

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

### 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.

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

### Contact Hours

43 contact hours

### 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.

<b>AR320</b>		<b>Building Construction</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam with Compulsory Numeric Elements	
1	Canterbury	Spring	C	15 (7.5)	60% Exam, 40% Coursework	
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Gardner Mr C
2	Canterbury	Spring	C	15 (7.5)	100% Coursework with Compulsory Numeric Elements	Gardner Mr C

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

### 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

Assessment weightings (100% coursework):  
Construction and Structures design (50%)  
Environment and Sustainability design (50%)

### Preliminary Reading

Ching, Francis 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 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

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

### 35 Kent Business School

<b>CB302 Managers and Organisations</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	Vassilopoulou Dr J
1	Canterbury	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	Vassilopoulou Dr J
1	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	Vassilopoulou Dr J

#### Contact Hours

Lectures: 11  
Seminars: 10  
Private Study: 27  
Preparation for Seminars: 22  
Preparation for Presentation: 15  
Preparation and research for timed essay: 25  
Preparation for Examination: 40

Total hours: 150

#### Learning Outcomes

Intended subject specific learning outcomes:

Understand the key concepts and theories of organisational behaviour and management, including their historical development.

Understand the key elements and operation of organisations and the process of management.

Analyse the strengths and weaknesses of various organisational theories.

Apply these theories to practical issues associated with the management of people and organisations

Discuss ideas relating to management and organisational behaviour, both orally and in writing.

Intended generic learning outcomes:

Plan, work and study independently using relevant resources.

Appreciate the context in which management decisions are made, drawing on the scholarly and critical insights of the Social Sciences.

Appreciate and understand the relationships between the theories of behavioural science and the practical experiences of management and behaviour of people at work.

Use group working skills, including listening, responding to different points of view, negotiating outcomes, and planning and making a joint presentation.

Present a cogent argument orally, demonstrating good vocal skills which match the environment, and making use of appropriate presentational tools.

Retrieve information from a variety of resources.

#### Method of Assessment

Unseen two-hour examination\* 60%  
Coursework 800 – 1000 word timed essay 20%  
Seminar performance/attendance 5%  
Presentation 15%

#### Preliminary Reading

The recommended textbook is:

Clegg, S. Kornberger, M. and Pitsis, T. (2011): *Managing and Organizations: An Introduction to Theory and Practice*, 3rd Edition. London: Sage

Other useful background books are

L. Mullins. (2007) *Management and Organisational Behaviour*, 8th edition, Financial Times Prentice Hall (ISBN: 1405854766)

Kramar, R. & Syed, J. (Eds) (2012) *Human Resource Management in a Global Context: a critical approach*. Basingstoke: Palgrave MacMillan



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### Synopsis \*

The main strand of the lecture material will establish the foundations of organisational behaviour in the context of the historical development of ideas and theory. The theories will be related to practical examples and thence students will be introduced to modern experience, practice and scholarship. Once the information of the foundation of organisational behaviour is established, at the next level, contemporary topics of management will be touched upon briefly. This will provide students with basic knowledge related to modern management practices. The content of the module will, therefore, be based on the following topics:

- Scientific Management
- Human Relations School
- Bureaucracy
- Post Bureaucratic Organizations
- Contingency Approach
- Group and teams
- Motivation
- Power and authority
- Managing diversity

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>CB312 Introduction to Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	60% Exam, 40% Coursework	Lewis Dr PMJ

### Contact Hours

1 hour lecture and 1 hour seminar per week

Lectures: 11

Seminars: 11

Preparation for in-class test: 20

Preparation for timed essay: 20

Seminar preparation: 22

Independent study: 26

Preparation for Exam: 40

Total hours: 150

### Learning Outcomes

Intended subject specific learning outcomes:

Understand key theories of management.

Understand the development of management thinking and the continuities and changes embedded in this.

Understand the interplay between management and organizational forms.

Understand the impact of management thinking on processes such as decision-making and communication.

Understand the connection between management practices and the business environment.

Intended generic learning outcomes:

Students' oral communication skills will be developed and enhanced.

Students' ability to write coherently about management issues will be developed.

Students' ability to draw on social science concepts and theories will be developed.

The module will facilitate the development of group working skills including an ability to examine and respond to different points of view, accept accountability for tasks and negotiate outcomes.

Plan work and study independently.

Retrieve information from a variety of sources.

### Method of Assessment

Examination – 2 hour unseen 60%

800 – 1000 Word Timed Essay 15%

In-Class Test 15%

Group Presentation 10%

### Preliminary Reading

- Bloisi W. 2007: Management & Organisational Behaviour, 2nd Edition, London: McGrawHill
- Buchanan, D. & Huczynski, A. 2007: Organizational Behaviour, 6th Edition, Harlow: Financial Times Prentice Hall.
- Bratton J. 2007: Work & Organizational Behaviour, Basingstoke: Palgrave Macmillan
- Clegg, S. Kornberger, M. and Pitsis, T. 2008: Managing and Organizations: An Introduction to Theory and Practice. London: Sage

### Restrictions

CANNOT BE TAKEN WITH CB302 - NOT AVAILABLE AS A WILD MODULE

This module is available only to students taking single and joint honours Business Administration and International Business degrees. Students taking Accounting & Finance and Business Administration (joint honours) will take CB302.

### Synopsis \*

The module introduces students to theories of management, beginning with classical management systems through to contemporary management concepts. It will illustrate the continuities and transformations in management thinking throughout the 20th and 21st century. The main topics of study include:

- Scientific Management
- The Human Relations School
- Bureaucracy
- Post Bureaucratic Organizations
- The Contingency Approach
- Culture Management
- Leadership
- Decision-Making
- Managing Ethically

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>CB343 Global Business Environment</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	Stone Dr Z
1	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	Stone Dr Z
1	Medway	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	Li Dr S

### Contact Hours

Lectures 11  
Seminars 10  
Independent study 129

Total hours 150

### Learning Outcomes

Understand the complexity and diversity associated with doing business internationally  
Develop a sound knowledge of the global business environment by analysing specific real world examples.  
Establish specific links between their studies and the changing business world.  
Understand the key definitions of business terminology and idioms appropriate for a Business programme.  
Knowledge and understanding of the organisations, their environments and their management, including: the management of people, operations management, finance, marketing and organisational strategy.  
Knowledge and understanding of the social science concepts and theories and the ability to apply them to business and management contexts.  
Knowledge and understanding of the contemporary and pervasive issues, deepening and/or integrating core knowledge.

The intended generic learning outcomes

Link business problems with their everyday life.  
Understand where they can apply their knowledge from their degree.  
Study the organizations, their management, and the changing global environment.  
Be prepared for developing a career in business and management.

### Method of Assessment

Examination – 3 hour 70%  
2000 Word Essay 30%

### Preliminary Reading

Harrison, A., (2013), Business Environment in a Global Context, 2nd Ed., Oxford University Press, Oxford  
Brooks, I., Weatherston, J. and Wilkinson, G., (2004), The International Business Environment, Financial Times Prentice-Hall (ISBN 0273682474)  
Hamilton, L., and Webster P., (2012), The International Business Environment, 2nd Ed., Oxford University Press  
Ball, D.A., (2012), International Business: The Challenge of Global Competition, 13th Edition, McGraw-Hill: New York

### Restrictions

Restricted to students reading: Accounting & Finance and Management Science; Business Administration; Employment Relations or Human Resource Management (Canterbury); and Business & Management or Accounting & Management (Medway)

### Synopsis \*

The module will cover various aspects of the changing global environment. An indicative list of topics is given below, however the main aim of the module is to examine contemporary issues within the global business environment that are likely to impact upon business operations and strategy:

- Globalisation: Definition, Evolution, Implications for countries, firms and people,
- The Triad: European Union, United States, Japan - Investment, Trade, Relations
- International Capital and Financial Markets: New York, London, Frankfurt, Tokyo
- World Institutions: World Trade Organisation, International Monetary Fund, United Nations
- International Economic Environment: Exchange Rates and patterns of trade
- Environment: Global Warming – Kyoto Agreement
- Business and Corporate Culture: Japan & Germany VS UK & US
- Innovation & Technology
- Mergers and Acquisitions
- Firm and Stakeholders - Ethical Issues

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>CB675</b>		<b>Financial Accounting, Reporting and Analysis</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	I	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

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

Lectures: 22

Seminars: 10

Independent Study: 118

Total hours: 150

### Learning Outcomes

Subject specific learning outcomes:

- Be aware of the link between financial accounting systems and business activities for a variety of organizations.
- Understand the principles underlying a financial accounting system and the principles upon which financial statements are based.
- Be able to produce financial statements from trial balance for sole trader and limited companies incorporating post trial balance adjustments.
- Be aware of the various influences on the financial reporting process and understand how they impact on the annual report and accounts of UK listed companies, in particular.
- Be aware of the various stake-holders in the financial reporting process.
- Understand the role of auditors in the financial reporting process.
- Understand the roles of executive directors and non-executive directors within the context of corporate governance.
- Be aware of how corporate social responsibility issues influence the behaviour of organizations and their reporting of them.
- Be able to read and understand the key elements of a listed company's annual report.
- Be able to apply numerical techniques in analysing performance, position, cash flow and investments returns.
- Be able to identify financial strengths and weaknesses through interpreting that analysis and where appropriate suggest possible corrective action.
- Be able to evaluate the impact of corporate strategy on financial results.

Generic learning outcomes:

- Students' oral and written communication skills will be developed and enhanced.
- Students' ability to write coherently about management issues will be developed.
- Plan work, manage time and study independently.
- Retrieve information from a variety of sources.

### Method of Assessment

Two hours unseen examination - 70%, In-class test - 15%, Essay on Financial Reporting 1200 words - 15%

### Preliminary Reading

Attil, P. & Mc Laney, E. (2013) Accounting and Finance for Non-Specialists, 8th edition, FT Prentice Hall

### Restrictions

May not be taken with AC300 Financial Accounting I. Students who have taken or are taking CB540 may not take CB675 Financial Accounting, Reporting and Analysis.

### Synopsis \*

- The relationship between business and accounting
- The principles underlying a double-entry accounting system
- The preparation of primary financial statements from trial balance
- The regulatory framework of financial reporting
- The annual report and accounts of plcs
- The analysis and interpretation of financial statements

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

### 04 School of European Culture and Languages

<b>CL311</b>		<b>Latin for Beginners</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Exam	Nifosi Ms A
1	Canterbury	Autumn and Spring	C	30 (15)	60% Exam, 40% Coursework	Nifosi Ms A
1	Canterbury	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	Nifosi Ms A
1	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Nifosi Ms A

#### 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 WHEELLOCK - '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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>CL315 Classical Mythology: Themes and Approaches</b>						
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-Grünewald, 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>CL329 Introduction to Archaeology</b>						
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 (3rd 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 <span style =

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.

<b>CL347 Introduction to Egyptian Archaeology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

### Contact Hours

Total contact hours: 20 (10 x 1 hour lectures and 10 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; 12A4; 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



## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

### 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

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

### Contact Hours

This module will be taught by means of a one-hour lecture and a one-hour seminar for ten weeks

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 demonstrate familiarity with the history and development of archaeological theory and current theories;
- 8.2 make critical interpretations of the material remains;
- 8.3 demonstrate familiarity with different archaeologists and their contribution to the field;
- 8.4 demonstrate knowledge of how archaeological remains can be interpreted from different theoretical points of view;
- 8.5 demonstrate an awareness of the relationship between archaeology and politics, heritage and the media.

### Method of Assessment

100% coursework

### Preliminary Reading

Indicative list:

- 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  
 Johnson, M. (1999) Archaeological theory an introduction. London: Blackwell.  
 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.

### 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.

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

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

### 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

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

### 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)

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### 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 Princesps), 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 a paradigms for the virtuous life; whereas the living ones provided moral exemplars. The module is designed to unpick our modern image of the emperors to reveal how 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*.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### 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.

<b>CL358 Words are Weapons: Insults in Classical Literature</b>						
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

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

### 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 Carvazere, 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].  
Thalman, 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>CL359</b>		<b>Beginner's Greek 1</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Alwis Dr A

### 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.

<b>CL360</b>		<b>Beginner's Greek 2</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Alwis Dr A

### 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.



## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

2 hours per week

### 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 Reading

Fyodor 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

CP311		The Tale				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	Novillo-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 <span style = "color: red; ">\*</span>

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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

CP318 Introduction to Contemporary European and Hispanic Cinemas						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Lázaro-Reboll Dr A

### Contact Hours

2 hours per week

### 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.

### 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 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

2 hours per week

### 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 Press, 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

CP324		Classical Literature				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Chakraborty Mr T

### 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; Odysseus'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.



## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### 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 Djelal 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Three one-hour seminars for twenty weeks.

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. [listening];
- 8.2 Understand texts that consist mainly of high frequency every day or job-related language and most texts likely to be encountered whilst travelling in an area where the language is spoken) [reading];
- 8.3 Deal with most situations likely to arise whilst travelling in an area where the language is spoken and enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events) [speaking];
- 8.4 Write simple connected texts on topics which are familiar or of personal interest, including letters, describing experiences and impressions [writing];
- 8.5 Demonstrate knowledge and understanding of key aspects of key cultural aspects connected to the French language [culture];
- 8.6 Get by, with sufficient grammar to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events [grammar];
- 8.7 Get by, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events [vocabulary];
- 8.8 Demonstrate improved confidence in the interpretation of texts in another language.

The subject specific learning outcomes are according to the requirements/specifications for the Common European Framework of Reference for Languages, level B1.

### Method of Assessment

70% in-course tests, 30% 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 B1.2 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.
- Girardet, J. and Pecheur, J. (2013) *Écho B1.2 Cahier personnel d'apprentissage*, 2nd edition, Paris: Clé International.

### Pre-requisites

Prerequisite: Ability in French language equivalent to Level A2 of the CEFR (typically achieved with an A-Level in French)

### Restrictions

Bilingual students and French native speakers cannot register for this module. It may be taken as a 'wild' module.

### Synopsis \*

This module is for Post-A-level students and students who have mastered level A2 but not yet B1 of the Common European Framework of Reference for Languages (CEFR). On successfully completing the module students will have mastered level B1. The emphasis in this course is on furthering knowledge of the structure of the language as well as vocabulary and cultural insights while further developing the speaking, listening, reading and writing skills.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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	
1	Canterbury	Autumn	C	15 (7.5)	100% Exam	
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Fowler Dr J

### Contact Hours

2 hours per week

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 demonstrate an appreciation of the history of French drama from the seventeenth to the twentieth century;
- 8.2 demonstrate analytical skills for the study of structure, dramatic technique and treatment of key themes in the French dramatic texts studied, and an ability to evaluate and describe examples of French drama;
- 8.3 demonstrate skills relating to the close reading and evaluation of literary texts;
- 8.4 plan and write an essay analysing cultural and historical questions as they are articulated in drama;
- 8.5 demonstrate their ability to communicate effectively and coherently.

### Method of Assessment

100% Coursework

### Preliminary Reading

Indicative Reading List:

Marivaux, Pierre de (2006) [1730], *Le Jeu de l'amour et du hasard*. Paris: Larousse Petits Classiques ; (2006) Marivaux Plays: *Double Inconstancy, False Servant, The Game of Love and Chance* [etc.]. London: Bloomsbury

Molière (2006) [1664], *Le Tartuffe ou l'imposteur*. Paris: Larousse Petits Classiques; (2008) *The Misanthrope, Tartuffe and Other Plays*. Oxford: OUP.

Reza, Yasmina (2011) [2007], *Le Dieu du carnage*. Paris: Magnard Classiques et contemporains; (2008) *The God of Carnage*. London: Faber.

Rostand, Edmond de (2007) [1897], *Cyrano de Bergerac*. Paris: Larousse Petits Classiques; (2006) *Cyrano de Bergerac*. Harmondsworth: Penguin Classics.

Sartre, Jean-Paul (2012) [1948], *Les Mains sales*. Paris: Gallimard/Folio; (1989) *No Exit and Three Other Plays*. London: Vintage.

### Pre-requisites

None - also available as a wild module

### Synopsis \*

This module is designed to introduce students to French literature, culture and history by the close study of a number of dramatic texts from the 17th, 18th, 19th, 20th and 21st centuries. The authors studied use drama to explore a wide variety of themes: religious, philosophical, political, literary 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, historical and cultural issues.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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	
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	
3	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Poizat-Amar Dr M

### Contact Hours

2 hours per week

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 demonstrate an appreciation of the variety and richness of the French narrative tradition from the eighteenth century to the present day;
- 8.2 demonstrate analytical skills for the study of structure, narrative technique and treatment of key themes in the French narrative fiction studied, and ability to evaluate and describe examples of French narrative fiction;
- 8.3 demonstrate skills relating to close reading and evaluation of literary texts;
- 8.4 plan and write an essay analysing cultural and historical questions as they are articulated in short narrative fiction;

### Method of Assessment

60% Coursework, 40% Exam

### Preliminary Reading

Indicative Reading:

Aymé, M. (2008) [1943] *Le Passe-muraille*. Paris: Gallimard; (2012) *The Man Who Walked Through Walls*. London: Pushkin Press.

Beauvoir, S. de (1973) [1967] *La Femme rompue* Paris: Gallimard; *The Woman Destroyed*. London: Harper.

Camus, A. (2013) [1957] *L'Exil et le Royaume*. Paris: Gallimard; (2006) *Exile and the Kingdom: Stories*. London: Penguin.

Flaubert, G. (2015) [1877] *Un Cœur simple (Trois Contes)*. Paris: J'ai lu; (2015) *A Simple Heart*. London: Penguin.

Hugo, V. (2013) [1829] *Le Dernier Jour d'un condamné*. Paris: Gallimard; (1992) *The Last Day of a Condemned Man and Other Prison Writings*. Oxford: OUP.

N'Diaye, M. (2011) *Autoportrait en vert*. Paris: Gallimard; (2014) *Self-portrait in Green*. San Francisco: Two Lines.

Voltaire, pseud. F.-M. Arouet (2015) [1747], *Zadig*. Paris: Gallimard; (2014) *Candide and Other Works*, ed. James Fowler. London: Wordsworth Classics.

### Pre-requisites

None - also available as a wild module

### Synopsis \*

This module is designed to introduce students to the range and variety of French literature by the close study of a number of short fictional texts from the 18th, 19th, 20th and 21st 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. FR302 may be taken independently of FR301.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

2 hours per week

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 demonstrate knowledge of a range of films depicting various periods in French cinema (from the 1920s to the present day);
- 8.2 demonstrate understanding of the cultural and historical backgrounds of the films studied and thereby be able to assess the links between this background and the films;
- 8.3 demonstrate a more general knowledge of the history of cinema;
- 8.4 demonstrate an understanding of the relationship between cinematographic form and content;
- 8.5 demonstrate their knowledge of technical terms relating to cinema;
- 8.6 evaluate and describe filmic narratives and the ways in which they are made;
- 8.7 demonstrate their appreciation of the differences/similarities between the filmic and the literary.

### Method of Assessment

60% Coursework, 40% Exam

### Preliminary Reading

Set films (in French with English subtitles):

Entracte. (1924) Film. Directed by René Clair. [DVD] France: Société Nouvelle des Acacias.  
La Règle du Jeu. (1939) Film. Directed by Jean Renoir. [DVD] France: Les Grands Films Français.  
Orphée. (1950) Film. Directed by Jean Cocteau. [DVD] France: René Château.  
La Traversée de Paris. (1956) Film. Directed by Claude Autant-Lara. [DVD] France: Gaumont.  
Vivre sa vie. (1962) Film. Directed by Jean-Luc Godard. [DVD] France: Panthéon.  
La Jetée. (1962) Film. Directed by Chris Marker. [DVD] France: Argos Films.  
Les Parapluies de Cherbourg. (1964) Film. Directed by Jacques Demy. [DVD] France: Arte Video.  
37°2 le matin. (1986) Film. Directed by Jean-Jacques Bénéix. [DVD] France: Gaumont.  
La Haine. (1995) Film. Directed by Mathieu Kassovitz. [DVD] France: Mars Distribution.

A dossier of textual materials provides students with background documents and suggests further reading.

### Pre-requisites

None - available as a wild module

### Synopsis \*

This module will provide students with a basic knowledge of the most important periods of French cinema (including experimental cinema, 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. The module will examine a number of films from the 1920s to the present which illustrate the scope and development of French cinema. While most of the films are now regarded as canonical, a major aim of the module is to place the works in context so as to emphasize their radical and often transgressive power.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

2 hours per week

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 show an appreciation of a range of films inspired by the four crises (World War I (1914-8), World War II (1939-45), the Algerian War of Independence (1954-62) and the Student Protests of 1968);
- 8.2 demonstrate familiarity with the cultural and historical background of the works studied, and thereby assess the links between events and the films;
- 8.3 demonstrate an ability to analyse and describe films (in particular, characters and events);
- 8.4 demonstrate their critical understanding of historical milestones in contemporary France and their cinematic representation;
- 8.5 show an appreciation of cultural diversity in contemporary political debates in France.

### Method of Assessment

100% Coursework

### Preliminary Reading

Indicative Reading:

McMillan, J.F. (1992) *Twentieth-century France: Politics and Society 1898-1991*. London: Hodder/Arnold.  
Sowerwine, C. (2009). *Culture, Society, and the Making of the Republic*. London: Palgrave MacMillan.

Films studied (in French with English subtitles):

La Grande Illusion. (1937) Film. Directed by Jean Renoir. [DVD] France: StudioCanal.  
La Vie et rien d'autre. (1989) Film. Directed by Bertrand Tavernier. [DVD] France: KinoVideo.  
Le Dernier Métro. (1980) Film. Directed by François Truffaut. [DVD] France: Gaumont.  
Au-revoir les enfants. (1987) Film. Directed by Louis Malle. [DVD] France: MK2 Diffusion.  
La Bataille d'Alger. (1966) Film. Directed by Gillo Pontecorvo. [DVD] Italie/Algérie: Rialto Pictures.  
Milou en mai. (1990) Film. Directed by Louis Malle. [DVD] France: Pyramide Distribution.

### Pre-requisites

None - also available as a wild module

### Synopsis >\*

This 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. Some films are almost contemporary with events, whereas others were made decades later. This module will explore themes such as realistic depiction, socio political agendas, nationalist ideologies and the politicisation of (collective and individual) memory.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

4 hours per week

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. personal and family information, shopping, local geography, employment) [listening];
- 8.2 Understand short, simple texts, incl. letters and everyday material (e.g. advertisement, menus, timetables) related to areas of most immediate relevance (e.g. personal and family information, shopping, local geography, employment) [reading];
- 8.3 Communicate verbally in simple and routine tasks requiring simple and direct exchange of information on familiar and routine matters [speaking];
- 8.4 Communicate in writing in simple and routine tasks requiring simple and direct communication of information on familiar and routine matters [writing];
- 8.5 Demonstrate knowledge and understanding of key aspects of key cultural aspects connected to the French language [culture];
- 8.6 Use basic grammar in simple and routine tasks requiring simple and direct communication of information on familiar and routine matters [grammar];
- 8.7 Use highest frequency vocabulary related to areas of most immediate relevance (e.g. personal and family information, shopping, local geography, employment) [vocabulary].

### Method of Assessment

70% in-class assessment and 30% 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 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.

### Pre-requisites

None. Students with an existing A-Level in French, bi-lingual or native speakers cannot register for this module.

### 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.

### Synopsis \*

This is an intensive module for absolute beginners, Post-GCSE students and students who have not yet mastered level A2 of the Common European Framework of Reference for Languages (CEFR). On successfully completing the module students will have mastered level A2. The emphasis in this course is on acquiring a sound knowledge of the structure of the language as well as basic vocabulary and cultural insights while developing the speaking, listening, reading and writing skills.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

FR337 Texts and Contexts 1						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Poizat-Amar Dr M
1	Canterbury	Autumn	C	15 (7.5)	60% Coursework, 40% Exam	Poizat-Amar Dr M

### Contact Hours

2 hours per week

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 demonstrate an appreciation of a range of cultural products originating in France and the French-speaking world from the 17th, 18th, 19th and early 20th centuries (letters, plays, novels, political documents, travel writing);
- 8.2 demonstrate 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;
- 8.3 demonstrate skills relating to close reading and evaluation of literary texts and of images;
- 8.4 plan and write an essay analysing cultural, historical and political questions as they are articulated in literary and cultural artefacts
- 8.5 participate in discussion about cultural production and its contexts, make their own contributions to the discussion and listen to and respect the contributions of others;
- 8.6 demonstrate their ability to communicate effectively;

### Method of Assessment

100% Coursework

### Preliminary Reading

Indicative Reading:

Colette (1975) [1910]. *La Vagabonde*. Paris: Poche; (1980) *The Vagabond*. London: Penguin.  
 Daudet, Alphonse (2010) [1872]. *Tartarin de Tarascon*. Paris: Flammarion; (2015) *Tartarin of Tarascon*. CreateSpace.  
 Flaubert, G. (2013) [1869]. *L'Éducation sentimentale*. Paris: Flammarion ; (2008) *A Sentimental Education*. Oxford: Oxford University Press.  
 Rousseau, J.J. (2009) [1782-89]. *Les Confessions*. Paris: Gallimard ; (2008) *Confessions*. Oxford: Oxford University Press.  
 Sévigné, Madame de (1988) [1670-71]. *Lettres choisies*. Paris: Gallimard ; (2003) *Selected Letters*. London: Penguin.  
 Stendhal, pseud. Beyle, H. (2013) [1831]. *Le Rouge et le noir*. Paris: Flammarion; (2009) *The Red and the Black*. Oxford: Oxford University Press.  
 Zola, Emile (2003) [1898]. *J'Accuse ! et autres textes sur l'affaire Dreyfus*. Paris: Libro ; (1998) *The Dreyfus Affair : "J'Accuse!" and Other Writings by Zola*. Yale University Press.

### Pre-requisites

None - this module is also available as a wild module

### Synopsis <span style = "color: red; "> \* </span>

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. 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.



## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

FR338 Texts and Contexts 2						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Poizat-Amar Dr M
1	Canterbury	Spring	C	15 (7.5)	70% Coursework, 30% Exam	Poizat-Amar Dr M

### Contact Hours

2 hours per week

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 demonstrate an appreciation of a range of cultural products in French from the 20th and 21st centuries (literary fiction, genre fiction, political documents, memoirs, film);
- 8.2 demonstrate 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;
- 8.3 demonstrate their skills relating to close reading and evaluation of literary texts and of images;
- 8.4 plan and write an essay analysing cultural, historical and political questions as they are articulated in literary and cultural artefacts
- 8.5 participate in discussion about cultural production and its contexts, make their own contributions to the discussion and listen to and respect the contributions of others;
- 8.6 demonstrate their ability to communicate effectively;

### Method of Assessment

60% Coursework, 40% Exam

### Preliminary Reading

Indicative Reading:

Barthes, Roland (2007) [1956] *Mythologies*. Paris: Seuil ; (2009) *Mythologies*, trans. by Annette Lavers. London: Vintage.  
Cantet, Laurent (2008) *Entre les murs* [film] ; *The Class* [film].  
De Gaulle, Charles (1946-58). Selected speeches 1946-1958 ('*le Discours de Bayeux*' etc.) [available online in French and English at [www.charlesdegaulle.org](http://www.charlesdegaulle.org)]  
Gainsbourg, S., Brassens, G., Brel, J., Vian, B. [1950s and 1960s]. Selected chansons [available online]  
Guène, Faïza (2004). *Kiffe kiffe demain*. (Paris: Poche) ; (2006) *Just Like Tomorrow*. London: Random House.  
Sebbar, Leïla (ed.) (2001), *Une enfance algérienne*. Paris: Gallimard ; (2001) *An Algerian Childhood*. St Paul, MN: Ruminator.  
St-Exupéry, Antoine de (1973) [1929]. *Courrier Sud*. Paris: Gallimard; (2000) *Southern Mail/Night Flight*. London: Penguin.

### Pre-requisites

None - also available as a wild module.

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>GE301 Learning German 3 (Post A Level)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Koenigs J
2	Canterbury	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	Koenigs J
3	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	

### Contact Hours

Three hours of seminars weekly, over 20 weeks

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
- 8.2 understand texts that consist mainly of high frequency every day or job-related language and most texts likely to encountered whilst travelling an area where the language is spoken
- 8.3 deal with most situations likely to arise whilst travelling in an area where the language is spoken and enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events)
- 8.4 write simple connected texts on topics which are familiar or of personal interest, including letters, describing experiences and impressions
- 8.5 demonstrate knowledge and understanding of cultural aspects
- 8.6 get by, with sufficient grammar to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events
- 8.7 get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events

The subject specific learning outcomes are according to the requirements/specifications for the Common European Framework of Reference for Languages, level B1.

### Method of Assessment

70% in-class assessments, 30% coursework

### Preliminary Reading

Indicative Reading:

Dengler, S., Rusch, P., Schmitz, H., Sieber, T. (2014) Netzwerk B1: Deutsch als Fremdsprache. Kursbuch mit 2 Audio-CDs, München: Klett.

Dengler, S., Rusch, P., Schmitz, H., Sieber, T. (2014) Netzwerk B1: Deutsch als Fremdsprache. Arbeitsbuch mit 2 Audio-CDs, München: Klett.

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

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

### Pre-requisites

German language level A2 of the Common European Framework of Reference for Languages (e.g. GCE A-level).

### Restrictions

This module is available as a wild module

### Synopsis \*

This module is for Post-A-level students and students who have mastered level A2 but not yet B1 of the Common European Framework of Reference for Languages (CEFR). On successfully completing the module students will have mastered level B1. The emphasis in this course is on furthering knowledge of the structure of the language as well as vocabulary and cultural insights while further developing the speaking, listening, reading and writing skills.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>GE311</b>		<b>Varieties of German Writing</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Hundehege Ms S
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Hundehege Ms S

### Contact Hours

2 hours per week

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate they have gained experience in reading short narrative texts, poems and plays in German written between 1760 and 1933;
- 8.2 Show enhanced reading comprehension skills and passive and active vocabulary in German;
- 8.3 Display knowledge of several major genres of German literature and genre development during the period;
- 8.4 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:

Goethe, Johann Wolfgang von, Luke, David, (1999) 'Selected poems', Libris, London.

Hauptmann, Gerhart, (1956) 'Vor Sonnenaufgang: soziales drama', Ullstein,

Kafka, Franz, (1989) 'Die Verwandlung', Suhrkamp,

Tieck, Johann Ludwig, (1990), 'Der blonde Eckbert: Den Runenberg. Die Elfen ; Märchen', Reclam.

### Pre-requisites

None. Available as a wild module.

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### 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 Gewahlt entstehen und wohin sie fuhren kann: Erzählung*, Kiepenheuer & Witsch, 1974  
Grass, Günter, *Die Plebejer proben den Aufstand: ein deutsches Trauerspiel*, Steidl Verlag, Go'ttingen, 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

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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

2 hours per week

### Learning Outcomes

Students who successfully complete this module will be able to:

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

- Droste-Hülshoff, Annette von, *The Jew's Beech*, Oxford University Press, New York, Oxford, 1997.
- Heine, Heinrich, *The complete poems of Heinrich Heine: a modern English version*, Suhrkamp-Insel, 1982
- Kafka, Franz, *The Judgment*, in *The Complete Short Stories of Franz Kafka*, ed. by N. N. Glatzer, London, 2005
- Rilke, Rainer Maria, *Selected poems of Rainer Maria Rilke: the book of fresh beginnings*, Oberlin College, Ohio, 1994
- Mann, Thomas, *Death in Venice*, New York, London: Norton, 1994

### Pre-requisites

None - this module is also available as a wild module.

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>GE328</b>		<b>Post-1989 German Cinema</b>				
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:

- Das Versprechen / The Promise (D: Margarethe von Trotta, 1995)
- Lola rennt / Run Lola Run (D: Tom Tykwer, 1998)
- Good Bye, Lenin! (D: Wolfgang Becker, 2003)
- Die fetten Jahre sind vorbei / The Edukators (D: Hans Weingartner, 2004)
- Sophie Scholl: Die letzten Tage / The Last Days (D: Marc Rothemund, 2005)
- Das Leben der Anderen (D: Florian Henckel von Donnersmarck, 2006)
- Auf der anderen Seite (D: Fatih Akın, 2007)
- Die Fälscher / The Counterfeiters (A: Stefan Ruzowitzky, 2007)

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>GE329 Intensive Beginners German</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Koenigs J
1	Canterbury	Autumn and Spring	C	30 (15)	70% Coursework, 30% Exam	Koenigs J
2	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	

### Contact Hours

Four hours of seminars weekly, over 20 weeks

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment)
  - 8.2 understand short, simple texts, incl. letters and everyday material (e.g. advertisement, menus, timetables) related to areas of most immediate relevance (e.g. personal and family information, shopping, local geography, employment)
  - 8.3 communicate verbally in simple and routine tasks requiring simple and direct exchange of information on familiar and routine matters
  - 8.4 communicate in writing in simple and routine tasks requiring simple and direct communication of information on familiar and routine matters
  - 8.5 demonstrate knowledge and understanding of key cultural aspects
  - 8.6 use basic grammar in simple and routine tasks requiring simple and direct communication of information on familiar and routine matters
  - 8.7 use highest frequency vocabulary related to areas of most immediate relevance (e.g. personal and family information, shopping, local geography, employment)
- The subject specific learning outcomes are according to the requirements/specifications for the Common European Framework of Reference for Languages, level A2.

### Method of Assessment

70% in-class assessments, 30% coursework

### 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

### Synopsis \*

This is an intensive module for absolute beginners, Post-GCSE students and students who have not yet mastered level A2 of the Common European Framework of Reference for Languages (CEFR). On successfully completing the module students will have mastered level A2. The emphasis in this course is on acquiring a sound knowledge of the structure of the language as well as basic vocabulary and cultural insights while developing the speaking, listening, reading and writing skills.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### 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. & Tschirner, 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.



## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>GE334</b>		<b>Learning Danish 1B</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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
6	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	

### 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.

### Method of Assessment

Assessment will be 30% coursework and 70% exam

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

IT308		Learning Italian 3 (Post A Level)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	
2	Canterbury	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	
3	Canterbury	Autumn and Spring	C	30 (15)	100% 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

### Method of Assessment

Coursework 30% and Exam 70%

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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	
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Marlow-Mann Dr A

### 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

### Method of Assessment

100% Coursework

### 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).

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>IT315</b>		<b>An Introduction to Italian Modernity</b>				
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;

### Method of Assessment

40% coursework, 60% exam

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>LA300</b>		<b>Learning Portuguese 1A (Beginners)</b>				
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

100% Coursework

### Preliminary Reading

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

### Restrictions

Unavailable to Stage 1 - Single Honour - Hispanics Students.

### 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

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>LA301</b>		<b>Learning Portuguese 1B (Beginners)</b>				
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

### Restrictions

Unavailable to Stage 1 - Single Honour - Hispanic Students.

### 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.



## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

LL307	Tackling Text: Explaining Style					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	60% Exam, 40% Coursework	Scott Dr J

### 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', Bloodaxe, 2004  
CHURCHILL, C. 'Top Girls', Methuen Student Edition, 1991  
ISHIGURO, K. 'Remains of the Day', Penguin, 2000  
SHORT, M. 'Exploring the Language of Poems, Plays and Prose', Longman, 1996  
SIMPSON, P. 'Stylistics', Routledge, 2004  
TOOLAN, M. 'Language in Literature', Arnold, 2004

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

This module will be taught in two, one-hour sessions, consisting of one lecture and one 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 discorsal

### Method of Assessment

100% Coursework

### 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

### Pre-requisites

None

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### 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.

### Pre-requisites

None

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>LL311 Foundations of Language 2: Structure and Meaning</b>						
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

### Contact Hours

This module will be taught in two sessions, consisting of one lecture and one two hour-seminar. The lecture will address key grammatical and semantic concepts (learning outcomes 11.1- 7). The seminars will reinforce and further explore these concepts (learning outcomes 11.1-7) and provide for practical investigations of the topics introduced in the lectures (learning outcomes 12.1-5).

### Learning Outcomes

Students who successfully complete this module will be able to:

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

### 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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## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>LS300 Learning Spanish 3 (Post A Level)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Spanish Lang Co-ordinator
3	Canterbury	Autumn and Spring	C	30 (15)	70% Coursework, 30% Exam	

### 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.

### Method of Assessment

Assessment is 20% course work and 80% examination

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>LS302 Intensive Learning Spanish 1 (Beginners)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Spanish Lang Co-ordinator
2	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Spanish Lang Co-ordinator
3	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	

### Contact Hours

4 hours per week

### 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).

### Method of Assessment

Assessment is 20% course work and 80% examination

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>LS308 The Modern Spanish-American Short-Story (in translation)</b>						
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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>LS312</b>		<b>Introduction to Hispanic Culture</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Roser i Puig Dr M

### Availability

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

### Contact Hours

Two hours contact per week – one one-hour lecture and one one-hour seminar for 10 weeks

### 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.

### Method of Assessment

The assessment will be 100% coursework

### 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)



## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>LS313</b>		<b>Introduction to Hispanic Culture</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Roser i Puig Dr M

### Contact Hours

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

### 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

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>LS314 Learning Spanish 1A (Beginners)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Spanish Lang Co-ordinator
3	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### 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.

### Method of Assessment

100% Coursework

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>LS315 Learning Spanish 1B (Beginners)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Spanish Lang Co-ordinator
3	Canterbury	Spring	C	15 (7.5)	100% Coursework	

### 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.

### Method of Assessment

100% Coursework

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>LS316 Learning Spanish 2A (Intermediate)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Spanish Lang Co-ordinator

### 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.

### Method of Assessment

100% Coursework

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>LS317</b>		<b>Learning Spanish 2B (Intermediate)</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Spanish Lang Co-ordinator

### Contact Hours

2 hours 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.

### Method of Assessment

100% Coursework

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### 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. fetuses, animals, the environment, states).

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

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

one hour lecture, one hour seminar per week for 10 weeks

### 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, A New History of Western Philosophy, chapters 1-3

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 <span style =

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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>PL303 Introduction to Philosophy: Ethics</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Forbes Dr G
1	Canterbury	Spring	C	15 (7.5)	100% Exam	Forbes Dr G
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Forbes Dr G

### 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 judgement;
- (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 judgements 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.



## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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](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".

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

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

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### 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

### 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?'

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

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

### 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 \*

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.

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

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

### Learning Outcomes

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

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

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

### 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

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### 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:

- appreciate religion in phenomenological terms;
- assess the work of phenomenologists, sociologists and psychologists in the field of the study of religions;
- learn to use and appropriate the rudimentary language used in the phenomenology, sociology, and psychology of religion;
- 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### 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
- Mediatization: does the media transform religion?
- Secularism: the place of religion in a modern society
- Trans-nationalism and diaspora: new bonds of faith
- Lived religion: the complexities of religion in the real world



## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>TH345 From: Eden To The End of The World: An Introduction to The Bible</b>						
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	Fletcher Dr M

### Contact Hours

one 2-hour lecture/seminar per week for 10 teaching weeks

20 hours total

### Learning Outcomes

On successfully completing the module students will be able to:

- 11.1 Demonstrate knowledge of the main themes and texts of the Old and New Testaments;
- 11.2 Demonstrate and understanding of the basic chronologies behind these texts;
- 11.3 Demonstrate a basic understanding of key critical issues and concepts;
- 11.4 Demonstrate 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. Saldarini (eds.), *The Cambridge Companion to the Bible* (Cambridge University Press, 1997)

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

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

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

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>TH346</b>		<b>Introduction to Asian Traditions</b>				
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
- 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 <span style =

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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

TH347 Introduction to Christianity						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Fletcher Dr M

### Contact Hours

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

### Learning Outcomes

On successfully completing the module students will be able to:

demonstrate knowledge and understanding of the broad historical development of Christianity, in both Eastern and Western traditions, and to be able to locate key transitions within their appropriate social, political and cultural contexts;

demonstrate appreciation of what it means to be a Christian in the contemporary world in different global contexts;

demonstrate knowledge and understanding of significant signs, symbols, stories and rituals within Christianity, and to be able to appreciate how these have unfolded over 2,000 years of Christian history;

demonstrate knowledge and understanding of how the meaning and interpretation of key signs, symbols and concepts have been contested across a range of historical and contemporary settings, both among Christians and in their encounters with other religions;

demonstrate knowledge and to be able to evaluate key aspects of the relationship between Christianity and modernity, including the relationship between Christianity and the Enlightenment, and contemporary areas of tension.

### Method of Assessment

100% Coursework

### Preliminary Reading

Indicative Reading:

Brown, P. 2013. *The Rise of Western Christendom: Triumph and Diversity, A.D. 200-1000*, tenth anniversary revised edition, Chichester: Wiley-Blackwell.

Herring, G. 2006. *An Introduction to the History of Christianity: From the Early Church to the Enlightenment*, London: Bloomsbury.

MacCulloch, D. 2009. *A History of Christianity*, London: Penguin.

MacCulloch, D. 2004. *Reformation: Europe's House Divided 1490-1700*, London: Penguin.

McGrath, A. 2015. *Christianity: An Introduction*, 3rd edition, Chichester: Wiley-Blackwell.

Miles, M. 2004. *The Word Made Flesh: A History of Christian Thought*, Chichester: Wiley-Blackwell.

Woodhead, L. 2014. *Christianity: A Very Short Introduction*, 2nd edition, Oxford: Oxford University Press.

### Pre-requisites

None.

### Synopsis \*

The aim of this module is to introduce students to the study of Christianity, through a consideration of key ideas, texts, symbols, stories, rituals, conflicts and continuities, across contemporary and historical contexts. The course will offer a broad overview of two thousand years of Christian history, and seek to address the question of how the cult surrounding an obscure spiritual teacher from first century Nazareth became the world's largest religion, currently estimated at over two billion adherents. It will address the early church, eastern and western traditions, the medieval church, the Reformation and the relations between Christianity and modernity, as well as focusing on contemporary forms of Christianity, and the rapid growth since the 1970s of churches in the global South. By examining key concepts and practices across a range of historical and contemporary settings, the course will explore how the meaning and significance of these have often been subject to violent contestation, both amongst Christians and in their encounters with other religions. It will therefore encourage students to appreciate how the ideas and convictions that are often used to defend or attack Christianity have themselves been shaped by this history.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

### 15 School of Computing

<b>CO320 Introduction to Object-Oriented Programming</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Barnes Mr D
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework with Pass/Fail Elements & Compulsory Numeric Elements	Barnes Mr D
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Barnes Mr D
1	Canterbury	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	Barnes Mr D
1	Medway	Autumn	C	15 (7.5)	100% Coursework	He Dr Y
1	Medway	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	He Dr Y

#### Availability

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

#### Contact Hours

22 Lectures, 11 two hour classes

#### Learning Outcomes

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

#### Preliminary Reading

"Objects first with Java – A practical introduction using BlueJ", David J. Barnes and Michael Kölling, Pearson Education, 2012, ISBN 978-013-283554-1.

"The Java Programming Language", Ken Arnold, James Gosling and David Holmes, Prentice-Hall, 2013, ISBN 978-0132761680.

#### Synopsis <span style =

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

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>CO324 Computer Systems</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Tripp Mr G
1	Medway	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	McLoughlin Prof I
1	Medway	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	McLoughlin Prof I

### Contact Hours

22 lectures, 6 terminal sessions

### Learning Outcomes

Describe the purpose of, and the interaction between, the functional hardware and software components of a typical computer system.

Identify the principal hardware components and software services which provide infrastructure for the Internet from the global scale down to the desktop;

Describe how networks interact with operating systems and applications to provide services and share resources among individual systems.

### Preliminary Reading

English, John, Introduction to operating systems : behind the desktop, Palgrave Macmillan, 2005.

Mueller, Scott, Upgrading and Repairing PCs (20th edition), Que, 2011

### Synopsis \*

14. A synopsis of the curriculum

This module aims to provide students with an understanding of the fundamental behaviour and components (hardware and software) of a typical computer system, and how they collaborate to manage resources and provide services. The module has two strands: 'Hardware Architecture' and 'Operating Systems and Networks,' which form around 35% and 65% of the material respectively. Both strands contain material which is of general interest to computer users; quite apart from their academic value, they will be useful to anyone using any modern computer system.

**Hardware Architecture**

Data representation: Bits, bytes and words. Numeric and non-numeric data. Number representation.

Computer architecture: Fundamental building blocks (logic gates, flip-flops, counters, registers). The fetch/execute cycle.

Instruction sets and types.

Data storage: Memory hierarchies and associated technologies. Physical and virtual memory.

**Operating Systems and Networks**

Operating systems principles. Abstractions. Processes and resources. Security. Application Program Interfaces.

Device interfaces: Handshaking, buffering, programmed and interrupt-driven i/o. Direct Memory Access.

File Systems: Physical structure. File and directory organisation, structure and contents. Naming hierarchies and access.

Backup.

Background and history of networking and the Internet.

Networks and protocols: LANs and WANs, layered protocol design. The TCP/IP protocol stack; theory and practice.

Connection-oriented and connectionless communication. Unicast, multicast and broadcast. Naming and addressing.

Application protocols; worked examples: SMTP, HTTP).

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>CO520 Further Object-Oriented Programming</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Chitil Dr O
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	Chitil Dr O
1	Canterbury	Spring	I	15 (7.5)	70% Exam, 30% Coursework	Chitil Dr O
1	Medway	Spring	I	15 (7.5)	100% Coursework	He Dr Y
1	Medway	Spring	I	15 (7.5)	50% Coursework, 50% Exam	He Dr Y

### Contact Hours

22 lectures, 11 terminal/seminar sessions

### Learning Outcomes

Use advanced features of an object-oriented programming language, such as inheritance and graphical libraries, to write programs;

Use object-oriented analysis, design and implementation with a minimum of guidance, to recognize and solve practical programming problems involving inheritance hierarchies;

Design appropriate interfaces between modular components;

Evaluate the quality of competing solutions to programming problems

Evaluate possible trade-offs between alternative solutions, for instance those involving time and space differences.

Thoroughly test solutions to programming problems.

Discuss the quality of solutions through consideration of issues such as encapsulation, cohesion and coupling.

### Preliminary Reading

"Objects first with Java – A practical introduction using BlueJ", David J. Barnes and Michael Kölling, Pearson Education, 2012, ISBN 978-013-283554-1.

"The Java Programming Language", Ken Arnold, James Gosling and David Holmes, Prentice-Hall, 2013, ISBN 978-0132761680

### Pre-requisites

CO320 Introduction to Object-Oriented Programming

### Synopsis \*

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

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

### 01 School of Arts

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

#### 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?

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### 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 <span style =

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.



## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

DR339		The Empty Space 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	100% Coursework	Double Dr O
2	Canterbury	Spring	C	30 (15)	100% Coursework	

### Contact Hours

Practical workshops, 3 hours per week for 12 weeks.

Lectures, 1 hour per week for 8 weeks.

Technical tuition, 4 hours per week for 1 week.

Private study (e.g. reading, rehearsing, production meetings, etc.), total hours 252.

### Learning Outcomes

On successfully completing the module students will be able to:

1. Re-evaluate and question their default understanding of what theatre is, and deepen their understanding of diverse and varied approaches to making performances.
2. Devise more developed performances from a range of starting points, for example, improvisation, music, audience, personality, aural and visual stimuli, etc.
3. Work creatively and collaboratively in small groups, to create, rehearse and perform material.
4. Demonstrate a range of performing and creative skills.
5. Demonstrate technical, creative and/or production skills within practical and reflective outcomes.
6. Demonstrate competence in handling equipment, paying due attention to the health and safety of themselves and others and developing a technical vocabulary.
7. To begin to analyse and integrate theatre technologies creatively, conceptually and practically.
8. Articulate ideas, concepts and propositions about theatre and the processes of making it in writing, supported by experience and research.

### Method of Assessment

Assessed public performance (typically 20 minutes per group, carried out in Summer Term), 60%

Theatrical manifesto (1500-2000 words), 40%

### Preliminary Reading

- Allain, Paul and Jen Harvie (2006), *The Routledge Companion to Theatre and Performance*, London: Routledge
- Allen, Tony (2002), *Attitude: Wanna Make Something Of It?*, Glastonbury: Gothic Image
- Artaud, Antonin (1993), *Theatre and its Double*, London: Calder
- Baugh, Christopher (2005), *Theatre, Performance and Technology*, Basingstoke: Palgrave
- Bradwell, Mike (2010), *The Reluctant Escapologist*, London, Nick Hern
- Brook, Peter (1990), *The Empty Space*, London: Penguin
- Double, Oliver (2007), 'Punk Rock as Popular Theatre', *New Theatre Quarterly*, Vol. 23 No. 1
- Johnstone, Keith (2007), *Impro: Improvisation and Theatre*, London: Methuen
- Mackintosh, Iain (1993), *Architecture, Actor, and Audience*, London & New York: Routledge
- McGrath, John (1996), *A Good Night Out: Popular Theatre: Audience, Class and Form*, London: Nick Hern
- Pickering, Kenneth and Mark Woolgar (2009), *Theatre Studies*, Basingstoke: Palgrave Macmillan

### Pre-requisites

The Empty Space 1

### Synopsis \*

Like The Empty Space 1, this module is 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 further encouraged to see beyond their own default assumptions about theatre, and introduced to an expanded range of methods of devising their own performances. In practical workshops, they will learn more about warming up, performance skills, and collaborative group work; and will explore the possibilities of creating performance from a further range of starting points, including (for example), improvisation, music, audience, personality, and aural and visual stimuli. Workshops will be longer than in The Empty Space 1, to allow for a more developed engagement. Not only will this allow more time for discussion of the assigned reading, but it will also allow students to start engaging with technical aspects of theatre-making. Students will be encouraged to develop their own ideas about theatre and performance through a series of lectures in which different Drama lecturers talk to the students about their 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 a public performance, in which they explore their own aesthetic tastes and approaches to theatre (to take place in Summer Term); and a piece of writing in which they create their own theatrical manifesto, reflecting on their experiences of creating and performing theatre in this module, the ideas they have encountered in the lectures and the reading and, crucially, articulating their own ideas about what theatre and performance should be. This module (together with The Empty Space 1) will offer a solid foundation for all modules in years two and three which involve creative performance work.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

DR340		Introduction to Mask				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Wollen Mr W

### Contact Hours

- Lecture/Screening sessions, 2 hours per week for 12 weeks
- Practical workshops, 2 hours per week for 12 weeks
- Independent study and rehearsal, total hours 252

### Learning Outcomes

On successfully completing the module students will be able to:

- 1- Demonstrate an understanding of some key approaches to mask theatre
- 2- Demonstrate practical understanding of mask-making
- 3- Show a foundation in mask and improvisation performance and rehearsal skills
- 4- Communicate an understanding of the role of masks in performer training
- 5- Demonstrate knowledge and practical understanding of some forms of Western mask theatre (e.g. Neutral Mask, Character Mask, Commedia) and deepened awareness of some ancient and non-Western mask theatre traditions (e.g. Noh, Jingju)
- 6- Communicate an understanding of key concepts in the role of masks in ceremonies and religious ritual in various cultural traditions (e.g. Sub-Saharan African mask, Indigenous Australian mask) and a knowledge of some key past and contemporary mask pedagogues and practitioners/companies (e.g. Copeau, Saint-Denis, Fava, Le Coq, Trestle)

### Method of Assessment

This module is examined by 100% continuous assessment of the following elements

- 40% Performance  
Small-group mask performance devised by students (Approx 5-8 minutes)
- 25% Critical reflection  
Critical reflection on the use of mask in the Performance assessment task (1500 words)
- 35% Essay (2500 words)

### Preliminary Reading

- Allain, Paul and Jen Harvie (2006) *The Routledge Companion to Theatre and Performance*. London: Routledge
- Banham, Martin (ed.) (2004) *A history of theatre in Africa*. Cambridge: Cambridge University Press
- Callery, Dymphna (2001) *Through the Body: a practical guide to physical theatre*. London: Nick Hern Books
- Eldredge, Sears A. (1996) *Mask improvisation for actor training and performance: The compelling image*. Evanston, IL: Northwestern University Press
- Emigh, John (1996) *Masked Performance: The play of self and other in ritual and theatre*. Philadelphia: University of Pennsylvania Press
- Wilsher, Toby (2006) *The Mask Handbook: A Practical Guide*. United Kingdom: Taylor and Francis

### Pre-requisites

None

### Synopsis \*

The aim of this 12 week course is to give students an understanding of a variety of practices, theory and historical context of mask in performance. By learning about different mask practices the students will develop a sense of the function and potential of mask in performance and performer training, as well as develop their own performance skills through the medium of mask

The module will be taught across twelve weeks and will be split evenly between history/theory and practice.

Practical classes will include instruction in diverse practical approaches to improvisation, mask work, rehearsal technique and supervised rehearsals. Students will be invited to explore beyond their assumptions and performance experience and will be introduced to the idea of play and risk as key components of the rehearsal process. Students will be introduced to a range of mask and associated techniques (e.g. neutral/noble mask, character mask, commedia). Sessions will start with appropriate physical and vocal warm-ups. Students are expected to take responsibility for their physical readiness to participate in all classes (and to ensure that they bring to their teacher's attention any circumstances that may prevent their full and active involvement in the work). Regular opportunities to present work and demonstrate understanding are built into the structure of the class. They will also reflect and feedback on the work of their peers.

Lecture/screening sessions will feature presentations, interactive lectures, screenings and opportunities for discussion.

These sessions will focus on developing an awareness of key practitioners, theories of mask, and historical, cultural and theatrical contexts of mask work.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>DR341 Directors' Theatre: The History of Staging Plays</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Boenisch Prof P

### Contact Hours

10 lectures and screenings of 2 hours  
10 seminar sessions of 2 hours  
(approx.) 3 theatre visits of approx. 3 hours each  
1 personal one-to-one progress tutorial (compulsory)  
Other individual tutorial advice during the tutor's weekly office hour  
21 weekly hours of private study, research, reading, writing, and group work over the 12 week term

### Learning Outcomes

1 demonstrate a knowledge and understanding of the historical emergence and the development of theatre direction, *mise en scène* and Regie from the late nineteenth century to the present,  
2 understand the approaches and innovations of major theatre directors, such as Konstantin Stanislavski, Vsevolod Meyerhold, Bertolt Brecht, Peter Brook, Ariane Mnouchkine, Robert Wilson, Katie Mitchell and others,  
3 develop their critical understanding of different directorial approaches to a play or other textual source, including a familiarity with fundamental specialist terminology,  
4 engage critically with primary historical sources and documents on the practice of theatre direction,  
5 acquire an understanding of fundamental steps, processes and strategies of 'staging a play' (or another source),  
6 apply academic research skills in the retrieval, study, and evaluation of primary and secondary source material.

### Method of Assessment

This module is assessed by 100% coursework submission:  
- 25% Structured Bibliography (2 A4 pages; 1,000 words equivalent),  
- 25% Essay 1 (Research Summary), 1,500 words  
- 50% Essay 2 (Research Essay on a selected question on one specific director), 2,500 words

### Preliminary Reading

Bradby, David, and David Williams (1988), *Directors' Theatre*, Basingstoke: Macmillan  
Boenisch, Peter M. (2015), *Directing Scenes and Senses: The Thinking of Regie*. Manchester: Manchester University Press

Delgado, Maria M, and Dan Rebellato, eds (2010), *Contemporary European Theatre Directors*, Abingdon and New York: Routledge

Innes, Christopher, and Maria Shevtsova (2013), *Introduction to Theatre Directing*, Cambridge: Cambridge University Press.  
Pavis, Patrice (2012), *Contemporary Mise en Scène: Staging Theatre Today*, Abingdon and New York: Routledge  
Shepherd, Simon (2012), *Direction*, Basingstoke: Palgrave Macmillan (*Readings in Theatre Practice*)

### Pre-requisites

N/A

### Synopsis \*

The role and function of theatre direction is a hotly contested field. What is its relation to the playtext? Is the director the playwright's best friend or worst enemy? And why did theatre directing only emerge at a specific point in theatre history, in the course of the nineteenth century? The module will introduce key theatre directors, their work, and their writings, and thereby develop an understanding of the idea of 'directors' theatre', and of the relation between a playtext and its production on stage. Students will apply and test the ideas and positions of various directors studying exemplary productions through recordings, archival sources, as well as watching live performance and developing their own approach towards staging a given playtext. We will therefore be able to explore, through the lens of these directors, some very fundamental questions: What is theatre, and what is it there for?

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>DR342 History of Comedy on Stage and Screen</b>						
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	May Dr S

### Contact Hours

This module will be taught by means of a 2 hour lecture, 2 hour seminar and 2 hour screening for ten weeks. The total number of study hours will be 300. This will be comprised of 60 hours of scheduled contact time and 240 hours of independent study. Each lecture will end with the assignment of a homework task, which they will do in groups before the seminar.

### Learning Outcomes

On successfully completing the module students will be able to:

- 1 Read and analyse a range of comic performances and films, understanding the historical and theoretical contexts of the works.
- 2 Demonstrate, through discussion and writing, a deep understanding of comic performance/film in a range of cultural, political and social contexts.
- 3 Demonstrate skills in critical analysis of comic performance and film through consideration of these presented in a variety of forms (e.g. written, live, recorded)
- 4 Apply a vocabulary of critical terminology to communicate their response and analysis of comedy.
- 5 Effectively use a range of research resources, including archival materials, to assist their critical understanding of comic performance and film.

### Method of Assessment

100% Coursework:

40% - Essay of 2,500 words

40% - Group presentation of 20 minutes (groups will normally contain between 3 and 5 people)

20% - Seminar diary comprised of weekly entries. This will include notes made in response to readings, seminar discussion and the seminar preparation tasks assigned each week.

### Preliminary Reading

-Double, Oliver (2012) Britain Had Talent: A History of Variety Theatre. Basingstoke: Palgrave Macmillan.

-Gay, Penny (2012) Cambridge Introduction to Shakespeare's Comedies. Cambridge: Cambridge University Press.

-Horton, Andrew and Rapf, Joanna (2015) A Companion to Film Comedy. Oxford: John Wiley & Sons.

-Jeffers McDonald, Tamar (2015) When Harry Met Sally (BFI Film Classics). London: Palgrave Macmillan

-Mather, Nigel (2006) Tears of Laughter: Comedy-Drama in 1990s British Cinema. Manchester: Manchester University Press.

-Revermann, Martin (2014) The Cambridge Companion to Greek Comedy. Cambridge: Cambridge University Press.

### Pre-requisites

None

### Synopsis \*

This module will introduce the students to the history of comic performance, from Ancient Greece to the turn of the 20th Century, before looking at the development of comedy on screen through the 20th and 21st Century. The module will introduce the students to a range of comic performances and films, and contextualise them within their historical setting. It will seek to address key questions, such as how the comedy reflects the social and political situation of its creation and the extent to which comedy can be 'timeless'. Additionally, historical research into kinds of comic performance that the students might be less familiar with, such as Commedia dell'arte, will provide a critical foundation for them to engage with more contemporary examples of comedy.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

DR343		Behind the Performer				
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	Boenisch Prof P

### Contact Hours

A term will consist of 10 x 2 hour lectures, 4 x 3 hour workshops and 10 x 2 hour seminars. The students will work both individually and within groups.

Contact Hours: 52 hours

Independent Study: 248 hours

### Learning Outcomes

On successfully completing the module students will be able to:

- 1 Demonstrate knowledge of the underlying concepts and processes of how theatre is made
- 2 Demonstrate, through discussion, presentation and writing, an understanding of the structure of the roles and disciplines involved in theatre and performance making
- 3 Demonstrate skills in critical analysis of the creation and development of a production and demonstrating sound judgment and developed lines of argument and persuasion
- 4 Apply a vocabulary of theatre making and creative idea development; presenting and interpreting qualitative and quantitative data to develop convincing proposals

### Method of Assessment

100% Coursework:

20% - Seminar Diary – includes activity, personal weekly reflective blog, group participation analysis

40% - Group presentation (approx. 20 minutes with 4-6 in a group)

40% - Workbook (critical reflection on process) – 2500 words

### Preliminary Reading

- Broderick, Jason (2015) *Networking Is Not Working: The guide to easily connecting with Agents & Casting Directors*: Amazon Kindle
- Foreman, Gill (2009) *A Practical Guide to Working in Theatre*: Methuen
- Mackintosh, Iain (1993), *Architecture, Actor, and Audience*, London & New York: Routledge
- Pallin, Gail (2010) *Stage Management: The Essential Handbook*: Nick Hern Books
- Pickering, Kenneth and Mark Woolgar (2009), *Theatre Studies*, Basingstoke: Palgrave Macmillan
- Seabright, James (2010) *So You Want to be a Theatre Producer*: Nick Hern Books
- Trott, Lloyd (2015) *Actors and Performers Yearbook 2016: Essential Contacts for Stage, Screen and Radio*: Bloomsbury Methuen Drama;

### Pre-requisites

N/A

### Synopsis \*

Theatre is often focussed on the end performance, the things that happen on the stage. This module will look at the many and varied roles that bring the performance into being. Lectures, seminars and workshops will be used to introduce and analyse roles through current productions and companies. In the final weeks will explore how these fit together through the use of virtual companies, productions and spaces. We will investigate and analyse the roles of the main creative teams (producer, writer, director, choreographer, dramaturge, music director, stage fight director, stage/lighting/sound/costume designers, puppeteers); the technical teams (stage management – SM, DSM, ASM, company and production manager, technical managers, lighting/sound technicians and engineers, carpenters, prop maker, dancing and movement coach, props manager); the backstage roles (costume and wardrobe assistants, hair wig and makeup assistants, dressers, stage hands); the Front of House roles (Box Office, bars, ushers, cleaners, merchandisers); the marketing, education and finance roles, the administrative, organisational, artistic and production roles (casting/actors/writers/directors agents, marketing and audience development, education and outreach, artistic schedule planning managers, finance, contract manager).

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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	
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

Contact hours: 36 Contact hours in the form of a 3-hour weekly continuous lecture/seminar/workshop.  
Total private study: 264 hours.  
Total study hours: 300 hours.

### Cost

We provide camera kits and editing facilities along with a film studio and sound-dubbing studio. However, if you write a film that requires the purchase of items (such as props, costumes etc.), you will need to fund this yourselves.

### 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

100% course work assessed:

Creative Portfolio (65%): Group Project  
Essay (35%): 1500 words

### Preliminary Reading

Bordwell, D and Thompson, K: Film History: An Introduction (London: McGraw Hill, latest edition).  
A.L Rees, A History of Experimental Film and Video (London: BFI, 1999).

### Pre-requisites

Stage 1 core Film modules.

### Synopsis \*

Introduction to Filmmaking 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 screen production. Through a combination of lectures, screenings, 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. Practical work is designed to trigger both conceptual and creative thinking as well as consideration of audience responses to cinematic language. The essay, a critical analysis of the finished film, is designed to encourage a dialogue between theory and practice.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>FI309</b>		<b>Exploring the Frame</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	100% Coursework	
2	Canterbury	Spring	C	30 (15)	100% Coursework	
3	Canterbury	Spring	C	30 (15)	100% Coursework	Jackson Mr L

### 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

Contact hours: 36 Contact hours in the form of a 3-hour weekly continuous lecture/seminar/workshop.  
Total private study: 264 hours.  
Total study hours: 300 hours.

### Cost

We provide camera kits and editing facilities along with a film studio and sound-dubbing studio. However, if you write a film that requires the purchase of items (such as props, costumes etc.), you will need to fund this yourselves.

### 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

100% course work assessed:  
Creative Portfolio (65%): Group Project  
Essay (35%): 1500 words

### Preliminary Reading

Bordwell, D and Thompson, K: Film History: An Introduction (London: McGraw Hill, latest edition).  
A.L Rees, A History of Experimental Film and Video (London: BFI, 1999).

### Pre-requisites

Stage 1 core Film modules.

### Synopsis \*

Introduction to Filmmaking 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 screen production. Through a combination of lectures, screenings, 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. Practical work is designed to trigger both conceptual and creative thinking as well as consideration of audience responses to cinematic language. The essay, a critical analysis of the finished film, is designed to encourage a dialogue between theory and practice.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total number of contact hours =72

Independent learning hours: = 228

Total number of study hours: 300

### 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 (60%):

- 2000 Word Essay (66.70%)
- Seminar Participation (33.3%)

### 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): FI315 Film Theory or FI316: Film Histories

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 \*

The course introduces students to the language of film, from aspects of mise-en-scène (setting, performance, costumes, props, lighting, frame composition) to framing (camera movement, shot scale, lenses), sound (fidelity, volume, timbre) and editing (from requirements for spatial orientation through matches on action, eyeline matches and shot-reverse-shot structures to temporal manipulations through ellipsis and montage). The study of these elements enables students to understand the spatial and temporal construction of films, as well as the stylistic, expressive and/or dramatic functions of specific strategies.



## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total Contact Hours = 48  
Independent learning hours: 252  
Total number of study hours: 300

### Learning Outcomes

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

1. Demonstrate an understanding of the history of the Hollywood Studio System and to have examined its development in terms of economic, political, structural and artistic achievements.
2. Indicate an awareness of the technological advances made during the period under investigation (1929-1960) and to have discovered how these informed changes in film aesthetic, production, distribution and exhibition, .
3. Show appreciation of the significance of the development of the star system in Hollywood.
4. Display knowledge about the emergence of standardized genre films, and to have closely studied a number of specific examples.
5. Exhibit comprehension of the importance of discourse about the standardization as well as regulation and censorship of the Hollywood industry. This includes familiarity with the Hays Code.
6. Demonstrate perception of the significance of changes and growth in audience and the mechanisms of publicity.

### Method of Assessment

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

Coursework (50%):

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

### Preliminary Reading

BORDWELL, D. & THOMPSON, K. (2009) *Film History*. Berkshire: McGraw Hill.  
CLARK, D. (1995) *Negotiating Hollywood: the cultural politics of actor's labor*. Minnesota: University of Minneapolis Press.  
GOMERY, D. (2005) *The Hollywood Studio System: A History*. London: BFI publishing.  
MALTBY, R. (2003) *Hollywood Cinema*. Malden, MA: Wiley-Blackwell. (2nd Edition)  
MCDONALD, P. (2000) *The Star System*. London: Wallflower Press  
SCHATZ, T. (1998) *The Genius of the System: Hollywood Film-making in the Studio Era*. London: Faber.

### Pre-requisites

None.

### Synopsis \*

The module studies the emergence and consolidation of the studio system in Hollywood, between the coming of sound in 1929 until the collapse of the studios in 1960.. Studied topics will include the rise of the star system; the emergence of genres; self-regulation and censorship; developments in technology; and changes in audience. Examination will be made of the development of the 'classic Hollywood cinema' style of film against the backdrop of varying contexts of production, distribution, exhibition and regulation. A focus on genres (such as the gangster film, western and musical) in their various phases of development and permutation will be a lens for student understanding of the importance of standardization. Studio development and collapse are also seen in broader historical and political contexts, enabling students to appreciate the forces that motivated film production, distribution and exhibition during the period.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Contact hours: 11 hours of lectures, 11 hours of seminars, 22 hours 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

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>FI316</b>		<b>Film Histories</b>				
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.

Total contact over 12 weeks: 44 hours

Average per week: 3 hours, 40 mins.

Total student 'effort' hours (including private study): 21 per week, 256 over 12 weeks (private study) and 44 contact hours – total 300 hours.

### Learning Outcomes

By the end of the course, students will have

1. Learnt how to reflect upon the historiography of film;
2. Understood how to explore the history of the development of film scholarship;
3. Learnt how to study secondary source material;
4. Become capable of evaluating aesthetic, technological, economic, and social approaches to the history of film in various national contexts;
5. Understood how to investigate the contextual study of film in relation to the textual study of film;
6. Learnt how to research one particular aspect of film history;
7. Developed basic research skills in relation to primary sources;
8. Understood the differences between primary and secondary sources.

### Method of Assessment

100% Coursework:

Assignment One: a bibliographic essay of 1,000 words (25%), demonstrating the ability to carry out library-based research, to compile a bibliography and to use appropriate referencing system.

Assignment Two: a 1,500-word critique of selected secondary sources concerning one particular film (35%); students will be asked to identify their arguments and to assess their strengths and weaknesses. This will take the form of a portfolio of the secondary sources used, a short (500 word) descriptive account of this material and a 1,000 word analysis.

Assignment Three: a 2,500 words essay (40%); students will be asked to work with primary source material to test and challenge received knowledge on the historiography of film; This will take the form of a portfolio of the primary sources used, a 1,000 word descriptive account of this material and a 1,500 word analysis.

### 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.

### Pre-requisites

None

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>HA314 Introduction to Contemporary Art</b>						
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

### Cost

There will be a trip to London to see an exhibition in week 16. There will be no expenses apart from travel costs.

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### Cost

There will be a trip to London to see an exhibition in week 16. There will be no expenses apart from travel costs.

### 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 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

Total study hours: 150 hours (44 contact hours and 106 hours of private study)  
2 hour lecture and 2 hour seminar per week

### Cost

You should purchase a copy of Naomi Rosenblum's, *A World History of Photography*. There are only a small number of copies in the library and this book will be used in each of the seminars.

If a trip connected with this module is planned, you will need to cover the travel expenses for a return trip to London. However, all such trips are optional, and not a required component of the module.

### Learning Outcomes

On completion of the module, the students will have:

- 12.1 Developed their written and oral communication and presentation skills, especially regarding the expression of complex thoughts about the visual arts.
- 12.2 Developed their capacity to listen attentively and critically to the views of others, whether spoken or written, and to make a relevant response that furthers the investigation.
- 12.3 Developed their ability to construct and evaluate arguments.

### Method of Assessment

This module is assessed by 100% coursework:

- Seminar Preparation Notes (40%)
- 2000 word critical essay (60 %)

### Preliminary Reading

- Barthes, R. (1981) *Camera Lucida: Reflections on Photography*, New York: Hill and Wang.
- Batchen, G. *Burning with Desire: The Conception of Photography*, Cambridge, Mass.: MIT.
- Bate, D. *Photography: Key Concepts*, London: Bloomsbury.
- Clarke, G. *The Photograph*, Oxford, Oxford University Press.
- Frizot, M. *A New History of Photography*, Cologne: Konemann.
- Marien, M. *Photography: A Cultural History*, London: Laurence King.
- Rosenblum, N. *A World History of Photography*, 4th Edition, New York: Abbeville Press.
- Sontag, S. *On Photography*, London: Penguin.

### Pre-requisites

No pre-requisites.

### Synopsis \*

This module introduces students to the history of photography. It begins by looking at the origins and invention of photography, as well as reactions to it and early uses of the medium. A number of photographic genre are explored, along with their development and key contributors to that development and the understanding of the genre. Some key critical and theoretical issues arising in relation to photography will be explored.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>HA317 Thinking about Photography and its Histories</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	30 (15)	100% Coursework	
3	Canterbury	Spring	C	30 (15)	100% Coursework	
4	Canterbury	Autumn	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

Total study hours: 300 hours (44 contact hours and 256 hours of private study)  
2 hour lecture and 2 hour seminar per week

### Cost

You should purchase a copy of Naomi Rosenblum's, *A World History of Photography*. There are only a small number of copies in the library and this book will be used in each of the seminars.

If a trip connected with this module is planned, you will need to cover the travel expenses for a return trip to London. However, all such trips are optional, and not a required component of the module.

### Learning Outcomes

On completion of the module, the students will have:

1. Acquired a good understanding of the origins of photography and the development of the medium through the nineteenth and twentieth centuries.
- 2 Gained a good understanding of some of the social and cultural contexts relevant to the emergence of the photographic medium.
- 3 Gained a broad understanding of photography's impact as a technological innovation and its influence in social and cultural history.
- 4 Acquired a broad understanding of some of the different types of writing that have shaped the discussion of photography.
- 5 Gained a critical awareness of photography's influence on writing and the relationship between image and text.
- 6 Critically explored 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.
- 7 Demonstrated understanding in all the above areas coherently and with critical application in both writing and discussion

### Method of Assessment

Coursework = 100%

- One 1000 word essay (30%)
- 1 x 2000 word critical essay (50%)
- Seminar Preparation Notes (20%)

### Preliminary Reading

Barthes, R. (1981) *Camera Lucida: Reflections on Photography*, New York: Hill and Wang.  
Batchen, G. *Burning with Desire: The Conception of Photography*, Cambridge, Mass.: MIT.  
Bate, D. *Photography: Key Concepts*, London: Bloomsbury.  
Clarke, G. *The Photograph*, Oxford, Oxford University Press.  
Frizot, M. *A New History of Photography*, Cologne: Konemann.  
Marien, M. *Photography: A Cultural History*, London: Laurence King.  
Rosenblum, N. *A World History of Photography*, 4th Edition, New York: Abbeville Press.  
Sontag, S. *On Photography*, London: Penguin.

### Pre-requisites

No pre-requisites.

### Synopsis \*

This module introduces students to the history of photography. It begins by looking at the origins and invention of photography, as well as reactions to it and early uses of the medium. A number of photographic genre are explored, along with their development and key contributors to that development and the understanding of the genre. Some key critical and theoretical issues arising in relation to photography will be explored.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>HA354</b>		<b>Introduction to the History of Art</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Pooke Dr G

### Availability

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

### Contact Hours

Total study hours: 150 hours (44 contact hours and 106 hours of private study)

### Cost

Travel to London for essay and study trip.

### 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.



## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>HA355</b>		<b>Introduction to the History of Art</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor	
1	Canterbury	Spring	C	30 (15)	100% Coursework	Pooke Dr G	

### 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).

### Cost

Travel to London for essay and study trip.

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### Availability

Available as a 15 credit module under code HA361, and as a 30 credit module under code HA362.

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### Availability

Available as a 15 credit module under code HA361, and as a 30 credit module under code HA362.

### 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*, 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

### 36 School of Economics

<b>EC302 Introduction to Economics</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Pacheco Lopez Dr P

#### Contact Hours

48 lectures and 20 seminars

#### Learning Outcomes

By the end of the module, you will

be able to follow analysis of economic problems, construct your own economic arguments and offer critical comments on the arguments of others

be able to present economics arguments and ideas in seminars

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

be able to work in a group on economics seminar problems

have been introduced to the following economics topics: supply and demand; allocation of resources; trade; exchange; organisation of markets; consumer, producer and government decision making; distribution of income; poverty; market failure; the environment; government policy; national income; unemployment; inflation; economic growth; business cycles; macroeconomic models; government spending and taxation (fiscal policy); money; interest rates (monetary policy); macroeconomic control of the economy (stabilisation using fiscal and monetary policy); the financial crisis; and balance of payments and exchange rates.

#### Method of Assessment

20% coursework (two essays, two in-class tests), 80% three-hour end-of-year exam

#### Preliminary Reading

Richard Lipsey and Alex Chrystal, Economics, Oxford University Press, 12th ed, 2011

Michael Parkin, Melanie Powell and Kent Matthews, Economics, Addison-Wesley, Pearson Education, 8th ed, 2012

'The Economic Review', Philip Allan, quarterly periodical

#### Synopsis \*

This module has been designed for students who need to study what is often described as a Principles of Economics course. Each economics topic is introduced assuming no previous knowledge of the subject. The lectures and related seminar programme explain the economic principles underlying the analysis of each topic and relate the concepts to the real world. In particular, many examples are taken from the real world to show how economic analysis and models can be used to understand the different parts of the economy and how policy has been used to intervene in the working of the economy.

This module aims to introduce you to the basic principles of Economics, to the main ways in which economists think about problems and to the important current economic issues in the United Kingdom, the European Union and the world economy. The module is self-contained, so that if you do not study Economics further, you should have a basic understanding of economic methods and debates. It is also suitable as a basis for further modules that you may take in economics, either as part of an Economics degree or as part of another degree programme or as part of a future professional qualification.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>EC313</b>		<b>Microeconomics for Business</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	Pacheco Lopez Dr P

### Contact Hours

10 lectures, 10 seminars, 3 workshops

### Learning Outcomes

By the end of the module, you will

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

be able to construct your own economic arguments and offer critical comments on the arguments of others.

understand the basic principles of microeconomics

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

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

have been introduced to the following economics topics: business organisations; supply and demand; operation of markets;

business in a market environment; the consumer; profit maximisation; consumer, producer and government decision

making; pricing strategies; and input markets.

### Method of Assessment

40% coursework, consisting of two essays (10% each) and one class test (20%); 60% written examination

### Preliminary Reading

J Sloman and K Hinde, Economic for Business (5th ed), Prentice Hall, Pearson Education, 2010

Chris Mulearn and Howard Vane, Economics for Business (2nd ed), Palgrave Macmillan, 2012

### Restrictions

EC302, EC304 and MA309 cannot be taken with this module

### Synopsis \*

This module is designed for students who have not studied Microeconomics for Business before or who have not previously completed a comprehensive introductory course in economics. However, the content is such that it is also appropriate for students with A-level Economics or equivalent, as it focuses on the analysis, tools and knowledge of microeconomics for business. The module applies economics to business issues and each topic is introduced assuming no previous knowledge of the subject. The lectures and related seminar programme explain the economic principles underlying the analysis of each topic and relate the theory to the real world and business examples. In particular, many examples show how economic analysis and models can be used to understand the different parts of business and how policy has been used to intervene in the working of the economy. Module workshops apply economic analysis and techniques to business situations. The module is carefully designed to tell you what topics are covered under each major subject area, to give readings for these subjects, and to provide a list of different types of questions to test and extend your understanding of the material.



## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### 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

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### 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

ARISTOTLE - '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.



## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>EN327 Poetry Theory and Practice</b>						
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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>EN331 Readings in the Twentieth Century</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	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'  
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 Modernism, the Holocaust, the US culture industry, postcolonial studies and neoliberalism 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, feature and documentary films – 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).

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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)

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### 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 (1,200 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

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>EN335 Books that Shaped Culture: An Introduction to Literature</b>						
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 (2500 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.

MILTON, J. (1993) *Paradise Lost*. Cambridge: CUP.

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?

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

### 06 Centre for American Studies

<b>EN303 Introduction to American Studies</b>						
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

#### Preliminary Reading

TOCQUEVILLE, A. de - 'Democracy in America', 1835  
 TEMPERLEY, H & BIGSBY, C (eds.) - 'A New Introduction to American Studies', 2006  
 BRADBURY, M., & RULAND, R. - 'From Puritanism to Postmodernism: A History of American Literature', 1993  
 CAMERON, A. (ed.) - 'Looking for America: An Historical Introduction to the Visual in American Studies', 2004  
 HARTLEY, J. & PEARSON, R. (eds.) - 'American Cultural Studies: A Reader', 2000  
 HORWITZ, R. P. (ed.) - 'The American Studies Anthology', 2001  
 KAPLAN, R., - 'An Empire Wilderness', 1998

#### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

### 05 School of History

<b>HI346 Monarchy and Aristocracy in England 1460-1640</b>						
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	James Dr L
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	James Dr L

#### Contact Hours

HI346 comprises ten lectures and ten seminars taking place over the twelve-week term. The remaining two weeks are reserved for essay feedback and a reading/writing week.

#### Method of Assessment

50% coursework, 50% examination

#### Preliminary Reading

J. M. W. Bean, *The Decline of English Feudalism*  
 S. B. Chrimes, *Fifteenth Century England*  
 J. R. Lander, *Crown and Nobility, 1450-1509*  
 J. R. Lander, *Conflict and Stability in the Later Middle Ages*  
 K. Mertens, "Aristocracy" in R. Horrox ed. *Fifteenth-Century Attitudes*  
 K. Mertens, *The English Noble Household, 1200-1600*  
 C. Ross, *Patronage, Pedigree and Power in Later Medieval England*  
 A. J. Pollard, ed., *Property and Politics: Essays in Later Medieval English History*  
 J. T. Rosenthal, *Nobles and Noble Life, 1295-1500*  
 J. L. Watts, *The End of the Middle Ages?*

#### Synopsis \*

Subjects to be covered include:

The Wars of the Roses  
 Richard III  
 Henry VII and the Nobility  
 Henry VII and the Nobility  
 Henry VIII, Faction and Court  
 Tudor Rebellions  
 Aristocratic Power and mid-Tudor Rebellions  
 Mary I and Elizabeth I: the Image and Practice of Female Monarchy  
 Late Tudor and Early Stuart Aristocratic Culture  
 Crisis of the Aristocracy?  
 Perspectives on Monarchy and Aristocracy



## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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	Pattinson Dr J

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>HI359 Empire and Africa</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Macola Dr G
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Macola Dr G

### Contact Hours

10 lectures and 10 seminars. There will be one writing week and one week devoted to individual essay return.

### Learning Outcomes

The intended subject specific learning outcomes

Through the study of this module, students will have:

- Been introduced to the broad subject of modern European African empires and their contested end, and provided with the skills needed to understand evaluate, contextualise and communicate effectively their knowledge of history
- Been given an opportunity to develop their intellectual interest in the history of African empires and decolonisation and their skills in researching historical subjects and in communicating their knowledge and ideas, both orally and in writing.
- Exposed to the disciplines of political, social, economic and cultural history.

The intended generic learning outcomes

Through the study of this module, students will have:

- Considered critically relevant intellectual concepts as well as differences of opinion and interpretation both amongst historians, and they will also have developed their ability to identify and solve problems
- Worked both independently and within groups. Students will have engaged in independent work, using library resources, and will practice and improve their skills in time management, historical research, organisation and analysis of material, oral presentations and essay-writing.
- Engaged in group work, in which they will be encouraged to interact effectively with others and to work co-cooperatively to enhance one another's learning.
- Acquired the skill to communicate complex concepts effectively through written work. They will have acquired the ability to further develop skills they have already gained, which will be of use to them in future study or occupations.
- Improved their communication skills and skills with IT.
- Acquired the skill to present information creatively and accessibly.

### Method of Assessment

The module will be assessed by 50% coursework and 50% examination.

The coursework element will include:

- Two essays (1500 words each – each worth 40% of the coursework mark). Through the essay, students learn to research a subject and to formulate and present their own opinions.
- Participation in seminars (20% of the overall mark). This mark will be based on the level of engagement with the seminar readings and with one another's responses and opinions displayed in seminars.

The examination will be taken during the Summer term, and will take the form of one 2-hour paper, during which students will answer two essay-style questions selected from a list of between eight and twelve questions.

### Preliminary Reading

BIRMINGHAM, D. (1995) *The Decolonisation of Africa*. London: UCL Press

HARGREAVES, D. (1988) *Decolonization in Africa*. New York: Pearson Education

HYAM, R. (2007) *Britain's Declining Empire: The Road to Decolonisation, 1918-1982*. Cambridge: Cambridge University Press

THORN, G. (2001) *End of Empires: European Decolonisation, 1919-1980*. London: Hodder Education

WHITE, N. (1999) *Decolonisation: The British Experience since 1945*. Abingdon: Routledge

### Synopsis \*

This module is especially concerned with the end of Empire in Africa. After exploring the origins and nature of European empires in Africa, the course examines the impact of World War II on the British Empire and the end of British imperial influence in Kenya and Egypt. The course compares the British approach to decolonisation with those of the French, Belgians and Portuguese, raising the cases of French Algeria, the Belgian Congo, and Portuguese Angola and Mozambique. American attitudes to empire are also considered. Finally, the module covers the history of Italian and Soviet involvement in the Horn of Africa.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>HI366 Britain in the Age of Industrialisation 1700-1830</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Arnold-Woods Dr V
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Arnold-Woods Dr V

### 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 <span style =

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.

<b>HI385 Introduction to the History of Medicine</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
3	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	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 <span style =

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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total of 15 hours

### 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.

<b>HI391 The Rise of the United States Since 1880</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Conyne Dr G

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>HI410</b>		<b>Early Medieval Europe</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Gittos Dr HB

### 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.

<b>HI411</b>		<b>Later Medieval Europe</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Corran Dr E

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>HI416 Victorian Britain: Politics, Society and Culture</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Goebel Dr SP

### Contact Hours

Total of 15 hours

### Method of Assessment

100% coursework

### 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.

<b>HI423 Introduction to Military History (Part1)</b>						
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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>HI424 Introduction to Military History (Part 2)</b>						
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.

<b>HI425 Revolutionary Europe 1700-1850</b>						
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; nationalism in Europe; the revolutions of 1848.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

HI426	Making History: Theory and Practice					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Blakeway Dr A L

### 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).



## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>HI427 The British Army and Society since 1660</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	60% Exam, 40% Coursework	Bowman Dr T

### 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'.

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

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>HI430 Modern British History (Part Two)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Anderson Dr J

### 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.

<b>HI432 Early Modern History: The Age of Reformation c. 1450-1600</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Brock Dr A
2	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>HI433 Early Modern History: The Age of Enlightenment c. 1600-1750</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
2	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Brock Dr A

### 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>HI434</b>		<b>The History of Science</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Sleigh Prof C
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	

### 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 of science that collectively call into question some key assumptions about what science is really like.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>HI435 A Global History of Empires: 1500-1850</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Cohen Dr A P

### 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

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>HI436 A Global History of Empires: 1850-1960</b>						
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 <span style = "color:red;">\*</span>

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

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>HI437 War and Diplomacy in Europe c1850-2000</b>						
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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

HI439	Sport in Modern Britain: A Cultural and Social History					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Donaldson Dr PM

### Contact Hours

- 10 one hour lectures – these will provide an overview of each week's topic
- 10 one hour seminars – in-depth investigation into a range of secondary and primary texts.

There will be one study week and one individual essay feedback tutorial.

Independent learning (130 hours total) – reading a range of primary and secondary material.

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Access a range of sources of historical information and present the results in accordance with the conventions of the subject discipline.
- Understand, evaluate, contextualise and communicate effectively their knowledge of the history of the topic.
- Assess the role of sport in shaping individual, institutional and national identity in nineteenth and twentieth century Britain.
- Place sport in the wider context of the changing political, social and cultural landscape of Britain in the nineteenth and twentieth centuries.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.
- Work independently, developing their research and time management skills.
- Interact effectively with others and respond to peer questioning.
- Question critically conflicting evidence and in the process develop their problem-solving skills.

### Method of Assessment

50% Coursework, 50% Examination

Coursework:

- 1 presentation (10 minutes)
- 2 essays of 1,500 words

Examination:

One 2-hour examination, comprising standard essay questions

### Preliminary Reading

- Birley, Derek, (1988) *Sport and the Making of Britain*. Manchester: Manchester University Press  
Collins, Tony, (2006) *A Social History of English Rugby Union*. London: Routledge  
Hill, Jeffrey, (2002) *Sport, Leisure and Culture in Twentieth Century Britain*. London: Palgrave Macmillan  
Holt, Richard, (1989) *Sport and the British: A Modern History*. Oxford: Oxford University Press  
Huggins, Mike, (2004) *Victorians and Sport*. London: Bloomsbury  
Mason, Tony, (1989) *Sport in Britain: A Social History*. Cambridge:  
Mason, Tony, and Holt, Richard (eds.), (2000) *Sport in Britain: 1945-2000*. Oxford, Wiley-Blackwell  
Tranter, Neil, (2010) *Sport, Economy and Society in Britain 1750-1914*. Cambridge: Cambridge University Press

### Synopsis \*

This module explores the emergence of contemporary forms of sport through the nineteenth and twentieth centuries. The shifting forms and functions of sport will be studied and these will be related to changes to broader social and cultural transformations in British society. The tension that existed for much of this period between the amateur and the professional will be investigated as will the growing commercialisation of the sports industry. Students will learn about the diversity of sporting traditions across British history and examine how they were shaped by wider forces such as work, class and gender. To this end, the focus will fall not only on what are perceived to be the national winter and summer games of football and cricket but also on a range of other sports, such as rugby, netball, boxing, tennis, rowing and athletics.



## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>HI440 Politics and Culture of Nineteenth Century Russia</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	McGaughey Dr A

### Contact Hours

There will be weekly one-hour lectures and weekly one-hour seminars. Use will be made of literary materials, and primary documents such as political essays, novels and/or short stories, and religious texts will be examined critically in seminars.

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Understand and interpret the history of Russia in the nineteenth century, and demonstrate a grasp of the relevant conceptual tools for understanding this period.
- Understand and demonstrate their comprehension of the key episodes of the history of the period, and some of the historiographical debate surrounding the subject.
- Understand and discuss the issues surrounding the distinctive nature of Russian culture, and the diversity of human cultures.
- Use and evaluate relevant primary sources relating to the political, intellectual and cultural history of nineteenth century Russia.
- Understand the problems that are inherent in the historical record and the limits within which interpretation is possible.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate a range of intellectual and transferable skills, and the ability to acquire different kinds of knowledge and conceptual understanding.
- Think critically and with independence of mind, and demonstrate the capacity to marshal subtle and sophisticated arguments, and the ability to challenge received conclusions.
- Demonstrate their understanding of the subject through written arguments. They will be able to make good use of the relevant library resources.
- Demonstrate their understanding of the subject through oral arguments.

### Method of Assessment

The module will be assessed by 50% coursework, 50% exam.

The coursework will be made up of two essays of 2000 words each (each worth 40% of the coursework mark) and an oral participation mark (20% of the coursework mark).

The examination component will consist of one 2-hour paper in the Summer Term.

### Preliminary Reading

- Figes, O. (2003) *Natasha's Dance*. London: Penguin  
Pipes, R. (1995) *Russia under the Old Regime*. London: Penguin  
Saunders, D. (1992) *Russia in the Age of Reaction and Reform, 1880-1881*. London: Longman  
Seton-Watson, H. (1988) *The Russian Empire*. Oxford: Clarendon Press  
Tolstoy, L. (1882) *Confession*. London: Merchant Books (2009 ed.)  
Turgenev, I. (1852) *Sketches from a Hunter's Album*. London: Penguin Classics  
Venturi, F. (1960) *Roots of Revolution*. Chicago: University of Chicago Press

### Synopsis

The module is designed to be a wide-ranging introduction to 19th century Russia. The political history of Russia will be covered through a focus on individual tsars, with an emphasis on their approach to reform. Seminars will be devoted to Alexander I, Nicholas I and Alexander II in particular. Russia's involvement in war, and its impact on domestic life, will be another area of focus, with the Napoleonic War and the Crimean War receiving particular coverage. A seminar will be devoted to the birth of the Russian intelligentsia and the early growth of the revolutionary movement. Cultural traditions will be explored through examination of Russia's literary tradition. Social history will be explored through a focus on the changing status of the peasantry, with particular reference to the Emancipation of the Serfs in 1861. In addition, students will be introduced to the multi-ethnic reality of Russian life. Another theme will be Russian religion and spirituality. This broad approach to Russia will be helpful to students who wish to pursue Russian history at stages 2 and 3, but will also be of comparative interest to students who do not continue with Russian history.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

### 11 Centre for English and World Languages

LA302	Learning Mandarin 1A: An Introduction to Elementary Mandarin					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
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

Core textbook (for 2 modules LA302 and LA303): £15.99 approximately

#### 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%, 1 hour;
- Oral Test: 20%, 3-4minutes plus 2 minutes preparation time;
- Assessment 2 In-Class-Test: 50%, 1.5 hours.

#### Preliminary Reading

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

#### Pre-requisites

None

#### Progression

This is a 15-credit module. Students who complete this module successfully will be able to progress onto LA303 in the spring term

#### Restrictions

Placement Test:

If you have studied Mandarin before, but you have not taken one of our lower level modules, you need to take a placement test. The tests are used as a guide to assess your knowledge of Mandarin. Please submit the mark sheet and the questionnaire to the convenor of the relevant module (their details are on the downloadable documents). The convenor will contact you for further information if necessary.

You do not need to take a placement test if you wish to register for the beginners (1A) module and you have never studied Mandarin before.

[https://www.kent.ac.uk/cewl/documents/world-languages/wl%20placement%20tests/Mandarin/Placement%20Test%20\\_%20Mandarin.pdf](https://www.kent.ac.uk/cewl/documents/world-languages/wl%20placement%20tests/Mandarin/Placement%20Test%20_%20Mandarin.pdf)

#### 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 related at introductory level to Chinese culture, geography including some major cities, etc.

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

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<b>LA303 Learning Mandarin 1B: An Introduction to Upper Elementary Mandarin</b>						
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

Core textbook (for 2 modules LA302 and LA303): £15.99 approximately

### Learning Outcomes

On successful completion of this module, students will be able to use Mandarin 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 areas 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%, 1 hour;
- Oral Test: 20%, 3-4 minutes plus 2 minutes preparation time;
- Assessment 2 In-Class-Test: 50%, 1.5 hours.

### 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

### Progression

Students who complete this module successfully can progress onto LA502 which is the first of Level 5 Mandarin modules in the autumn term.

### Restrictions

Placement Test:

If you have studied Mandarin before, but you have not taken one of our lower level modules, you need to take a placement test. The tests are used as a guide to assess your knowledge of Mandarin. Please submit the mark sheet and the questionnaire to the convenor of the relevant module (their details are on the downloadable documents). The convenor will contact you for further information if necessary.

You do not need to take a placement test if you wish to register for the beginners (1A) module and you have never studied Mandarin before.

[https://www.kent.ac.uk/cewl/documents/world-languages/wl%20placement%20tests/Mandarin/Placement%20Test%20\\_%20Mandarin.pdf](https://www.kent.ac.uk/cewl/documents/world-languages/wl%20placement%20tests/Mandarin/Placement%20Test%20_%20Mandarin.pdf)

### Synopsis <span style = "color: red; ">\*/span>

The curriculum content is intended to give students some familiarity, at an elementary to upper-elementary levels, equivalent to lower A2 on the CEFR, with everyday life, activities and culture in China.

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

- every day 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 forecast, Chinese culture, festivals.
- elementary skills useful to people visiting China including expressing how to go to somewhere and taking transports, etc.

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

<b>LA304 Learning Japanese 1A: An Introduction to Elementary Japanese</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Suzuki Mrs M
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Suzuki Mrs M

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

### 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

### Progression

Students who complete this module successfully can progress onto LA305 in the Spring Term

### Restrictions

Placement Test:

If you have studied Japanese before, but you have not taken one of our lower level modules, you need to take a placement test. The tests are used as a guide to assess your knowledge of Japanese. Please submit the mark sheet and the questionnaire to the convenor of the relevant module (their details are on the downloadable documents). The convenor will contact you for further information if necessary.

You do not need to take a placement test if you wish to register for the beginners (1A) module and you have never studied Japanese before.

[https://www.kent.ac.uk/cewl/documents/world-](https://www.kent.ac.uk/cewl/documents/world-languages/wl%20placement%20tests/Japanese/Placement%20Test%20_%20Japanese.pdf)

[languages/wl%20placement%20tests/Japanese/Placement%20Test%20\\_%20Japanese.pdf](https://www.kent.ac.uk/cewl/documents/world-languages/wl%20placement%20tests/Japanese/Placement%20Test%20_%20Japanese.pdf)

### Synopsis **<span style = "color:red;">\***</span>

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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

LA305	Learning Japanese 1B: An Introduction to Upper Elementary Japanese					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Suzuki Mrs M

### Contact Hours

30 class contact hours. 10 hours per week self-study hours.

### 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.

### Progression

Students who complete this module successfully can progress onto LA504 in the Autumn Term

### Restrictions

Placement Test:

If you have studied Japanese before, but you have not taken one of our lower level modules, you need to take a placement test. The tests are used as a guide to assess your knowledge of Japanese. Please submit the mark sheet and the questionnaire to the convenor of the relevant module (their details are on the downloadable documents). The convenor will contact you for further information if necessary.

You do not need to take a placement test if you wish to register for the beginners (1A) module and you have never studied Japanese before.

[https://www.kent.ac.uk/cewl/documents/world-languages/wl%20placement%20tests/Japanese/Placement%20Test%20\\_%20Japanese.pdf](https://www.kent.ac.uk/cewl/documents/world-languages/wl%20placement%20tests/Japanese/Placement%20Test%20_%20Japanese.pdf)

### 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.

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<b>LA307 Learning Arabic 1A: An Introduction to Elementary Arabic Language</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Awadalla Dr M

### Contact Hours

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

### 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.

### Progression

Students who complete this module successfully can progress onto LA308

### 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.

<b>LA308 Learning Arabic 1B: An Introduction to Elementary Arabic Language</b>						
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

Students who complete this module successfully can progress onto LA522

#### Restrictions

Placement Test: If you have studied Arabic before, but you have not taken one of our lower level modules, you will need to take a placement test. The tests are used as a guide to assess your knowledge of Arabic. Please submit the mark sheet and the questionnaire to the convenor of the relevant module (their details are on the downloadable documents). The convenor will contact you for further information if necessary.

You do not need to take a placement test if you wish to register for the beginners (A1) module and you have never studied Arabic before.

<https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html>

#### Synopsis \*

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

- Communicate in Arabic by using simple sentences including basic greetings and introductions, and asking and answering simple direct questions on very familiar topics.
- Explain very simple factual information on personal and familiar topics such as expressing someone's personal data and explaining about items in a shop.
- Read and write Arabic numbers. Students will be able to use numbers in familiar topics such as asking about the weather and the price of certain items.
- Understand short, simple texts such as short letters, emails and diaries written in simple and compound sentences.
- write very short, simple texts such as short letters and emails.
- Gain basic knowledge of the life and culture in Arabic speaking countries such as family, name, food, shopping and transportation.

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 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

Core textbook (for 2 modules LA309 and LA310): £24.99 approximately

### Learning Outcomes

On successful completion of this module, students will be able to use Russian with a proficiency equivalent to lower A1 (Basic User) on the CEFR:

- Familiarise and gain confidence in using Russian language at upper elementary level.
- Be familiar with the Russian alphabet and pronunciation and be able to read and write Russian script at upper elementary level;
- Be able to use a Russian dictionary;
- Be able to express themselves at upper elementary level in the form of greetings and introductions, asking and answering simple questions, expressing wish/desire, describing current status/situation, making simple requests, asking/giving permission, and describing everyday life and experiences in simple sentences.
- Be familiar with and use over 300 words

### 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

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.

### Progression

This is a 15-credit module. Students who completed this module successfully can progress onto LA310 in the spring term.

### Restrictions

Placement Test

If you have studied Russian before, but you have not taken one of our lower level modules, you need to take a placement test. The tests are used as a guide to assess your knowledge of Russian. Please submit the mark sheet and the questionnaire to the convenor of the relevant module (their details are on the downloadable documents). The convenor will contact you for further information if necessary.

You do not need to take a placement test if you wish to register for the beginners (1A) module and you have never studied Russian before.

[https://www.kent.ac.uk/cwl/documents/world-languages/wl%20placement%20tests/Russian/Placement%20test%20\\_%20Russian.pdf](https://www.kent.ac.uk/cwl/documents/world-languages/wl%20placement%20tests/Russian/Placement%20test%20_%20Russian.pdf)

### 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.



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<b>LA310 Russian 1B: Upper Elementary Russian Language</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	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

Core textbook (for 2 modules LA309 and LA310): £24.99 approximately

### 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

### Restrictions

Placement Test

If you have studied Russian before, but you have not taken one of our lower level modules, you need to take a placement test. The tests are used as a guide to assess your knowledge of Russian. Please submit the mark sheet and the questionnaire to the convenor of the relevant module (their details are on the downloadable documents). The convenor will contact you for further information if necessary.

You do not need to take a placement test if you wish to register for the beginners (1A) module and you have never studied Russian before.

[https://www.kent.ac.uk/cewl/documents/world-languages/wl%20placement%20tests/Russian/Placement%20test%20\\_%20Russian.pdf](https://www.kent.ac.uk/cewl/documents/world-languages/wl%20placement%20tests/Russian/Placement%20test%20_%20Russian.pdf)

### 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 at lower A2 level to Russian culture, history, geography and the arts including major cities, famous places, literature, museums, music, theatre, ballet, circus etc., elementary discussion of topics from Russian history, famous stars 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.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>LZ329 Developing English Language Skills</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Coleman Ms R
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Coleman Ms R

### 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.

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<b>LZ330 Extending English Language Skills</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Coleman Ms R
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Coleman Ms R

### 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 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.

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<b>LZ335 Reading and Writing Academic Texts</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	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:

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

### Method of Assessment

100% coursework

### Preliminary Reading

Coursebooks: Glendinning, E. H. & Holmstroem, B. (2004) Study Reading. CUP  
Hamp-Lyons, L. & Heasley, B. (2006) Study Writing. CUP

Supplementary material: Gillett, A., Hammond, A. & Martala, M. (2009) Successful Academic Writing. Pearson Longman.

### 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.

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<b>LZ336 Advanced Listening Skills for Academic Study</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Short Ms J
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Vanttinen-Newton Ms S

### 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.

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<b>LZ337 Applied Grammar for Academic Study</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Coleman Ms R
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Coleman Ms R

### Contact Hours

2 class contact hours. 10.5 hours per week, self- study hours.

### 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.

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

#### Contact Hours

16 hours of lectures, 4 hours of case classes (approximately) and weekly seminars.

#### Learning Outcomes

- demonstrate a knowledge of the main types of legal obligation
- demonstrate an outline knowledge of the principles of the law of contract, restitution and tort
- to identify the contractual and tortious legal issues raised in simple problem situations
- to have the ability to use case-law, to predict the legal outcome of problem situations in at least one area of contract law and one area of tort
- to have an understanding of the nature of private law, its main subdivisions and its development
- to have an understanding of the distinctive nature of case law and of common law

#### Method of Assessment

100% coursework consisting of a case note worth 30%, a problem question worth 60% and participation made up of attendance and oral participation.

#### Preliminary Reading

J N Adams & R Brownsword Understanding Contract Law (Sweet & Maxwell 5th ed, 2007)  
A Weir An Introduction to Tort Law (2nd ed Oxford University Press, 2006)  
C Harlowe Understanding Tort Law (Sweet and Maxwell 3rd ed, 2005)  
J Conaghan and W Mansell The Wrongs of Tort (Pluto 2nd ed, 1999)

#### Pre-requisites

Co-requisite - This module is to be taken with LW316 Foundations of Property and is a pre-requisite for LW597 Law of Obligations. Only available to students following a Law programme of study (either single or joint honours).

#### Synopsis \*

This module introduces the law of obligations, which comprises the private law of duties and rights to which individuals and organisations are subject. Traditionally, it includes the law of contract and tort (but not property). As well as introducing some of the content (which is covered more extensively in LW597 The Law of Obligations), a key focus is on the institution of the common law through which most of the law of obligations has emerged. This aspect is especially explored through the case classes, which run alongside the lectures and seminars.

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<b>LW316</b>		<b>Foundations of Property</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	White Dr W

### Contact Hours

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

### Department Checked

Yes

### Learning Outcomes

Students who complete the module successfully will have the ability to:

- Build on Introduction to Obligations, in further developing an understanding of private law and its subdivisions. To be able to distinguish between the common law subjects and property law, and, in particular, to develop an understanding of the foundational role of equity and trusts in the development of property law. To consider the extent to which it is problematic to think of property solely within private law terms.
- Identify property issues, and to be able to critically examine the terms within which these issues have been set; to begin to use the tools and language employed in property law.
- Build on material and debates introduced in Critical Introduction to Law, to evaluate and critique the foundational components carried within the idea of 'property'.
- Develop the skills required to read case material closely and critically: to appreciate the techniques of argumentation involved, and to be able to trace and given an account of patterns of argumentation in a legal text. An ability, through relating key secondary texts to case-law, to examine and evaluate policy, and related issues, rendered visible through a close and critical reading of legal (textual) material.

### Method of Assessment

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

### Preliminary Reading

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

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

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

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

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

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

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

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

C Dickens *Bleak House*

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

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

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

### Pre-requisites

Co-requisite - This module is to be taken with LW315 Introduction to Obligations. Only available to students following a Law programme of study (either single or joint honours).

### Restrictions

Only available to Law students.

### Synopsis \*

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



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<b>LW508 Criminal Law</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	Dickson Ms L
1	Canterbury	Autumn and Spring	I	30 (15)	90% Exam, 10% Coursework	Dickson Ms L
1	Medway	Autumn and Spring	I	30 (15)	100% Exam	Radlett Mr D
1	Medway	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	Radlett Mr D

### Availability

Please note: This module is only available to students following a Law programme of study (either single or joint honours).

### Contact Hours

40 hours lectures; 20 hours seminars (approximately)

### Learning Outcomes

Students who successfully complete this module will

- Have a sound grounding in the concepts, principles and rules of criminal offences; in particular the law relating to murder/manslaughter, non-fatal offences, defences, and theft and deception
- Have a good understanding of the wider debate in respect of the place of criminal law in the social context, the definitions of harm and the boundaries of criminal law
- Be able to engage in practical application of their knowledge, through consideration of criminal law problem questions, and encourage critical debate of the issues raised
- Have a clear understanding of the concepts, principles and rules of criminal law considered in this module
- Have knowledge of the major theoretical debates in the criminal law field.
- Have the ability to analyse given situations and apply legal principles and case law to assess criminal liability and any defences
- On presentation of case facts, be able to identify relevant legal rules, principles and case and statute law applicable for analysis and critique of the facts
- Be able to discuss the major areas of criminal law, making appropriate reference to legal and academic source authorities
- Be able to evaluate the operation of the criminal law in the social context
- Have the ability to engage in reasoned and informed discussion on the major areas of criminal law both orally, and in writing

### Method of Assessment

Written examination worth 80% and 20% coursework consisting of an oral and a case note.

### Preliminary Reading

- J Herring *Great Debates: Criminal Law* (Palgrave Macmillan, 2012)
- A Norrie *'Crime, Reason and History'* ( Weidenfeld & Nicholson 2nd ed, 2001)
- A Ashworth & J Horder *Principles of Criminal Law* ( Oxford University Press, 7th edition, 2013)

### Synopsis \*

- Introduction to the concept of crime, the structure of criminal justice and the general principles of liability
- Harm and the boundaries of criminal law
- Murder, the problem of causation and omissions and intent to kill
- Defences to murder, self-defence, provocation, insanity and diminished responsibility
- Manslaughter, unlawful act, recklessness and gross negligence
- Non-fatal offences against the person
- Sexual offences
- Theft and the Fraud Act 2006

The module is structured to provide students with the opportunity to explore the major issues in criminal law through class presentation, through consideration of essay style topics and by working through criminal law problem questions. At the commencement of the module students are provided with a Seminar Workbook which outlines the weekly seminar topic and task.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>LW814 Public International Law</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	
2	Brussels	Autumn	M	20 (10)	100% Coursework	Heieck Dr J
2	Canterbury	Autumn	M	20 (10)	100% Coursework	Eslava Dr L

### Availability

Autumn Term

### Contact Hours

2 hours a week combined lecture/seminar excluding reading and writing weeks (18 weeks). The remaining 182 hours are dedicated to private study time. There are 200 study hours for the module.

### Department Checked

yes

### Learning Outcomes

The intended subject specific learning outcomes

To ensure that students taking the module are:

- aware of the significance of International Law within the field of International Relations
- familiar with the concepts, principles and rules of International Law
- familiar with current theoretical and doctrinal debates within International Law
- able to apply international legal methods to international legal problems
- familiar with the operations of the institutions of International Law, especially the United Nations and the International Court of Justice

### Method of Assessment

100% coursework

### Preliminary Reading

Core texts

J Klabbbers, *International Law* (CUP, 2013)

J Crawford and M Koskeniemi (eds), *Cambridge Companion to International Law* (CUP, 2012)

General reading

A Anghie, *Imperialism, Sovereignty and the Making of International Law* (CUP, 2007)

L Eslava, *Local Space, Global Life: The Everyday Operation of International Law and Development* (CUP, 2015)

M Shaw, *International Law*, 7th ed (CUP, 2014)

S Marks, *International Law on the Left* (OUP, 2008)

A Orford, *International Law and its Others* (CUP, 2006)

A Orford, *International Authority and the Responsibility to Protect* (CUP, 2011)

S Pahuja, *Decolonizing International Law* (CUP, 2011)

B Rajagopal, *International Law from Below: Development, Social Movements and Third World Resistance* (CUP, 2003)

G Simpson, *Great Powers and Outlaw States: Unequal Sovereigns in the International Legal Order* (Cambridge, 2004)

### Pre-requisites

None, although all students will need either some experience of Public International Law or be willing to do early and intensive reading.

### Progression

Stage 1

### Restrictions

None

### Synopsis \*

This module provides a detailed study of the history, rules, doctrines and institutions of public international law. It offers a critical analysis of the international legal order and a firm basis upon which to found arguments concerning the political importance of international law. The module pays special attention to the way in which the evolution and operation of the international legal order influence not only international relations, but also daily domestic life.

At the end of the course students will be able to assess, both internally and in context, the main the rules, doctrines and institutions of public international law. Students will also develop the necessary tools to reflect critically on some of the most important problems and tensions that define the contemporary global order: from calamities resulting from war, international interventions and surveillance strategies in countries like Afghanistan, Libya and Pakistan, to the everyday effects of increasing socio-economic disparities and environmental decay in both the Global South and the Global North.

The teaching, discussions and readings in the module will equip students both with a doctrinal understanding of public international law, and with an approach to the field that is grounded in a Critical, Socio-Legal and Law and Humanities perspective.

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

**Contact Hours**

1 hour lecture and 1 hour seminar per week.

**Learning Outcomes**

Understand the way that political decisions are reached in Britain.  
 Be able to identify the evidence and criteria used in determining which actors shape key policy decisions.  
 Understand the recent structural changes to Britain's political system, and the effects these changes have had.  
 Be able to critically review the strengths and weaknesses of political institutions in Britain, and analytically evaluate the merits of alternative institutional arrangements.  
 Understand how the design and operation of Britain's political system relates to arrangements in other western democracies, and be able to identify the main consequences of these similarities and differences.

**Method of Assessment**

50% coursework (essay), 50% exam.

**Preliminary Reading**

KING, A. - 'Does the UK Still Have a Constitution?', 2001  
 WRIGHT, T. - 'British Politics: A Very Short Introduction', 2003

**Synopsis**

Democracy in Britain does not appear to be in a healthy state. Citizens are less engaged with political institutions, and less trusting in politicians, than they used to be. Critical questions are being asked about the role and effectiveness of such key institutions as the electoral system and parliament. Meanwhile, the nature of political authority in Britain is changing rapidly. Power has been transferred upwards to the European Union, and downwards to devolved bodies in Scotland, Wales, Northern Ireland and London. Non-electoral actors such as the media also play an important role in shaping political decisions. Where does this leave the political system at the start of the 21st century? Is government in Britain effective and democratic? Or are Britain's political institutions failing?

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

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>PO305 International History and International Relations</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Mavelli Dr L

### Contact Hours

1 hour lecture and 1 hour seminar per week

### Learning Outcomes

By the end of the module, students will:

Have a basic knowledge of some of the key themes and events in the study of international history;

Be able to relate these historical debates to some of the key debates in International Relations theory;

Have an introductory knowledge of some of the International Relations literature relating to issues of war and peace, security, foreign policy, sovereignty, and inequality;

Have an understanding of war, terror, empire and revolutions as the 'motors' of history;

Be able to discuss liberal alternatives to war such as international organizations and the democratic peace principle, and have a basic knowledge of the 'end of history' thesis and its relevance.

### Method of Assessment

50% coursework (essay), 50% exam

### Preliminary Reading

John Baylis, Steve Smith, and Patricia Owens (eds.), *The Globalization of World Politics*, 6th Edition, (Oxford: OUP, 2013).

Jenny Edkins and Maja Zehfuss (eds.), *Global Politics, A New Introduction*, Second edition (London: Routledge, 2013).

### Synopsis \*

This module introduces first year undergraduate students to some of the key historical events of modern history, and related debates and questions that have occupied the discipline of International Relations (IR). The focus is on communicating a few key themes, ideas, issues and principles that recur throughout the history of the last hundred years, and that cut across various theoretical approaches and different schools of thought. These key ideas include: war, conflict, violence and terror; international reformism; the nature of international order under conditions of anarchy; the balance of power; the influence of ideology on international affairs and on theorising; the tension between order and justice in the international sphere; and the nature of imperialism and its effects. Exploration of these themes, ideas, and issues emerges through analysis of the World Wars, the Cold War, decolonisation and the emergence of the US as the world's sole superpower in the post-Cold War era. The course places an emphasis on historical events between the global North and South, as these events often led to dramatic shifts and changes in international relations and foreign policy. Students will be encouraged to identify significant continuities and changes in international politics across the period studied.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>PO310</b>		<b>Introduction to International Politics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Molloy Dr S

### Contact Hours

1 hour lecture and 1 hour seminar per week

### Learning Outcomes

A good basis for further work in theory of International Relations

An awareness of major sub-fields in International Relations

A strong grounding for further work in International Relations programmes

### Method of Assessment

50% coursework; 50% exam.

### Preliminary Reading

Timothy Dunne, Milja Kurki, Steve Smith (eds.), *International Relations Theories: Discipline and Diversity* (Oxford: Oxford University Press, 2006)

BROWN, C. - 'Understanding International Relations'

Knud Erik Jørgensen, *International Relations Theory: A New Introduction* (Palgrave MacMillan, 2010)

### Synopsis \*

This module is addressed to students who have hitherto had no training in the academic field of International Relations. It aims to establish a good basis from which to appreciate at a higher level the theoretical schools of thought in the study of international relations, and to provide a strong grounding in the study of international politics as the basis for the further study in Stage 2 on the subject matter of the discipline of international relations. The course proceeds by examining a number of theoretical perspectives on International Relations and offers examples from history and current affairs to demonstrate the extent to which theories can be used to make sense of major issues in areas such as international security and international political economy.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>PO314 Introduction to Political Thought</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Devellennes Dr C

### Contact Hours

1 hour lecture and 1 hour seminar per week

### Learning Outcomes

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

### Method of Assessment

50% coursework; 50% exam.

### Preliminary Reading

Peri Roberts and Peter Sutch (eds), *An Introduction to Political Thought. A Conceptual Toolkit*. Second Edition, Edinburgh: Edinburgh University Press, 2012.

Iain MacKenzie (ed.), *Political Concepts: A Reader and Guide*, Edinburgh: Edinburgh University Press, 2005.

Catriona McKinnon (ed.), *Issues in Political Theory*, Second Edition, Oxford: Oxford University Press, 2012.

### Synopsis \*

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

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>PO325 Introduction to Conflict Analysis and Resolution</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Toros Dr H
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Toros Dr H

### Contact Hours

150 hours including 22 hours lecture/seminar; 128 study hours

### Learning Outcomes

Upon completion of this module, students will be able to:  
Recognize key approaches to the study of conflict.

Understand the main concepts and theories of international conflict and conflict resolution.  
Identify the main practices of conflict resolution and their limitations.  
Engage with empirical cases and simulations of international conflicts.  
Identify the main critiques of conflict theories.

### Method of Assessment

60% coursework (essay (40%), reading assignments (20%), 40% exam.

### Preliminary Reading

Ramsbottam, O. Miall, H. and T. Woodhouse (2011). *Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts*. Cambridge: Polity. (Textbook)

Azar, E. (1990) *The Management of Protracted Social Conflict: Theory and Cases*. Dartmouth: Aldershot.

Bercovitch, J. and R. Jackson (2009). *Conflict Resolution in the 21st century: Principles, Methods, and Approaches*. Ann Arbor: University of Michigan Press.

Burton, J. and Sandole, D. (1986). "Generic Theory: The Basis of Conflict Resolution", *Negotiation Journal*. 2(4) 333-44.

Fisher, R. and Ury, W. (1991). *Getting to Yes*, New York: Penguin.

### Synopsis <span style =

The module is designed to introduce students to the principle approaches to conflict and conflict resolution. Starting with a discussion of the pervasiveness of conflict in human existence, the module will engage with the key question of "what is conflict?" Students will be introduced to conflict management and conflict resolution approaches before engaging with conflict resolution processes such as negotiation and mediation. The module will rely on case studies and simulations to help students engage directly and better grasp the different theoretical approaches. Case studies will include an in-depth analysis of the Oslo process and a discussion of the specific difficulties linked to negotiations with "terrorists." The students will emerge from the module with knowledge of the central paradigms and concepts of conflict analysis and resolution, and with an initial set of skills (negotiation and mediation) which can be used to further understand international politics but also in their personal engagement with others.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>PO326</b>		<b>Introduction to Political Science</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Weiler Dr F

### Contact Hours

1 hour lecture and 1 hour seminar per week, plus an additional hour long seminar every two weeks

### Learning Outcomes

On successful completion of this module students will be able to understand the different approaches used in the study of Politics, including the basic logic of the research process and the ability to choose among a wide range of approaches to develop their own methods to explore substantive research questions in the fields of politics and international relations. Students will gain the knowledge and understanding of several key concepts, theories and methods used in the study of politics and international relations. This includes the normative and positive foundations of political ideas (i.e. the reliance of Politics on knowledge from cognate disciplines) that produce different interpretations of world political events and issues. Finally, students will apply concepts, theories and methods used in the study of politics and international relations to construct and evaluate different interpretations of world political events and issues by describing, evaluating, and applying different approaches to collecting, analysing and presenting political information.

### Method of Assessment

100% coursework (consisting of online quizzes research reports)

### Preliminary Reading

None.

### Synopsis \*

This core module introduces students to the wide range of different methodologies commonly employed in political science. This includes the scientific method and both traditional and newer forms of research. Students will also be introduced to some of the fields of inquiry that dominate the study of politics, including public choice, social movements, political behaviour, economic development and democracy. The module integrates these two main components to create both an awareness of the breadth of political science and its approaches, ultimately providing students with the foundation for further study in political science. Substantive topics include: the nature of inquiry (questioning and determining what constitutes evidence), methods of comparison, theory and hypotheses. They will also be introduced to and explore quantitative methods, formal methods, experimental methods and empirical quantitative methods. Students will implement basic quantitative research techniques for themselves. Finally, they will be introduced to concepts such as equivalence, selection bias, spuriousness, value bias and ecological and individualist fallacy in order to illuminate the difficulties faced when making comparisons.



## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>PO327</b>		<b>Introduction to Comparative Politics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Sudulich Dr L
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Sudulich Dr L

### Contact Hours

11 lectures, 16 seminars.

### Learning Outcomes

On successful completion of this module, students will:

Understand what is meant by comparative politics and be familiar with the comparative method.

Be familiar with the main debates and issues in the comparative study of political institutions and processes.

Be able to classify political systems according to different criteria.

Possess a basic understanding of how executive, legislative and judicial institutions are structured.

Possess a basic understanding of how citizens behave politically in relations to such institutions.

Possess a basic understanding of the intermediate actors that link citizens and government (such as political parties, interest groups and the media).

Be familiar with some of the major data sources in the sub-field of comparative politics and with how they can be used to explore key questions addressed by the sub-field.

### Method of Assessment

2,000 word essay (50%); 2 hour exam, requiring multiple-choice answers and an essay answer (50%).

### Preliminary Reading

Hague, Rod and Martin Harrop. 2013. Comparative Government and Politics - An Introduction. 9th ed. Basingstoke: Palgrave Macmillan

### Synopsis \*

The module introduces students to the empirical study of the key structures, institutions and processes in political life. It does so through the lens of the comparative method, in which political systems are compared and contrasted to test hypotheses about the factors producing similarities and differences across countries and over time. The module first introduces the comparative method, and then discusses the different ways in which political systems can be organized and classified. It focuses on the three key powers in all political systems – executive, legislative and judicial – the ‘intermediate’ actors that link people to their governments, namely political parties, interest groups and the media, and how citizens behave politically in relations to such institutions and actors. Throughout the module, students are encouraged to identify the factors and the processes leading to different political outcomes across states and over time and to use both qualitative and quantitative data to support their arguments.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

### 40 School of Social Policy, Sociology and Social Research

<b>SA300 Social Problems and Social Policy I: Youth, The family and the State</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Kirton Dr D
1	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	Kirton Dr D
1	Canterbury	Autumn	C	15 (7.5)	90% Exam, 10% Coursework	Kirton Dr D
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

#### Contact Hours

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

#### Department Checked

Department checked

#### Learning Outcomes

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

#### Method of Assessment

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

#### Preliminary Reading

Furlong A and Cartmel F (2007) *Young People and Social Change* (2nd edn) Open University Press  
 Fulong A (2013) *Youth Studies: an introduction*. Routledge.  
 Furlong, A (ed) (2009) *Handbook of Youth and Young Adulthood: new perspectives and agendas*. Routledge.  
 Baldock J et al (eds.) (4th edn. 2011) *Social Policy*. Oxford University Press  
 Barry M (ed) (2005) *Understanding Social Problems*. Blackwell

#### Synopsis \*

This module is designed both for students intending to specialise in social policy, and for other students who are interested in social problems and responses to them. We explore the ways in which phenomena come to be labelled as social problems, we focus upon the 'problem of youth' and why certain youth behaviours are seen as problematic, who defines them as such and what is expected in terms of the balance between state and family responsibility. Issues explored include: young people's changing relationship to the family; teenage pregnancy; education, transitions to work, migration drug (mis)use, youth homelessness and anti-social behaviour.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>SA301 Social Problems and Social Policy II: The Market, The Family and the St</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	C	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	C	15 (7.5)	90% Exam, 10% Coursework	
2	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Kirton Dr D

### Availability

Available 2016/17

### Contact Hours

22 (1 hour lecture and 1 hour seminar weekly)

Evaluative and analytic skills, to assess the outcomes of social policy intervention on individuals and communities.

### Department Checked

Department checked.

### Learning Outcomes

Knowledge of the current sources of welfare in the UK in relation to health and social care

An understanding of some of the key concepts used in the field, in particular in relation to concepts of care and wellbeing

Problem solving skills and the ability to seek solutions to social issues and individual needs.

Sensitivity to the values and interests of others and to the dimensions of difference.

Able to identify and use theories and concepts in relation to health, care and wellbeing.

Distinguish between technical, normative, moral and political questions

Communicate ideas and arguments to others, both in written and spoken form.

Develop interpersonal and team work skills to enable them to work collaboratively, negotiate, listen and deliver results.

### Method of Assessment

50% coursework (2 essays 1,200-1,500 words in length)

50% written examination (2 hours)

### Preliminary Reading

Baggott R (2007) Understanding Health Policy

Baggott R. (2000) Public Health: Policy and Politics

Baggott R (2015) Understanding Health Policy (2nd edition), Policy Press

### Synopsis <span style =

Health, care and wellbeing are central concerns in all our lives; and they raise questions of the interconnected roles of the state, the market and the individual in their creation and support. In this module we explore how we understand and conceptualise these areas, and the potential role of policy interventions in support of them. The module examines the social determinants of health, exploring the ways in which often replicate wider inequalities in society. It asks how we might best address changing health needs, particularly in relation to the growing proportion of older people, exploring these in the context of the new politics of the NHS. What are the best structures to deliver health care? How should these best be funded? Life style is increasingly implicated in health outcomes, and the module explores the dilemmas raised by rising levels of obesity and alcohol consumption. These are matters of personal choice, but they challenge the health and wellbeing of the population, and raise questions of how choices are shaped in the context of market production. Governments increasingly declare that they are interested not simply in health or prosperity, but also of wellbeing. The module explores what this means, and why there is a new interest in this area.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>SO333 Crime, Culture and Control</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Mills Mr M

### Contact Hours

1 lecture (1 hour) per week (11 weeks) and 1 seminar (1 hour) per week (11 weeks)

### Department Checked

Department checked

### Learning Outcomes

Identify and explain some of the ways cultural dynamics intertwine with the practices of crime and crime control within contemporary society

Recognise the criminological importance of deconstructing media/popular understandings of crime and punishment  
Identify and make use of different sources of media and other empirical data on crime and victimisation, and assess its usefulness for understanding the nature and extent of crime in society

Understand the value of criminological theory and how it is both applied within and used to critique practical criminal justice issues

Recognise the main types of criminological research methods, their differences and applications within criminology

The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

Demonstrate skills in presentation and debate, both verbal and written, and in utilization of research and empirical data

Be able to synthesise the theoretical contributions of different schools and disciplines of enquiry

Be able to gather appropriate library and web-based resources for undergraduate study; make critical judgements about their merits and use the available evidence to construct an argument to be presented orally or in writing

### Method of Assessment

60% coursework (1 essay of 2,500 words in length)

40% class test

### Preliminary Reading

Hale, C, Hayward, K, Wahidin, A and Wincup, E (eds) (2009) *Criminology*. Oxford: Oxford University Press

Ferrell, J, Hayward, K and Young J (2008) *Cultural Criminology: An Invitation*. London: Sage

Carrabine, E (2007) *Crime, Culture and the Media*. Oxford: Polity

McLaughlin, E and Muncie, J (eds) (2006) *The Sage Dictionary of Criminology*. London: Sage

Trend, D (2007) *The Myth of Media Violence*. Oxford: Blackwell

Jewkes, Y (2004) *Media and Crime*. London: Sage

Hayward, K, Maruna, S, and Mooney, J (2009) *Fifty Key Thinkers in Criminology*. Abingdon: Routledge

Maguire, M, Morgan, R, and Reiner, R (eds) (2007) *The Oxford Handbook of Criminology*. Oxford: Clarendon Press

### Pre-requisites

None

### Synopsis \*

This module provides first year students with a general introduction to the various ways in which cultural dynamics intertwine with the practices of crime and crime control within contemporary society. To that end, the course will contain lectures on subjects such as crime and everyday life, "reality" crime tv, surveillance and the culture of control, and police culture and the politics of crime control. The module will also seek to introduce students to other essential areas of criminological interest (such as the critical analysis of criminological theory, and criminological methods) via innovative teaching techniques involving staff debates and the close textual reading/analysis of contemporary crime news stories. In addition, this module provides a space to embed key generic social science skills (in the form of three lecture-seminar slots)

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>SO532</b>		<b>Mental Health</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Forrester-Jones Dr R

### Availability

Available 2016/17

### Contact Hours

2 hour workshop (includes lectures, discussion groups and invited speakers) plus 1 hour voluntary 'drop-in clinic' (provides an opportunity for students to ask questions about the module and assessment) per student per week'.

### Department Checked

Yes

### Learning Outcomes

Familiarity with sociological aspects of mental health and mental health policy.  
Critical evaluation of psychiatric and non-psychiatric perspectives on mental health.  
Assessment of social inequalities in mental health  
Skill in evaluating contrasting legal, community, and user approaches to mental health and illness.  
Appreciation of the economics and politics of mental health

### Method of Assessment

100% coursework (one 4000 word essay)

### Preliminary Reading

Pilgrim D (2009) 2nd Ed Key Concepts in Mental Health, London, Sage  
Rogers A & Pilgrim D (2010) A Sociology of Mental Health and Illness. Open University Press  
Reynolds J et al (2009) Mental Health Still Matters. Macmillan

### Synopsis \*

This module introduces students to the sociological approach to understanding mental health. It begins by outlining historical definitions of mental health and how policy and practice have changed over time from incarceration in large institutions to present-day community care. Sociological perspectives of mental illness (for example, the sociology of suicide, labelling and social causations of mental ill-health) are considered alongside psychiatric and psychological approaches to treating people with mental illnesses. The module then looks at social inequalities in relation to opportunities to recover, including gender and race, as well as where sufferers are within the life-course (including young people and older people with dementia). Mental health and the criminal justice system as well as religion/spirituality and faith are also explored. Please note, as this is not a clinical module material covered will not include in-depth investigations of specific diagnoses of mental illnesses.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

SO657		Digital Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Miller Dr V

### Availability

Available 2016/17.

### Contact Hours

One hour lecture and one hour of seminar per week

### Department Checked

Yes

### Learning Outcomes

Describe and assess a range of theoretical accounts of the significance of the Internet and virtual environments in contemporary society.

Understand the social, economic and cultural dimensions of digital culture.

Critically assess the ways in which digital culture has resulted in new forms of social cohesion and identity construction.

Demonstrate knowledge of contemporary ideas about:

The development of capitalism and the knowledge economy.

Theories of the body, identity and representation, which are challenged by the use of the Internet.

Examples of digital cultures and subcultures and how they epitomise the above.

Provide first hand accounts and experiences of digital culture through online exercises and the use of WebCT.

### Method of Assessment

50% coursework (one 3,000 word essay 30% and 20% seminar participation) and 50% 2 hour examination (summer term)

### Preliminary Reading

Siapera, E (2011) Understanding New Media, London, Sage.

Miller V (2011) Understanding Digital Culture. London: Sage

Bell D (2001) Introduction to Cyberculture. London: Routledge.

Fuchs, C. (2014) Social Media: A Critical Introduction. London: Sage

Castells M (2000-2003) The Information Age Vols 1-3. Blackwell

Flew T (2002) New Media: An Introduction. Oxford University Press

Athique, A. (2013) Digital Media and Society: An Introduction. Cambridge; Polity.

Barney, Darin. (2004) The Network Society. Cambridge: Polity.

Wandrip-Fruin N & Montford N (eds) (2003) The New Media Reader. MIT press

### Pre-requisites

One of SO334 Modern Culture; SO335 Contemporary Culture; SO336 Sociology of Everyday Life or SO337 Fundamentals of Sociology

### Restrictions

You cannot take this module if you are already taking/have already taken SO599

### Synopsis >\*

This module will examine the impact of digital technology on our social and cultural lives. It will concentrate on how the Internet in particular has challenged some of our more traditional notions of identity and self, the body, relationships, community, privacy, politics, friendship, war and crime, economics, among others. Lectures will show how some of the basic components of culture such as notions of identity, space, the body, community, and even the very notion of what it is to be human, have been complicated by the rise of virtuality and cyberspace. We will also examine these issues through case study phenomena unique to digital culture, currently including gaming, music, cybersex and social networking.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

SO670		Kent Student Certificate for Volunteering, Platinum Award				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	15 (7.5)	100% Coursework	Hogg Dr E
1	Canterbury	Autumn and Spring	H	15 (7.5)	Pass/Fail Only	Hogg Dr E

### Availability

Available 2016/17

### Department Checked

Yes

### Learning Outcomes

Students will be able to demonstrate:

awareness and understanding of the issues and barriers surrounding volunteering: self awareness of their skills and abilities and how to apply said skills to the wider working community  
ability to self-appraise and reflect on practice  
an awareness of the benefits and value of volunteering to the local and wider community: an awareness of their own impact upon a volunteering placement  
communication and presentation skills  
team work and interactive group skills  
leadership and motivation  
problem solving  
ability to adapt to changing situations  
ability to plan and manage learning

### Method of Assessment

Assessment is through successful completion of 100 hours of volunteering, undertaken in 3 placements covering volunteering on campus, in the community and project leadership. Students create a portfolio to illustrate their learning and critical reflection during these placements, and give a presentation describing and reflecting on their volunteering experiences. In addition students submit a 1500 - 2000 word essay. A mentor will be provided for the duration of the module.

Portfolio 40% Reflective participation in lectures, seminars and online discussion 10%, 1500 - 2000 word essay 25%, Presentation 25%.

### Preliminary Reading

Nina Eliasoph (2013) *The Politics of Volunteering*: Cambridge: Polity Press  
Colin Rochester, Steve Howlett, Angela Ellis Paine (2010) *Volunteering and Society in the 21st Century*. Palgrave Macmillan

### Pre-requisites

Previous volunteering experience.

### Restrictions

There are up to a maximum of 50 places per year available on this module. Please contact Steph Hughes for advice about this module. Head of Volunteer Development and Support: s.l.j.hughes@kent.ac.uk extn. 61230

### Synopsis \*

This is a 15 credit course which will enhance your CV, particularly if you are hoping to work in the public or voluntary sector. You will be supported to undertake three placements in a variety of volunteering roles, both on and off campus; attend four lectures on the voluntary sector and complete a reflective learning log to help you think about your experiences and the transferable skills you are gaining.

The following 2 units are compulsory:

Active community volunteering  
Project Leadership

Plus 1 unit selected from the following:

Active university volunteering  
Training facilitator  
Mentoring  
Committee role

All students taking this module are expected to attend four sessions that provide the academic framework for understanding volunteering, as well as practitioner knowledge that will be helpful as you progress through your placements, and invaluable preparation for your essay. These sessions last one hour each and are spaced evenly throughout the academic year.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>SO709</b>		<b>Modern Chinese Societies</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Zhang Dr J (SSPSSR)

### Availability

Available 2016/17

### Contact Hours

1 hour lecture and 1 hour seminar each week

### Department Checked

Yes

### Learning Outcomes

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

Understand the key actors, social structures and evolving state-society relations in modern China.

Develop insight into the domestic and global context which shaped contemporary China's general social mindsets.

Comprehend key Chinese sociological concepts and be able to apply different sociological theories in analysing pop cultures, news items, research evidence and official data

Critically evaluate the assumptions of major sociological theories in relation to contemporary social processes

### Method of Assessment

100% coursework (one 2000 word essay (40%), one 2500 word essay (50%) and a group seminar presentation (10%))

### Preliminary Reading

Fei, X (1992) *From the Soil: The Foundations of Chinese Society*. University of California Press

Stockman, N (2000) *Understanding Chinese Society*. Polity Press

Yan, Y (2009) *The Individualization of Chinese Society*. BERG

Zha, J (1996) *China Pop: How Soap Operas, Tabloids and Bestsellers are Transforming a Culture*. The New Press

Barr, M (2011) *Who's Afraid of China?* Zed Books

### Pre-requisites

None

### Synopsis \*

This course will provide students with a well rounded assessment of modern China, with particular emphasis on events since the 1978 Open Door Policy initiated by Deng Xiaoping. The course first introduces students with key sociological concepts related to Chinese traditional society, then move onto major events that form state-society relations in the past three decades. Students are encouraged to connect China's rise to their own life and think comparatively. The bulk of the course will explore a range of contemporary issues, which includes:

- One country, two systems and four worlds: Diversity and social gaps in modern China
- The broken 'iron rice bowl': Social mobility and welfare system since 1980s
- The Me Generation: The rise and individualization of China's new middle class
- New social media and the 'Great Fire Wall'
- Zao: The making of consumption culture within the World's factory
- Bit player or the new powerhouse? China's struggle with scientific innovations
- The triumph of paintings: Social protests and the Chinese art scene
- From ping-pong diplomacy to Linsanity: Sports and modern Chinese identity
- The greening of China: The social cost of industrialization and grassroots environmental movements
- The 'sea turtles' (overseas-returns) and Chinese diaspora: An alternative imagination of Chineseness
- 'All under Heaven' (Tianxia) reinterpreted : China in a globalized world



## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

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<b>SE301 Social Anthropology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	Scicluna Dr R
1	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Scicluna Dr R
1	Canterbury	Autumn and Spring	C	30 (15)	90% Exam, 10% Coursework	Scicluna Dr R

#### Availability

This module contributes :

BA: Social Anthropology and BSc: Anthropology; Joint Honours; with a Language; with a Year Abroad

#### Contact Hours

Taught by lecture and seminar (totalling 40 contact hours) plus film and video screenings. Total number of study hours expected = 10 per week (inclusive of lectures and seminars), plus film and video screenings.

#### Learning Outcomes

Drawing on studies of different cultures and societies, from the rainforests of west Africa to the industrial heartlands of Britain and America, this course will introduce students to the discipline of social and cultural anthropology through a selection of topics which have been chosen to give students a taste of the kind of issues that social and cultural anthropologists study and the kind of arguments and theories they have developed. The course is not, however, intended as a comprehensive introduction to the discipline, and does not by any means cover all of the issues, debates and sub-fields within social and cultural anthropology. Rather, by choosing a select number of topics, it is aimed at giving students a sense of what social and cultural anthropology is about, and what makes it different from other social sciences. In so doing it will give students a grounding in a discipline which they may want to continue to study in their second and final years.

#### Method of Assessment

50% written examination, 50% coursework

#### Preliminary Reading

\*Barfield, T. (ed.) Dictionary of Anthropology (Blackwell, 1997)

\*Barnard, A. & J. Spencer (eds) Encyclopedia of Social and Cultural Anthropology (Routledge, 1996)

\*Delaney, C. Investigating Culture: An Experiential Introduction to Cultural Anthropology (Blackwell, 2004)

\*Evans-Pritchard, E.E. Witchcraft, Oracles, and Magic among the Azande (Oxford, Clarendon Press, 1976).

\*Barnard, A. History and theory in anthropology. (Cambridge, Cambridge University Press, 2000).

\*Barrett, S.R. Anthropology: a student's guide to theory and method. (Toronto, University of Toronto Press, 1996).

\*Moore, J.D. Visions of culture: An introduction to anthropological theories and theorists. (Walnut Creek: Altamira Press, 1997).

\*MacClancy, J. (ed.) Exotic No More: Anthropology on the Front Lines (Uni. of Chicago Press, 2002)

\*Monaghan J. and Just, P. Social and Cultural Anthropology: A very Short Introduction \*(Oxford, 2000)

#### Pre-requisites

None

#### Synopsis <span style =

Social Anthropology is a discipline which arose with other social sciences in the mid- to late-nineteenth century, social and cultural anthropology has made a speciality of studying 'other' peoples worlds and ways of life. With increasing frequency, however, anthropologists have turned towards 'home', using insights gained from studying other cultures to illuminate aspects of their own society. By studying people's lives both at 'home' and 'abroad', social and cultural anthropology attempt to both explain what may at first appear bizarre and alien about other peoples' ways of living whilst also questioning what goes without saying about our own society and beliefs. Or, to put it another way, social and cultural anthropology attempt, among other things, to challenge our ideas about what we take to be natural about 'human nature' and more generally force us to take a fresh look at what we take for granted.

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>SE302</b>		<b>Foundations of Biological Anthropology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	Johns Dr S

### Availability

This module is compulsory for BSc Anthropology (and associated year abroad programmes), BSc Biological Anthropology (and associated year abroad programmes), BSc Medical Anthropology, BA Social Anthropology (and associated year abroad programmes), BA Social Anthropology joint honours programmes

### Contact Hours

33 lectures, 11 seminars, 1 field trip

### Learning Outcomes

Students will gain:

- 12.1. an understanding of the basic principles of evolution.
- 12.2. a good understanding of human prehistory and biology.
- 12.3. an exposure to a range of evidence and knowledge drawn from palaeoanthropology, evolutionary biology, comparative primatology, bioarchaeology, medical anthropology, evolutionary psychology, and prehistoric archaeology.
- 12.4. an understanding of the origins of human culture, behaviour and language.
- 12.5. an appreciation of humans as biological and cultural entities.

### Method of Assessment

50% written examination, 50% coursework (essay 25%, course test 25%)

### Preliminary Reading

None

### Pre-requisites

Boyd & Silk "How Humans Evolved", W.W. Norton, 2006  
Jones, et al "The Cambridge Encyclopedia of Human Evolution", Cambridge University Press  
Stanford, et al "Biological Anthropology", Prentice Hall, 2009  
Scarre, "The Human Past", Thames & Hudson, 2005

### Progression

### Restrictions

This module is compulsory for BSc Anthropology (and associated year abroad programmes), BSc Biological Anthropology (and associated year abroad programmes), BSc Medical Anthropology, BA Social Anthropology (and associated year abroad programmes), BA Social Anthropology joint honours programmes.

### Synopsis \*

This module is an introduction to biological anthropology and human prehistory. It provides an exciting introduction to humans as the product of evolutionary processes. We will explore primates and primate behaviour, human growth and development, elementary genetics, the evolution of our species, origins of agriculture and cities, perceptions of race, and current research into human reproduction and sexuality. Students will develop skills in synthesising information from a range of sources and learn to critically evaluate various hypotheses about human evolution, culture, and behaviour. This module is required for all BSc and BA Anthropology students. The module is also suitable for students in other disciplines who want to understand human evolution, and the history and biology of our species. A background in science is not assumed or required, neither are there any preferred A-levels or other qualifications. The module is team-taught by the biological and medical anthropology staff

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<b>SP304 Introduction to Psychology I</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	James Dr M
1	Canterbury	Autumn	C	15 (7.5)	90% Exam, 10% Coursework	James Dr M

**Availability**

Available Wild.

**Contact Hours**

1 weekly two-hour lecture

**Learning Outcomes**

Knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology  
Introductory knowledge and basic understanding of some principal topics in psychology and how they relate to contemporary society

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

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

**Method of Assessment**

10% Coursework. Formed of Research Participation credits collected during the term.

<https://www.kent.ac.uk/psychology/rps/>

90% Examination.

**Preliminary Reading**

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

**Restrictions**

This module is not available to Kent students studying Psychology. Available wild for non-Psychology students

**Synopsis**

This module introduces students to the study of psychology, with the aim of providing an introductory understanding of some key topics within psychology and seminal psychological research. No prior knowledge of psychology is expected nor assumed. The module encourages students to explore classical concepts in psychology within the context of cutting edge research and contemporary issues within modern society. There is a particular focus on how psychology and concepts within the subject can inform controversial issues in everyday society (e.g. drug and alcohol addiction, learning styles, language, love, health and illness, prejudice, and helping).

## 2016-17 Humanities Undergraduate Stage 1 Module Handbook

<b>SP305</b>		<b>Introduction to Psychology II</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Ponari Dr M
1	Canterbury	Spring	C	15 (7.5)	90% Exam, 10% Coursework	Ponari Dr M

### Contact Hours

1 weekly two-hour lecture

### Learning Outcomes

Knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology  
Introductory knowledge and basic understanding of the principal topics in psychology and how they relate to contemporary society

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

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

### Method of Assessment

10% Coursework. Formed of Research Participation credits collected during the term.

<https://www.kent.ac.uk/psychology/rps/>

90% Examination.

### Preliminary Reading

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

### Restrictions

This module is not available to Kent students studying Psychology. Available wild to non-Psychology students

### Synopsis \*

This module introduces students to the study of psychology, with the aim of providing an introductory understanding of some key topics within psychology and seminal psychological research. No prior knowledge of psychology is expected or assumed. The module encourages students to explore classical concepts in psychology within the context of cutting edge research and contemporary issues within modern society. There is a particular focus on how psychology and concepts within the subject can inform controversial issues in everyday society (e.g. the evolution of mind, mental illness and treatment, self and personality, understanding emotions, identity development and crises, and use of language).