

2017-18 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	Hobbs Miss R

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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AR319		Building Design				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework with Compulsory Numeric Elements	Hobbs Miss R

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.

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AR320		Building Envelope				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Incelli Mr F
2	Canterbury	Spring	C	15 (7.5)	100% Coursework with Compulsory Numeric Elements	Incelli Mr F

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

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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	Smith Mr J (AR)

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.

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AR323		Folio				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
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 >

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.

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

Contact Hours

25 contact hours

Learning Outcomes

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

Method of Assessment

Three hour examination (100%)

Preliminary Reading

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

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

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

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

Pre-requisites

None

Restrictions

BA Architecture students only

Synopsis >*

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

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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	Watkins Dr R

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

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01 School of Arts

ART301		Media and Meaning				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	70% Coursework, 30% Exam	Regehr Dr K

Contact Hours

10 x 2-hour lectures = 40
10 x 2-hour seminars = 40
private study = 220

Total study hours: 300

Learning Outcomes

1. Demonstrate an introductory understanding of how narrative processes, generic forms, and modes of representation at work in a wide variety of media forms.
2. Demonstrate an introductory understanding of the ways in which specific media and their technologies make different kinds of aesthetic effects and forms possible.
3. Demonstrate an introductory understanding of some major thinkers, debates and key texts relevant to how meaning is communicated through various media forms.
4. Demonstrate an introductory understanding of how aesthetic and formal qualities contribute to the creation and communication of meaning.
5. Demonstrate an introductory understanding of key concepts of how meaning is created and communicated, including narrative, genre, style, form and rhetoric.
6. Critically analyse a wide range of reading material.
7. Demonstrate effective oral and/or written communication skills, focusing upon the cogency, structure and presentation of an argument.
8. Use information technology appropriate, including in the preparation of properly referenced work.

Method of Assessment

Assessment will be by a mix of coursework and exam. The coursework required is one 2000-word critical essay (40% of the final mark) and full set of seminar preparation notes (30% of the final mark). A two-hour exam at the end of the module will provide the final 30% of the final mark. In-class training will be provided on each of the assessment tasks.

Preliminary Reading

- Carroll, N. (1998). *A Philosophy of Mass Art*, Oxford: Oxford University Press
- Bordwell, D. (1991). *Making Meaning*, Cambridge, MA: Harvard University Press
- Dubrow, H. (1982) *Genre*, London: Methuen
- Lang, B. (1990). *The Concept of Style*, 2nd edition, Ithaca: Cornell University Press
- Levinson, J. (2002) *The Oxford Handbook of Aesthetics*, Oxford: Oxford University Press
- Walton, K. (1990). *Mimesis as Make-Believe*, Cambridge: Harvard University Press

Pre-requisites

none

Synopsis *

This module introduces students to the ways in which meaning is created and communicated across various media. The primary focus will be upon a range of key concepts, such as narrative, narration, form, genre, style, and how the understanding of these across various media helps to explain how meaning is created and embodied within a medium. Media are therefore studied in this module as a means for the transmission of meaning that shape and constrain what can be communicated and how.

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ART302		Media and Taste				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	50% Coursework, 50% Exam	Stanfield Prof P
1	Canterbury	Spring	C	30 (15)	70% Coursework, 30% Exam	Stanfield Prof P

Contact Hours

10 1-hour lectures; 10 2-hour screenings; 10 1-hour seminars = 40 contact hours

260 private study hours

300 total study hours

Learning Outcomes

1. demonstrate basic knowledge about the relationship between culture and taste, and how this relationship is contingent on historical context;
2. demonstrate basic knowledge about how critics, curators and other figures in the creative industries and academy serve as gatekeepers and tastemakers for cultural products;
3. demonstrate basic knowledge about the dialogue between 'high' and 'low' culture;
4. demonstrate basic knowledge about selected art movements, e.g. (but not limited to) surrealism, pulp forms, pop art;
5. demonstrate basic knowledge about how institutions set up cultural hierarchies.
6. critically analyse and make use of sophisticated readings;
7. demonstrate the ability to deliver level-4 quality critical analysis under time constraints;
8. demonstrate the ability to deliver polished and well-structured writing in the English language, including: correct spelling, syntax and punctuation; the expression of complex ideas, arguments and subtleties of meaning; proper bibliographic referencing.

Method of Assessment

1 2000-word essay (50%)

1 2-hour written exam (50%)

Preliminary Reading

Levine, Lawrence W. 1988. *Highbrow Lowbrow: The Emergence of Cultural Hierarchy in America*. Cambridge, MA: Harvard University Press.

Stanfield, Peter. 2011. *Maximum Movies: Film Culture and the Worlds of Samuel Fuller, Mickey Spillane, and Jim Thompson*. New Brunswick, NJ: Rutgers University Press.

Suárez, Juan A. *Pop Modernism: Noise & the Reinvention of the Everyday*. Urbana: University of Illinois Press.

Taylor, Greg. *Artists in the Audience: Cults, Camp, and American Film Criticism*. Princeton, NJ: Princeton University Press.

Walz, Robin. *Pulp Surrealism: Insolent Popular Culture in Early Twentieth-Century Paris*. Berkeley: University of California Press, 2000.

Pre-requisites

none

Synopsis *

This introductory module examines how cultural agents have established a pyramid of taste and explores how avant-garde movements have challenged this pyramid even as they depend upon it. Through case studies drawn from the literary arts, film, the visual arts, music and theatre, students investigate the manner in which the parameters of highbrow, middlebrow and lowbrow culture have been articulated by artists, critics and theorists.

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DR338 Making Performance 1						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	30 (15)	100% Coursework	Hager Mr P

Contact Hours

Practical workshops, 2 hours per week for 12 weeks.
Seminars, 2 hours per week for 12 weeks.
Theatre Forum, 2 hours per week for 12 weeks
Private study (e.g. reading, rehearsing, seminar preparation, essay preparation) – 228 hours.
Total study hours: 300.

Cost

Trips to theatre performances

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Re-evaluate and question their default understanding of what theatre is, and understand diverse and varied approaches to making performances.
- 8.2 Devise performances from a range of starting points, for example, space, body, voice, text, character, etc.
- 8.3 Work creatively and collaboratively in small groups, to create, rehearse and perform material.
- 8.4 Demonstrate a range of performing and creative skills.
- 8.5 Read and analyse dramatic texts for theatre, understanding their specific theatrical quality.
- 8.6 Identify and 'read' a range of theatrical texts beyond the traditional play script.
- 8.7 Understanding of some of the central practices and theories of twentieth century performance.
- 8.8 Articulate ideas, concepts and propositions about theatre and the processes of making it in writing, supported by experience and research.

Method of Assessment

Assessed performance (typically 10 minutes per group, carried out in class), 40%
Essay (2000 words), 40%
Class Contribution/Process, 20%

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

None

Synopsis *

This is a module about the implications of Peter Brook's idea that anything can be seen as 'an act of theatre'. Students will be invited to see beyond their own default assumptions about theatre, and introduced to a diverse range of methods of devising their own performances. In practical workshops, they will learn about professional practice, warming up, performance skills, and collaborative group work; and will explore the possibilities of creating performance from a range of starting points, including (for example), space, body, voice, text, or character. This practical exploration will sit alongside an introduction to related aspects of history and theory. In seminars, students will be introduced to such concepts as theatre spaces, traditional play texts, non-traditional theatre texts, historical approaches to characterisation (e.g. Stanislavski, Mike Leigh), physical approaches to acting (e.g. Grotowski, Lecoq), and the different models for engaging an audience (e.g. Brecht, Boal). The experience will be enhanced by 4 'Theatre Forums' within which students experience a short piece of performance by Theatre Companies/Performers who have emerged from the department, followed by an 'open discussion forum, situating the work within the world of performance, and the influence that their university learning had in relation to their current practice. Students will be assessed by a short in-class performance and an essay. This module (together with Making Performance 2) will offer a solid foundation for all modules in years two and three which involve creative performance work.

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DR339 Making Performance 2						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	30 (15)	100% Coursework	Hager Mr P

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.

Cost

Theatre Trips

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

Making Performance 1

Synopsis *

Like Making Performance 1, this module is about the implications of Peter Brook's 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 Making Performance 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 Making Performance 1) will offer a solid foundation for all modules in years two and three which involve creative performance work.

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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

Total Learning Hours = 300

Cost

Theatre Trips

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 <span style =

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.

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

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?

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DR342 History of Comedy on Stage and Screen						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	

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.

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DR343 Behind the Performer						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	

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).

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DR345 Puppet and Object Theatre						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convener
1	Canterbury	Autumn	C	30 (15)	100% Coursework	
1	Canterbury	Spring	C	30 (15)	100% Coursework	Trimingham Dr M

Contact Hours

As a 30 credit module there will be 300 study hours

6 2-hour weekly making skills sessions

6 2-hour screenings and seminar sessions for 6 weeks

12 2-hour weekly practical workshop for 12 weeks

Total contact hours: 48 hours

Total independent study hours: 252

Screenings and seminars introduce theory around object and puppet theatre and key practitioners thereby enabling students to contextualise their work and develop an appropriate critical and theoretical vocabulary for analysis and reflection.

Practical workshops teach making skills and explore techniques for visual theatre (e.g. storyboards, working and making with plastic materials, use of technical equipment etc), performance skills (eg puppeteering techniques) and staging possibilities. Students are introduced to different types of puppetry e.g. glove puppets, rod puppets, shadow puppets, ultra-violet light.

Learning Outcomes

On successfully completing the module students will be able to:

8.1 Demonstrate a range of technical, creative and production skills in the context of design led performance (as appropriate to the form of performance on which the project work is focussed).

8.2 Understand how different technologies contribute to performance (e.g light, sound/music, objects/props, projection)

8.3 Undertake the making of performance and reflect upon it, including recording and analysing the process,

8.4 Understand the relation of the performance to the context of its production and reception

8.5 Create performance which explores the potential of space and integrates theatre technologies creatively, conceptually and practically.

Preliminary Reading

Bell, J. (ed) (2001) Puppets, masks, and performing objects. Cambridge, MA: MIT Press.

Francis, P. (2012) Puppetry: a reader in theatre practice. Basingstoke: Palgrave.

Posner, D. and Orenstein, C. (2015) The Routledge Companion to Puppetry and Material Performance. London: Routledge.

Taylor, J. (ed) (2009) Handspring Puppet Company. London: David Krut Publishing.

Synopsis *

This module offers a creative exploration of puppetry and object theatre. It includes scenic elements and staging. Elements used typically include puppets, objects, visible/'invisible' puppeteers and set, light, projection, motion and sound.

Screenings/seminars provide theoretical perspectives while practical workshops deliver making skills and explore making performance. Students will explore and discover the uses and dynamics of the different elements, developing the skills as makers, performers, puppeteers, manipulators, musicians and/or technicians.

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DR346 Popular Performance: Pubs, Clubs and Citizenship						
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	Quirk Dr S

Contact Hours

Seminar: 2 hours per week for 11 weeks

Study Skills: 2 hours per week for 11 weeks

Individual study (e.g. reading, seminar preparation, group work): 256 hours

Learning Outcomes

On successfully completing the module students will be able to:

1. Understand definitions of popular performance, and confidently navigate tensions between them;
2. Be able to identify and analyse, at an introductory level, key features and techniques present in popular performance forms;
3. Understand debates on the enjoyment of popular culture as an expression of, or potential detriment to, social citizenship;
4. Understand politics as encompassing government, identity and taste;
5. Identify both overt and implicit ideologies at work in performance made by both themselves and others;
6. Reflect upon their own political and cultural attitudes, and show awareness of how these shape their preferences and creative choices.
7. Undertake independent research, including finding and applying relevant sources and building a coherent argument;
8. Undertake scholarly analysis of performance, interpreting pertinent data first hand and applying relevant research to develop their understanding;
9. Engage in productive group work practices;
10. Manage workloads and meet deadlines, both individually and in collaboration with a group;
11. Communicate complex ideas with clarity, orally and/or in writing;
12. Apply proper academic standards and conventions;
13. Reflect upon their own work and development.

Method of Assessment

40% Essay, 2000 words

60% Creative Presentation with Q&A, 30 mins per group

Preliminary Reading

Ainsworth, Adam, Oliver Double and Louise Peacock, eds. [Forthcoming, April 2017], *Popular Performance*, London: Bloomsbury.

Price, Jason (2016), *Modern Popular Theatre*, Houndmills, Basingstoke & New York: Palgrave Macmillan.

Schechter, Joel (2003), *Popular Theatre: A Sourcebook*, London & New York: Routledge.

Quirk, Sophie (2015), *Why Stand-up Matters: How Comedians Manipulate and Influence*, London: Bloomsbury.

Street, John, Sanna Inthorn and Martin Scott (2016), *From Entertainment to Citizenship: Politics and Popular Culture*, Manchester University Press.

Bourdieu, Pierre (2011 [1986]), 'The Forms of Capital', in *Cultural Theory: An Anthology* (ed. Imre Szeman & Timothy Kaposy), Chichester: Wiley-Blackwell, pp.81-93.

Williams, Raymond (1989), 'Culture is Ordinary' in *Resources of Hope: Culture, Democracy, Socialism* (ed. Robin Gale), London & New York: Verso, pp.3-18.

Pre-requisites

none

Synopsis *

This module will introduce first year students to ideas of theatre and performance as sites of citizenship, through exploration of contemporary, popular forms such as music gigs, performance poetry and comedy. Students will learn to identify and analyse key features and techniques present in popular performance forms, and to relate performances to their commercial, cultural and political contexts. This will include understanding of how 'DIY'/commercialist principles of production shape the work, and discourses that position performances as fun/difficult, legitimate/illegitimate and as high/low culture. They will explore how popular performances interact with the politics of government, identity and taste, and will be introduced to key concepts and debates on the usefulness of popular entertainment in shaping citizenship and public opinion. Students will be encouraged to reflect upon the forms of popular culture which they themselves enjoy, exploring the extent to which these shape their own attitudes and behaviours, and will create pop-up performances which demonstrate this awareness. By the end of the module, students will have acquired a foundational understanding of: popular performance as a genre; performance as reflection of its cultural and political contexts; the extent to which performances implicate their creators and audiences as citizens.

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FI308		Filmmaking: An Introduction				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	30 (15)	100% Coursework	
3	Canterbury	Autumn	C	30 (15)	100% Coursework	Schempp Ms A

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.

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FI309		Filmmaking: An Introduction				
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	Davis Mr J

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.

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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	Stanfield Prof P

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

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.

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

Contact Hours

Lecture, screenings and seminars Total Contact Hours = 72
Independent learning hours: 228

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.

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FI315		Introduction to Film Theory				
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	Smith Prof M (SoA)

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

Pre-requisites

None. This is a compulsory module for all SH and JH Film Students.

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.

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

Contact Hours

11 hours lectures, 11 hours seminars, 22 hours screenings.

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 <span style =

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.

2017-18 Humanities Undergraduate Stage 1 Module Handbook

HA314 Introduction to Contemporary Art						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	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

Contact hours: 1 x 2 hour lecture, and 1 x 2 hour seminar, per week x 12 weeks = 48 hours.

Independent learning hours: 15 credit version = 102 hours; 30 credit version = 252 hours.

Total number of study time: 15 credit version = 150 hours; 30 credit version = 300 hours

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;

- Demonstrate an understanding, through a focused study of contemporary art, of 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, 1000 words (40%)
- Seminar Preparation - assessed on the basis of a page of preparatory notes students will be required to submit at the commencement of each seminar session, in response to questions set in the previous week's lecture (30%)
- Seminar Presentation – 15 minutes in length (30%)

Preliminary Reading

Perry, G. and Wood, P. eds.(2004) Themes in Contemporary Art. Yale University Press

Heartney, E. (2001) Postmodernism, Tate Publishing.

Pooke, G. (2003) Teach Yourself Art History, Hodder & Stoughton.

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.

2017-18 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	Newall Dr M

Availability

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

Contact Hours

Contact hours: 1 x 2 hour lecture, and 1 x 2 hour seminar, per week x 12 weeks = 48 hours.

Independent learning hours: 15 credit version = 102 hours; 30 credit version = 252 hours.

Total number of study time: 15 credit version = 150 hours; 30 credit version = 300 hours

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:

- Demonstrate an understanding of a broad range of contemporary artists and their work in a variety of different mediums.
- Will have a critical understanding of the cultural, political and historical contexts in which key works of art have been produced.
- Demonstrate an understanding, through a focused study of contemporary art, of 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

Perry, G. and Wood, P. eds.(2004) Themes in Contemporary Art. Yale University Press

Heartney, E. (2001) Postmodernism, Tate Publishing.

Pooke, G. (2003) Teach Yourself Art History, Hodder & Stoughton.

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.

2017-18 Humanities Undergraduate Stage 1 Module Handbook

HA316 Introduction to the History of Photography						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
4	Canterbury	Spring	C	15 (7.5)	100% Coursework	Friday Dr J

Availability

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

Contact Hours

The module will be taught by means of:

- 12 x 2-hour lectures
- 6 x 2-hour seminars
- 114 Hours of Private Study
- The module requires a total of 150 Hours of study inside and outside the classroom.

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 successfully completing the module students will be able to:

- Correctly employ the appropriate technical vocabulary in writing about art.
- Attend critically to the views of others, whether spoken or written, and make a relevant response that furthers the investigation.
- Construct and evaluate arguments.
- Adhere to deadlines and demonstrate time-management skills.

Method of Assessment

This module is assessed by 100% coursework:

- Seminar Preparation Notes (40%)
- 2000 word image analysis (60 %)

Preliminary Reading

Barthes, R. (1981), *Camera Lucida: Reflections on Photography*, New York: Hill and Wang.
Batchen, G. (1997), *Burning with Desire: The Conception of Photography*, Cambridge, Mass.: MIT.
Bate, D. (2016), *Photography: Key Concepts*, London: Bloomsbury.
Clarke, G. (1997), *The Photograph*, Oxford: Oxford University Press.
Frizot, M. (1998), *A New History of Photography*, Cologne: Konemann.
Marien, M. (2002), *Photography: A Cultural History*, London: Laurence King.
Rosenblum, N. (2007), *A World History of Photography*, 4th Edition, New York: Abbeville.

Pre-requisites

No pre-requisites.

Synopsis *

This module provides students with a broad introduction to the history of photography over the first 150 years of its existence, together with some of the prehistory of the medium. It begins by looking at the origins and invention of photography, as well as reactions to, and early uses of, the medium. Following this background, a number of photographic genre are explored along with key contributors to their development. While the genre explored may change from year to year, the genre covered are likely to include portraiture, documentary photography and landscape photography, but the greatest focus will be given to the various styles and movements giving shape to the history of photographic art.

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HA317	Introduction to the History of Photography					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	C	30 (15)	100% Coursework	
4	Canterbury	Spring	C	30 (15)	100% Coursework	Friday Dr J

Availability

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

Contact Hours

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 successfully completing the module students will be able to:

- demonstrate some understanding of the origins of photography and the development of the medium through the nineteenth and twentieth centuries.
- demonstrate some understanding of the social and cultural contexts relevant to the emergence of the photographic medium.
- identify and characterise a wide range of photographic genres and styles.
- demonstrate a good understanding of emergence and development of photography as an art form.
- outline the technological development of the photographic medium and the effects of such developments upon photographic practices.
- demonstrate an ability to undertake comparative and non-comparative analyses of photographic images.
- correctly employ the appropriate technical vocabulary in writing about art.
- attend critically to the views of others, whether spoken or written, and make a relevant response that furthers the investigation.
- construct and evaluate arguments.
- adhere to deadlines and demonstrate time-management skills.

Method of Assessment

Coursework = 100%

- Virtual Exhibition (40%)
- 1 x 2000 word image analysis (40%)
- Seminar Preparation Notes (20%)

Preliminary Reading

Barthes, R. (1981), *Camera Lucida: Reflections on Photography*, New York: Hill and Wang.
Batchen, G. (1997), *Burning with Desire: The Conception of Photography*, Cambridge, Mass.: MIT.
Bate, D. (2016), *Photography: Key Concepts*, London: Bloomsbury.
Clarke, G. (1997), *The Photograph*, Oxford, Oxford University Press.
Frizot, M. (1998), *A New History of Photography*, Cologne: Konemann.
Marien, M. (2002), *Photography: A Cultural History*, London: Laurence King.
Rosenblum, N. (2007), *A World History of Photography*, 4th Edition, New York: Abbeville.

Pre-requisites

No pre-requisites.

Synopsis *

This module provides students with a broad introduction to the history of photography over the first 150 years of its existence, together with some of the prehistory of the medium. It begins by looking at the origins and invention of photography, as well as reactions to, and early uses of, the medium. Following this background, a number of photographic genre are explored along with key contributors to their development. While the genre explored may change from year to year, the genre covered are likely to include portraiture, documentary photography and landscape photography, but the greatest focus will be given to the various styles and movements giving shape to the history of photographic art.

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

Availability

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

Contact Hours

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

None

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.

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

Availability

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

Contact Hours

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

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

None

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.

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

Total contact hours = 44

Total private study hours = 106

Total study hours = 150

Learning Outcomes

As a consequence of taking this module, students will:

- develop analytical skills and more general intellectual skills such as the ability to synthesise and distinguish the main arguments and claims from the accessory information.
- develop conceptual problem-solving skills, that will allow them to develop and persuasive arguments contrasting the strengths and weaknesses of various theoretical positions;
- develop key communication skills, improving performance, and working in groups, to a level where a substantial degree of autonomy and self-reflexive awareness is achieved in these tasks;
- communicate effectively, using appropriate vocabulary and illustrations, ideas and arguments in both a written and oral form;
- read effectively, analyse and use a range of primary and secondary texts;
- locate and use appropriately a range of learning and reference resources (including visual resources) within the Templeman Library and elsewhere, including museums, galleries and the internet;

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 Mclver 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.

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

Total contact hours = 44

Total private study hours = 256

Total study hours = 300

Learning Outcomes

As a consequence of taking this module, students will:

- develop analytical skills and more general intellectual skills such as the ability to synthesise and distinguish the main arguments and claims from the accessory information.
- develop conceptual problem-solving skills, that will allow them to develop and persuasive arguments contrasting the strengths and weaknesses of various theoretical positions;
- develop key communication skills, improving performance, and working in groups, to a level where a substantial degree of autonomy and self-reflexive awareness is achieved in these tasks;
- communicate effectively, using appropriate vocabulary and illustrations, ideas and arguments in both a written and oral form;
- read effectively, analyse and use a range of primary and secondary texts;
- locate and use appropriately a range of learning and reference resources (including visual resources) within the Templeman Library and elsewhere, including museums, galleries and the internet;

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 Mclver 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.

2017-18 Humanities Undergraduate Stage 1 Module Handbook

04 School of European Culture and Languages

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

Contact Hours

2 hours per week

Learning Outcomes

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

- 11.1 show a broad knowledge of myth and an understanding of its importance in the ancient world and responses to it;
- 11.2 critically evaluate the function of myth from antiquity;
- 11.3 employ academic skills fundamental to their future learning – including the evaluation of myth and the evaluation of modern scholarship;
- 11.4 locate the material studied in the context of European intellectual, cultural and historical traditions;
- 11.5 understand the opportunities offered by the polysemic nature of myth and the challenges involved in the analysis of it;
- 11.6 show increased ability in thinking critically and communicating about mythology and its functions.

Method of Assessment

75% coursework 25% exam

Preliminary Reading

Indicative Reading List

- Anderson, Graham, 2000. *Fairytale in the Ancient World*. London: Routledge.
- Bremmer, Jan N., 1990. *Interpretations of Greek Mythology*. London: Routledge.
- Csapo, Eric, 2005. *Theories of Mythology*. Malden, Ma., Oxford: Wiley Blackwell.
- Davidson-Reid, Jane. 1993. *Oxford Guide to Classical Mythology in the Arts 1300-1990s*. Oxford: Oxford University Press.
- Dowden, Ken, 1992. *The Uses of Greek Mythology*. London: Routledge.
- Griffin, J., 1986. *The Mirror of Myth: classical themes & variations*. London: Faber & Faber.
- Hard, R. 2000. *The Routledge Handbook of Greek Mythology*. London: Routledge.
- Hardwick, L. and C. Stray, eds. 2007. *A Companion to Classical Receptions*. Malden, Ma., Oxford: Wiley Blackwell.
- Moog-Grünwald, M. ed. 2010. *The Reception of Myth and Mythology*. Leiden: Brill.
- Morford, Mark P. O. and Lenardon, Robert J., 2003. *Classical Mythology*. Oxford: Oxford University Press.

Synopsis *

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

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

2017-18 Humanities Undergraduate Stage 1 Module Handbook

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

Contact Hours

2 hours per week

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 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;
- 8.2 Demonstrate an understanding of how artefacts may be studied in order to gain a range of information on past societies;
- 8.3 Demonstrate basic comprehension of how sites are formed and of the types of layers and features that archaeologists may encounter;
- 8.4 Demonstrate an understanding of how archaeological evidence can be placed in a temporal sequence;
- 8.5 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.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List

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 *

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.

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

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.

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Learning Outcomes

Students will be expected to:

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

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

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

Method of Assessment

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

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

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

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

Preliminary Reading

Indicative reading list

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

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Synopsis *

This module is intended as a background for those new to studying Egyptology, but who want to pursue the subject from an archaeological point of view. It will explore the diversity of methodologies and debates concerning Egyptian archaeology. In doing so, it will introduce students to aspects of anthropological and archaeological theory, as well as the relationship between theory, fieldwork, and the resulting interpretation. The aim is to provide an introduction to the archaeology of ancient Egypt and its culture, monuments, and civilization. The course will develop an understanding of the wide range of archaeological material encountered at Egyptian sites, demonstrating how the study of material culture greatly contributes to the understanding of important aspects of ancient Egyptian culture (history, geography, material remains and society). The history of Egyptology and Egyptian archaeology will also be examined, including discussion of new excavations in Egypt, connecting recent work with the results of projects spanning the late 19th and 20th centuries.

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

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

Topics will be as follows:

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

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

Contact Hours

2 hours per week

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.

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

Contact Hours

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

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Explain the development of theatre (tragic and comic) in fifth-century Athens;
- 8.2 Address questions of staging, dramatic conventions and mythological themes;
- 8.3 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;
- 8.4 Understand the nature of Augustan ideology;
- 8.5 Understand the social and historical context of the works of Livy, Virgil, Ovid, Propertius and Horace;
- 8.6 Understand the position of women in the age of Augustus;
- 8.7 Draw together a wide range of sources for Greek and Roman history (legal, literary, historical, biographical);

Method of Assessment

100% coursework

Preliminary Reading

Indicative list, current at time of publication. Reading lists will be published annually

Camps, W, (1979) *An Introduction to Virgil's Aeneid*. Oxford: Oxford University Press.

Easterling, P, (1998) (ed.), *The Cambridge Companion to Greek Tragedy*. Cambridge: Cambridge University Press.

Hornblower, S, (2005), *The Greek World 479-323 BC*. London: Routledge.

North, J, (1998) *Plutarch, Selected Lives*. Ware: Wordsworth Editions.

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

Scullard, H, (1985) *From the Gracchi to Nero*. London: Routledge.

Warner, R, (2000) *Thucydides The History of the Peloponnesian War*. London: Penguin.

Synopsis *

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 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.

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CL354 Roman Emperors and Biography						
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	

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

Indicative Reading List

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 Princes), 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*.

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

Contact Hours

2 hours per week

Learning Outcomes

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

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

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List:

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

Ancient Sources:

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

Modern Scholarship:

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

Synopsis *

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

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

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

Preliminary Reading

Indicative Reading List

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.

Synopsis *

This course is designed for students who have not been exposed to any other highly inflected language. It aims at teaching students to read and understand ancient Greek, by providing them with knowledge of ancient Greek grammar and syntax. Grammatical theory is taught as a tool for dealing with the texts, understanding and gradually translating them.

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

Preliminary Reading

Indicative Reading List

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

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.

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CP305		Freedom and Oppression in Modern Literature				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

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.

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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	March-Russell 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 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.

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CP311		The Tale				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	Novillo-Corvolan Dr P
1	Canterbury	Autumn and Spring	C	30 (15)	75% Coursework, 25% Exam	Novillo-Corvolan Dr P

Availability

This module is core for Stage 1 Comparative Literature students.

Contact Hours

3 hours per week

Learning Outcomes

Students will have honed their close reading and comparative analysis skills

Students will have a good knowledge of some of the most important tales and motifs which occur and recur in literature
Students will be able to grasp the importance of the specific cultural, linguistic and historic contexts from which the texts spring and their impact upon the particular representational choices

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

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

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

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

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

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

Method of Assessment

50% coursework 50% exam

Preliminary Reading

'The Epic of Gilgamesh', Penguin, 1972

'The Odyssey', Penguin, 2003

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

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

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

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

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

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

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

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

Synopsis *

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

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

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CP317		Childhood & Adolescence in Modern Fiction				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	March-Russell 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.

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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

Indicative 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 Phillips, *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)

Indicative 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)

Restrictions

Not available to Erasmus or Short Term Students.

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.

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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.

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

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.

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

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.

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FR300		French Language Level B1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	
4	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Fiorucci Dr W

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.
- 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).
- 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 key aspects of key cultural aspects connected to the French language.
- 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.
- 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.
- 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

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.

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FR301 Introduction to French Literature and Culture I						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Fowler Dr J

Contact Hours

A one-hour lecture and a one-hour seminar per week, for ten weeks

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

Restrictions

This module is 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.

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FR302		Introduction to French Literature and Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	O'Meara Dr L

Contact Hours

A one-hour lecture and a one-hour seminar per week, for ten weeks.

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.

Restrictions

This module is 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.

2017-18 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	O'Meara Dr L
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	O'Meara Dr L

Contact Hours

A one-hour lecture and a one-hour seminar per week, for ten weeks.

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

Indicative Viewing List

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.

Restrictions

This module is 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.

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

Contact Hours

A two-hour lecture/seminar per week, for ten weeks

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.

Indicative Viewing:

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.

Restrictions

This module is 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.

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FR330 French Beginners A1-A2 (Intensive)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Fiorucci Dr W

Contact Hours

Four one-hour seminars per week, for twenty 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. 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 assessments 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.

Restrictions

Students with an existing A-Level in French, bi-lingual or native speakers cannot register for this module.

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

This module is not available to Erasmus/ Short-term students

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.

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

Availability

This module is also available as a wild module

Contact Hours

A weekly lecture (one hour), and a weekly seminar (one hour) for 10 weeks

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: Librio ; (1998) *The Dreyfus Affair : "J'Accuse!" and Other Writings by Zola*. Yale University Press.

Synopsis *

This module, which covers the period from the 17th century to the First World War, examines through the study of relevant literary and other texts some of the major historical, cultural, social, political and literary movements of France and its colonies during this era. Close textual analysis will be combined with study of the texts' various contexts: the module encourages students to analyse cultural artefacts in connection with the historical, social and cultural contexts and discourses within which they were created. The choice of primary materials covers a wide variety of genres: letters, drama, fiction, political texts, travel writing. 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.

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

Contact Hours

A one-hour lecture and a one-hour seminar per week, for ten weeks

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]
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.

Restrictions

This module is 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.

2017-18 Humanities Undergraduate Stage 1 Module Handbook

GE301		German Language Level B1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	
4	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Fiorucci Dr W

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 be encountered whilst travelling in 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.

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GE311		Varieties of German Writing				
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)	50% Coursework, 50% Exam	
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Hutchinson Prof B
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Hutchinson Prof B
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Hutchinson Prof B

Contact Hours

A two-hour seminar per week, for ten weeks

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.

Restrictions

This module is 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.

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

Contact Hours

Two-hour lecture/seminar per week, for ten weeks

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 Germany and Austria between 1945 and 1990 (plays, novels, poems, political documents and 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 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 demonstrate understanding of cultural production and its contexts, make their own contributions to the discussion and listen to and respect the contributions of others;

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading:

Bernhard, Thomas, (1996) Heldenplatz, Verlag Moritz Diesterweg, Frankfurt am Main

Bernhard, Thomas, (2010) Heldenplatz, ; English translation by Andrea Tierney & Meredith Oakes, Oberon, London

Grass, Günter, (2003) Die Plebejer proben den Aufstand: ein deutsches Trauerspiel, Steidl Verlag, Göttingen

[Die Plebejer proben den Aufstand: English] The plebeians rehearse the uprising: a German tragedy; translated by R

Manheim (1972). Penguin, London

Handke, Peter, (1968) Kaspar, Suhrkamp, Frankfurt am Main

Plays. 1, Offending the audience ; Self-accusation ; Kaspar ; My foot my tutor ; The ride across Lake Constance ; They are dying out. (1997) Methuen, London

Maron, Monika, (2001) Pawels Briefe, Fischer Taschenbuch Verlag GmbH

Maron, Monika, (2002) Pavel's Letters (Panther) Translated by Brigitte Goldstein, Random House, New York and London

Restrictions

This module is available as a wild module

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 the study of these materials will allow students to attain a well-grounded cultural and historical understanding of the period from 1945 to the present.

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

Contact Hours

One weekly 2-hour seminar for ten weeks

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

Canetti, Veza, *The Yellow Street*, New Directions Publishing, 1991

Droste-Hülshoff, Annette von, *The Jew's Beech*, Oxford University Press, New York, Oxford, 1997.

Goethe, Johann Wolfgang von, Luke, David, *Selected Poetry*, Libris, London 1999

Hauptmann, Gerhart, Joyce and Hauptmann: *Before sunrise*; James Joyce's translation with an introduction and notes by J Perkins, Huntington Library, 1978

Kafka, Franz, *The metamorphosis: translation, backgrounds and contexts, criticism*, Norton, London, 1996

Rilke, Rainer Maria, *Selected poems of Rainer Maria Rilke: the book of fresh beginnings*, Oberlin College, Ohio, 1994

Tieck, Ludwig, *Eckbert the fair*, Penguin Books, London, 2000

Pre-requisites

Restrictions

This module is available as a wild module.

Synopsis *

This module is designed to introduce students 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.

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

Contact Hours

One weekly two-hour seminar for ten weeks

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 Akin, 2007)
Die Fälscher / The Counterfeiters (A: Stefan Ruzowitzky, 2007)

Restrictions

This module is 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 past and the phenomenon of 'Ostalgie'; multiculturalism and migration; the transformation of Berlin 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.

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GE329 German Language A1-A2 (Intensive)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	
3	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Fiorucci Dr W

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)

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.

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IT301 Italian Language Level A1-A2 (Intensive)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
6	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	
7	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Fiorucci Dr W

Contact Hours

This module will be taught by means of four one-hour seminars for twenty weeks.

Total Contact Hours: 80.

Learning Outcomes

- 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 for 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).

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List:

Rizzo, G. and Ziglio, L. (2014), Nuovo Espresso: Libro Studente 1 (A1). Alma Edizioni: Firenze.

Balli, M. and Rizzo, G. and Ziglio, L. (2014), Nuovo Espresso: Libro Studente 2 (A2). Alma Edizioni: Firenze.

Oxford Compact Italian Dictionary. (2013) Oxford: OUP.

Oxford Italian Mini Dictionary. (2011) Oxford: OUP.

Pre-requisites

None.

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.

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IT308		Italian Lower Intermediate B1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Fiorucci Dr W

Contact Hours

This module will be taught by means of three one-hour seminars for twenty weeks.

Total Contact Hours: 60

Learning Outcomes

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 be encountered whilst travelling in 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, incl. letters, describing experiences and impressions;

8.5 Demonstrate knowledge and understanding of Italian 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;

8.7 Demonstrate improved confidence in the interpretation of texts in another language.

Method of Assessment

100% Coursework.

Preliminary Reading

Indicative Reading:

Balli, M. and Rizzo, G. and Ziglio, L. (2014), Nuovo Espresso: Libro Studente 3 (B1). Alma Edizioni: Firenze.

(2013), Oxford Compact Italian Dictionary. Oxford: OUP.

(2011), Oxford Italian Mini Dictionary. Oxford: OUP.

Pre-requisites

A-Level in Italian language or equivalent certification, or an ability to demonstrate CEFR A2 level of Italian.

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.

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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	Marlow-Mann Dr A

Contact Hours

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

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate knowledge of the core production of neorealism (by Rossellini, De Sica and Visconti), arguably the most influential style of Italian cinema.

Demonstrate knowledge and understanding of the connection between neorealism and its social and historical context.

Demonstrate knowledge of the theoretical notions of realism in the cinema and apply these to the films studied on the course.

Demonstrate knowledge and understanding of the legacy of neorealism in a range of Italian films from the 1950s and beyond.

Method of Assessment

100% Coursework.

Preliminary Reading

Indicative Reading List:

- Bazin, A. (2011) *André Bazin and Italian Neorealism*. New York/London: Continuum.
 Bondanella, P. (1989) *Italian Cinema From Neorealism to the Present*, London: Continuum.
 Brunette, P. (1996) *Roberto Rossellini*. Berkeley/ Los Angeles/ London: University of California Press.
 Curle, H. and Snyder, S. (2000) *Vittorio De Sica: Contemporary Perspectives*. Toronto/Buffalo/London: University of Toronto Press.
 Ginsborg, P. (1990) *A History of Contemporary Italy. Society and Politics 1943 1988*, London: Penguin.
 Haaland, T. (2012) *Italian Neorealist Cinema*. Edinburgh: Edinburgh University Press.
 Marcus, M. (1986) *Italian Film in the Light of Neorealism*, Princeton: Princeton University Press, Princeton
 Nowell-Smith, G. (2003) *Luchino Visconti*. London: British Film Institute.
 Shiel, M. (2006) *Italian Neorealism: Rebuilding the Cinematic City*. London: Wallflower.

Pre-requisites

Co-requisite: IT301 or IT308 (only applicable to students registered for BA Italian Single or Joint Honours).

Synopsis *

In the decade between 1943-1952, Italian cinema produced a series of films that departed dramatically from the traditions of mainstream cinema (both that of Hollywood and that produced under Fascism). These 'Neorealist' films were enormously influential around the world and had a lasting impact on film technique and style. This course will introduce students to the study of Italian cinema through an exploration of Neorealism – arguably the most significant 'movement' in Italian film history – and the work of several of the major Italian filmmakers involved in the movement (e.g. Rossellini, De Sica, Visconti).

In particular the course will consider:

- How to analyse a film, in terms of narrative, technique and style..
- The ways in which Neorealism constituted an alternative mode of practice to that of mainstream cinema (e.g. Hollywood) and the ways in which it rejected the tenets of the cinema of the Fascist era.
- The notion of realism in the cinema, in particular through the work of theorists such as André Bazin and Cesare Zavattini, and the ways in which this concept can be applied to the films studied.
- The social and political upheavals of wartime and post-war Italy and how these were reflected and negotiated in film.
- How and why Neorealism ended in the early 1950s and the ways in which its legacy is reflected in later Italian films.

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IT315		An Introduction to Italian Modernity				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	
3	Canterbury	Spring	C	15 (7.5)	100% Coursework	Sforza Tarabochia Dr A

Contact Hours

The module will be taught by means of a one-hour lecture and a one-hour seminar, over ten weeks.

Total Contact Hours: 20.

Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate a broad understanding of the socio-historical and cultural background of Italian Literature and Culture from the Unification (1861) to the late 20th century.

Demonstrate understanding of a variety of texts by some of the most important writers and intellectuals in modern and contemporary Italian literature.

Analyse set texts in detail.

Demonstrate knowledge and understanding of the ways in which Italian social and political history is manifested in the set texts.

Method of Assessment

100% coursework.

Preliminary Reading

Indicative Reading List:

Clark, M. (1984) *Modern Italy (1861-1995)*. London: Longman.

Ginsborg, P. (1990) *A History of Contemporary Italy. Society and Politics 1943-1988*. London: Penguin.

Gordon, R. (2005) *An Introduction to Twentieth-Century Italian Literature: A Difficult Modernity*. London: Duckworth.

Pasolini, P.P. (1983) *Lutheran Letters*. Carcanet New Press.

Tomasi di Lampedusa, G. (1993) *The Leopard*. London: Harvill.

Vittorini, E. (2004) *Conversations in Sicily*. Edinburgh: Canongate.

Pre-requisites

Co-requisite: IT301 or IT308 (only applicable to students registered for BA Italian Single or Joint Honours).

Synopsis *

This module aims to introduce students to Italian literature and culture from the Unification to the late 20th century. It will explore the principal historical events of this period (e.g. the Risorgimento, Fascism, the Second World War and the birth of the new Republic, the 'economic miracle', the 'years of lead' and the Berlusconi era) and examine how these periods have been interpreted by a number of key literary authors, artists and intellectuals such as Di Lampedusa, Vittorini and Pasolini. Particular emphasis will be placed on the relationship between Italian literature and social and political history.

2017-18 Humanities Undergraduate Stage 1 Module Handbook

LA300 Learning Portuguese 1A (Beginners)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

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

Indicative Reading List:

Português XX1, Tavares Edições Tecnicas Lidel, ISBN: 9727571387; + Livro do Aluno 1.

Restrictions

Available as a wild module.

Synopsis *

Key grammatical structures and cultural background will be taught through the means of purpose designed Portuguese language course books, video and audio materials. Students will also have access to these materials and Portuguese television channels for self-study in the media lab.

LA301 Learning Portuguese 1B (Beginners)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

Contact Hours

Three hours 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

100% Coursework.

Preliminary Reading

Indicative Reading List:

Português XX1, Livro do Aluno. 2 Tavares Edições Tecnicas Lidel, ISBN: 9727573088.

Preliminary Reading: B. Fausto- A concise History of Brazil and J. Rocha- Brazil in Focus.

Pre-requisites

LA300 Learning Portuguese 1A or equivalent.

Restrictions

Available as a wild module.

Synopsis *

Key grammatical structures and cultural background will be taught through the means of purpose designed Portuguese language course books, video and audio materials. Students will also have access to these materials and Portuguese television channels for self-study in the media lab.

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

Contact Hours

2 hours per week

Learning Outcomes

1. Select and apply precise stylistic strategies to analyse poetry, prose and drama texts.
2. Analyse the linguistic and stylistic choices a writer makes to create meaning and effect programme outcomes.
3. Develop an understanding of the interconnections between English literature and language programme outcomes.
4. Critically evaluate theories of stylistics.
5. Develop strategies towards more effective close reading.

Method of Assessment

Coursework 40% & Examination 60%

Preliminary Reading

Indicative Reading List:

Primary texts

Astley, Neil (ed.) (2004) *Being Alive*. Tarsset: Bloodaxe Books.
Carver, Raymond (1999) *Cathedral*. London: The Harvill Press.
Churchill, Caryl (1991) *Top Girls*. London: Methuen Student Edition.
Joyce, James (1992) *Dubliners*. London: Penguin Classics.

Secondary texts

Culpeper, J, M Short and P Verdonk (1998) *Exploring the Language of Drama: From Text to Context*. London: Routledge.
Leech, GN (1969) *A Linguistic Guide to English Poetry*. London: Longman.
Leech, G and M Short (1981) *Style in Fiction*. London: Longman.
Rimmon-Kenan, S (2002) *Narrative Fiction*, 2nd edition. London: Routledge.
Short, M (1996) *Exploring the Language of Poems, Plays and Prose*. London: Longman.
Toolan, M (2004) *Language in Literature*. London: Arnold.
Verdonk, P and JJ Weber (1995) *Twentieth Century Fiction: From Text to Context*. London: Routledge.
Wales, K (2001) *A Dictionary of Stylistics*, 2nd edition. London: Longman.

Synopsis *

The module introduces students to the study of Stylistics as a systematic way to explore and analyse literary texts. Particular aspects of the structure of English will be related to literary texts from the three main genre. The first block considers linguistic choice and its relation to style and meaning, the levels of language, sound meaning and effect in poetry and figurative language and metaphor; the second block examines style and style variation in prose fiction, point of view and speech and thought presentation; the third block examines conversational structure and character, discourse structure and strategies, and impoliteness and characterisation in drama text. The lectures introduce theoretical and methodological material and the seminars enable the student to produce their own analyses with reference to specific stylistic features.

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LL309		World Englishes				
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	D'Elia Dr S

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 discursal

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

Crystal, D (any edition) English as a Global Language, Cambridge University Press
 Bauer, L. (2002) An Introduction to International Varieties of English Edinburgh: EUP
 Davies, D. (2005) Varieties of Modern English: An Introduction London: PearsonLongman
 Dumas, B. (2006) Varieties of American English Oxford: Blackwell
 Kachru, B.B. (1992) The Other Tongue: English across Cultures Urbani: University of Illinois
 Kachru, Y. and Smith, L.E. (2008) Cultures, Contexts, and World Englishes London: Taylor & Francis
 Kirkpatrick, A. (2007) World Englishes Cambridge: CUP
 Melchers, G. and Shaw, P. (2003) World Englishes London: Arnold
 Mestrie, R. and Bhatt, R.M. (2008) World Englishes Cambridge: CUP
 Schneider, E.W. (2007) Postcolonial English Cambridge: CUP
 Tottie, G. (2003) An Introduction to American English Oxford: Blackwell
 Wolfram, W. and Schilling-Estes, N (2003) American English: Dialects and Variation Oxford: Blackwell.

Journals:

English World Wide
 World Englishes

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.

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

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.

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

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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LS300		Spanish Language Level B1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn and Spring	C	30 (15)	70% Coursework, 30% Exam	
4	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Fiorucci Dr W

Contact Hours

This module will be taught by means of three one-hour seminars for twenty weeks.

Total Contact Hours: 60

Learning Outcomes

On successfully completing the module students will be able to:

understand in listening comprehension the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.;

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 in reading comprehension;

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);

write simple connected texts on topics which are familiar or of personal interest, including letters, describing experiences and impressions;

demonstrate knowledge and understanding of Spanish culture;

express themselves, with sufficient grammar, without hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events;

express themselves, with sufficient vocabulary, without hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List:

Alonso Raya, Rosario et al. (2013). Gramática básica del estudiante de español. Barcelona: Difusión

Moreno, Concha et al. (2000). Gramática. Madrid: Anaya.

Pre-requisites

A-level in Spanish, equivalent certification or demonstrable CEFR A2 level of Spanish.

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.

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LS302		Spanish Language Levels A1-A2 (Intensive)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	
4	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Fiorucci Dr W

Contact Hours

This module will be taught by means of four one-hour seminars for twenty weeks.

Learning Outcomes

On successfully completing the module students will be able to:

Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. personal and family information, shopping, local geography, employment).

Understand short, simple texts, including 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).

Communicate verbally in simple and routine tasks requiring simple and direct exchange of information on familiar and routine matters.

Communicate in writing in simple and routine tasks requiring simple and direct communication of information on familiar and routine matters.

Demonstrate knowledge and understanding of key cultural aspects.

Use basic grammar in simple and routine tasks requiring simple and direct communication of information on familiar and routine matters.

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

100% Coursework

Preliminary Reading

Indicative Reading List:

Ainciburu, Cecilia et al. (2010). *Vía Rápida*. Barcelona: Difusión

Miquel, Lourdes y Neus Sans. (2006). *Rápido, rápido*. Barcelona: Difusión

Moreno, Concha et al. (2013). *Gramática*. Madrid: AnayaEle

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.

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

Availability

not available in 2009/10

Contact Hours

One lecture and one seminar per week over 12 weeks, (minus reading weeks).

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.
- 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.
- Have improved their ability to analyse, criticise and assess logical arguments, and to study and reach conclusions independently.
- 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

Indicative Reading List

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.

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LS312		Introduction to Hispanic Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Triana-Toribio Prof N

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

On successfully completing the module students will be able to:

Demonstrate a sound basic knowledge of key figures and events in Spanish and Spanish American history from their origins to the end of the 20th century;

Demonstrate an understanding of the key factors influencing social and political change during this period;

Place social, political and artistic events in a historical context;

Make an informed response to, and evaluate critically a range of texts and topics representative of main historical and cultural movements in Spain and Spanish America.

Method of Assessment

100% coursework.

Preliminary Reading

Indicative Reading list:

DAVIES, C. (2002) *Hispanic Studies. The Essential Companion*. London: Routledge

GARCÍA de CORTÁZAR, F. & GONZÁLEZ VESGA, J.M. (2012), *Breve historia de España*, Madrid: Alianza

BARTON, S. (2009), *A History of Spain*, London: Palgrave

Pre-requisites

Pre-requisite: 'A' level or equivalent in Spanish.

Co-requisite: Must be registered for LS302.

Synopsis ***/**

The module is a core course which aims to provide students with a general understanding of the development of the Spain, the Spanish American nations, and their cultures, in order to establish the general historical and cultural framework which underpins all other modules in the BA programmes. 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 and 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 20th Century (1898-1975)
- Transition to a Modern Spain (1975-2000)
- Modern Spanish America (1975-2000)

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LS313		Introduction to Hispanic Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Ogden Dr R

Availability

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

Contact Hours

This module will be taught by means of a one-hour lecture and a one-hour seminar for 10 weeks.

Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate a sound basic knowledge of key figures and events in Spanish and Spanish American history from their origins to the end of the 20th century.

Demonstrate an understanding of the key factors influencing social and political change during this period.

Place social, political and artistic events in a historical context.

Make an informed response to, and evaluate critically a range of texts and topics representative of main historical and cultural movements in Spain and Spanish America.

Method of Assessment

100% coursework.

Preliminary Reading

Indicative Reading List:

DAVIES, C. (2002) *Hispanic Studies. The Essential Companion*. London: Routledge

GARCÍA de CORTÁZAR, F. & GONZÁLEZ VESGA, J.M. (2012), *Breve historia de España*, Madrid: Alianza

BARTON, S. (2009), *A History of Spain*, London: Palgrave

Pre-requisites

For students taking LS313 as a wild module: pre-requisite: 'A' level or equivalent in Spanish.

Co-requisite: Must also be registered for LS302.

Synopsis *

The module is a core course which aims to provide students with a general understanding of the development of the Spain, the Spanish American nations, and their cultures, in order to establish the general historical and cultural framework which underpins all other modules in the BA programmes. 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 and 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 20th Century (1898-1975)
- Transition to a Modern Spain (1975-2000)
- Modern Spanish America (1975-2000)

2017-18 Humanities Undergraduate Stage 1 Module Handbook

LS314		Spanish Language Level A1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
4	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Fiorucci Dr W

Contact Hours

This module will be taught by means of three one-hour seminars for ten weeks.

Learning Outcomes

On successfully completing the module students will be able to:

understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. greetings and introductions, telling the time, personal and family information, shopping).

understand short, simple texts, incl. letters and everyday material (e.g. timetables, layouts with the elements of a house, texts including personal descriptions) related to areas of most immediate relevance (e.g. personal and family information, shopping).

communicate verbally in simple and routine tasks requiring simple and direct exchange of information on familiar and routine matters (e.g. telling the time, asking for personal information, describing physical appearance, arranging things);

communicate in writing in simple and routine tasks requiring simple and direct communication of information on familiar and routine matters (e.g. application form, shopping list, diary);

demonstrate knowledge and understanding of key aspects of Spanish culture (e.g. different ways of greeting people depending on the situation, what to say on different festivities such Christmas or Easter);

use basic grammar (e.g. present and past tenses, personal and demonstrative pronouns, "ser" and "estar" verbs) in simple and routine tasks requiring simple and direct communication of information on familiar and routine matters;

use highest frequency vocabulary related to areas of most immediate relevance (e.g. alphabet, numbers, dates, colours, personal and family information, food, shopping).

Method of Assessment

100% Coursework

Preliminary Reading

Indicative reading list:

Ainciburu, Cecilia et al. (2010). *Vía Rápida*. Barcelona: Difusión

Alonso Raya, Rosario et al. (2013). *Gramática básica del estudiante de español*. Barcelona: Difusión

Miquel, Lourdes y Neus Sans. (2006). *Rápido, rápido*. Barcelona: Difusión

Moreno, Concha et al. (2013). *Gramática*. Madrid: AnayaEle

Pre-requisites

None

Restrictions

This module is only available as a 'wild' module

Synopsis *

This programme will be intended for students from any discipline at the University of Kent who wish to start learning Spanish from scratch as a wild-module.

2017-18 Humanities Undergraduate Stage 1 Module Handbook

LS315 Spanish Language Level A2						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	C	15 (7.5)	100% Coursework	
4	Canterbury	Spring	C	15 (7.5)	100% Coursework	Fiorucci Dr W

Contact Hours

This module will be taught by means of three one-hour seminars for ten weeks.

Total Contact Hours: 30

Learning Outcomes

On successfully completing the module students will be able to:

understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. local geography, employment, accommodation, health and illness);

understand short, simple texts, incl. letters and everyday material (e.g. advertisement, menus, magazine articles, hotel webpages) related to areas of most immediate relevance (e.g. local geography, employment, holidays, consulting a doctor);

communicate verbally in simple and routine tasks requiring simple and direct exchange of information on familiar and routine matters (e.g. asking where places are, finding your way around, visiting the doctor, renting an apartment) ;

communicate in writing in simple and routine tasks requiring simple and direct communication of information on familiar and routine matters (e.g. applying for a job, booking a room by email, making an appointment) ;

demonstrate knowledge and understanding of key aspects of Spanish culture (e.g. recognising Spanish personalities, common Spanish habits);

use basic grammar (e.g. future and conditional tense, modality, direct and indirect objects) in simple and routine tasks requiring simple and direct communication of information on familiar and routine matters;

use highest frequency vocabulary related to areas of most immediate relevance (e.g. local geography, employment, free time activities, medical problems, personal skills and experience).

Method of Assessment

This module will be assessed by 30% coursework and 70% in-course tests.

Preliminary Reading

Indicative reading list:

Ainciburu, Cecilia et al. (2010). *Vía Rápida*. Barcelona: Difusión

Alonso Raya, Rosario et al. (2013). *Gramática básica del estudiante de español*. Barcelona: Difusión

Miquel, Lourdes y Neus Sans. (2006). *Rápido, rápido*. Barcelona: Difusión

Moreno, Concha et al. (2013). *Gramática*. Madrid: AnayaEle

Pre-requisites

Prerequisite: LS314 – Spanish Language Level A1 or equivalent knowledge.

Synopsis *

This programme will be intended for students from any discipline at the University of Kent who wish to continue learning Spanish as a wild-module as a follow up from LS314 (Spanish language level A1).

2017-18 Humanities Undergraduate Stage 1 Module Handbook

LS316 Learning Spanish 2A (Intermediate)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
3	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Fiorucci Dr W

Contact Hours

2 hours 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

Indicative Reading List

A Sánchez, Cumbre. Nivel medio. Libro del alumno (Madrid, SGEL)- Coursework book

A Sánchez, Cumbre. Nivel medio. Libro del alumno (Madrid, SGEL)- - Students exercise book

A Sánchez, Cumbre. Nivel medio. Libro del alumno (Madrid, SGEL) - Audio CDS /Tapes

Spanish Easy Learning Dictionary; Paperback. Collins

501 Spanish Verbs; Paperback. Christopher Kendris, Theodore N. Kendris (Editor)

Collins Gem Spanish Dictionary (Collins Gem S.); Paperback. Harpercollins, Harper Collins

Spanish Phrase Book (BBC Phrase Book); Paperback. Philippa Goodrich, Carol Stanley

The Collins Spanish Dictionary (London, Collins) OR The Oxford Spanish Dictionary (Oxford, OUP).

The Oxford Spanish Grammar (Oxford, OUP).

Pre-requisites

Having completed LS315 or have an equivalent level.

Synopsis */span>

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.

2017-18 Humanities Undergraduate Stage 1 Module Handbook

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

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

Indicative Reading List

A Sánchez, Cumbre. Nivel medio. Libro del alumno (Madrid, SGEL)- Coursework book
A Sánchez, Cumbre. Nivel medio. Libro del alumno (Madrid, SGEL)- Students exercise book
A Sánchez, Cumbre. Nivel medio. Libro del alumno (Madrid, SGEL) - Audio CDS /Tapes

Spanish Easy Learning Dictionary; Paperback. Collins
501 Spanish Verbs; Paperback. Christopher Kendris, Theodore N. Kendris (Editor)
Collins Gem Spanish Dictionary (Collins Gem S.); Paperback. Harpercollins, Harper Collins
Spanish Phrase Book (BBC Phrase Book); Paperback. Philippa Goodrich, Carol Stanley
The Collins Spanish Dictionary (London, Collins) OR The Oxford Spanish Dictionary (Oxford, OUP).
The Oxford Spanish Grammar (Oxford, OUP).

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.

2017-18 Humanities Undergraduate Stage 1 Module Handbook

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

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

- 8.1 Demonstrate understanding of the difference between natural and political rights, in connection to the notion of a 'right';
- 8.2 Demonstrate understanding of the notion of a 'state of nature' as employed by various thinkers, in connection to the notion of a 'right';
- 8.3 Demonstrate understanding of the social contract tradition, in connection to the notion of a 'right';
- 8.4 Demonstrate understanding of various rights that people might be thought to have and debate whether people do in fact have them (e.g. free speech, right to private property);
- 8.5 Demonstrate understanding of 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. animals, severely impaired, the environment);
- 8.6 Demonstrate understanding of the broad contours of different theoretical accounts of what it takes to have a right debate which is correct (e.g. feminist and communitarian critics of rights);
- 8.7 Apply this theoretical understanding to relevant case studies (e.g. disability rights, rights of future generations, FGM).

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

Donnelly, J. *Universal Human Rights: In Theory and Practice*, (London: 2nd ed. Cornell University Press, 2003).

Any edition of the following:

An Introduction to Political Philosophy by Jonathan Wolff

Leviathan by Thomas Hobbes

Second Treatise of Civil Government by John Locke

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.

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

Contact Hours

one hour lecture, one hour seminar per week 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.

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

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

Indicative Reading List

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

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 big question is this: What's the status of morality? Is it, for example, the case that what's right for me might be wrong for you? Does it make any sense at all to talk about moral claims being true or false, even relative to moral communities? Might moral judgments be nothing but expressions of sentiments? Throughout the course, students will be examining these and similar questions from the point of view of a variety of philosophers, including Plato, Aristotle, John Stuart Mill, Immanuel Kant, and David Hume.

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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

Indicative Reading List:

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

Camus, Albert, *The Myth of Sisyphus and Other Essays* [1942], trans. Justin O'Brien (Vintage, 1955), 10-32; 107-111.
 Edgeworth, Matt, *The Clearing: Heidegger and Excavation*, *Archaeolog*; available at http://traumwerk.stanford.edu/archaeolog/2006/09/the_clearing_heidegger_and_exc_1.html, last accessed October 1, 2009.
 Heidegger, Martin, *Being and Time* [1926], trans. Joan Stambaugh (SUNY Press, 1996), 139-144.
 Heidegger, Martin, '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.
 Jaspers, Karl, '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.
 Sartre, Jean-Paul, *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".

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

Contact Hours

In the first half of the module (five weeks), students will be taught by one 1-hour lecture and one 1-hour seminar per week. In the second half of the module (six weeks), students will be taught by one 2-hour seminar per week.

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

Preliminary Reading

Indicative reading:

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

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

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

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

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

Restrictions

Available as a wild module only to students in the Faculties of Humanities and Social Sciences

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.

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

Contact Hours

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

Learning Outcomes

The aims of this module are:

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

By the end of this module you should:

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

Method of Assessment

100% Coursework

Preliminary Reading

Indicative reading:

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

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 is it to presuppose something?', 'What is it to argue in a vicious circle?', and 'What does a philosophical definition look like?'

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

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 a 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.

TH334 Religion and Sex						
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

Learning Outcomes

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

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

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

Method of Assessment

100% Coursework

2017-18 Humanities Undergraduate Stage 1 Module Handbook

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

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TH340 Introduction to Judaism and Islam						
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	Carpenido Manoela

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.

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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.

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

- articulate clearly core concepts and arguments in key theories and debates in the social and cultural study of contemporary religion
- articulate clearly relevant criticisms of key theories and ideas, and evaluate the validity of these
- demonstrate some understanding of how different theories or accounts of religion in the contemporary world could be understood in relation to each other
- 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

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

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 an 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.

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

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 *

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.

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

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.

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

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

Available as Wild module

Synopsis

This module will introduce students to a range of medieval and early modern dramatic genres, from ninth-century Latin church drama to the commercial theatres of Elizabethan 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 at Years 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 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.

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

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 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.

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

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: consisting of one essay of 1500 words (35%) and a portfolio of 6 poems (55%), 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.

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

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).

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

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.

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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	

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, 9th 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.

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EN334 Introduction to Creative Writing: Ideas and Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

Contact Hours

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

Learning Outcomes

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

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

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

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

Method of Assessment

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

Preliminary Reading

Astley, N. (2002), *Staying Alive*, Bloodaxe
Boland E. and M. Strand (2001), *The Making of a Poem: A Norton Anthology of Poetic Forms*, New York: Norton
Carver, R. (1993), *Where I'm Calling From: Selected Stories*, Harvill
Chekhov, A. (2014), *Short Stories*, New York: Norton
Diaz, J. (2008), *Drown*, London: Faber
Davis, L. (2011), *The Collected Stories*, London: Penguin
Lahiri, J. (2009) *Unaccustomed Earth*, London: Bloomsbury
Mansfield, K. (2008), *Selected Stories*, Oxford: Oxford UP
Munro, A. 2011, *New Selected Stories*, London, Chatto
Saunders, G. (2007), *The Brief and Frightening Reign of Phil*, London: Bloomsbury
Thomas, S. (2012), *Monkeys with Typewriters*, London: Canongate.

Restrictions

May not be taken in conjunction with EN326 and EN327
Available as Wild module

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

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

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?

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06 Centre for American Studies

EN303 Introduction to American Studies						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Exam	Wills Dr J
1	Canterbury	Autumn and Spring	C	30 (15)	75% Coursework, 25% Exam	Wills Dr J

Contact Hours

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

Method of Assessment

75% coursework consisting of: 1x750 word book review (20%), 2x2000 word essays (30% each), oral participation in seminar (10%), presentation in seminar (10%).
25% examination: 2 questions over 2 hours

Preliminary Reading

TOCQUEVILLE, A. de - 'Democracy in America', 1835
TEMPERLEY, H & BIGLEY, C (eds.) - 'A New Introduction to American Studies', 2006
BRADBURY, M., & RUTLAND, 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
RADWAY, JANICE A., et all (eds.) - American Studies: An Anthology (2009)

Synopsis */

This module provides students with an understanding of the American experience in a critical and academic fashion. Emphasis throughout the module is interdisciplinary and multidisciplinary thought, which is central to American Studies as an academic discipline. A wide range of approaches are taken to further students understanding of American life through different theories, pathways and academic criticism. This module establishes a firm base from which American Studies students can proceed to Stage II modules, while also providing students from other degree programs with a good understanding of the United States and the American Studies discipline. The module also includes study sessions to further students' academic skill sets.

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05 School of History

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

Ten 1-hour lectures and ten 1-hour seminars taking place over the twelve-week term. The remaining two weeks of the term are reserved for essay feedback and a reading/writing week.

Method of Assessment

This module will be assessed by 50% coursework, 50% examination.

The coursework component will be assessed by:

- Two 1,500 word essays
- Participation in seminars

The examination will be sat in the Summer, and will take the form of a two-hour written examination on questions covering the topics of the module.

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. Mertes, 'Aristocracy' in R. Horrox ed. *Fifteenth-Century Attitudes*
- K. Mertes, *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 *

This module considers the relationship between the English crown and aristocracy from the mid-fifteenth- to the mid-seventeenth centuries. During this turbulent period, England experienced considerable unrest as a result of the often vexed nature of monarcho-aristocratic relations – the Wars of the Roses, the mid-Tudor rebellions and civil war in the 1640s being the most obvious instances of tension and conflict – but there were also decades of relative calm and stability. The module will, therefore, consider not only the clashes between 'over mighty subjects' and 'under mighty kings', but will also explore art, culture, architecture and religion, as symbols of both royal and noble power, authority and influence.

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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	

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.

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HI359		Empire and Africa				
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.

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

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.

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

Contact Hours

One 1-hour lecture and one 1-hour seminar a week, for ten weeks. There will be one writing week and one week devoted to individual essay return.

Learning Outcomes

The intended subject specific learning outcomes

Upon completion of this module, students will have:

- Been introduced to the broad sweep of medical history, and provided with the skills needed to understand evaluate, contextualise and communicate effectively their knowledge of history.
- Developed their intellectual interest in the history of medicine and their skills in researching historical subjects and in communicating their knowledge and ideas, both orally and in writing.
- Been introduced to the underlying issues associated with medical history, and have an ability to evaluate and interpret these within their specific context .
- Learnt to marshal an argument; to summarise and defend a particular interpretation or analysis of historical events and challenge historiographical debates on the topic.

The intended generic learning outcomes

Upon completion 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 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 have practised and improved 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 have interacted effectively with others and worked 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.

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Method of Assessment

If the module runs in the Autumn term, the module will be assessed by 100% coursework:

- Two essays (2000 words each – each essay is worth 40% of the overall module 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). The criteria for 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.

If the module runs in the Spring term, the module will be assessed by 50% coursework and 50% examination.

The coursework element will include:

- One essay (2000 words – worth 70% of the coursework mark; 35% of the overall mark). Through the essay, students learn to research a subject and to formulate and present their own opinions.
- Participation in seminars (30% of the coursework mark; 15% of the overall mark). The criteria for 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

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

Synopsis *

The module introduces students to a broad range of material and themes relevant to the history of medicine, highlighting changes and continuities in medical practice and theory as well as in medical institutions and professional conduct.

The section on ancient medicine addresses the role of Greek writers such as Hippocrates and the Roman medical tradition as represented in the texts of Galen.

The section on medieval medicine focuses on major epidemics, the origins of medical institutions, and the role of medical care and cure in the context of social and demographic changes. In particular, this section addresses the role of the Black Death and subsequent plagues, as well as the history of hospitals.

The section on medicine and the natural world discusses the source of medical knowledge as derived from the natural world through diverse cultural, social and scientific practices.

The section on health and climate highlights the historical links between disease, climate and environment, for example the emergence of theories of miasma, putrefaction and the ideas of "unhealthy climates".

The section on medicine and empire introduces the historical links between medicine and imperialism from the eighteenth century onwards.

The section on early modern and modern medicine explores the development of psychiatry and the asylum system in the 18th century, the rise of the welfare state and new theories of biology and disease transmission in the 19th century. These will be linked to the development of medical ethics.

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

Contact Hours

One 1-hour lecture and one 1-hour seminar each week. 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:

- Develop the ability to deploy different historical methodologies and approaches in the context of the colonial, national and pre-industrial periods of American history.
- Develop their skills in interpreting texts and other source materials, particularly in relation to race, warfare, imperialism, political revolution, and slavery.
- Identify, explore, and evaluate the significance of key conceptualisations in US history such as 'Manifest Destiny', 'the Market Revolution', and 'Jeffersonian democracy', and 'emancipation'.
- Develop their essay writing and oral presentation skills and learn how to make good use of the relevant library resources and to illustrate their argument using a range of primary sources in US history.

The intended generic learning outcomes

Through the study of this module, students will:

- Be encouraged to consider critically relevant intellectual concepts as well as differences of opinion and interpretation both amongst historians, and they will also be encouraged to develop their ability to identify and solve problems
- Be required to work both independently and within groups. Students will engage 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.
- Engage in group work, in which they will be encouraged to interact effectively with others and to work co-operatively to enhance one another's learning.
- Acquire the skill to communicate complex concepts effectively through written work. They will acquire the ability to further develop skills they have already gained, which will be of use to them in future study or occupations.
- Improve their communication skills and skills with IT.
- Acquire the skill to present information creatively and accessibly.

Method of Assessment

This module is assessed by 100% coursework:

- Two essays (2000 words each – each essay is worth 40% of the overall module 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). The criteria used to mark seminar participation will be based on your level of engagement with the seminar readings and with one another's responses and opinions displayed in seminars.

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.

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HI391	The Rise of the United States Since 1880					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	TBA - History

Contact Hours

One 1-hour lecture and one 1-hour seminar each week. 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:

- Develop the ability to pursue different kinds of history and bring them together in the context of the industrial, interwar, and modern periods of American history.
- Develop their skills in interpreting texts and other source materials, particularly in relation to race, world war, economic hegemony, foreign policy, environmental history, and cultural revolutions.
- Identify, explore, and evaluate the significance of key conceptualisations in US history such as 'McCarthyism', 'isolationism', 'red peril', 'neo-conservatism', and 'War on Terror'.
- Develop their essay writing and oral presentation skills and learn how to make good use of the relevant library resources and to illustrate their argument using a range of primary sources in US history.

The intended generic learning outcomes

Through the study of this module, students will:

- Be encouraged to consider critically relevant intellectual concepts as well as differences of opinion and interpretation both amongst historians, and they will also be encouraged to develop their ability to identify and solve problems
- Be required to work both independently and within groups. Students will engage 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.
- Engage in group work, in which they will be encouraged to interact effectively with others and to work co-operatively to enhance one another's learning.
- Acquire the skill to communicate complex concepts effectively through written work. They will acquire the ability to further develop skills they have already gained, which will be of use to them in future study or occupations.
- Improve their communication skills and skills with IT.
- Acquire the skill to present information creatively and accessibly.

Method of Assessment

This 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). The criteria used to arrive at 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

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, and the Clinton Administration.

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

Contact Hours

One 1-hour lecture and one 1-hour seminar each week. There will be one writing week and one week devoted to individual essay return.

Cost

There will be an optional field trip to medieval history sites around Canterbury and Kent. This trip will be significantly subsidised by the School of History, but students who would like to attend will be asked to make a small contribution to the costs to secure their place on the trip.

Learning Outcomes

The intended subject specific learning outcomes

Through the study of this module, students will:

- Have gained a good understanding of the broad outlines of key themes in the history of early medieval Europe.
- Have gained an awareness of the types of sources available, including their strengths and limitations.
- Have developed an ability to interpret primary sources.
- Have developed an ability to think independently and construct arguments using primary sources.
- Have developed their ability to communicate arguments and ideas, both orally and in writing.

The intended generic learning outcomes

Through the study of this module, students will:

- Consider critically relevant intellectual concepts as well as differences of opinion and interpretation both amongst historians, and they will develop their ability to identify and solve problems
- Work both independently and within groups. Students will engage 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.
- Engage in group work, in which they will be encouraged to interact effectively with others and to work co-operatively to enhance one another's learning.
- Acquire the skill to communicate complex concepts effectively through written work. They will acquire the ability to further develop skills they have already gained, which will be of use to them in future study or occupations.
- Improve their communication skills and skills with IT.
- Acquire the skill to present information creatively and accessibly.

Method of Assessment

This module will be assessed by 100% coursework:

- Two essays (2000 words each – each essay is worth 40% of the overall module mark). Through the essays, students learn to research a subject and to formulate and present their own opinions.
- Participation in seminars (20% of the overall mark). The criteria for 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.

Preliminary Reading

- G. Holmes. (ed.) (1998) *The Oxford Illustrated History of Medieval Europe*. Oxford: OUP
- R. McKitterick (ed). (2001) *The Early Middle Ages, 400-1000*. Oxford: OUP
- B. Rosenwein. (2002) *A Short History of the Middle Ages*. Peterborough, Ontario: Broadview Press
- J.M. Smith (2005) *Europe After Rome*. Oxford: OUP
- R. Collins (1998) *Charlemagne*. Toronto: University of Toronto Press
- C. Wickham (2010) *The Inheritance of Rome: A History of Europe from 400 to 1000*. London: Penguin

Synopsis <span style =

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.

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HI411	Later Medieval Europe					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

One 1-hour lecture and one 1-hour seminar each week. There will be one writing week and one week devoted to individual essay return.

Learning Outcomes

The intended subject specific learning outcomes:

- Gain knowledge European history and geography between the Norman Conquest and c. 1450.
- Access a range of sources of information for this period and present the results to a critical audience and/or readership.
- Marshal an argument: summarise and defend a particular interpretation or analysis of historical events.

The intended generic learning outcomes:

- Knowledge and understanding of the complexities of human existence in past societies, and of unfamiliar structures, cultures and mentalities.
- The ability to read texts and other source materials, both critically and empathetically, while addressing questions of genre, content, perspective and purpose.
- Critical thought and independence of mind: the ability to challenge received conclusions.
- Epistemological awareness: recognising and distinguishing between the different sources of historical knowledge.

Method of Assessment

This module will be assessed by 50% coursework, 50% examination.

The coursework component will include:

- A geography and chronology quiz
- A written primary source critique
- An essay exploring the themes of the module

The examination will be sat in the Summer term, and will take the form of a two-hour examination on topics covered in the module.

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.

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HI416		Victorian Britain: Politics, Society and Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Jones Dr KR

Contact Hours

Total of 15 hours

Method of Assessment

100% coursework

Preliminary Reading

NORMAN MCCORD & BILL PURDUE - 'British History 1815-1914', Oxford University Press, Oxford, 2nd ed, 2007
STEINBACH, SUSIE - Understanding the Victorians: Politics, Culture and Society in Nineteenth-Century Britain (London and New York: Routledge, 2011)
BOYD, KELLY & McWILLIAM, ROHAN - The Victorian Studies Reader (London and New York: Routledge, 2007).

Synopsis *

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

HI423		Introduction to Military History (Part1)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Connelly Prof M

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.

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HI424 Introduction to Military History (Part 2)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	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 builds on Introduction to Military 1 and examines the separate natures of armies, navies and air forces. In addition, it looks at the factors which have shaped the experience of combat for the different branches of the armed forces and questions whether there is a timeless experience of combat. The module also looks at the great military thinkers of the eighteenth, nineteenth and twentieth centuries to establish their influence on the conduct of warfare including Clausewitz, Jomini through to twentieth century figures such as J.F.C. Fuller and Basil Liddell Hart.

HI425 Revolutionary Europe 1700-1850						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Boobbyer Dr P

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.

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HI426	Making History: Theory and Practice					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	
2	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Johnson Prof G

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).

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

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

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HI430 Modern British History (Part Two)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	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.

HI432 1450 - 1600: The Age of Reformation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Ivanic Dr S

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.

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HI433 1600-1750: The Age of Enlightenment						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Loop Dr J

Method of Assessment

The module will be examined by coursework (50%) and a two-hour written exam in the Summer term (50%). Students will write and submit two 1,500-word essays (40% each of the coursework component of the module), and will be assessed on their contribution to the seminars (20% of total for coursework). A two-hour, unseen examination will be held in the summer term.

Preliminary Reading

J.H. Elliot, *Empires of the Atlantic World: Britain and Spain in America 1492-1830* (2006)
 Steven G. Ellis, *The Making of the British Isles: the State of Britain and Ireland 1450-1660* (2007)
 Ralph Houlbrooke, *Britain and Europe 1500-1780* (2011)
 Merry E. Weisener-Hanks, *Early Modern Europe, 1450-1789* (2006)
 M.S. Anderson, *War and Society in Europe of the Old Regime 1618-1789* (1988)
 Beat Kümin, ed., *The European World 1500-1800: An Introduction to Early Modern History*, (2009)
 Euan Cameron, ed., *Early Modern Europe: An Oxford History*, (1999)

Synopsis *

This module will provide a survey of the major events, themes and historiographical debates in early modern history from the religious wars of the first half of the seventeenth century to the dawn of modernity in the second half of the eighteenth century. This period in European history witnessed the development of a system of nation states in Europe, the rise of Absolutism, the development of new European powers in Eastern and Central Europe, an expansion of European influence in the Americas and Asia (leading to a greater commercialisation of European society), as well as the fundamental shifts in European intellectual culture associated with the Scientific Revolution, overseas expansion and the Enlightenment. As with the complementary module on earlier European history (c.1450-1600) the lectures and seminars will be arranged around six key areas: 1) religion 2) intellectual and scholarly life 3) economy 4) society 5) politics and war and 6) culture. These themes will be approached through the examination of national histories, specific events, and historiographical controversies. The topics covered will reflect the research and teaching interests of the School of History's early modernists and prepare students for early modern modules taken at I and H level. Students will be encouraged to take this module along with a similar module in the Autumn term which will cover the period from c.1450 to c.1600.

HI434 Introduction to the History of Science						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
3	Canterbury	Spring	C	15 (7.5)	100% Coursework	Sleigh Prof C

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 and the way we see ourselves. They have moved the earth from the centre of the universe, and have taught us 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) and questions some myths about how science works.

Note that absolutely no technical knowledge of science is required for this module. This module is all about people, places and culture, not an examination of particular scientific theories.

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

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HI436 A Global History of Empires: 1850-1960						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

Preliminary Reading

- Brook, Timothy, *Vermeer's Hat: The seventeenth century and the dawn of the global world*, London, 2007
- Canny, Nicholas, *The Oxford history of the British Empire Vol. 1, The origins of empire*, Oxford, 1998.
- Cooper, Frederick. *Africa since 1940: the Past of the Present*, Cambridge, 2002.
- Curtin, Phillip D., *Cross-Cultural Trade in World History*, Cambridge, 1984,
- Darwin, John, *After Tamerlane: the global history of empire since 1405*, London, 2007.
- Das Gupta, Ashin, *Merchants of Maritime India, 1500-1800*, Aldershot, 1994.
- Dunn, Richard S. *Sugar and Slaves; The Rise of the Planter Class in the English West Indies, 1624-1713* (Chappell Hill, 1972/ 2000)
- Elliott, J.H., *Empires of the Atlantic world: Britain and Spain in America, 1492-1830*, New Haven, 2006.
- Hobsbawm, E.J. *The Age of Empire, 1875-1914*, London, 1987.
- Hyam, Ronald, *Britain's Declining Empire: the Road to Decolonisation, 1918-968*, Cambridge, 2006.
- Hyam, Ronald, *Understanding the British Empire*, Cambridge, 2010.
- Magee, Gary and Andrew Thompson, *Empire and Globalisation: Networks of People, Goods and Capital in the British World, c.1850-1914*, Cambridge, 2009.
- Subrahmanyam, Sanjay, *The Portuguese Empire in Asia, 1500-1700: A Political and Economic History*, London New York 1993.
- Taylor, Charles and Amy Gutmann, *Multiculturalism: Examining the Politics of Recognition*, Princeton, 1994
- Canny, Nicholas, *The Oxford history of the British Empire Vol. 1, The origins of empire*, Oxford, 1998.
- Cooper, Frederick. *Africa since 1940: the Past of the Present*, Cambridge, 2002.
- Curtin, Phillip D., *Cross-Cultural Trade in World History*, Cambridge, 1984,
- Darwin, John, *After Tamerlane: the global history of empire since 1405*, London, 2007.
- Das Gupta, Ashin, *Merchants of Maritime India, 1500-1800*, Aldershot, 1994.
- Dunn, Richard S. *Sugar and Slaves; The Rise of the Planter Class in the English West Indies, 1624-1713* (Chappell Hill, 1972/ 2000)
- Elliott, J.H., *Empires of the Atlantic world: Britain and Spain in America, 1492-1830*, New Haven, 2006.
- Hobsbawm, E.J. *The Age of Empire, 1875-1914*, London, 1987.
- Hyam, Ronald, *Britain's Declining Empire: the Road to Decolonisation, 1918-968*, Cambridge, 2006.
- Hyam, Ronald, *Understanding the British Empire*, Cambridge, 2010.
- Magee, Gary and Andrew Thompson, *Empire and Globalisation: Networks of People, Goods and Capital in the British World, c.1850-1914*, Cambridge, 2009.
- Subrahmanyam, Sanjay, *The Portuguese Empire in Asia, 1500-1700: A Political and Economic History*, London New York 1993.
- Taylor, Charles and Amy Gutmann, *Multiculturalism: Examining the Politics of Recognition*, Princeton, 1994

Synopsis *

This course explores the history of empires on a global scale. It challenges students to grasp the history of empires by examining their structures, instruments and consequences. The course will cover the expansion of European empires from the end of the nineteenth to the middle of the twentieth century, in the age of decolonization. Topics include the conquest of Africa in the age of the so-called 'New Imperialism', the French and British Civilizing missions in Africa and Asia, the emergence of modern ideas of race, immigration, freedom struggles in Asia and Africa, and postcolonial cultural and political developments across the world. It will provide students with a critical historical knowledge of imperialism and globalisation and enable them to form a deep understanding of the postcolonial world. Although this module is distinct from the other module on the history of global empires, (1600-1850) which will run in the Autumn term, for the deep interconnectedness of this history, which this module/s highlights, students will be encouraged to take both.

Topics will cover:

1. The Victorian Empire: Law, Education and Modernity
2. Empire on the Move: Missionaries, Indentured labour and Convicts
3. The 'Scramble for Africa'
4. The Nature of the British African Empire: from the 'civilising mission' to Indirect Rule)
5. French, Belgian and Portuguese Colonialisms
6. Empire and Race: Ideas of Difference and Degeneration
7. Freedom from Empire: Nationalist and anti-imperialist movements in South Asia, North Africa
8. WWII and the 'Second Colonial Occupation'
9. Decolonization in Africa
10. Neo-imperial Adventures? The USSR and China in Africa
11. The Legacy of Empire: the Commonwealth, Immigration and Multiculturalism

2017-18 Humanities Undergraduate Stage 1 Module Handbook

HI437 War and Diplomacy in Europe c1850-2000						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	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.

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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.

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

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.

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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	
6	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Su Mrs R

Contact Hours

Three hours of seminars per week, for ten weeks.

Cost

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

Learning Outcomes

Upon successfully completing the module students will be able to:

Use Mandarin Chinese, in 4 skills (Listening, Reading, Speaking and Writing), with a proficiency equivalent to A1 level (Basic User) on the Common European Framework of Reference for Languages (CEFR).

- 1) read and hand write approximately 150 Mandarin Chinese characters;
- 2) demonstrate a familiarity in 4 skills with basic Mandarin Chinese vocabulary equivalent to A1 level on the CEFR;
- 3) demonstrate, in listening and reading, a basic understanding of the main points of standard materials related to basic topics in everyday life;
- 4) express and exchange basic information, in speaking and writing, in areas of immediate need or on very familiar topics;
- 5) demonstrate, in 4 skills, an introductory understanding of the life and multiple cultures of the target language countries.

Method of Assessment

In-course tests 80%:

- Listening 20%
- Writing 20%
- Reading 20%
- Speaking 20%

Course assignment 20%:

- Reading aloud 10%
- Cultural research and writing 10%

Preliminary Reading

Zhang, X. George, Li, Linda and Suen, Lik (2013). Chinese in Steps volume 1 (Book and CD). London: Sinolingua London Ltd.

See: <http://www.readinglists.co.uk/rsl/student/sviewlist.dfp?id=39972>

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:

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

If you have studied Mandarin Chinese before, but you have not taken one of our lower level modules, you need to take a placement test. The test is used as a guide to assess your knowledge of Mandarin Chinese. 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.

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

Synopsis *

This module aims to give students who have never studied Mandarin Chinese before some familiarity, at an introductory level, with everyday life, activities and the culture in China. It is designed to build a solid foundation for students in order to further develop their Mandarin Chinese skills in an easy and systematic approach. Any students who are absolute beginners or have very little knowledge of Mandarin Chinese are welcome to take LA302.

Topics for listening, speaking, reading and writing will focus on an introductory level of communication skills used in everyday life. Basic knowledge of some major cities in China and an introductory level of Chinese culture will be covered in seminars.

Vocabulary and grammatical structures will be explained, practiced through communicative activities in the friendly and stimulating seminars.

In addition to the textbook, there will be plenty of specially designed video and audio materials, flashcards and web based games to assist your self-study.

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LA303 Mandarin Chinese Post-Beginners A2.1						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
6	Canterbury	Spring	C	15 (7.5)	100% Coursework	Su Mrs R

Contact Hours

Three hours of seminars per week, for ten weeks

Cost

Core textbook: £15.99 approximately

*Students who have taken LA302 and bought the textbook for it do not need to buy an additional core-textbook.

Learning Outcomes

Upon successfully completing the module students will be able to:

Use Mandarin Chinese, in 4 skills (Listening, Reading, Speaking and Writing), with a proficiency equivalent to lower A2 level (Basic User) on the Common European Framework of Reference for Languages (CEFR).

- 1) read and hand write approximately an additional 200 Mandarin Chinese characters;
- 2) demonstrate a familiarity in 4 skills with Mandarin Chinese vocabulary equivalent to lower A2 level on the CEFR;
- 3) demonstrate, in listening and reading, a good understanding of the main points of standard materials related to basic topics in everyday life;
- 4) express and exchange basic information, in speaking and writing, in areas of immediate need or on familiar topics;
- 5) demonstrate, in 4 skills, an elementary understanding of the life and multiple cultures of the target language countries.

Method of Assessment

In-course tests 80%:

- Listening 20%
- Writing 20%
- Reading 20%
- Speaking 20%

Course assignment 20%:

- Reading aloud 10%
- Cultural research and writing 10%

Preliminary Reading

Zhang, X. George, Li, Linda and Suen, Lik (2013). Chinese in Steps volume 1 (Book and CD). London: Sinolingua London Ltd.

See: <http://www.readinglists.co.uk/rs1/student/sviewlist.dfp?id=39972>

Pre-requisites

LA302 Mandarin Chinese Beginners A1 or equivalent

Progression

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

Restrictions

If you have studied Mandarin Chinese before, but you have not taken our lower level module, you need to take a placement test. The test is used as a guide to assess your knowledge of Mandarin Chinese. 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.

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

Synopsis *

The module is designed for students who have successfully completed the module LA302, or for students who can use approximately 150 basic Mandarin Chinese Characters in 4 skills (listening, reading, speaking and writing) to further develop their language skills.

The curriculum content of LA303 is to build from the beginners' module of LA302. This is intended to give students some familiarity, at an elementary level, with everyday life, activities and the culture in China.

Topics for listening, speaking, reading and writing will focus on everyday communication skills, including greetings and introductions, asking and giving simple opinions on familiar topics, such as hobbies, weather, etc.

If you are going to visit China, basic language is useful for ordering food, making very simple enquiries about times, locations and transportations. These topics will be covered in this module.

Vocabulary and grammatical structures will be explained, practiced through communicative activities in the stimulating and engaging seminars.

In addition to the textbook, there will be plenty of specially designed video and audio materials, flashcards and web based games for self-study.

2017-18 Humanities Undergraduate Stage 1 Module Handbook

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

Contact Hours

3 hours of seminars per week for 10 weeks; 30 contact hours in total. 10 hours of self-study per week.

Cost

Core textbooks: £50 approximately

Recommend: £13-17

Learning Outcomes

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

- Read and write two sets of Japanese scripts called Hiragana and Katakana.
- 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.
- Understand very short, simple texts such as short e-mails and diaries written in very simple sentences.
- Write very short, simple texts such as short e-mails introducing oneself, explaining daily life and inviting a friend to go to somewhere or do something.
- Demonstrate an introductory knowledge of the life and culture in Japan such as name, food, transport and the names of major cities.

Method of Assessment

In-Course Tests will account for 90% of the overall mark, consisting of;

- Reading aloud test (10%) up to 2 minutes, Week 6
- Speaking test (20%) up to 3 minutes, Week 10
- Reading test (20%) 45 minutes, Week 12
- Writing test (20%) 45 minutes, Week 12
- Listening test (20%) 30 minutes, Week 12

Course assignment will account for 10% of the overall mark. The task of the assignment is cultural research and writing. The submission deadline is Week 8.

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 you need to take a placement test, which is available at the link below. The test is 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 have never studied Japanese before.

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

Synopsis *

The module is for students who have never studied Japanese before or have very little knowledge of Japanese. The curriculum content is intended to give students some familiarity, at an introductory level, with everyday life, activities and the culture in Japan. Topics for listening, speaking, reading and writing will focus on an introductory level of communication skills used in everyday life. Basic skills useful to people visiting Japan will be taught including describing locations and shopping. An introductory level of Japanese culture will be covered in seminars.

2017-18 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	
3	Canterbury	Spring	C	15 (7.5)	100% Coursework	Suzuki Mrs M

Contact Hours

3 hours of seminars per week for 10 weeks; 30 contact hours in total. 10 hours of self-study per week.

Cost

Core textbooks: £30-£80 approximately.

*Students who took LA304 do not need to purchase two of the three core textbooks for this module as the same ones are used in the module.

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

In-Course Tests will account for 80% of the overall mark, consisting of;

- Speaking test (20%) up to 3 minutes, Week 22
- Reading test (20%) 45 minutes, Week 24
- Writing test (20%) 45 minutes, Week 24
- Listening test (20%) 30 minutes, Week 24

Course assignment will account for 20% of the overall mark. The task of the assignment is cultural research and writing. The submission deadline is Week 20.

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. (2015) Basic Kanji book Vol. 1 New Edition, Bonjinsha, ISBN-13: 9784893588821

Pre-requisites

This module is for students who studied LA304 Japanese Beginners A1 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, which is available on the link below. The test is 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 (A1) module and you have never studied Japanese before.

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

Synopsis *

The module is for students who can read and write Japanese letters, Hiragana and Katakana, and have very basic knowledge and skills of Japanese. The curriculum content is intended to give students some familiarity with everyday life, activities and the culture in Japan. Topics for listening, speaking, reading and writing will focus on an elementary level of communication skills to explain very simple factual information on personal and very familiar topics. Basic skills useful to people visiting Japan will be taught including ordering food, making very simple enquiries and asking for locations. An introductory level of Japanese culture will be covered in seminars.

2017-18 Humanities Undergraduate Stage 1 Module Handbook

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

Contact Hours

3 hours of seminar per week over 10 weeks, 30 class contact hours in total.

Cost

Core Textbook Costs:

£35 approximately

Learning Outcomes

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

- Read and write Arabic alphabet.
- Explain very simple factual information on personal and familiar topics such as expressing someone's personal data and explaining about items in a shop.
- Understand very short, simple texts such as short letters, emails and diaries written in very simple sentences.
- Gain introductory knowledge of the life and culture in Arabic speaking countries

Method of Assessment

In-course tests 80%

- Listening
- Writing
- Reading
- Speaking

Course assignment 20%

Preliminary Reading

Jane Wightwick and Mahmoud Gaafar (2014) Mastering Arabic 1. 3rd edition. Box set London: Palgrave. ISBN 9781137380456.

Pre-requisites

Pre-requisites: None.

Progression

Students who complete this module successfully can progress onto LA308

Restrictions

This module is intended for students who are complete beginners to Arabic. If you do have some familiarity with the language or are a heritage speaker then 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.

A placement test is not needed if you have no prior knowledge of Arabic.

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

Synopsis *

This module is intended for students who are complete newcomers to Arabic.

Arabic is fast becoming a language which is considered popular for prospective employers, travelling or simply to gain knowledge of a vibrant and diverse culture. Arabic Beginners A1 provides you with an introduction and familiarity with everyday life, activities, and culture of the Arab world. The module is taught in English and 'Standard' Arabic, the dialect common to the entire Arabic-speaking part of the world and not specifically associated with any given country or region. The course provides a balance between understanding the basic concepts of Arabic grammar and vocabulary, in addition to developing the skills to help you understand and speak Arabic.

Key language structures and cultural background will be taught through the means of purpose designed Arabic language course books, video and audio materials. You will learn how to introduce yourself, express simple factual information useful for going to a restaurant and ordering food, in addition to learning about topics related to travelling including the names of the main cities and capitals in the Arab world.

Some of our students who have previously studied on our Arabic language courses have gone onto internships, attended summer courses or simply travelled to the Middle East to enhance their learning experience.

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LA308	Learning Arabic 1B: An Introduction to Elementary Arabic Language					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Awadalla Dr M

Contact Hours

3 hours of seminar per week over 10 weeks, 30 class contact hours in total.

Cost

Core Textbook Costs:

£35 approximately

*Students who have taken LA307 do not need to buy an additional core-textbook.

Learning Outcomes

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

- Communicate in Arabic by using simple sentences including basic greetings and introductions, and asking and answering simple direct questions on familiar topics such as family, student life, travelling and shopping.
- Explain simple factual information on personal and familiar topics such as expressing someone's personal data and explaining about items in a shop.
- Understand short, simple texts such as short letters, emails and diaries written in simple sentences.
- Write short, simple texts such as short letters and emails explaining daily life.

Method of Assessment

In-course tests 80%

- Listening
- Writing
- Reading
- Speaking

Course assignment 20%

Preliminary Reading

Jane Wightwick and Mahmoud Gaafar (2014) Mastering Arabic 1. 3rd edition. Box set London: Palgrave. ISBN 9781137380456.

Pre-requisites

LA307 or equivalent

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 module, 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.

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

Synopsis *

Arabic is fast becoming a language which is considered popular for prospective employers, travelling or simply to gain knowledge of an exciting, vibrant and diverse culture. Arabic Post-Beginners A2.1 builds on the skills you acquired on the Arabic Beginners course (or its equivalent) in order to develop your communicative skills to enable you to engage in interactive activities and everyday situations through using a range of phrase and sentence structures such as ordering food in a restaurant, asking and giving directions. A mixture of Arabic and English is employed to introduce new grammatical topics and class instructions. You are encouraged to practise in pair work and group work. Key language structures and cultural background will be taught through the means of purpose designed Arabic language course books, video and audio materials.

Some of our students who have previously studied on our Arabic language courses have gone onto internships, attended summer courses or simply travelled to the Middle East to enhance their learning experience.

2017-18 Humanities Undergraduate Stage 1 Module Handbook

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	
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Su Mrs R

Contact Hours

Three hours of seminars per week, for ten weeks

Cost

Core textbook: £48 approximately

*The textbook will be used for 2 modules: LA309 in autumn term and LA310 in spring term.

Learning Outcomes

Upon successfully completing the module students will be able to:

Use Russian, in 4 skills (Reading Listening, Speaking and Writing), with a proficiency equivalent to A1 level (Basic User) on the Common European Framework of Reference for Languages (CEFR). See the table below for reference.

- 1) read and hand write basic Russian words;
- 2) demonstrate, in 4 skills, a familiarity with basic Russian vocabulary equivalent to A1 level on the CEFR;
- 3) demonstrate, in listening and reading, a basic understanding of the main points of standard materials related to basic topics;
- 4) express and exchange basic information, in speaking and writing, in areas of immediate need or on very familiar topics;
- 5) demonstrate, in 4 skills, an introductory understanding of the life and multiple cultures of the target language countries.

Method of Assessment

In-course tests 90%:

- Reading aloud 10%

- Listening 20%
- Writing 20%
- Reading 20%
- Speaking 20%

Course assignment 10%:

- Cultural research and writing 10%

Preliminary Reading

Preliminary reading:

- 1) Langran, J. (2010). Ruslan Russian Grammar. Birmingham: Ruslan Limited.
- 2) Langran, J. and Veshnyeva, N. (2012). Ruslan Russian 1. Birmingham: Ruslan Limited.

See: <http://www.readinglists.co.uk/rsl/student/sviewlist.dfp?id=39976>

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:

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

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 test is used as a guide to assess your knowledge of Russian language. 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.

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

Synopsis <span style =

This module aims to give students who have never studied Russian before some familiarity, at an introductory level, with everyday life, activities, tourism, history, geography and culture in Russian. It is designed to build a solid foundation for students in order to further develop their Russian language skills in an easy and systematic approach. Any students who are absolute beginners or have very little knowledge of Russian language are welcome to take LA309.

Topics for listening, speaking, reading and writing will focus on an introductory level of communication skills used in everyday life, such as: greetings and introductions; numbers; asking for help and directions; describe living rooms; talk about weather; shopping and ordering in restaurants, etc. Students will also be exposed at introductory level to Russian life including major cities, famous places, museums, music, theatre, ballet, etc.

Vocabulary and grammatical structures will be explained, practiced through communicative activities in the friendly and stimulating seminars.

2017-18 Humanities Undergraduate Stage 1 Module Handbook

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

Contact Hours

Three hours of seminars per week, for ten weeks.

Cost

Core textbook: £48 approximately

*Students have taken LA309 and bought the textbooks for it don't need to buy any additional textbooks..

Learning Outcomes

Upon successfully completing the module students will be able to:

Use Russian, in 4 skills (Listening, Reading Speaking and Writing), with a proficiency equivalent to lower A2 level (Basic User) on the Common European Framework of Reference for Languages (CEFR).

- 1) read and hand write basic Russian words;
- 2) demonstrate, in 4 skills, a familiarity with basic Russian vocabulary equivalent to lower A2 level on the CEFR;
- 3) demonstrate, in listening and reading, an understanding of the points of standard materials related to basic topics;
- 4) express and exchange information, in speaking and writing, in areas of immediate need or on familiar topics;
- 5) demonstrate, in 4 skills, an understanding of the life and multiple cultures of the target language countries.

Method of Assessment

In-course tests 90%:

- Reading aloud 10%

- Listening 20%
- Writing 20%
- Reading 20%
- Speaking 20%

Course assignment 10%:

- Cultural research and writing 10%

Preliminary Reading

- 1) Langran, J. (2010). Ruslan Russian Grammar. Birmingham: Ruslan Limited.
- 2) Langran, J. and Veshnyeva, N. (2012). Ruslan Russian 1. Birmingham: Ruslan Limited.

Pre-requisites

LA309 Learning Russian 1A or equivalent

Restrictions

Placement Test:

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

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 test is used as a guide to assess your knowledge of Russian language. 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.

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

Synopsis *

This module is designed for students who have successfully completed the module LA309 or for students who have the equivalent Russian language knowledge to further develop their language skills.

The curriculum will focus on communication in the immediate environment. The content is intended to give students some familiarity, at lower A2 level on CEFR, on everyday life, activities, tourism, history, geography and culture in Russia.

Topics will include: talking about oneself and getting to know each other in detail; discussions of friends and family; time and days of activities, hobbies, interests, studies and jobs, etc.; discussions of travel, tourism and sightseeing; at the airport; visiting particular cities and places of historical and/or cultural interest; using public transport; using hotels; writing formal and informal letters, etc. Russian culture, geography and the arts including major cities, famous places, literature, museums, music, theatre, ballet, circus, etc.

Students will have chances to discuss topics, at elementary level about Russian history, famous people, etc. through the seminars.

2017-18 Humanities Undergraduate Stage 1 Module Handbook

LA522	Arabic Post-Beginners A2.2					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Awadalla Dr M

Contact Hours

3 hours of seminar per week over 10 weeks, 30 class contact hours in total.

Cost

Core Textbook Costs:
£50 approximately

Learning Outcomes

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

- Read and write sentences about everyday life, e.g. people, place, study
- Use an Arabic dictionary
- Further enhance your understanding of the life and cultures of different Arab countries
- Understand the main points of standard speech on familiar matters regularly encountered at university and studying etc.
- Express your opinion and exchange information on topics such as friendships, hobbies and travel, etc.

Method of Assessment

In-course tests 80%

- Listening
- Writing
- Reading
- Speaking

Course assignment 20%

Preliminary Reading

- Kristen Brustad, Mahmoud Al-Batal and Abbas Al-Tonsi (2011) *Al-Kitaab fii Ta'allum al-'Arabiyya with DVDs: A Textbook for Beginning Arabic, Part One*. United States: Georgetown University Press. ISBN: 9781589017368

Pre-requisites

LA308 or equivalent

Progression

Students who complete this module successfully can progress onto LA523

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.

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

Synopsis *

Arabic is fast becoming a language which is considered popular for prospective employers, travelling or simply to gain knowledge of an exciting, vibrant and diverse culture. The course consolidates and extends the skills you acquired on Arabic Post-Beginners A2.1 (or its equivalent) in order to further develop your communicative skills to enable you to express yourself effectively and confidently in a variety of situations regularly encountered at university and studying. You will be encouraged to exchange information on topics such as friendship, hobbies and travel.

It aims to enable you to use a range of grammatical patterns as well as to use fairly sophisticated vocabulary and expressions. It also aims to develop your ability to process the Arabic writing system accurately and fluently so that you can read and write a range of texts on different topics with ease.

Some of our students who have previously studied on our Arabic language courses have gone onto internships, attended summer courses or simply travelled to the Middle East to enhance their learning experience.

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LA523		Arabic Lower Intermediate B1.1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	15 (7.5)	100% Coursework	Awadalla Dr M

Contact Hours

3 hours of seminar per week over 10 weeks, 30 class contact hours in total.

Cost

Core Textbook Costs:

£50 approximately

*Students who have taken LA522 do not need to buy an additional core-textbook.

Learning Outcomes

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

- Read and write relatively long texts about everyday life about topics covered in the course;
- Develop your understanding of the life and cultures of Arab countries;
- Express your opinion and exchange information on topics covered in the course.

Method of Assessment

In-course tests 80%

- Listening
- Writing
- Reading
- Speaking

Course assignment 20%

Preliminary Reading

Kristen Brustad, Mahmoud Al-Batal and Abbas Al-Tonsi (2011) *Al-Kitaab fii Ta'allum al-'Arabiyya with DVDs: A Textbook for Beginning Arabic, Part One*. United States: Georgetown University Press. ISBN: 9781589017368

Pre-requisites

LA522 or equivalent

Progression

Students who complete this module successfully can progress onto LA534

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.

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

Synopsis *

Arabic is fast becoming a language which is considered popular for prospective employers, travelling or simply to gain knowledge of an exciting, vibrant and diverse culture. The course consolidates and extends the skills acquired on Arabic Post-Beginners A2.2 (or its equivalent) in order to further develop your communicative skills to enable you to engage in interactive activities and situations and gain a better understanding of university life and culture in the Arab world, and develop your cultural awareness of the countries and cities around the Arab world.

This module aims to enable you to use a wide range of grammatical patterns as well as to use sophisticated vocabulary and expressions. It also aims to develop your ability to process the Arabic writing system accurately and fluently so that you can read and write a range of texts on different topics with confidence.

Some of our students who have previously studied on our Arabic language courses have gone onto internships, attended summer courses or simply travelled to the Middle East to enhance their learning experience.

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LZ329 Developing English Language Skills						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

Contact Hours

3 hours per week (workshop format) + tutorials. Students will be expected to spend 7 additional hours per week in self-study.

Cost

No cost - handouts provided

Learning Outcomes

On successfully completing the module students will be able to:

- identify the structure of a lecture, follow key information and take notes
- follow the content of a lecture through the study of subject specific vocabulary and key language structures
- appropriately incorporate information from required reading in written assignments
- distinguish between formal and informal English and use the appropriate register in context
- use a wide range of grammatically accurate written structures in extended writing
- demonstrate their analytical and critical skills
- plan and manage their own time
- present their ideas to specialist and non-specialist audiences

Method of Assessment

This module is assessed by 100% coursework consisting of:

In Course Test (20%)

Essay (1,800 words) (60%)

A Short Presentation (7 Minutes) (20%)

Preliminary Reading

Brick, J. 2007 Academic Culture: A Student's guide to Studying at University. Macmillan

Synopsis *

On this introductory autumn module you will review and develop your English language skills to help you succeed on your current degree programme, especially in building academic vocabulary and grammar, academic writing and presentation skills. On LZ329 you will develop strategies for extending your subject-specific vocabulary and academic English; extracting relevant information from texts; and expressing ideas in discussions. Sessions will also help you familiarise yourself with Kent University requirements and expectations in academic writing such as assignment submission, avoiding plagiarism and preparing you for a final essay related to your subject area. On this module, learning takes place in workshops to allow for plenty of practice. Individual tutorials will focus on your development and help you to plan your learning.

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LZ330		Extending English Language Skills				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

Contact Hours

2 hours per week (workshop format) + tutorials. Students are expected to spend 8 additional hours per week in self-study

Cost

No cost - handouts provided

Learning Outcomes

On successfully completing the module students will be able to:

- apply the conventions of academic discourse
- appropriately incorporate information from required reading in written assignments
- use a wide range of grammatically accurate written structures in extended writing
- use a wide corpus of subject-specific vocabulary appropriately
- present and refute arguments and integrate them appropriately with source material in written form
- demonstrate their analytical and critical skills
- plan and manage their own time
- communicate effectively in writing

Method of Assessment

This module is assessed by 100% Coursework consisting of:

In Course Written Test (20%)

Learning Journal Assignment (20%)

Extended Writing Assignment (60%)

Preliminary Reading

Lowes R et al, 2004 The International Student's Guide, Sage, London

Synopsis *

On this spring module you will review and extend your English Language Skills to help you succeed in your degree programme, especially in reading, vocabulary and writing. You may have taken LZ329 in the autumn term, but you do not have to have taken it as course content does not overlap. On LZ330 you will develop strategies for: presenting, refuting and integrating arguments into your writing; using sources and references in extended writing; using a wide range of grammatical structures in essay writing; and creating, planning and organizing extended written assignments. On this module, learning takes place in workshops to allow for plenty of practice. Individual tutorials will focus on your development and help you to plan your learning.

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

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

This module is assessed by 100% Coursework comprising:

Timed In Course Written Assignment (45 minutes) (20%)

Written Assignment (1500 - 2000 words) (80%)

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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LZ337 Applied Grammar for Academic Study						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

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

This module is assessed by 100% coursework, comprising the following:

- Short Text Analysis (30%)
- In Course Test (45 minutes) (20%)
- Essay (1,800 words) (50%)

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. The lectures will provide you with an overview of the grammatical features of English, and of academic discourse and register which will help you to succeed further on your current degree programme. In supporting seminars, you 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 you the opportunity to produce, proof read and edit your own original texts in a supportive environment.