students who want to progress to degree level. Students who wish to take a less intensive wild module should register for GE304 Learning German 1 (Beginners) instead.

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.

GE331 Learning German 2 (Post-GCSE German)						
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

Learning Outcomes

On successfully completing the module students will be able to:

- 11.1 Demonstrate listening comprehension skills related to the areas of everyday life and culture;
- 11.2 Demonstrate reading comprehension skills and understanding of a variety of texts that consist mainly, but not exclusively, of high frequency vocabulary;
- 11.3 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;
- 11.4 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;
- 11.5 Formulate an awareness of the diversity of German culture.

Method of Assessment

70% Coursework, 30% Exam

Preliminary Reading

Indicative 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.

Pre-requisites

GCSE German or equivalent. This module is primarily intended for students who wish to proceed to Diploma and Degree level in German but is also available as a wild module.

It permits them to carry on to the next step up in German: GE516 Learning German 3 for stage 2 students. This module is not intended for students with an A-level in German, for bilingual students, or for German native speakers.

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.

GE332 German Applied Linguistics and Second Language Acquisition						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	15 (7.5)	100% Coursework	Maerlein Dr M

Availability

This module is also available as a wild module to students from all other faculties if their German language proficiency is at least on CEFR level A1.

Contact Hours

1 hour per week

Learning Outcomes

On successful completion of this module students possess the following subject specific skills, abilities and knowledge in relation to the key topics outlined under point 13:

- 11.1. Students can describe how foreign language acquisition for adults differs from first language acquisition and how challenges in acquiring German as an adult can be overcome
- 11.2. Students are familiar with German sounds and can correctly pronounce even unknown words.
- 11.3. Students understand and can describe grammatical terms, concepts and structures. They are also able to analyse sentences/texts from a grammatical point of view.
- 11.4. Students are familiar with the relation between vocabulary size and listening/reading comprehension, the different kinds of dictionaries and how to use them as well as how to efficiently acquire vocabulary.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

- Compact Oxford German Dictionary (2013). OUP: Oxford. [ISBN 978-0-19-966312-5]
- Corbeil, J. & Archambault, A. (1997). Visual dictionary: English, French, German, Spanish. Oxford: Oxford UP. [ISBN 0198631456]
- Crystal, D. (2006). How language works. London: Penguin Books. [ISBN 0141015527]
- Crystal, D. (2010). The Cambridge Encyclopedia of Language. Cambridge: Cambridge UP [ISBN 978-0521736503]
- Durrell, M. (2011). Hammer's German grammar and usage. London: Hodder Education. [ISBN 1444120166].
- Hall, C. (2003). Modern German Pronunciation: An introduction for speakers of English. Manchester: Manchester UP.
- Jones, R. & Tschorner, E. (2006). A frequency dictionary of German. London: Routledge. [ISBN 0415316332]
- Lightbown, P. & Spada, N. (2013). How languages are learned. Oxford: Oxford UP. [ISBN 978-0194541268]
- Mitchell, R., Myles, F. & Marsden, E. (2012). Second language learning theories. London: Routledge. [ISBN 978-1444163100]
- Nation, I.S.P. (2013). Learning Vocabulary in another language. Cambridge: Cambridge UP. [ISBN 978-1107623026]
- Tschirner, E. (2008). Lextra – Deutsch als Fremdsprache – Grund- und Aufbauwortschatz nach Themen. Cornelsen: Berlin. [ISBN 978-3-58-901559-7]
- Weber, R. (2014). PONS Grammatik auf einen Blick Deutsch. Pons: Stuttgart. [ISBN 978-3-12-561897-8]
- Zorach, C. & Melin, C. (2009). English Grammar for Students of German. Olivia & Hill: Ann Arbor, MI. [ISBN 978-0-93-403438-8]

Pre-requisites

Co-requisite modules: GE329 or GE304 or knowledge of German on at least CEFR level A1

Synopsis

This module is intended for students who start(ed) to learn German at University. It supports the acquisition of German as a foreign language as an adult; the module should be taken together with a language module (e.g. GE329). In the form of a learner diary the students document and critically reflect their progress in learning German. The level of knowledge of German required increases during the duration of the module, in line with the proficiency increase to be expected from a beginner's language module. The module notably has a highly applied focus. For example, students will be familiarized with

grammatical terms (types of words, parts of speech) and structures (morphology, sentence structure), learn how to effectively acquire vocabulary, improve their pronunciation etc. The module's topics (directly or indirectly) address all four language skills as well as grammar and vocabulary.

GE333		Learning Danish 1A				
Version 1	Campus Canterbury	Term(s) Autumn	Level C	Credit (ECTS) 15 (7.5)	Assessment 100% Coursework	Convenor Grydehoej Ms A

Availability

German (SH and JH). The module is also available as a wild module to any undergraduate with an interest in Danish language and culture.

Contact Hours

4 hours per week

Learning Outcomes

On successful completion of this module, students will be able to demonstrate proficiency in the Danish language equivalent to level A1 (Lower Basic User) on the Common European Framework Reference (CEFR) scale. Students who successfully complete this module will have acquired the following language skills relating to the main topics outlined under point 13.

- 11.1. Listening: Students can recognise familiar words and everyday expressions and can follow simple and articulated speech in conversations on a known topic.
- 11.2. Reading: Students can understand very short, simple texts.
- 11.3. Speaking: Students can answer questions and communicate about familiar topics (description of themselves, their family, hobbies, activities, etc.).
- 11.4. Writing: Students can produce short written texts in small paragraphs relating to familiar topics, vocabulary and phrases.
- 11.5. Grammar: Students are familiar with simple grammatical structures and will have developed knowledge of most of the basic grammatical areas in Danish.
- 11.6. Pronunciation: Students can articulate essential Danish sounds (including æ, ø and å) and recognise simple patterns between spelling and pronunciation.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

Compulsory:

Lundskær-Nielsen, Tom, and Philip Holmes. 2011. Danish: An Essential Grammar (London: Routledge)

Recommended:

Garde, Anna (2011) Danish Dictionary: Danish-English, English-Danish. (Routledge Bilingual Dictionaries) or equivalent.

A high quantity of purpose-produced materials will form the basis of the module's resources. These will be made available to students via the Moodle page. In addition, online (text, audio and video) material will be used (Netdansk, Online dansk and Dansk her og nu).

Pre-requisites

None

Synopsis

This module introduces students to the basic structures of the Danish language while giving an overview of contemporary Danish culture. The language teaching will be delivered communicatively 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 in detail about oneself and getting to know one another, description of friends and family, daily routines, interests, etc. The module's fundamental approach is an intercultural one which builds on acquisition of knowledge and understanding of both Danish culture and the students' own culture.

GE334		Learning Danish 1B				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Grydehoej Ms A

Availability

German (SH and JH). The module is also available as a wild module to any undergraduate with an interest in Danish language and culture, who meets the language requirements.

Contact Hours

4 hours per week

Learning Outcomes

On successful completion of this module, students will be able to demonstrate proficiency in the Danish language equivalent to the upper end of level A2 on the Common European Framework Reference (CEFR). Students who successfully complete the module will have acquired the following language skills relating to the main topics outlined under point 13.

- 11.1. Listening: Students can understand questions, phrases and expressions related to familiar areas.
- 11.2. Reading: Students can understand short, simple texts on familiar matters containing high-frequency everyday vocabulary and can read short authentic texts.
- 11.3. Speaking: Students can describe things and people and engage in dialogues about familiar topics (shopping, giving directions, visiting restaurants and museums, etc.)
- 11.4. Writing: Students can write short coherent texts describing people, places, daily routines, likes/dislikes, etc.
- 11.5. Grammar: Students are familiar with and can reproduce simple grammatical structures and will have knowledge of the key grammatical areas in Danish.
- 11.6. Pronunciation: Students can recognise and reproduce the Danish consonant and vowel sounds and can distinguish between full and reduced speech in familiar phrases.

Method of Assessment

60% Coursework, 40% Exam

Preliminary Reading

Indicative Reading List

Compulsory:

Lundskær-Nielsen, Tom, and Philip Holmes. 2011. Danish: An Essential Grammar (London: Routledge)

Recommended:

Garde, Anna (2011) Danish Dictionary: Danish-English, English-Danish. (Routledge Bilingual Dictionaries) or equivalent.

A high quantity of purpose-produced materials will form the basis of the module's resources. These will be made available to students via the Moodle page. In addition, online (text, audio and video) material will be used (Letbog, Netdansk, Online dansk and Dansk her og nu).

Pre-requisites

Learning Danish 1A OR GE330 Beginners' Danish: Language and Culture. Students can also be accepted onto the module if they can demonstrate proficiency in the Danish language equivalent to level A1 (Lower Basic User) on the Common European Framework Reference (CEFR) scale.

Synopsis

This module is a follow-up module which builds on the linguistic knowledge that students have acquired in Learning Danish 1A. It develops the students' understanding of the basic structures of the Danish language while giving an overview of contemporary Danish culture. The introduction to Danish grammar, syntax, vocabulary and pronunciation will be grounded in a communicative teaching methodology taking as its starting point the students' immediate everyday surroundings. The module will introduce topics like studying and university life, shopping, work life, the Danish and British education systems, the Danish welfare state, etc., and it will further develop the students' ability to communicate in a Danish-speaking environment. The module's fundamental approach is an intercultural one which builds on acquisition of knowledge and understanding of both Danish culture and the students' own culture.

IT301		Learning Italian - Beginners				
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

4 hours per week

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:

- 11.1 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).
- 11.2 Communicate in simple tasks requiring a simple and direct exchange of information on familiar matters.).
- 11.3 Describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.).
- 11.4 Develop basic grammar and written skills including simple translations.).

This course will be of particular interest to anyone wishing to widen their knowledge of Romance languages and to those intending to spend time in Italy.

Preliminary Reading

Indicative Reading List:

Ziglio, L. and Rizzo, G. (2014). New Italian Espresso 1, Textbook. Florence: Alma Edizioni.
—(2014). New Italian Espresso 1, Workbook. Florence: Alma Edizioni.

Pre-requisites

None. This module is designed for students who have either no knowledge, or a basic knowledge, of Italian.

Synopsis

- This is an intensive module in Italian for students who have no or very little knowledge of the language.
- This course will be of particular interest to anyone wishing to widen their knowledge of Romance languages and to those intending to spend time in Italy.
- Key basic grammatical structures will be taught through the means of purpose-designed Italian language course books.
- The students will use the exercise book to carry out grammar exercises at home, which will then be corrected in class.
- The students will practice their aural skills by listening to audiotapes and videos both in and outside the class.
- Each chapter of the coursework book is theme based (travelling, shopping, family, etc.).
- The students will learn how to write and speak in Italian by acquiring new vocabulary, key grammatical points and by carrying out role-plays / presentations. All these aspects relate to the themes in the coursework book.
- A range of materials will be provided to the student and will form the basis for discussions, translations and applied exercises.
- Some cultural background of Italy will be provided (e.g. geography, art, music, culinary etc.)
- The students will also be expected to carry out simple translations from Italian to English / English to Italian. The texts provided will be extracted from the web or the coursework book itself. These translations will also relate to the themes covered in each chapter of the coursework book.
- By the end of the course the student will have covered key grammatical areas including: the present tense, the future, the gerund, and basic pronouns.

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

Contact Hours

3 hours per week

Learning Outcomes

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

- 11.1 Demonstrate expanded knowledge of the grammar and structure of the language
- 11.2 Demonstrate solid skills in speaking, listening, reading and writing and translation
- 11.3 Exhibit familiarity with primary sources of information
- 11.4 Analyse Italian passages, extracting arguments, summarizing content and express well argued opinions in response
- 11.5 Converse in appropriate and different registers with a native speaker of Italian on current issues and course topics
- 11.6 Demonstrate oral and written comprehension, paraphrasing and translation from English to Italian

Preliminary Reading

Indicative Reading:

Italian Espresso Volume 2, Textbook (ISBN : 9788889237755), Alma Edizioni, Firenze.
Student's workbook (ISBN : 9788889237977), Alma Edizioni, Firenze.

Suggested Additional Grammar Tools :

Grammatica Italiana, ISBN: 9788886440097, Alma Edizioni Firenze.
Italian Grammar in Practice, ISBN: 9788886440899, Alma Edizioni Firenze

Pre-requisites

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

Synopsis

The module is intended for students with an 'A' Level Italian (although Intermediate/GCSE/AS Level will be considered), and is aimed at consolidating students' knowledge of written and spoken Italian, at strengthening their grammatical awareness of Italian and at practicing translation skills both from and into Italian. Students will develop skills to plan work, study independently and use relevant sources, as well as acquire a sophisticated knowledge of Italian through weekly exercises of translation, grammar and conversation. The module comprises three elements: one hour per week devoted to advanced Italian grammar, one devoted to translation from English into Italian and guided comprehension, and one hour of conversation practice with a native speaker Italian.

This module is subject to change, pending faculty approval.

IT312 History of Italian Cinema: The Legacy of Neo-Realism						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Marlow-Mann Dr A
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Marlow-Mann Dr A
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

Contact Hours

2 hours per week

Learning Outcomes

By successfully completing this module the students will have:

- 11.1 Studied the core production of neorealism (by Rossellini, De Sica and De Santis), arguably the most influential style of Italian cinema.
- 11.2 Analysed the connection between neorealism and the sociocultural context.
- 11.3 Understood the relationship between this core production and the following authorial cinema of the 1950s and 1960s (e.g. Fellini).
- 11.4 Explored the centrality of the legacy of neorealism in Hollywood mainstream productions such as for instance 'gangster' films.
- 11.5 Analysed the legacy of neorealism in contemporary Italian cinema.
- 11.6 Become familiar with the relationship between filmic production and society

Preliminary Reading

Indicative Reading List:

- Ginsborg, P, 1990, *A History of Contemporary Italy. Society and Politics 1943-1988*, Penguin, London.
 Baranski Z, Lumley, R (eds), 1990, *Culture and Conflict in Postwar Italy*, Palgrave MacMillan, London.
 Forgacs, D and Lumley, R (eds), 1996, *Italian Cultural Studies. An Introduction*, Oxford University Press, Oxford.
 Liehm, M, 1984, *Passion and Defiance. Film in Italy from 1942 to the Present*, University of California Press, Berkeley.
 Marcus, M, 1986, *Italian Film in the Light of Neorealism*, Princeton University Press, Princeton
 Sorlin, P, 1996, *Italian National Cinema 1896-1996*, Routledge, London.
 Bondanella, P, 1989, *Italian Cinema From Neorealism to the Present*, Continuum, London

Pre-requisites

Co-requisite modules: either IT301 or IT308. This module is NOT available as a wild module.

Synopsis

This course will introduce the students to the work of some of the major Italian filmmakers who contributed to Neorealism's aesthetics and contents (Rossellini, De Sica, De Santis, Fellini) and those who have been inspired by them from the Fifties to the present. Through the study of the history of Italian cinema, students will become familiar with some of the most relevant issues of the history of Italian culture and society.

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

- The 1940s: Neorealism as a rejection of the fascist film industry ('Telefoni bianchi/White Telephones' and 'Calligrafi/Calligraphers') and as a way of representing Italian society in the years between the fall of fascism and the birth of the Italian Republic.
- The legacy of Neorealism in the Fifties: Fellini - the decline of Neorealism into the so-called Pink Neorealism during the years of 'Ricostruzione' (Reconstruction) and the Cold War
- The legacy of Neorealism and its influence on Hollywood mainstream industry (with special focus on gangster films)
- The legacy of Neorealism on contemporary Italian cinema (e.g. Moretti, Sorrentino, Garrone).

IT315 An Introduction to Italian Modernity						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	Marlow-Mann Dr A
Contact Hours						
2 hours per week						

Learning Outcomes

On successful completion of the module student will have:

1. acquired a broad understanding of the socio-historical and cultural background of Italian Literature and Culture from the Unification (1861) to the late XX century;
2. acquired a good understanding of a variety of texts by some of the most important writers and intellectuals in modern and contemporary Italian literature;
3. been introduced to a number of different kinds of cultural, literary, and artistic works (e.g. poetry, paintings, autobiography, essays, films)
4. been introduced to a close reading of the set texts;

Preliminary Reading

Indicative Reading List:

- Clark, M (1984) *Modern Italy (1861-1995)*, London : Longman,
- Gordon, R. (2005) *An Introduction to Twentieth-Century Italian Literature: A Difficult Modernity* London : Duckworth
- Jones, F (1977) *Giuseppe Ungaretti: Poet and Critic* PN 3422.5 Edinburgh University Press
- Cary J (1993), *Three Modern Italian Poets: Saba, Ungaretti, Montale* PN 2113 University of Chicago Press
- Levi, P. (1987) *If This is a Man* PN 3149.V41 London : Abacus/Sphere,
- Pasolini, P.P. (1983) *Lutheran Letters* PN3292.1 Carcanet New Press,
- Rawson, J. (1991) 'Italian Futurism' in Michael Bradbury and James McFarlane (eds.), *Modernism. A Guide to European Literature 1890-1930* PB 1790.M6 London : Penguin,
- Stille, A. (2007) *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
- Woodhouse, J. (1998) *Gabriele D'Annunzio: Defiant Archangel* Oxford University Press

Pre-requisites

Co-requisite module: either IT301 or IT308. This module is NOT available as a wild module.

Synopsis

This module aims to introduce students to Italian Literature and Culture through the centuries (from the Unification to the late XX century). Its principal objective will be to set representative works of a number of key Italian writers and intellectuals, such as: D'Annunzio, Montale, Ungaretti, Pasolini, Levi, and the Futurists, in their socio-historical and cultural background.

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						

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.

Method of Assessment

Assessment methods and how these relate to testing achievement of the intended learning outcomes: 100% coursework:

- Written coursework 1 (between 150 to 200 words) (15%)
- Written coursework 2 (between 200 to 250 words) (15%)
- 1 reading, writing and listening test (2 hours) (50%)
- 1 speaking test (in class – 5 minutes) (10%)
- In-class assessed coursework (multiple choice series of short questions) (10%)

Preliminary Reading

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

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.

Subject to change pending faculty approval

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

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

Method of Assessment

Assessment methods and how these relate to testing achievement of the intended learning outcomes: 100% coursework:

- Written coursework 1 (250 words) (15%)
- Written coursework 2 (250 words) (15%)
- 1 reading, writing and listening test (2 hours) (50%)
- 1 speaking test (in class presentation 5 minutes) (10%)
- In-class assessed coursework (multiple choice short questions) (10%)

Preliminary Reading

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

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.

Subject to change pending faculty approval

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

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.

Contact Hours

2 hours per week

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:

Method of Assessment

40% Coursework 60% Examination

Preliminary Reading

ASTLEY, N. 'Being Alive', Bloodake, 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

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.

LL309 World Englishes						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Hughes Dr M
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

Contact Hours

1 lecture and 1 seminar per week

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 discoursal

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

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.

LL310 Foundations of Language 1: Sounds and Words						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	30 (15)	100% Coursework	Bailey Dr L
2	Canterbury	Autumn	C	30 (15)	60% Exam, 40% Coursework	Bailey Dr L

Contact Hours

30 Hours 1 hour long Lecture and 2 Hour long Seminars

Learning Outcomes

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

- 11.1 Understand and use with confidence the basic terminology of phonetics, phonology and morphology as they apply to English (phoneme, allophone, complementary distribution, morpheme, allomorph);
- 11.2 Recognize and describe the phonemes of English;
- 11.3 Understand and use with confidence IPA symbols relevant to English and other languages;
- 11.4 Understand how the English phonological system is structured, and recognise some of the important phonotactic and phonological rules of English;
- 11.5 Recognize and describe variation at the phonetic/phonological levels in different varieties of English;
- 11.6 Understand the basic principles of word-formation, and notably the distinction between derivational and inflectional morphology.

Method of Assessment

100% Coursework:

Online test (phonetics/phonology): 40% (90 min)

Group Presentation: 20% (15 min)

In-class test: 40% (60 min)

Preliminary Reading

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

Fromkin, V., Rodman, R. & Hyams, N. (2011 and previous editions). 'Morphology: The words of language' in An introduction to language. Boston: Wadsworth.

Ladefoged, P., & Johnson, K. (2011). A course in phonetics (Sixth edition.). Boston, MA: Wadsworth/Cengage Learning.

Matthews, P. H. (1990) Morphology. Cambridge: Cambridge University Press.

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

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

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.

LL311 Foundations of Language 2: Structure and Meaning						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	30 (15)	60% Exam, 40% Coursework	Kim Dr C
2	Canterbury	Spring	C	30 (15)	70% Coursework, 30% Exam	Kim Dr C

Learning Outcomes

Students who successfully complete this module will be able to:

- a) Understand the major characteristics of English grammar
- b) Select and apply appropriate terminology to describe and analyse the structure and systems of English, e.g. noun, verb, clause, phrase, aspect, adjunct, complement
- c) Understand the properties of words, structures and longer stretches of language used to convey meaning
- d) Develop an awareness of the nature of theory and what constitutes an explanation
- e) 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)
- f) 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
- g) Demonstrate familiarity with distinctions between propositional content and illocutionary force, and theories of sentence meaning and sentence relations

Method of Assessment

Assessment is 70% coursework 30% Exam

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

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.

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

Contact Hours

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

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."

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.

LS302 Intensive Learning Spanish 1 (Beginners)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Rodriguez Fernandez Ms A
2	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Rodriguez Fernandez Ms A

Contact Hours

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

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

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.

LS308 The Modern Spanish-American Short-Story (in translation)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	

Availability

not available in 2009/10

Contact Hours

Total of 20 contact hours

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

Pre-requisites

Knowledge of Spanish not a pre requisite

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.

LS312 Introduction to Hispanic Culture						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Rowlandson Dr W

Availability

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

Contact Hours

Total of 20 contact hours

Learning Outcomes

Students should be able to:

- 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;
- Demonstrate an understanding of the key factors influencing social and political change during this period;
- Place social, political and artistic events in a historical context;
- 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:

- 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

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

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)

LS313 Introduction to Hispanic Culture						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Triana-Toribio Prof N

Contact Hours

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

Synopsis

See entry for LS312

LS314 Learning Spanish 1A (Beginners)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Triana-Toribio Prof N

Contact Hours

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

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

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.

LS315 Learning Spanish 1B (Beginners)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Rodriguez Fernandez Ms A

Contact Hours

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

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

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.

LS316 Learning Spanish 2A (Intermediate)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Triana-Toribio Prof N

Contact Hours

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

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

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

Further materials will be available on Moodle

Pre-requisites

Having completed LS315 or have an equivalent level.

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.

LS317 Learning Spanish 2B (Intermediate)					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment
2	Canterbury	Spring	C	15 (7.5)	100% Coursework

Contact Hours

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

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

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

Further materials will be available on Moodle

Pre-requisites

Having completed LS316 or have an equivalent level.

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.

PL300 Politics, Rights and Applied Ethics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Forbes Dr G

Contact Hours

1 x 1hr lecture, 1 x 1hr seminar per week over 10 teaching weeks

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. foetuses, 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).

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

An Introduction to Political Philosophy by Jonathan Wolff

Various excerpts from texts such as:

Leviathan by Thomas Hobbes
 Second Treatise of Civil Government by John Locke
 On Liberty by John Stuart Mill
 A Theory of Justice by John Rawls
 UN Declaration of Human Rights
 Various state constitutions

Various modern writings such as:

'A Defense of Abortion' by Judith Jarvis Thomson
 'Abortion and Infanticide' by Michael Tooley

Pre-requisites

None.

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.

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

Contact Hours

one hour lecture, one hour seminar per week

Learning Outcomes**Content**

By the end of this course students should be thoroughly familiar with the basic terminology required for the analysis and evaluation of arguments (including: 'premiss', 'conclusion', 'valid', 'sound'); they should also have a critical appreciation of:

- * Descartes' Method of Doubt and the 'Cogito' argument,
 - * Descartes' arguments for the existence of God
 - * Descartes' own account of perceptual knowledge;
- they should also have a basic understanding of the following doctrines, and of the main arguments for and against them :
- * Cartesian Dualism
 - * Idealism
 - * Phenomenalism * Physicalism (Smart's Identity Thesis; Functionalism)
 - * Compatibilism and Incompatibilism

Learning Skills

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.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative reading:

Thomas Nagel, What does it all mean?

Anthony Kenny, The Rise of Modern Philosophy

Descartes, Meditations on First Philosophy

Pre-requisites

None.

However, 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.

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.

PL303 Introduction to Philosophy: Ethics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Ahlstrom-Vij Dr K
1	Canterbury	Spring	C	15 (7.5)	100% Exam	Ahlstrom-Vij Dr K
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Ahlstrom-Vij Dr K

Contact Hours

1 hour lecture and 1 hour seminar per week for 10 teaching weeks

Learning Outcomes

The aims of this course are:

- (1) to introduce students to some basic questions about the nature of moral philosophizing through an examination of a range of moral thinkers and schools;
- (2) to enable students to understand the connections and differences between moral philosophy and other kinds of study, including moral anthropology;
- (3) to develop students' ability to analyse and critically appraise logical arguments;
- (4) to develop students' ability to plan and write a philosophical essay and build it around a coherent argument.

Students who successfully complete the course should:

- (5) acquire a basic knowledge of certain fundamental and enduring debates about the respective roles of reason and feeling (emotion) in moral argument and judgment;
- (6) have a grasp of what it is for a moral theory to be objective or, alternatively, subjective, and the various senses that can be given to these terms;
- (7) understand something of how empirical and historical accounts of moral cultures and practices bear upon issues of truth and falsity in ethics.

Method of Assessment

100% Coursework

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.

Synopsis

Students studying on this module will be introduced to a number of big questions in ethics. The questions may include the following: What makes a life good? Is it happiness? Or is it something else? Another big 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? A third bit 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 the course, students will be examining these and similar questions from the point of view of a variety of philosophers, including Plato, Aristotle, John Stuart Mill, Immanuel Kant, and David Hume.

PL305 Existentialism						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Mei Dr T
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Mei Dr T

Contact Hours

1x 1hr lecture and 1x 1hr seminar per week for 10 teaching weeks.

Learning Outcomes

The intended subject specific learning outcomes and, as appropriate, their relationship to programme 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.

The module will thus contribute to the aims and objectives of the Philosophy programme by enabling students to acquire knowledge and understanding of some important texts and themes of the Western philosophical tradition, and to develop their analytical and critical skills.

Method of Assessment

100% Coursework

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

Indicative Reading List:

Camus, Albert, The Myth of Sisyphus and Other Essays [1942], trans. Justin O'Brien (Vintage, 1955), 10-32; 107-111.

Edgeworth, Matt, The Clearing: Heidegger and Excavation', Archaeolog; available at

http://traumwerk.stanford.edu/archaeolog/2006/09/the_clearing_heidegger_and_exc_1.html, last accessed October 1, 2009.

Heidegger, Martin, Being and Time [1926], trans. Joan Stambaugh (SUNY Press, 1996), 139-144.

-----, 'Building, Dwelling Thinking' [1952], in Poetry, Language, Thought, trans. Albert Hofstadter (Harper & Row, 1971), 145-161.

Jaspers, Karl, 'Existence – Existenz' [1932], in Basic Philosophical Writings (Ohio University Press, 1986), 62-73.

-----, 'Being of the Encompassing', in Philosophy of Existence [1937] (University of Pennsylvania Press, 1971), 17-29.

Macquarrie, John, Existentialism: An Introduction, Guide and Assessment (Penguin, 1972), 13-33.

Marcel, Gabriel, The Mystery of Being: I. Reflection and Mystery [1949-50] (Henry Regnery, 1951), 197-219.

Nietzsche, Friedrich, Thus Spoke Zarathustra [1883-85] (Modern Library, 1995).

Ricoeur, Paul, 'True and False Anguish' [1953], in History and Truth (Northwestern University Press, 1965), 287-305.

Sartre, Jean-Paul, Being and Nothingness [1943], trans. Hazel Barnes (Routledge, 2000), 47-67; 481-484; 453-457; 553-556; 55-56; 58-60; 433-438.

-----, Existentialism and Humanism [1946], trans. Philip Mairet (Methuen, 1973), 23-56.

Pre-requisites

None

Synopsis

This module provides an introduction to some of the main themes and ideas in the existentialist tradition. Texts studied will include works of philosophy and literature, for it is characteristic of this philosophical tradition to cross that divide. Students will study extracts from primary texts, usually including some of the following works: The Myth of Sisyphus (Camus), Being and Nothingness (Sartre), The Mystery of Being (Marcel), Philosophy of Existence (Jaspers), Being and Time (Heidegger), History and Truth (Ricoeur) and Thus Spoke Zarathustra (Nietzsche). The emphasis throughout will be on the philosophical significance of the ideas studied. Main themes to be studied will include: concepts of freedom, authenticity, the nature of the self, the "death of God".

PL310 Introduction to Philosophy: Logic and Reasoning						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Hibbert Dr R

Contact Hours

1x 1hr lecture and 1x 1hr seminar per week for 10 teaching weeks

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

Method of Assessment

100% Coursework (In-Class Tests)

Preliminary Reading

Indicative reading:

Copi & Cohen, Introduction to Logic and Elogic 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

Pre-requisites

None

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.

PL315 Philosophical Reading and Writing (core)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Biron Dr L

Contact Hours

1 x 1hr lecture per week, 1 x 1hr seminar per week for 10 teaching weeks

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.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative reading:

A. P. Martinich (2005) *Philosophical Writing: An Introduction* (Oxford: Blackwell)
 Nigel Warburton (2004) *Philosophy: the Essential Study Guide* (London: Routledge)

Pre-requisites

None.

Synopsis

What do philosophers do? How do they think? 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 think, read and write as a philosopher.

Some of the questions we will discuss this year include: '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 it is to presuppose something?', 'What is it to argue in a vicious circle?', and 'What does a philosophical definition look like?'

TH331 Introduction to Hinduism & Buddhism						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	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

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.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative 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.

Synopsis

Please note: all Module Handbook information is subject to change pending faculty approval.

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.

TH334 Religion and Sex						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Carrette Prof J
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

Contact Hours

1 x 1hr lecture per week and 1 x 1hr seminar per week for 10 teaching weeks

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 as 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.

Method of Assessment

100% Coursework

Preliminary Reading

14. Indicative Reading List:

- Akerley, B. E. 1999 The X-Rated Bible Feral
- Bishop, C. 2000 Sex and Spirit Ulysses Press
- Cahill, L. S. 1996 Sex, Gender & Christian Ethics Cambridge UP
- Carr, D. 2003 The Erotic Word Oxford University Press
- Castelli, E. & Rodman, R. Ed. 2001 Women, Gender & Religion: A Reader Palgrave Macmillan
- Claussen, D.S. 2002 Sex, Religion, Media Rowman & Littlefield
- Eilberg-Schwartz, H. 1995 God's Phallus: And Other Problems for Men and Monotheism Beacon
- Faure, B. 1998 The Red Thread: Buddhist Approaches to Sexuality Princeton UP
- Jung, P.; Hunt, M. & Balakrishnan, R. 2000 Good Sex: Feminist Perspectives from the World's Religions Rutgers UP
- Parrinder, G. 1995 Sexual Morality in the World's Religions One World
- Sands, K.M. Ed. 2000 God Forbid: Religion and Sex in American Public Life Oxford UP
- Urban, H. B. 2003 Tantra: Sex, Secrecy, Politics and Power in the Study of Religion University of California Press.

Pre-requisites

None

Synopsis

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

1. Introduction: Sex, religion and truth
2. Ancient & Modern: The Goddess, Feminism & the Sexual Body
3. The Kama Sutra
4. Tantric Arts and Western Desire
5. The Erotic Bible: Fact or Fiction?
6. Jewish Masculinity and God's Phallus
7. Ascetic Control: Monks and Masturbation in the 4th Century CE
8. Ecstasy or Orgasm? The Case of St. Theresa
9. Sex and Enlightenment: Osho and the Sexual Revolution
10. Pleasure and Pain: Religion, Law and Purity

TH340 Gods of the Desert: Judaism and Islam						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Frazier Dr J

Contact Hours

1 x 1hr lecture per week and 1 x 1hr seminar per week for 10 teaching weeks

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.

Method of Assessment

100% Coursework

Preliminary Reading

Highly Recommended

Aslan, Reza, No God But God: The Origins, Evolution and Future of Islam, Arrow, 2006.
Close, Brian, Judaism, London: Hodder & Stoughton, 1991.

Cohn-Sherbok, Dan & Lavinia, Judaism: A Short Introduction, Oxford: Oneworld, 1999.
 Maqsood, Ruqaiyyah Waris, Teach Yourself Islam. Teach Yourself Books, Hodder & Stoughton, 1994.
 Robinson, Neal, Islam: a concise introduction, London: Routledge, 1998.
 Seltzer, Robert M, Judaism: A People and its History, MacMillan, 1989.

Recommended

- Encyclopaedia Judaica 16 vols, Jerusalem: Keter Publishing House, 1972.
 Cohn-Sherbok, Dan, Holocaust Theology, Lamp Press, 1989.
 Cohn-Sherbok, Dan, The Jewish Faith, SPCK, 1993.
 Cohn-Sherbok, Dan & Lavinia, A Short Reader in Judaism, Oxford: Oneworld, 1996.
 de Lange, Nicholas, Judaism, Oxford: Oxford University Press, 2003.
 Johnson, Paul, A History of The Jews, London: Weidenfeld & Nicolson, 1998.
 Küng, Hans, Judaism: the religious situation of our time, SCM, 1992.
 Pilkington, C.M. Teach Yourself Judaism, Hodder, 2003.
 Sachar, Howard, The Course of Modern Jewish History, Random House, 1991.

 Ahmed, Akbar, Living Islam, London: BBC Books, 1993.
 Palmer, Martin & Brown, Kerry, The Essential Teachings of Islam, London, 1990.
 Clarke, P. (ed) The World's Religions: Islam, London: Routledge, 1990.
 Cook, Michael, Muhammad, O.U.P., 1983.
 Endress, Gerhard, An Introduction to Islam, Edinburgh University Press, 2002.
 Esposito, John, Islam - The Straight Path, Oxford: OUP, 2004.
 Jomier, Jacques, How to understand Islam, Crossroad, 2006.
 Lewis, Bernard (ed.), The World of Islam, London: Thames & Hudson, 1992.
 Mater, Nabil, Islam For Beginners, Steerforth: 2008.
 Ruthven, Malise, Islam in the World, Granta, 2006.
 Zakaria, Rafiq, Muhammad and the Quran, London: Penguin, 1991.
 Zepp, Ira G, A Muslim Primer - Beginner's Guide To Islam, University of Arkansas, 2000.

Synopsis

This course investigates the beliefs and practices of Jews and Muslims in the world today. 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.

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

Contact Hours

1 x 2hr lecture per week and 1 x 1hr seminar per week for 10 teaching weeks

Learning Outcomes

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

- a) appreciate religion in phenomenological terms;
- b) assess the work of phenomenologists, sociologists and psychologists in the field of the study of religions;
- c) learn to use and appropriate the rudimentary language used in the phenomenology, sociology, and psychology of religion;
- d) identify and use appropriate primary and secondary sources

Method of Assessment

50% Coursework

50% Exam

Preliminary Reading

Indicative Reading List

- Clarke, Peter & Byrne, Peter, Religion Defined and Explained, Basingstoke: MacMillan, 1993.
 Connolly, Peter (ed.), Approaches to the Study of Religion, London: Cassell, 1999.
 Crawford, Robert, What is Religion?: Introducing the Study of Religion, London: Routledge, 2002.
 Hinnells, John (ed.), The Routledge Companion to the Study of Religion, Abingdon: Routledge, 2005.
 Paden, William E., Interpreting the Sacred: Ways of Viewing Religion, Boston: Beacon Press, 1992.
 Pals, Daniel L., Eight Theories of Religion, Oxford: Oxford University Press, 2006.
 Rodrigues, Hillary & Harding, John S., Introduction to the Study of Religion, London: Routledge, 2009.
 Segal, Robert (ed.), The Blackwell Companion to the Study of Religion, Oxford: Blackwell, 2006.

Synopsis

This module will introduce students to discussions about the definition of religion and to some of the disciplines in which religion is studied, with special reference to the differences between Theology and Religious Studies. Particular consideration will be given in the initial weeks to the phenomenological approach and to the efficacy of Ninian Smart's dimensions of religion. In the following weeks, the module will be focused on the comparative study of religion (with reference to Eliade), the sociology of religion (with reference to Durkheim, Weber and Marx) and the psychology of religion (with reference to Otto, James, Freud and Jung). The module will also host a study skills session to be run in conjunction with the Student Learning Advisory Service, the aim of which is to equip students with key study skills in the areas of writing essays, referencing and plagiarism-prevention.

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

Contact Hours

1 x 1hr lecture per week and 1 x 1hr seminar per week for 10 teaching weeks

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

Method of Assessment

50% Coursework

50% Exam

Preliminary Reading

Indicative Reading List

Students will be provided with a course reading pack with selected readings relating to each of the sessions. More general introductory texts would be:

- Davie, Grace. 2007. The Sociology of Religion.
- 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.
- (eds.) Woodhead, Linda et al. 2009. Religions in the Modern World. 2nd edition.

Pre-requisites

None

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
- Mediatised: 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

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 for 10 teaching weeks

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

Method of Assessment

100% Coursework

Preliminary Reading

Indicative 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. Saldañini (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.

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.

TH346 Introduction to Asian Traditions						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	
1	Canterbury	Spring	C	30 (15)	100% Coursework	King Prof R

Contact Hours

2 x 1 hour lecture per week

1 x 1 hour seminar per week

for 10 teaching weeks

Learning Outcomes

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

Demonstrate an appreciation of the richness and diversity present within specific Asian traditions and civilisation.

Describe and articulated a key concept, idea, theme or practice relevant to a South Asian tradition

Describe and articulated a key concept, idea, theme or practice relevant to an East Asian tradition

Demonstrate an appreciation of the problems of translating Asian traditions and concepts into a western interpretive framework and language.

Understand the broad historical development of Asian civilisations and traditions.

Improve their own learning and performance by applying a variety of methodological, hermeneutical, and historiographical perspectives relevant to the study of Asia.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative reading:

- BREEN, J. and TEEUVEN M., A Short History of Shinto, Blackwell
- CALI, J. Shinto Shrines, University of Hawaii Press, 2013
- FLOOD, G. – 'An introduction to Hinduism', CUP Cambridge, 1996
- HARVEY, P - 'An Introduction to Buddhism', CUP, Cambridge, 1990

2015-16 Humanities Undergraduate Stage 1 Module Handbook

- KNOTT, KIM – ‘Hinduism: A Very Short Introduction’, OUP Oxford, 1998
- KEOWN, D – ‘Buddhism – A Very Short Introduction’, (2nd edition) OUP, Oxford, 2013.
- LITTLETON, C. S. Understanding Shinto, Duncan Baird Publishers
- OLDSTONE-MOORE, JENNIFER – ‘Understanding Confucianism: Origins, Beliefs, Practices, Holy Texts, Sacred Places’, Duncan Baird Publishers, London, 2003
- RAHULA, W – ‘What The Buddha Taught,’ (new edition) One World Publications, 1997.
- RAINY, LEE DIAN – ‘Confucius and Confucianism: The Essentials’, Wiley Blackwell, Oxford, 2011

Pre-requisites

None

Synopsis

This module provides an historical introduction to the philosophical, religious and cultural traditions of South and East Asia. It will provide a foundation for understanding the historical development, key concepts and important practices of the major worldviews of India, China and Japan with specific reference to the Hindu, Buddhist, Confucian, Daoist and Shinto traditions.

01 School of Arts

DR315 Modern Theatre: A Theoretical Landscape						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	
2	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Pakula Dr P

Availability

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

Contact Hours

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

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

Method of Assessment

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

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

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?

DR317 Texts for Theatre						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	May Dr S

Availability

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

Contact Hours

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

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.

Method of Assessment

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

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

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.

DR334		Stagecraft				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	30 (15)	100% Coursework	Finburgh Ms C

Availability

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

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.

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

Method of Assessment

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

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

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.

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

Availability

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

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.

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.

Method of Assessment

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

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

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.

FI308 PI:Exploring the Frame						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	
2	Canterbury	Autumn	C	30 (15)	100% Coursework	Connolly Mr S
3	Canterbury	Autumn	C	30 (15)	100% Coursework	

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.

Contact Hours

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

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.

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%).

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

Pre-requisites

No pre-requisites

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.

FI309 Exploring the Frame						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	100% Coursework	
2	Canterbury	Spring	C	30 (15)	100% Coursework	Connolly Mr S
3	Canterbury	Spring	C	30 (15)	100% Coursework	

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.

Contact Hours

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

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.

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%).

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

Pre-requisites

No pre-requisites.

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.

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

Contact Hours

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

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.

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%).

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.

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.

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.

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

Contact Hours

A weekly 1 hour lecture and a 2 hour screening.

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.

Method of Assessment

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

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

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

Pre-requisites

None.

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.

FI315 Introduction to Film Theory						
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.

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.

Method of Assessment

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

Two-Hour Examination: 50%

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

Pre-requisites

FI313

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.

FI316		Film Histories				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	100% Coursework	Cinquegrani Mr M

Contact Hours

11 hours lectures, 11 hours seminars, 22 hours screenings

Method of Assessment

100% Coursework

Preliminary Reading

- Bordwell, D., and K. Thompson, 1994. Film History: An Introduction. New York: McGraw-Hill.
 Burch, N., 1990. Life to Those Shadows. London: BFI Publishing.
 Grainge, Paul et al (eds.), 2007. Film Histories: an Introduction and Reader. Edinburgh: Edinburgh University Press.
 Hill, J., and K. Rockett, eds., 2005. Film History and National Cinema, Dublin: Four Courts.
 Toulmin, V., 2006. Electric Edwardians: the Story of the Mitchell & Kenyon Collection. London: BFI Publishing

Synopsis

This course examines film history and historiography through a series of case studies. In carrying out this investigation students will be invited to work with secondary and primary sources held in the library and will be encouraged to evaluate the aesthetic, technological, economic, social and political histories presented in this module. Students will understand the role and value of the contextual study of film and will be given the opportunity to research and write on selected aspects of film historiography. The choice of case studies will depend upon the expertise of the module convenor and is not restricted to a particular national cinema or period; case studies may include, for instance, the history of film by means of the study of a particular theme and cultural context in the history of film.

HA314		Introduction to Contemporary Art				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Newall Dr M

Availability

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

Contact Hours

2 hour lecture and 2 hour seminar per week

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.

Method of Assessment

This module is assessed by 100% coursework:

- Essay, one 1000 word essay (40%).

- Seminar presentation (30%).
- Seminar preparation notes (30%).

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

Pre-requisites

No pre-requisites.

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.

HA315 Introduction to Contemporary Art						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	30 (15)	100% Coursework	
2	Canterbury	Spring	C	30 (15)	100% Coursework	Newall Dr M

Availability

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

Contact Hours

2 hour lecture and 2 hour seminar per week

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 art 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.

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%).

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

Pre-requisites

No pre-requisites.

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.

HA316 Thinking about Photography and its Histories						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	
3	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
3	Canterbury	Spring	C	15 (7.5)	100% Coursework	Friday Dr J

Availability

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

Contact Hours

2 hour lecture and 2 hour seminar per week

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.

Method of Assessment

This module is assessed by 100% coursework:

- 1000 word short essay (30%)
- 2000-2500 word critical essay (50%).
- Seminar journal (20%).

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'

Pre-requisites

No pre-requisites.

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.

HA317 Thinking about Photography and its Histories						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	30 (15)	100% Coursework	
3	Canterbury	Autumn	C	30 (15)	100% Coursework	
3	Canterbury	Spring	C	30 (15)	100% Coursework	Friday Dr J

Availability

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

Contact Hours

2 hour lecture and 2 hour seminar per week

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.

Method of Assessment

This module is assessed by 100% coursework:

- 1000 word short essay (30%)
- 2000-2500 word critical essay (50%).
- Seminar journal (20%).

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'

Pre-requisites

No pre-requisites.

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.

HA354 Introduction to the History of Art						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Hammer Prof M
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

Availability

Available as a 15 credit module under code HA354, and as a 30 credit module under code HA355.

Contact Hours

Lectures (2 hours per week) and seminars (2 hours per week) across 11 weeks.

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.

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).

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).

Pre-requisites

No pre-requisites.

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.

HA355 Introduction to the History of Art						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Hammer Prof M
1	Canterbury	Spring	C	30 (15)	100% Coursework	

Availability

Available as a 15 credit module under code HA354, and as a 30 credit module under code HA355.

Contact Hours

Total study hours: 300 hours (44 contact hours and 256 hours of private study).

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.

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).

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).

Pre-requisites

No pre-requisites.

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.

HA361 Introduction to Aesthetics and the Philosophy of Art						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Maes Dr H

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.

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.

Method of Assessment

100% coursework; 1500-word essay (70%), seminar preparation notes (30%).

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 McIver Lopes, eds., The Routledge Companion to Aesthetics, 2nd edn (Routledge, 2005); Noel Carroll – Philosophy of Art (Routledge)

Pre-requisites

None.

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.

HA362 Introduction to Aesthetics and the Philosophy of Art						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Maes Dr H

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.

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.

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%).

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 McIver Lopes, eds., The Routledge Companion to Aesthetics, 2nd edn (Routledge, 2005); Noel Carroll – Philosophy of Art (Routledge)

Pre-requisites

None.

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,

2015-16 Humanities Undergraduate Stage 1 Module Handbook

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.

03 School of English

EN302		Early Drama				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Exam	Wright Dr C
1	Canterbury	Autumn and Spring	C	30 (15)	60% Coursework, 40% Project	Wright Dr C
1	Canterbury	Autumn and Spring	C	30 (15)	75% Coursework, 25% Project	Wright Dr C

Contact Hours

1 hour lecture and 2 hour seminar per week

Learning Outcomes

On completion of this module students will be able to demonstrate the following subject specific learning outcomes:

- an understanding of and the ability to identify and discuss key medieval and early modern dramatic genres, the different aims and objectives of those forms and their effects in performance
- a sound knowledge and understanding of the ways in which early drama speaks, responds, and contributes to its immediate social, religious, political and cultural contexts, and how early plays communicated with their audiences
- a sound knowledge of the period, its continuities and breaks, its significant events and their impact on English culture
- a basic knowledge of and an ability to analyse key poetic forms and literary devices of the period, as evidenced in the playtexts studied
- an awareness of the methods and resources used for research in medieval and early modern studies

On completion of this module students will be able to demonstrate the following generic learning outcomes:

1. Research Skills

- an understanding of how to locate and employ additional contemporary sources
- the ability to identify and search for appropriate secondary and critical resources

2. Analytical Skills

- skills in the close reading of literary and dramatic texts
- the ability to analyse playtexts within a performance context

3. Writing & Presentation Skills:

- a command of written and spoken English and the ability to articulate a coherent critical argument
- presentation skills
- good practice in formatting and referencing conventions
- an ability to employ secondary and additional primary sources in a way that usefully illuminates dramatic and literary texts and their relationship with immediate contexts

Method of Assessment

Coursework (40%), Project (40%), Seminar Contributions (20%)

Preliminary Reading

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

Essential: Christina M FITZGERALD and John T SEBASTIAN (eds.) - 'The Broadview Anthology of Medieval Drama' (Broadview Press, 2012)

Recommended: Janette DILLON - 'The Cambridge Introduction to Early English Theatre' (Cambridge University Press, 2007)

Recommended: Richard BEADLE and Alan J FLETCHER (eds) - 'The Cambridge Companion to Medieval English Theatre' (Cambridge University Press, 2008)

Restrictions

Not available as a Wild Module

Synopsis

This module will introduce students to a range of medieval and early modern dramatic genres, from ninth-century Latin church drama to the commercial theatres of Shakespeare's London. Students will learn about methods for analysing past performances and existing texts, as well as how drama interacted with and responded to pivotal moments in British history, and the culture, politics and religion of the period. As such, the module will function as an introduction to medieval and early modern studies more broadly and a platform from which to undertake early English literature and drama modules, such as 'Chaucer and Late Medieval Literature', 'Early Modern Literature, 1500-1700' and 'Shakespeare and Early Modern Drama', at Stages 2 and 3. Students will read and discuss playtexts in modern translations, both as literary objects and live performance events. Regular optional site visits and screenings will contribute to students' understanding of the drama's contexts, how plays might work in performance and to what extent they still speak to twenty-first century audiences.

Lectures and seminars are designed to be varied and interactive, with the opportunity for everyone to participate and to develop key academic skills. The module is assessed by seminar contributions, creative and research-based coursework and a final end-of-year project, which will allow students the freedom to explore a topic of their choice creatively.

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

Contact Hours

One 2 hour seminar per week

Learning Outcomes

On completion of this module students will be able to demonstrate the following subject specific learning outcomes:

- Gain a basic understanding of the conventions of narrative.
- Become familiar with basic classical and contemporary terminology in relation to theories of narrative.
- Be able to identify different modes of narration and different types of narrator.
- Be able to confidently discuss, and make connections between, the structures and themes of different examples of narrative.
- Be able to apply the principles of narrative theory to the composition of their own creative work.

On completion of this module students will be able to demonstrate the following generic learning outcomes:

- Develop their oral communication skills.
- Develop a greater independence in critical and creative thought.
- Extend their range of critical and creative vocabulary.
- Acquire basic critical and creative writing skills.

Method of Assessment

100% Coursework: interim assignment of 1500-2000 words (35%), final assignment of 3000 words (short story or portfolio of short fiction) (55%), seminar participation (10%)

Preliminary Reading

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

SHAKESPEARE - 'Hamlet', Penguin, 2005

ARISTOLE - 'Poetics', Penguin, 1996

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.

EN327 Poetry Theory and Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Smith Dr S (EN)

Contact Hours

10 x two hour seminars

Learning Outcomes

On completion of this module students will be able to demonstrate the following subject specific learning outcomes:

- Gain a basic understanding of the modes, forms, conventions and possibilities of poetry.
- Become familiar with basic classical and contemporary terminology in relation to theories of poetry.
- Be able to identify different modes and forms of poetry.
- Be able to discuss confidently the possible meanings of formal choices within poetry
- Be able to apply the principles of poetic theory to the production of their own creative work.
- Demonstrate, through their own practice, an increased awareness of the relationship between form and content in poetry

On completion of this module students will be able to demonstrate the following generic learning outcomes:

- Develop their oral communication skills.
- Develop a greater independence in critical and creative thought.
- Extend their range of critical and creative vocabulary.
- Acquire basic critical and creative writing skills

Method of Assessment

100% coursework: 90% two assignments consisting of one essay of 1500 words (40%) and a portfolio of 6 poems (60%), and an additional 10% for seminar/workshop contribution

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

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.

EN331 Readings in the Twentieth Century						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Hickman Dr B

Contact Hours

18 x weekly two hour seminar, 18 x weekly one hour lecture plus screenings

Learning Outcomes

On completion of this module students will be able to demonstrate the following subject specific learning outcomes:

- read and respond to selected critical and creative works representative of the formative events, debates and struggles in twentieth-century thought, history, literature and culture
- develop close reading skills appropriate to specific textual modes
- learn to make meaningful critical connections and cross-references between literature and other media, between different areas of cultural production, and between the textual and the visual
- learn to situate and discuss literary and critical texts in their historical, cultural, and theoretical contexts
- both apply and interrogate critical and theoretical strategies appropriate to interdisciplinary study
- acquire a broad understanding of the ways in which creative and critical writing can convey ideological purpose
- develop their ability to identify various different kinds of texts and to analyse these texts critically
- develop their ability to make comparisons across a range of reading and a range of different media

On completion of this module students will be able to demonstrate the following generic learning outcomes:

- develop their command of written and spoken English and their ability to articulate coherent critical arguments
- develop their ability to situate critical arguments in historical contexts
- understand and interrogate various critical approaches, the theoretical assumptions that underpin these approaches, and the historical contexts which enabled them
- develop their ability to carry out independent research
- develop their presentational skills

Method of Assessment

100% coursework: three 500-word assignments (15% each) and one 2,500-word essay (45%), seminar participation (10%)

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'

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).

EN332		Writing America				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	60% Exam, 40% Coursework	Padamsee Dr A

Contact Hours

Year long, 1hr lecture plus 2hr seminar

Learning Outcomes

On completion of this module students will be able to demonstrate the following subject specific learning outcomes:

- read and respond to selected critical and creative works representative of a range of key events, debates and themes in American literary culture
- develop close reading skills appropriate to specific textual modes
- learn to make meaningful critical connections and cross-references between literature and other disciplines, between different areas of cultural production, and between the textual and the visual
- learn to situate and discuss literary and critical texts in their historical, cultural, and theoretical contexts
- both apply and interrogate critical and theoretical strategies appropriate to interdisciplinary study
- develop their ability to identify various different kinds of texts and to analyse these texts critically

On completion of this module students will be able to demonstrate the following generic learning outcomes:

- develop their command of written and spoken English and their ability to articulate coherent critical arguments
- develop their ability to situate critical arguments in historical contexts
- understand and interrogate various critical approaches, the theoretical assumptions that underpin these approaches, and the historical contexts which enabled them
- develop their ability to carry out independent research
- develop their presentational skills

Method of Assessment

40% coursework, 60% exam

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)

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.

EN333 Romanticism						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	67% Coursework, 33% Exam	Cregan-Reid Dr V
2	Canterbury	Autumn and Spring	C	30 (15)	67% Coursework, 33% Exam	

Contact Hours

Year long, 1hr lecture plus 2hr seminar per week.

Learning Outcomes

On completion of this module students will be able to demonstrate the following subject specific learning outcomes:

- Gain an understanding of the relationships between literature, Romanticism and critical theory.
- Be able to interpret and apply a range of theoretical concepts and readings surrounding the ideas and histories of Romanticism across a variety of regional and historical contexts, and make productive comparisons and distinctions between them.
- Develop reasonably complex and historically situated approaches to key literary and Romantic concepts like nature, imagination, orientalism, authorship, feminism, etc.
- Further develop the capacity to structure nuanced arguments centred on the close relationship between Romanticism and critical theory.
- Gain a sufficient understanding of the different literary traditions and theoretical movements that have populated literary/ English studies.

On completion of this module students will be able demonstrate the following generic learning outcomes:

- An ability to apply close reading techniques to a range of literary texts and to make complex comparisons between them.
- Development of the skills necessary for participating in group discussions and giving oral presentations.
- An increased capacity for self-directed research and the ability to discuss, evaluate and creatively deploy secondary critical and theoretical perspectives.
- An ability to construct original, articulate and well-substantiated arguments..
- An ability to manage one's time and workload effectively.

Method of Assessment

67% Coursework, 33% Exam

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)

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.

EN334 Ideas & Practice: Introduction to Writing Poetry and Prose						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Todorovic Mr D
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

Contact Hours

This module will be delivered in ten 2-hour weekly seminars.

Learning Outcomes

On successful completion of this module students will be able to demonstrate the following subject specific learning outcomes:

- Respond critically and creatively to a variety of models of prose and poetry.
- Identify and use a range of creative writing forms and techniques for generating and refining ideas.
- Reflect on the wide range of choices open to the contemporary writer.
- Self-critically analyse the production of original creative work from idea to completion
- Have a basic understanding of such elements of craft as: dialogue, characterisation, pace, rhythm, imagery, point-of-view,

and editing and apply this understanding to their own and other's work

- Demonstrate improved creative writing skills

On successful completion of this module students will be able to demonstrate the following generic learning outcomes:

- Demonstrate their capacity for close reading and critical analysis and make comparisons across a range of their reading.
- Respond creatively to critical questions as a means of critical enquiry.
- Extend their range of critical and creative vocabulary and broaden their conceptual framework.
- Develop their communication skills.
- Begin to apply sophisticated writing techniques (e.g. complex narrative perspective and structure, form appropriate to theme) and begin to identify their own formal, stylistic and thematic approaches.

Method of Assessment

100% Coursework: 30% critical reflection (1,500 words), 60% portfolio of writing exercises (2,500 words of prose or a portfolio of six poems, or a tutor-approved combination of both) and 10% seminar performance mark.

Preliminary Reading

Neil Astley, Staying Alive, Bloodaxe 2002

Eavan Boland and Mark Strand, The Making of a Poem: A Norton Anthology of Poetic Forms, Norton 2001

Raymond Carver, Where I'm Calling From: Selected Stories, Harvill 1993

Anton Chekhov, Short Stories, Norton 2014

Junot Diaz, Drown, Faber 2008

Lydia Davis, The Collected Stories, Penguin 2011

Jhumpa Lahiri, Unaccustomed Earth, Bloomsbury 2009

Katherine Mansfield, Selected Stories, Oxford Classics 2008

Alice Munro, New Selected Stories, Chatto 2011

George Saunders, The Brief and Frightening Reign of Phil, Bloomsbury 2007

Scarlett Thomas, Monkeys with Typewriters, Canongate 2012

Restrictions

May not be taken in conjunction with EN326 and EN327

Synopsis

Students will be made familiar with basic forms and types of literary writing, and therefore possible avenues for their own creative writing, through the examination of work by selected recent and contemporary writers. The module is seminar- and workshop-based. Seminars will consist of: presentations and discussions on the set texts; writing exercises; and workshops discussing the students' creative work. Students will gain an understanding of the techniques and forms of contemporary creative writing, the elements of craft, the creative and critical choices that writers of poetry and prose can take; the generation of ideas from a variety of sources and stimuli. They will be encouraged to experiment with a range of forms, and will produce a portfolio of work reflecting the diversity of the given stimuli, although it will be the student's decision whether, for the purposes of assessment, to concentrate on poetry or prose or both. They will also produce a critical reflection examining their choices and processes in the production of their portfolio

EN335 Books that Shaped Culture: An Introduction to Literature						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	James Dr S

Contact Hours

The module will be taught through weekly one-hour lectures and two-hour seminars.

Learning Outcomes

The intended subject specific learning outcomes

On successful completion of this module students will have:

- read and responded to a wide range of literary texts
- developed close reading skills appropriate to specific textual modes
- developed a knowledge and understanding of the ways in which literary texts speak, respond and contribute to their immediate social, religious, political and cultural contexts
- acquired a broad understanding of the ways in which literary canon formation can convey ideological purpose
- developed an awareness of the origins of English Literature as an academic discipline

The intended generic learning outcomes

On successful completion of this module students will have developed:

- a command of written and spoken English and the ability to articulate coherent critical arguments
- the ability to situate critical arguments in historical contexts
- the ability to employ secondary sources in a way that usefully illuminates primary literary texts and their contexts
- skills in the close reading and analysis of texts
- the ability to carry out independent research presentational skills

Method of Assessment

100% Coursework: 2 short essays, one of which will be a close reading exercise (800 words each) (20% each), Research essay (2000 words) (50%) and seminar performance (10%)

Preliminary Reading

Primary texts

- ACHEBE, C. (2009) *Things Fall Apart*. New York: W. W. Norton & Co.
HEANEY, S. (trans.) (1999) *Beowulf*. London: Faber.
CONRAD, J. (1995) *Heart of Darkness*. Harmondsworth: Penguin.
GASKELL, E. (1980) *Cranford*. World's Classics. Oxford: OUP.
MILTON, J. (1993) *Paradise Lost*. Cambridge: CUP.
WOOLF, V. (2008). *A Room of One's Own*. Oxford. OUP

Secondary texts

- BLOOM, H. (1995) *The Western Canon: the books and school of the ages*. London: Macmillan.
COLLINI, S. (2008) *Common Reading: Critics, Historians, Publics*. Oxford: OUP.
KERMODE, F. (1975) *The Classic*. London: Faber & Faber.
KERMODE, F. (2004) *Pleasure and Change: the Aesthetics of Canon*. Oxford: OUP.
LEAVIS, F. R. (1962) *The Great Tradition*. Harmondsworth: Penguin.
PALMER, D. J. (1965) *The Rise of English Studies*. London: OUP.
ROSS, T. T. (1998) *The Making of the English Literary Canon*. Montreal: McGill University Press.

Synopsis

The module introduces students to a number of important literary texts in English, spanning a broad chronological range from the Anglo-Saxon period to the present. It serves as a transition from A-level to degree-level study, encouraging students to develop a sense of the ways in which literary production has changed across time, and sharpening their critical capacity to analyse connections between textual materials and different areas of cultural production. Engagement with primary materials is central to the module; students will read shorter works in their entirety, while extracts from longer works will be studied. The module also invites students to consider questions including: how might a literary 'classic' be defined? Who decides what constitutes a canonical work? How, and under what conditions, might canonical texts cross over into popular cultural discourses? How and why was English Literature developed as an academic subject?

06 Centre for American Studies

EN303 Introduction to American Studies						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Exam	Wills Dr J
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

Learning Outcomes

On completion of the module, students should:

- have acquired a good, broad understanding of the American experience, commensurate to a 1st year survey course, and appropriate to embarking on an American Studies degree.
- have successfully explored a number of different disciplines that usually contribute to American Studies, most notably US history, literature, and politics.
- have recognized core issues of race, gender, class and environment in the development of the nation and national culture.
- have critically analysed the US experience in seminars, lectures and through assessed work, and identified problematic assumptions linked with the US experience (such as 'wilderness', 'freedom' and 'identity') and discussed key concepts such as 'exceptionalism' and the 'American dream'.
- have learnt to debate the American experience in a skilled, academic manner
- have improved their study skills thanks to (a) a series of sign-in sessions with a student support officer (covering issues such as essay writing, plagiarism etc) (b) group and individual work in seminars (c) through feedback on essays and class presentations (including peer review) (d) through examination (e) through coursework (f) through guided self-study.

Method of Assessment

The course will be assessed as follows: 75% coursework (1x 750 words book review; 2 x 2,000 words essay; 1 seminar presentation or oral contribution mark) 25% examination (2 hour, 2 question paper)

Preliminary Reading

Core Reading to Purchase:

- C. Bigley & H. Temperley, A New Introduction to American Studies (2005)

Additional Books

- 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)
- Tocqueville, A. de, Democracy in America (1835)
- 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)
- Radway, Janice A., et al (eds.). American Studies: An Anthology (2009)

Pre-requisites

No pre-requisites

Progression

The module establishes a firm base from which American Studies degree programme students can proceed to Stage II modules

Restrictions

Compulsory For American Studies First Year Students Only

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.

05 School of History

HI353 Britain and the Second World War: The Home Front						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Smith Dr C

Contact Hours

Total of 15 hours

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'

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.

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)	100% Coursework	Smith Dr E
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Smith Dr E

Contact Hours

Total of 15 hours

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

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.

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

Contact Hours

Total of 15 hours

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'

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.

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

Contact Hours

Total of 15 hours

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'

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.

HI391	The Rise of the United States Since 1880					
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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

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

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.

HI397	Cinema and Society, 1930 - 1960					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Budgen Dr D
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Budgen Dr D

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'

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

HI410 Early Medieval Europe						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Browett Dr R

Contact Hours

Total of 20 hours

Method of Assessment

100% Coursework

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

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.

HI411 Later Medieval Europe						
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

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

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.

HI416 Victorian Britain: Politics, Society and Culture						
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

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).

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.

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

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'

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.

HI424 Introduction to Military History (Part 2)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	100% Coursework	Bowman Dr T

Contact Hours

A weekly one-hour lecture and a one-hour seminar.

Method of Assessment

100% coursework

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'

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.

HI425 Revolutionary Europe 1700-1850

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

Contact Hours

Weekly one hour seminar and ten lectures

Method of Assessment

100% coursework

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

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; the Napoleonic Empire; Spain: Reform, Reaction and Revolution; the Congress of Vienna; the Decembrist revolt in Russia; nationalism in Europe; the revolutions of 1848.

HI426 Making History: Theory and Practice

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

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.

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%).

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)

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).

HI427 The British Army and Society since 1660						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	60% Exam, 40% Coursework	Draper Mr M

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*

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'.

HI428 War and Society in Europe c 1779-1990						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	60% Exam, 40% Coursework	Lawrence Dr M

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*

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.

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

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*

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.

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	
2	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Blakeway Dr A L

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)

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.

HI432 Early Modern History: The Age of Reformation c. 1450-1600						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	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).

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)

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.

HI433 Early Modern History: The Age of Enlightenment c. 1600-1750						
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	Blakeway Dr A L

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.

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)

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.

HI434 The History of Science						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Higgitt Dr R

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

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.

HI435 A Global History of Empires: 1500-1850						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Macola Dr G

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

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

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	Cohen Dr A P

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

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

HI437 War and Diplomacy in Europe c1850-2000						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	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.

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*

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.

HI438 Vikings: the European Project, 750-1066						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Slavin Dr P

Learning Outcomes

As a consequence of taking this module, students will have:

11.1 Gained an understanding of, and will be able to interpret, the political, social, cultural and economic aspects of Viking Europe (c.750-1066). Students will have obtained a knowledge of the most important relevant episodes of the history of the late-medieval period, the most essential primary sources (in translation), and some of the historiographical debates surrounding the subject.

11.2 Developed their ability to discuss the issues that are raised in the module, and to present their work in written and oral form. Through exposure to the distinctive nature of the Viking Age and the Viking society, students will have gained an enhanced understanding of the diversity of human cultures, and the different situations in which historical changes occur.

11.3 Demonstrated a broad conceptual command of the course, and an thorough and systematic understanding of the latest research.

11.4 Demonstrated their capacity to assess and critically engage with primary sources

11.5 Demonstrated independent learning skills by being able to make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources.

Method of Assessment

The module will be assessed by coursework (60%) and examination (40%).

(a) The coursework component will be assessed as follows:

1. One 2,000-word topical essay = 30%
2. One 2,000-word thematic essay =30%

(b) The examination will be two-hours long, and represents 40% of the final module mark.

Preliminary Reading

- T.A. DuBois (1999) *Nordic Religions in the Viking Age*. Philadelphia: University of Pennsylvania Press
- J. Jochens (1995) *Women in Old Norse Society*. New York: Cornell University Press
- W.I. Miller (1990) *Bloodtaking and Peacemaking*. Chicago: University of Chicago Press
- P. Sawyer (1971) *Age of the Vikings*. Ann Arbor: University of Michigan Press
- P.H. Sawyer (ed.) (1997) *Oxford Illustrated History of the Vikings*. Oxford: OUP
- A. Winroth (2014) *The Age of the Vikings*. Princeton: Princeton University Press

Synopsis

Vikings, in the popular imagination, are commonly perceived as horn-helmeted, blood-thirsty pirates who killed and pillaged their way across Europe in the Middle Ages with their blood-stained axes. In reality, Vikings did much more than that. They changed the existing early-medieval political order for good; they contributed a great deal to the international trade, economy and urbanisation of different parts of Europe; and they explored and settled the uncharted territories of the North Atlantic, specifically the Scottish Isles, Iceland, Greenland, and as far as 'Vinland' (parts of Newfoundland), becoming the first Europeans to reach and temporarily settle in the North American continent; and they were perhaps the most engaging story-tellers of their time. By the time the Norse settled down and ceased raiding in the second half of the eleventh century, they had fundamentally altered the political, religious, economic and military history of much of the known world. This course will attempt to separate fact from fiction by critically reading and analysing primary source documents alongside archaeological, linguistic and place-name evidence, and thereby uncover the real history that lies behind the well-known stories of the Viking World. In addition, the students will be introduced to the major historiographical debates related to the Viking Age.

11 Centre for English and World Languages

LA302 Learning Mandarin Chinese 1A						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
5	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Su Mrs R

Contact Hours

3 seminar hours per week over 10 weeks, 30 seminar hours in total. 10 hours per week independent study over 12 weeks including reading weeks, 120 total independent study hours. Total study hours for the module: 150 hours.

Cost

£15.99

Learning Outcomes

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

Use Mandarin Chinese with a proficiency equivalent to A1 on the CEFR

- read and write Mandarin Chinese characters equivalent to A1 on the CEFR;
- demonstrate a familiarity with basic Mandarin Chinese vocabulary equivalent to A1 on the CEFR;
- understand listening excerpts that are very slow and carefully articulated, with long pauses for students to assimilate meaning;
- communicate through spoken Mandarin 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;
- demonstrate an introductory understanding of the life and multiple cultures of the target language countries.

Method of Assessment

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

Oral test: 20%, week 10

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

Preliminary Reading

ZHANG, G. LI, LM. SUEN, L - 'Chinese in Steps V:1', Cypress Book Co. UK Ltd, 2005 ISBN:9781907838101

Synopsis

Topics for listening, speaking, reading and writing at introductory level, equivalent to A1 on the CEFR, 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 realted at introductory level to Chinese culture, geography including some major cities, etc.

There will be a balance between communicative activites, and understanding of vocabulary and grammatical structures.

LA303 Learning Mandarin 1B: An Introduction to Upper Elementary Mandarin

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Spring	C	15 (7.5)	100% Coursework	Su Mrs R

Contact Hours

3 seminar hours per week over 10 weeks, 30 seminar hours in total. 10 hours per week independent study over 12 weeks including reading weeks, 120 total independent study hours. Total study hours for the module: 150 hours.

Cost

£15.99

Learning Outcomes

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

Use Mandarin Chinese with a proficiency equivalent to lower A2 on the CEFR

- read and write Mandarin Chinese characters equivalent to lower A2 on the CEFR
- demonstrate a familiarity with Mandarin Chinese vocabulary equivalent to lower A2 on the CEFR
- understand listening excerpts that are very slow and carefully articulated, with long pauses for students to assimilate meaning
- communicate through spoken Mandarin e.g. basic greeting and introduction, to be able to answer simple questions and respond to simple statements in area of immediate need or on very familiar topics
- gain basic skills in using a Mandarin dictionary or online dictionary to expand vocabulary learning
- demonstrate an elementary understanding of the life and multiple cultures of the target language countries.

Method of Assessment

Assessment 1 In-Class test: 30%, week18

Oral Test: 20%, week 22

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

Preliminary Reading

ZHANG, G. LI, LM. SUEN, L - 'Chinese in Steps V:1', Cypress Book Co. UK Ltd, 2011 ISBN: 9781907838101

Pre-requisites

LA302 Learning Mandarin 1A or equivalent

Synopsis

Topics for listening, speaking, reading and writing at the elementary level, equivalent to lower A2 on the CEFR, 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.

There will be a balance between communicative activities, and understanding of vocabulary and grammatical structures.

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.

LA304 Learning Japanese 1A: An Introduction to Elementary Japanese

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

Cost

Core textbooks: £43-£57

Recommend: £13-17

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.

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

Preliminary Reading

Core-textbook:

(2012) Minna No Nihongo 1: 2nd ver with CD, 3A Network, ISBN-13: 9784883196036

(2012) Minna No Nihongo 1: 2nd ver: Translation & Grammatical Notes English ver, 3A

Network, ISBN-13: 9784883196043

Recommended:

(2000) Self study kana workbook: learning through listening and writing, 3A Cooperation, ISBN-13: 9784883191581

Pre-requisites

None

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.

LA305	Learning Japanese 1B: An Introduction to Upper Elementary Japanese					
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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.

Cost

£67-£83

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.

Method of Assessment

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

Oral Test: 20%, week 22

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

Preliminary Reading

Core-textbook:

(2012) Minna No Nihongo 1: 2nd ver with CD, 3A Network, ISBN-13: 9784883196036

(2012) Minna No Nihongo 1: 2nd ver: Translation & Grammatical Notes English ver, 3A Network, ISBN-13: 9784883196043

Kano, Chieko et al. (1989) Basic Kanji book Vol. 1, Bonjinsha, ISBN-13: 9784893580917

Pre-requisites

LA304 Learning Japanese 1A or equivalent

This module is for students who studied LA304 Learning Japanese 1A or have equivalent proficiency in Japanese.

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.

LA307 Learning Arabic 1A: An Introduction to Elementary Arabic Language

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

Contact Hours

Details of Contact Hours, Self-Study etc : 3 teaching hours, 9 self-study hours

Cost

£49

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.

Method of Assessment

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

Oral Test: 20%, week 10

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

Preliminary Reading

Mastering Arabic 1 Paperback 3rd edition – Box set, by Jane Wightwick , Mahmoud Gaafar,
ISBN 9781137380456

Jane Wightwick, Mahmoud Gaafar (2014) Mastering Arabic 1 Activity Book (second edition), Palgrave Master Series,
Palgrave Macmillan.
ISBN 9781137372260

Pre-requisites

Pre-requisites: None.

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.

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	Awadalla Dr M

Method of Assessment

Assessment 1 In-Class Test: 30%, week 18
 Oral Test: 20%, week 22
 Assessment 2 In-Class Test: 50%, week 24

Preliminary Reading

Mastering Arabic 1 Paperback 3rd edition – Box set, by Jane Wightwick , Mahmoud Gaafar, ISBN 9781137380456
 Mastering Arabic 1 Paperback 3rd edition – Box set, by Jane Wightwick , Mahmoud Gaafar, ISBN 9781137380456

Pre-requisites

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

Progression

Learning Arabic 1A or equivalent proficiency

Restrictions

Self-Study etc: 3 teaching hours, 9 self-study hours

LA309 Learning Russian 1A: Introduction to Elementary Russian Language

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

Contact Hours

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

Cost

£24.89

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

Method of Assessment

Assessment 1 In-Class Test: 30%, week 6
 Oral Test: 20%, week 10
 Assessment 2 In-Class Test: 50%, week 12

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>

Pre-requisites

None.

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.

LA310	Russian 1B: Upper Elementary Russian Language					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Su Mrs R

Contact Hours

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

Cost

£24.89

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.

Method of Assessment

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

Oral Test: 20%, week 22

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

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

Pre-requisites

LA309 Learning Russian 1A or equivalent

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.

LZ329 Developing English Language Skills						
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

Contact Hours

3 hours per week (workshop format) + tutorials. Students will be expected to spend 6 additional hours per week in self-study.,.

Cost

No cost - handouts provided

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

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.

LZ330 Extending English Language Skills						
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

Contact Hours

3 hours per week (workshop format) + tutorials. Students are expected to spend 6 additional hours per week in self-study

Cost

No cost - handouts provided

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 of 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

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.

LZ335 Reading and Writing Academic Texts						
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

24 class contact hours over 1 term (12 x 1-hour seminars + 12 x 1-hour workshops).

Learning Outcomes

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

- a) Adopt appropriate reading strategies for specific study purposes
- b) Identify and compare different academic written genres
- c) Evaluate the suitability of texts as sources for specific types of assignments
- d) Interpret and incorporate information from a range of texts into written assignments
- e) Structure a written assignment according to demands of title and subject
- f) Recognise and employ formal and informal written styles as appropriate

Method of Assessment

100% coursework

Preliminary Reading

Coursebooks: Glendinning, E. H. & Holmstrom, 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.

Pre-requisites

None

Synopsis

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.

LZ336 Advanced Listening Skills for Academic Study						
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).

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.

Method of Assessment

100% coursework

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

Pre-requisites

None

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.

LZ337 Applied Grammar for Academic Study						
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.

Cost

£22.50 (core text only)

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

Method of Assessment

100% coursework

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.

- Caplan, N.A. (2012) Grammar Choices for Graduate and Professional Writers. United States of America: The University of Michigan Press (CORE TEXT)
- Crystal, D. (2004) Rediscover Grammar. Pearson Longman
- Murphy, R. (2004) English Grammar in Use. Cambridge: Cambridge University Press
- 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

Pre-requisites

No prerequisite or co-requisite modules required.

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.

