

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### 11 Centre for English and World Languages

<b>ENLA4001 Developing English Language Skills</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Dobson C

#### Contact Hours

Total contact hours: 33

#### Cost

No cost - handouts provided

#### Learning Outcomes

1. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. apply the conventions of academic discourse in written and spoken forms
2. appropriately incorporate information from required reading in written assignments
3. prepare and deliver an academic presentation
4. distinguish between formal and informal English and use the appropriate register in context
5. use a range of grammatically accurate written structures in extended writing

#### Method of Assessment

Main assessment methods

In Course Test 1 (45 minutes) (20%)

Presentation (7 minutes) (20%)

Essay, (1800 words) (60%)

Reassessment methods

Reassessment Instrument: 100% coursework

#### Preliminary Reading

Indicative reading:

Materials for reading and writing practice will be taken from the recommended reading lists on students' core modules. Students will be expected to extend their reading to include a wider range of subject specific texts

Additional language practice texts include:

- Bailey, S. (2011). *Academic Writing: A Handbook for International Students*. 3rd edition. London: Routledge.
- Harrison, M., Jakeman, V. and Paterson, K. (2012). *Improve your Grammar*. London: Palgrave.
- Hogue, A. and Oshima, A. (2006). *Writing Academic English*. 4th edition. New York: Pearson Longman.
- Lowes, R., Peters, H. and Turner, M. (2004). *The International Student's Guide*. London: Sage.
- Murphy, R. (2012). *English Grammar in Use: Intermediate*. 4th edition. Cambridge: Cambridge University Press.
- Porter, D. (2001). *Check your vocabulary for Academic English*. London: Peter Collin.
- Wallace, M. (2004). *Study Skills in English*. Cambridge: Cambridge University Press.

#### Synopsis \*

On this module you will review and develop your English language skills in key areas related to your academic studies. You will develop strategies for extending both your subject specific vocabulary and your academic English; extracting relevant information from texts and expressing ideas in discussions. Sessions will also familiarise you with Kent University requirements and expectations in the field of academic writing. In this module, learning takes place in a workshop and self-study format to maximise practice in language skills. Tutorials focus on individual development and planning of independent learning.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>ENLA4002 Extending English Language Skills</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Dobson C

### Contact Hours

Total contact hours: 22

### Cost

No cost - materials included

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. apply the conventions of academic discourse
2. appropriately incorporate information from required reading in written assignments
3. use a range of grammatically accurate written structures in extended writing
4. present and refute arguments
5. integrate arguments appropriately with source material in written form

### Method of Assessment

Main assessment methods

In Course Test 1 (45 minutes) (20%)

Source Evaluation (300 words) (20%)

Literature Review Project (2000 words) (60%)

Reassessment methods

Reassessment Instrument: 100% coursework

### Preliminary Reading

Indicative reading:

Materials for reading and writing practice will be taken from the recommended reading lists on students' core modules.

Students will be expected to extend their reading to include a wider range of subject specific texts

Additional language practice texts include:

- Bailey, S. (2011). *Academic Writing: A Handbook for International Students*. 3rd edition. London: Routledge.
- Hogue, A. and Oshima, A. (2006). *Writing Academic English*. 4th edition. New York: Pearson Longman.
- Lowes, R., Peters, H. and Turner, M. (2004). *The International Student's Guide*. London: Sage.
- Murphy, R. (2012). *English Grammar in Use: Intermediate*. 4th edition. Cambridge: Cambridge University Press.
- Porter, D. (2001). *Check your vocabulary for Academic English*. London: Peter Collin.
- Wallace, M. (2004). *Study Skills in English*. Cambridge: Cambridge University Press.

### Synopsis \*

On this spring module you will review and extend your English Language Skills in reading and writing. You may have taken ENLA4001 in the autumn term, but you do not have to have taken it as course content does not overlap. On ENLA4002 you will develop strategies for: presenting and integrating arguments in academic writing; using sources and references in extended writing; using features of academic language in writing; and creating, planning and organizing extended written assignments. On this module, learning takes place in workshops. Individual tutorials will focus on your development and help you to plan your learning.

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<b>ENLA4003</b>		<b>Reading and Writing Academic Texts</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours per week over 11 weeks (22 hours)

### Cost

No cost- handouts provided.

### Learning Outcomes

1. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1.1. express themselves in appropriate academic register
- 1.2. distinguish voice, stance and perspective in academic texts
- 1.3. critically challenge arguments in written texts
- 1.4. paraphrase, summarise and synthesise from appropriate sources
- 1.5. structure paragraphs with appropriate thematic progression
- 1.6. structure essays in a variety of academic discourse patterns
- 1.7. write suitable thesis statements

### Method of Assessment

1 Main assessment methods

In-course Test 1 (45 minutes) (20%)

Essay, (2000 words) (80%)

2 Reassessment methods

Reassessment Instrument: 100% coursework

### Preliminary Reading

Indicative reading:

Bailey, S. (2011). *Academic Writing: A Handbook for International Students*. 3rd edition. London: Routledge.

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

Hogue, A. and Oshima, A. (2006). *Writing Academic English*. 4th edition. New York: Pearson Longman.

Lowes, R., Peters, H. and Turner, M. (2004). *The International Student's Guide*. London: Sage.

Porter, D. (2001). *Check your vocabulary for Academic English*. London: Peter Collin.

Wallace, M. (2004). *Study Skills in English*. Cambridge: Cambridge University Press

### Synopsis

A level 4 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>ENLA4004 Advanced Listening Skills for Academic Study</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 22  
Private study hours: 128  
Total Study hours: 150

### Cost

No cost- all materials included.

### Learning Outcomes

Learning outcomes:

- 1.1. identify the skills and sub-skills involved in the listening process
- 1.2. identify and adopt appropriate listening strategies to complete a number of academic tasks
- 1.3. demonstrate an understanding of how stress and intonation in English can affect meaning
- 1.4. recognise the characteristics of a range of accents in spoken English
- 1.5. identify the causes of common misunderstandings in listening to spoken English
- 1.6. plan and manage their own learning
- 1.7. manage their time
- 1.8. communicate appropriately with a specialist and non-specialist audience
- 1.9. solve problems and make and evaluate decisions

### Method of Assessment

In Course Test 1 (45 minutes) (20%)  
Assignment (Analysis of recorded text) (500 words) (20%)  
Essay (1800 words) (60%)

### Preliminary Reading

Indicative reading:

- Campbell, C. and Smith J, (2007) English for Academic Study: Listening. Reading, Garnet Education
- Crystal, D. (2011) David Crystal's introduction to language a complete course. Abingdon, Oxon : Routledge (DVD)
- Hughes, A., Trudgill, P., & Watt, D. (2005). English accents and dialects: An introduction to social and regional varieties of English in the British Isles (4th ed.). London: Hodder Arnold.
- Salehzadeh, J. (2009). Academic listening strategies: A guide to understanding lectures. Ann Arbor: University of Michigan Press.

### Synopsis \*

This is an English language Skills module which will help you to develop your lecture listening skills and succeed on your current degree programme. This module is intended for students for whom English is an additional language. You will attend lectures that give input on elements of the listening process including: skills and strategies for effective listening; listening to different accents and dialects; listening for structure, argument and content; and the functions of stress and intonation. In supporting seminars, you will analyse the phonological features of English and other elements of spoken language in academic contexts in more detail. Practical workshop sessions will focus on using appropriate listening skills and strategies to interact with spoken texts. During the workshops, you will also have the opportunity to recognise and overcome your own listening challenges. Tutorials focus on individual development and planning of independent learning.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>ENLA4005</b>		<b>Applied Grammar for Academic Study</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 22  
Private study hours: 128  
Total study hours: 150

### Cost

£22.50 (core text only) Caplan, N. A. (2012) Grammar Choices for Graduate and Professional Writers. USA: University of Michigan Press

### Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- identify the basic syntactical and morphological features of English and compare them with those of their first language
- analyse language at word, phrase, clause and sentence level
- recognise the most common grammatical and lexical features of academic discourse
- identify and describe the characteristics of academic register
- identify and employ functional devices to produce cohesive text
- identify and correct grammatical errors in self and peer generated texts

The intended generic learning outcomes. On successfully completing the module students will be able to:

- plan and manage their own learning
- manage their time
- communicate appropriately with a specialist audience
- solve problems and make and evaluate decisions

### Method of Assessment

Main assessment methods:

In Course Test 1 (45 minutes – 650 words) (20%)  
Assignment 1 (750 words) (30%)  
Essay, (1800 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. USA : University of Michigan Press  
Carter, R. and McCarthy, M. (2006). Cambridge Grammar of English. Cambridge: Cambridge University Press.  
Crystal, D. (2004). Rediscover Grammar. London: Pearson Longman.  
Swan, M. (2005). Practical English Usage. Oxford: Oxford University Press.  
Thorne, S. (2012). Mastering Practical Grammar. London: Palgrave Macmillan.

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>ENLA4006</b>		<b>English Pronunciation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

Two contact hours per week over 11 weeks (22 contact hours)

### Cost

No cost- all materials are included.

### Learning Outcomes

- 1.1. understand how English speech sounds are produced,
- 1.2. understand the concept of the phoneme and how this relates to the sound system of English,
- 1.3. understand the structure of the English syllable, perceive and recognise strong and weak syllables,
- 1.4. perceive and recognise English word stress,
- 1.5. perceive and recognise weak forms,
- 1.6. perceive and recognise aspects of connected speech,
- 1.7. perceive and recognise the form and function of English intonation.

### Method of Assessment

Main assessment methods

In Course Test 1 (45 minutes) (20%)

Essay (2000 words) (80%)

Reassessment methods

Reassessment Instrument: 100% coursework

### Preliminary Reading

Indicative reading:

Dodd, S. and Mills, J. (1996). 'Phonetics and Phonology' in R.R.K. Hartmann. Solving Language Problems: From General to Applied Linguistics, pp.22-23. Exeter: Exeter University Press.

Hewings, M. (2007). English Pronunciation in Use Advanced Book with Answers, 5 Audio CDs and CD-ROM. Cambridge: CUP.

McCully, C. (2009). The Sound Structure of English: An Introduction. Cambridge: CUP.

McMahon, A.M., (2002). An Introduction to English Phonology. Edinburgh: Edinburgh University Press.

Roach, P. (2010). English Phonetics and Phonology: A Practical Course. Fourth Edition. Cambridge: CUP.

Yavas, M. (2016). Applied English Phonology. Chichester: John Wiley & Sons.

### Synopsis \*

This is an English language skills module to help you succeed on your current degree programme by developing your English pronunciation. The module is intended for students for whom English is an additional language. You will learn the various aspects of English pronunciation including: the theory and application of articulatory phonetics; phonetic transcription; phoneme theory; phonemic transcription; syllable structure; syllable weight; stress; weak forms; aspects of connected speech and intonation. By the end of the course, you will have a solid understanding of core concepts of English pronunciation. 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>ENLA4007 Talking Cultures: Exploring Intercultural Awareness Competencies</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Earl Ms C

### Contact Hours

Contact hours: 33

Independent study hours: 117

\* Alongside this module, students can also study a language (via Language Express) in the autumn and spring term (40 hours 20 x 2-hour classes) or in the autumn term only (20 hours 10 x 2-hour classes). This is an optional feature and not a compulsory form of the module, there will be no language assessment.

### Learning Outcomes

Learning outcomes:

- 8.1 demonstrate and understanding of communication within and across social groups and in relation to themselves and their own culture.
- 8.2 identify examples of ethnocentrism and cultural bias to ascertain where potential misunderstandings can occur between cultural groups.
- 8.3 demonstrate an understanding of cultural differences and in comparison to their own culture and to be able to reflect more objectively and collaborate effectively in a multicultural environment.
- 8.4 demonstrate a sensitivity to the social, cultural and political issues which surround language.
- 8.5 identify the influences and impact history has had on both culture and language to gain a deeper understanding of a selected culture and language in their chosen case study.

The intended generic learning outcomes.

On successfully completing the module students will be able to

- 9.1 undertake research on a chosen topic and communicate the results of studies, identify possible issues raised and present coherent arguments to support a thesis/opinion.
- 9.2 synthesise information and communicate ideas, problems and solutions and their own interpretations of these.
- 9.3 undertake independent learning to achieve goals and deadlines by selecting and using appropriate library and information technology application and resources.
- 9.4 reflect upon their own learning experiences demonstrated in individual learner journals and through peer review of a written project, as well as evaluate and respond perceptively to other learner contributions.

### Method of Assessment

Learning outcomes will be assessed by 100% course work.

Written Project 1500 words (50%)

Learner Journal 1 - - 600 words (25%)

Learner Journal 2 - 600 words (25%)

### Preliminary Reading

Culpeper, J.M., Haugh, M. and Kadar, D.Z. eds. (2017). The Palgrave Handbook of Linguistic (Im)Politeness. London: Palgrave Macmillan.

Holliday, A., Hyde, M. & Kullman, J. (2010) Intercultural Communication: an advanced resource book for students London: Routledge.

Martin, J.N. & Nakayama, T.K. (2008) Experiencing Intercultural Communication: an introduction New York: McGraw Hill.

Neuliep, J.W. (2011) Intercultural Communication: a contextual approach 5th ed. London: Sage.

Spencer-Oatey, H. (2008) Culturally Speaking: culture communication and politeness theory London: Continuum.

Spencer-Oatey, H. & Franklin, P. (2009) Intercultural Interaction: a multidisciplinary approach to intercultural communication Basingstoke: Palgrave Macmillan.

### Pre-requisites

None

### Synopsis \*

The module aims to increase awareness of cultural differences and will explore cultural heritage, prejudices and stereotypes. Intercultural communication (verbal and non-verbal) will be explored across cultures to identify possible barriers which may result in cultural misunderstandings. Other aspects of cultures will be of focus, such as politeness, respect and power, sociocultural norms and etiquette. During the module, students will be encouraged to focus on a specific culture (which can be associated to a language learnt via Language Express) to gain a deeper understanding of both the culture and language combined.

Students will actively participate in independent and collaborative work. It is anticipated that through the range of seminars, students will develop their communication skills to engage effectively while in discussion and negotiation, both in written and in oral form, individually and as part of a team. In addition, students will be expected to read widely on related topics to underpin their credibility as both opinion leaders and as serious academic researchers.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>ENLA6001      Advanced English for Academic Study in the Applied Sciences</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	15 (7.5)	100% Coursework	Challans C

### Contact Hours

Block 1: Autumn term: Weeks 1-5 & 7 - 11 (10wks x 2hrs per wk) + 1 x 20 minute individual tutorial.

Block 2: Spring Term: Weeks 13 – 18 (6weeks x 2 hrs per wk) + 1 x 20 minute individual tutorial, and 3 extra hours for presentations.

You are expected to complete 10.25 hours of private study per week in in each term.; a total of 150 hours.

### Cost

There are no additional costs for this module

### Learning Outcomes

On successfully completing the module students will be able to:

1. write accurate English (grammar: word order, word form, tense, modality; spelling; punctuation)
2. use correct register and style for a range of written documents (including numerical, reports, essays)
3. summarise visual, aural and textual information from academic sources and present reasoned arguments orally in seminars in the appropriate register
4. achieve cohesion and coherence in academic writing
5. give technical presentations to specialist and non-specialist audiences

### Method of Assessment

100% coursework comprising:

A short technical report of 800 words (20%);

A final written assignment on a subject specific topic 1600 words (40%),

A short presentation (20%)

Seminar participation- 2 assessed seminars (20%)

### Preliminary Reading

Davis, J. W. and Dunn, I. K. ((2011). *Communication Skills: A Guide for Engineering and Applied Science Students* 3rd edn. Harlow: Prentice Hall.

Glendinning, E. H. and Holmstrom, B. (2004) *Study Reading: A Course in Reading Skills for Academic Purposes*. Cambridge: CUP.

Hamp-Lyons, L. and Heasley, B. (2006). *Study Writing: A Course in Written English for Academic Purposes*. Cambridge: CUP.

Laplante, P. A. (2012). *Technical Writing: A Practical Guide for Engineers and Scientists*. Florida: CRC Press.

Swales, J. M. and Feak, C. B. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills*. 3rd edn. Ann Arbor: University of Michigan Press.

### Synopsis \*

The focus of the module is on the development of the advanced English language competence necessary for post graduate study in scientific disciplines. This includes the ability to interpret and evaluate authentic scientific texts; analyse, discuss and summarise written and visual information both in writing and orally; organise written texts effectively and submit them in grammatically accurate English, and present the results of research orally in a coherent and stimulating way.

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

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



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

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

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### 15 School of Computing

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

#### Contact Hours

Total contact hours: 44  
 Private study hours: 106  
 Total study hours: 150

#### Department Checked

Yes

#### Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

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

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate comprehension of the trade-offs involved in design-choices.
- 9.2 Recognise and be guided by social, professional and ethical issues and guidelines.
- 9.3 Make effective use of IT facilities for solving problems.
- 9.4 Manage their own learning and development, through self-directed study and working on continuous assessment.

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### Method of Assessment

#### 13.1 Main assessment methods

##### Canterbury

- Class definition (Programming) (15%) (approximately 16 hours)
- Collections (Programming) (20%) (approximately 16 hours)
- Code quality (Programming) (15%) (approximately 16 hours)
- Class exercises (Weekly) (20%) (approximately 2 hours per week)
- 1.5 hour timed assessment (Programming) (30%)

##### Medway

Assessment 1 - Class Exercises (10%) (approximately 2 hours per week)

Assessment 2 - Quiz (15%)

Assessment 3 - Writing and Using Classes (20%) (approximately 16 hours)

Assessment 4 - Collection and Testing (25%) (approximately 16 hours)

Assessment 5 – 1.5 hour in-class Test (30%)

#### 13.2 Reassessment methods

100% coursework

### Preliminary Reading

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

"Objects first with Java – A practical introduction using BlueJ", David J. Barnes and Michael Kölling, Pearson Education, 2016, .

### Pre-requisites

None

### Synopsis \*

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

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

### Contact Hours

Total contact hours: 26

Private study hours: 124

Total study hours: 150

### Department Checked

Yes

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Describe the purpose of, and the interaction between, the functional hardware and software components of a typical computer system.
- 8.2 Identify the principal hardware and software components which enable functionality and connectivity of systems ranging in scale from the global Internet down to tiny embedded systems like those that empower the Internet of Things.
- 8.3 Appreciate the principles and technologies behind the Internet, including layered architectures, and how this can be used to deliver effective network services.
- 8.4 Describe how networks and other computer hardware interact with operating systems, and can be shared between different programs and computers.
- 8.5 Assess the likely environmental impact of basic decisions involving computer hardware.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Communicate their understanding of basic computer hardware and software. □
- 9.2 Develop their understanding of how network technologies underpin the Internet.
- 9.3 Evaluate how computer hardware and software interact to deliver functionality and services at both small and large scales.

### Method of Assessment

13. Assessment methods

13.1 Main assessment methods

Canterbury and Medway

Coursework 50%

(Test) A1 In-class Test (12.5%)

(Test) A2 In-class Test (12.5%)

(Test) A3 In-class Test (12.5%)

(Test) A4 In-class Test (12.5%)

2-hour unseen examination 50%

13.2 Reassessment methods

Like for like assessment

### Preliminary Reading

McLoughlin, Ian Vince (2011) Computer Architecture: an embedded approach. McGraw-Hill, 512 pp. ISBN 9780-071311-182

Tanenbaum, Andrew & Bos, Herbert (2014) Modern Operating Systems (4th Edition). Pearson Education, 1136 pp. ISBN 978-0133591-620

Kurose, James and Ross, Keith (2009) Computer networking: a top-down approach (5th Edition). Pearson Education, ISBN 978-0131365-483

Mueller, Scott (2012) Upgrading and repairing PCs (20th ed onwards). QUE Press ISBN 978-0-7897-3954-4

### Pre-requisites

None

### Synopsis \*

This module aims to provide students with an understanding of the fundamental behaviour and components (hardware and software) of a typical computer system, and how they collaborate to manage resources and provide services in scales from small embedded devices up to the global internet. The module has two strands: 'Computer Architecture' and 'Operating Systems and Networks'. Both strands contain material which is of general interest to computer users; quite apart from their academic value, they will be useful to anyone using any modern computer system.

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

**Contact Hours**

Total contact hours:44  
Private study hours: 106  
Total study hours: 150

**Department Checked**

Yes

**Learning Outcomes**

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Use advanced features of an object-oriented programming language, such as inheritance and graphical libraries, to write programs. [A2]
- 8.2 Use object-oriented analysis, design and implementation with a minimum of guidance, to recognise and solve practical programming problems involving inheritance hierarchies. [A4, B7, C1]
- 8.3 Design appropriate interfaces between modular components. [B5]
- 8.4 Evaluate the quality of competing solutions to programming problems. [A4, C2]
- 8.5 Evaluate possible trade-offs between alternative solutions, for instance those involving time and space differences. [C2]
- 8.6 Thoroughly test solutions to programming problems. [A4, C2]
- 8.7 Discuss the quality of solutions through consideration of issues such as encapsulation, cohesion and coupling. [C2]

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Make appropriate choices when faced with trade-offs in alternative designs. [B1]
- 9.2 Recognise and be guided by social, professional and ethical issues and guidelines and the general contexts in which they apply. [B6]
- 9.3 Deploy appropriate theory and practices in their use of methods and tools. [B5]

**Method of Assessment**

- Assessment 1 - Class Exercises (10%)
- Assessment 2 - Quiz (15%)
- Assessment 3 - Inheritance & Polymorphism (20%)
- Assessment 4 - GUI & Exception (25%)
- Assessment 5 - In-class Test (30%)

**Preliminary Reading**

"Objects first with Java – A practical introduction using BlueJ", David J. Barnes and Michael Kölling, Pearson Education, 2017, ISBN 978-1-292-15904-1.

**Pre-requisites**

COMP3200: Introduction to Object-Oriented Programming

**Synopsis \***

This module builds on the foundation of object-oriented design and implementation found in CO320 to provide both a broader and a deeper understanding of and facility with object-oriented program design and implementation. Reinforcement of foundational material is through its use in both understanding and working with a range of fundamental data structures and algorithms. More advanced features of object-orientation, such as interface inheritance, abstract classes, nested classes, functional abstractions and exceptions are covered. These allow an application-level view of design and implementation to be explored. Throughout the course, the quality of application design and the need for a professional approach to software development is emphasised.

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

**Contact Hours**

Total contact hours: 22  
 Private study hours: 128  
 Total study hours: 150

**Learning Outcomes**

Intended subject specific learning outcomes:

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

Intended generic learning outcomes:

- Plan, work and study independently using relevant resources.
- Appreciate the context in which management decisions are made, drawing on the scholarly and critical insights of the Social Sciences.
- Appreciate and understand the relationships between the theories of behavioural science and the practical experiences of management and behaviour of people at work.
- Use group working skills, including listening, responding to different points of view, negotiating outcomes, and planning and making a joint presentation.
- Present a cogent argument orally, demonstrating good vocal skills which match the environment, and making use of appropriate presentational tools.
- Retrieve information from a variety of resources.

**Method of Assessment**

Main assessment methods  
 Group Presentation (20%)  
 VLE Test – Essay (800 – 1000 words) (20%)  
 Exam, 2 hours (60%)

Reassessment method:  
 100% exam

**Preliminary Reading**

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

**Pre-requisites**

None

**Restrictions**

Available to short-term/exchange students

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### Synopsis \*

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

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

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CB312 Introduction to Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	Mohammed Dr S
1	Canterbury	Autumn	C	15 (7.5)	100% Exam	Mohammed Dr S
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	C	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

Total contact hours: 22  
 Private study hours: 128  
 Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- communicate management theories and ideas in writing
- present empirical examples
- interpret empirical examples through the lens of management theories
- retrieve information from a variety of sources
- plan work and study independently

### Method of Assessment

Main assessment methods:

Group Presentation (15%)  
 Individual Essay (2000 words) (25%)  
 Examination, 2 hour (60%)

Reassessment method:

100% exam

### Preliminary Reading

Core Textbook

Clegg, S. Kornberger, M. & Pitsis, T. 2016: *Managing & Organizations: An Introduction to Theory and Practice*, Fourth Edition. London: Sage.

### Restrictions

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

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

Available to short-term/exchange students

### Synopsis \*

The module introduces students to theories of management beginning with classical management perspectives through to contemporary management concepts. It will illustrate the continuities and transformations in management thinking throughout the 20th and 21st century. The main topics of study include: Scientific Management; Human Relations Approach; Bureaucracy and Post-Bureaucracy; The Contingency Approach; Culture Management; Leadership; Aesthetic Labour; Extreme Management.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### CB343 Global Business Environment

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	80% Exam, 20% Coursework	Choksy Dr U
1	Canterbury	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	
1	Canterbury	Spring	C	15 (7.5)	70% Exam, 30% Coursework	Choksy Dr U
1	Medway	Spring	C	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	
1	Medway	Spring	C	15 (7.5)	70% Exam, 30% Coursework	
1	Canterbury	Spring	C	15 (7.5)	60% Exam, 40% Coursework	Choksy Dr U
1	Medway	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	

#### Contact Hours

Total contact hours: 21  
 Private study hours: 129  
 Total study hours: 150

#### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Develop knowledge of the global business environment by analysing specific real-world examples.
- Understand the complexity and diversity associated with undertaking business internationally.
- Understand the premises of, and risks associated with, international business.
- Understand different approaches for competing internationally, and their advantages and disadvantages.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Explain, and begin to analyse, international business situations.
- Source, select and use effectively relevant information.
- Undertake personal responsibility and self-discipline in studying independently.
- Demonstrate and enhance communication skills.

#### Method of Assessment

Main assessment methods:

- Essay (2000 words) (30%)
- VLE Test/Quiz (10%)
- Exam, 2 hour (60%)

Reassessment method:

100% examination

#### Preliminary Reading

Morrison, J. (2017). The global business environment: Challenges and responsibilities. London: Palgrave Macmillan Education.

#### Pre-requisites

None

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### Restrictions

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

Available to short-term/exchange students.

### Synopsis \*

The module will cover various aspects of the changing international business environment, and their impact upon business operations and strategy. It will give students an appreciation of the business difficulties faced; the variety of factors influencing the choices and compromises that have to be made in international businesses, and the implications of those for the future viability and effectiveness of the organisations concerned.

An indicative list of topics is given below:

1. Globalisation
2. External environment in a cross-border context
3. Introduction to international trade
4. Introduction to international investment
5. Global finance
6. Technology, Innovation and sustainability
7. Introduction to international entrepreneurship
8. Social responsibility and ecological environment
9. Challenges, risks and change
10. variety of geopolitical country contexts

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<b>CMAT301</b>		<b>The Science of Sound</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	Hutchins Mr C
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

#### Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

#### Learning Outcomes

- 1) Demonstrate an understanding of the basic principles of sound, including sound waves and acoustics and how these relate to audio
- 2) Utilise and understand simple mathematical and graphical methods for analysing and measuring sound
- 3) Demonstrate an understanding of the physiology of human hearing and the perception of sound
- 4) Generate, analyse and interpret appropriate data.
- 5) Demonstrate core skills such as problem solving and decoding information.
- 6) Use IT skills, computer technology and electronic information sources

#### Method of Assessment

Experiment Portfolio and Write-up (1,000 words) – 60%

Group Presentation and Write-Up (10 minutes/500 words) – 40%

#### Preliminary Reading

Everest, F. A., and Pohlmann, K. C. (2015). Master Handbook of Acoustics. New York: McGraw Hill.

Howard, D. M. and Angus, J. (2017). Acoustics and Psychoacoustics. London: Focal Press

Pohlmann, K. C. (2010). Principles of Digital Audio. New York: McGraw Hill.

Rossing, T. D. and Moore, R. F. (2013). The Science of Sound. London: Pearson.

#### Pre-requisites

None

#### Synopsis \*

This module introduces students to important concepts that underpin sound and sound technologies, starting from an understanding of how sound is produced, how it travels and how we perceive it. The module also explores the principles by which sound can be recorded and encoded in both analogue and digital formats. Practical demonstrations and experiments are used to investigate scientific theories, providing students with a solid understanding of theory that will inform future practical work in the recording studio and with the digital audio workstation.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CMAT302</b>		<b>Performance Stagecraft and Psychology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Medway	Spring	C	15 (7.5)	100% Coursework	Herbert Dr R

### Contact Hours

Total Contact Hours: 27  
Private Study Hours: 123  
Total Study Hours: 150

### Learning Outcomes

- 1 Be self-critical of work in progress, responding to the critical insights of others and investigating and assessing alternative methods and techniques;
- 2 Prioritise tasks and work efficiently on a project over an extended period of time;
- 3 Demonstrate flexibility of thought and an openness to new thinking.

### Method of Assessment

Contribution to Workshops – 20%  
Written Review of Two performances (750 words) – 20%  
Final Public Performance (5-6 minutes) – 60%

### Preliminary Reading

Indicative Reading List:

Green, B & Gallwey, T. (2003). *The Inner Game of Music*. London: Pan Books  
Harnum, J. (2014). *The Practice of Practice: Get Better Faster*. Chicago: Sol Ut Press.  
Kageyama, N. (2017). *The Bulletproof Musician Blog*.  
Available at <http://www.bulletproofmusician.com/>  
Parncutt R. & McPherson, G. (2002). *The Science and Psychology of Music Performance: Creative Strategies for Teaching and Learning*. Oxford: Oxford University Press.  
Werner, K. (1996). *Effortless Mastery: Liberating the Master Musician Within*. New Albany: Jamie Aebersold Jazz.  
Williamson, A. (2004). *Strategies and Techniques for Enhancing Performance*. Oxford: Oxford University Press.

### Pre-requisites

None

### Restrictions

'Not available as elective (wild)'

### Synopsis \*

The module will focus upon the development of stagecraft skills (practical and artistic), supported by an understanding of psychological strategies which can streamline practice sessions and optimise performance. Students will study the key elements of professionalism in performance, including artistic communication/audience relationship; pace, choreography & stage management; control of technology; adjustment to context/venues. Skills and understanding are promoted through individual instrumental lessons and through performance workshops which provide a weekly forum for discussion and feedback. Students will work towards a 5-6 minute final performance assessment and submit a written review that critiques stagecraft issues (practical and artistic) in relation to 2 professional performances they have attended as audience members.

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<b>CMAT303</b>		<b>Performance and Production Project</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	100% Coursework	Perks Dr R
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

### Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

### Learning Outcomes

- 1) Demonstrate an awareness of various models of collaborative and group work.
- 2) Display sensitivity to the musical tastes of others, engaging in discussion in order to develop peer-to-peer learning and to find compromises and solutions.
- 3) Develop a performance event from conception to realisation that draws together the creative skills of the group members.
- 4) Be self-critical of work in progress, responding to the critical insights of others and investigating and assessing alternative methods and techniques.
- 5) Prioritise tasks and work efficiently on a project over a period of time.
- 6) Work effectively as part of a group, utilising interpersonal skills of communication, planning and evaluative interaction.

### Method of Assessment

Collaborative Performance (8 minutes) – 60%

Commentary (1,000 words) – 40%

### Preliminary Reading

- Cox, C. (ed.) (2016). *Audio Culture: Readings in Modern Music*. London: Bloomsbury.
- Littleton, K. and Miell, D. (2004). *Collaborative Creativity*. London: Free Association Press.
- Sawyer, R. (2003). *Group Creativity: Music, Theatre, Collaboration*. New Jersey: Lawrence Erlbaum.
- Steiner, V. (2006). *Creative Collaboration*. Oxford: OUP.
- Wilkins, M. L. (2006). *Creative Music Composition*. New York: Routledge.

### Pre-requisites

None

### Synopsis \*

In this module students will be guided to create, produce and perform an original, collaborative musical work which will be presented in the summer term. Group projects between three to five students will be considered. Each student will negotiate their role within the group, aided by a supervising tutor, and students will be required to document their working processes throughout the project. Initial workshops will discuss collaborative methods and provide an analysis of case studies. Later workshops will be used to try out and test ideas, with feedback from both the lecturer and other student groups.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CMAT304</b>		<b>Music Management Principles</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Medway	Spring	C	15 (7.5)	100% Coursework	Lightman Mr R

### Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

### Learning Outcomes

- 1) Demonstrate an understanding of key theories of music management.
- 2) Demonstrate an understanding of the relationships and interactions between management and artists, musicians, record companies, producers and songwriters.
- 3) Analyse the role of management with regard to revenue and royalty collection agencies.
- 4) Demonstrate an awareness of the connections between management practices and the music business environment.
- 5) Use data effectively by analysing, interpreting and presenting relevant information.
- 6) Demonstrate the ability to utilise appropriate technology for information gathering and research.
- 7) Demonstrate problem-solving skills and the ability to manage time and resources effectively.

### Method of Assessment

Music Management Scenario Presentation (10 minutes) – 40%

Critical Evaluation Essay (1,500 words) – 60%

### Preliminary Reading

Anderton, C., Dubber, A. and James, M. (2010). *Understanding the Music Industry*. London: Sage.

Brabec, J. and Brabec, T. (2011). *Music, money and success: the insider's guide to making money in the music business*. New York: Schirmer Trader Books.

Dann, A. and Underwood, J. (2003). *How to succeed in the music business*. London: Omnibus.

Davis, S. and Laing, D. (2006). *The guerrilla guide to the music business*. New York: Continuum.

Dubber, A. (2013). *Radio in the Digital Age*. Cambridge: Polity Press

Harrison, A. (2014). *Music: the Business*. London: Virgin Books.

Passman, D. (2014). *All you Need to Know about the Music Business*. New York: Simon & Schuster.

### Pre-requisites

None

### Synopsis \*

The module examines music industry management structures, the relationships to artists and the negotiation and representation skills required within the music industry. The role of the manager will be analysed and critically evaluated. The historic development of the manager's position within the music industry will also be explored.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CMAT305 Music in the Creative Industries</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	Lightman Mr R
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

### Learning Outcomes

- 1) Demonstrate familiarity with the varied and changing nature of music and arts organisations in contemporary society
- 2) Demonstrate knowledge of various business structures and funding models for music related businesses and projects.
- 3) Demonstrate an understanding of the connection between music industry practices and the business environment.
- 4) Demonstrate an understanding of music career pathways, including performance, production, technology and music enterprise.
- 5) Use data effectively by analysing, interpreting and presenting relevant information.
- 6) Utilise appropriate technology for information gathering and research.
- 7) Demonstrate entrepreneurship, employment skills and an awareness of transferable skills.

### Method of Assessment

Career Map (500 words) – 40%

Essay (1,500 words) – 60%

### Preliminary Reading

Ashurst, W. (2000). *Stuff the music business: the DIY guide to making it*. London: Sanctuary.

Baker, B. (2013). *Guerrilla music marketing handbook: 201 self-promotion ideas for songwriters, musicians and bands on a budget*. St. Louis, MO: Spotlight Publications.

Davis, S. and Laing, D. (2006). *The guerilla guide to the music business*. New York: Continuum.

Knopper, S. (2009). *Appetite for self-destruction: the spectacular crash of the record industry in the digital age*. London: Simon & Schuster.

Krasilovsky, M. W., Shemel, S. and Gross, J. M. (2003). *This business of music: the definitive guide to the music industry*. New York: Billboard Books.

Passman, D. S. (2011). *All you need to know about the music business*. London: Penguin.

Patrik Wikström. (2013). *The music industry: music in the cloud (DMS - Digital Media and Society)*. Cambridge: Polity Press.

### Pre-requisites

None

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

The module explores the current creative industries, particularly focusing on music industry characteristics and structures, music organisations and relevant arts groups. Students will be guided to appreciate a broad range of career opportunities in these areas and they will develop an understanding of the skills and specialisms required for specific areas. This will provide a clear context for their further studies on their chosen degree programme. Students will also develop their critical awareness by examining recent historical trends in music and the creative industries.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CMAT307</b>		<b>Music and Contemporary Culture</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	Walduck Dr J
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

### Learning Outcomes

- 1) Demonstrate knowledge and understanding of important figures, trends and theories relevant to the development of twentieth and twenty-first century musical cultures.
- 2) Demonstrate a familiarity with a range of scholarly practices and ideas of special significance within the research culture of the Centre for Music and Audio Technology.
- 3) Research one or more areas of study within music, using skills such as finding and using appropriate sources, producing a bibliography, developing an argument and drawing connections between texts and contexts.
- 4) Manage and navigate information sources (both electronic and printed).
- 5) Work independently to a given brief.
- 6) Demonstrate flexibility of thought and an openness to alternative ideas and different ways of thinking.

### Method of Assessment

Critical Writing Exercise (1,000 words) – 20%

Essay (2,000 words) – 80%

### Preliminary Reading

Harper-Scott, J.P. E. & Samson, J. (2009). *An Introduction to Music Studies*. Cambridge: Cambridge University Press.

Hendy, D. (2014) *Noise: A Human History of Sound and Listening*. New York: Collins.

Judkins, J. (2011). 'Silence, Sound, Noise and Music' in Gracyk, T. & Kania, A. (eds), *The Routledge Companion to Philosophy and Music*. London: Routledge.

Kaemmer, J. E. (1993) *Music in Human Life: Anthropological Perspective on Music*. Austin: University of Texas Press.

Nettl, B. (2000) 'Music' in Sadie, S. et al. (Eds) *Grove Music*, [online]

Zak, A. (2009). 'Getting Sounds: The Art of Sound Engineering' in Cook et al. (eds) *The Cambridge Companion to Recorded Music*. Cambridge: Cambridge University Press.

### Pre-requisites

None

### Synopsis \*

This module will provide a broad introduction to important aspects of music history and culture from the twentieth century to the present day. Different approaches to musical language will be considered (tonality/modality, rhythm and timbre in a range of mainstream and experimental styles). The advent of sound recording and the increasing importance of technology in music will also be examined. These key ideas will be connected to research specialisms within the Centre for Music and Audio Technology, encouraging students to appreciate the potential for further study in each of these areas.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CMAT308</b>		<b>Mixing and Production Techniques</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	100% Project	Neale-Widdison A C
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Medway	Spring	C	15 (7.5)	100% Coursework	Neale-Widdison A C

### Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

### Learning Outcomes

- 1) Demonstrate an understanding of contemporary studio mixing and production techniques.
- 2) Demonstrate an understanding of key concepts in mixing and mastering audio including good practice in sound placement and refining the audio spectrum.
- 3) Produce a range of musical styles in the studio environment using a variety of techniques.
- 4) Integrate creative and technical decision making in carrying out audio production processes.
- 5) Communicate ideas and concepts and interact effectively with others.
- 6) Generate analyse and interpret appropriate data.
- 7) Demonstrate core skills such as problem solving and decoding information.
- 8) Demonstrate their ability to manage time and resources effectively.

### Method of Assessment

Recording Project (6-8 minutes, incl. 500 words) – 100%

### Preliminary Reading

Burgess, R.J. (2005). *The Art of Music Production*. 3rd ed. London: Omnibus.

Burgess, R.J. (2014). *The History of Music Production*. New York: Oxford University Press.

Dittmar, T. (2012). *Audio Engineering 101: A Beginner's Guide to Music Production*. Waltham, MA: Focal Press.

Frith, S. & Zagorski-Thomas, S. (2012). *The Art of Record Production: An Introductory Reader for a New Academic Field*. Farnham: Ashgate.

Hepworth-Sawyer, R. & Golding, C. (2011). *What Is Music Production?: A Producer's Guide: The Role, the People, the Process*. London: Focal.

Katz, B. (2003). *Mastering Audio: The Art and the Science*. London: Focal.

Savona, A. (2005). *Console Confessions: Insights & Opinions from the Great Music Producers*. Enfield: Hi Marketing.

### Pre-requisites

None

### Synopsis \*

Students will deepen their understanding of a broad range of topics concerning recording, processing, mixing and mastering in the studio environment. Advanced concepts of audio manipulation will also be studied in order to perform audio signal processing and post-production disciplines. Mixing and mastering techniques will be studied in some detail including delivery formats for music industry distribution. Students will work on an individual project, recording others in the studio and editing, processing, mixing and mastering their work to produce a final product.

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<b>CMAT309</b>		<b>Live Sound</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Medway	Spring	C	15 (7.5)	100% Coursework	Fretwell Dr P

### Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

### Learning Outcomes

- 1) Understand the creative potential of a range of sound and performance technologies commonly used by musicians;
- 2) Set up and operate sound systems safely and efficiently for indoor and outdoor use;
- 3) Demonstrate an awareness of strategies to improve sound quality for live music events;
- 4) Understand the practical needs of running and managing sound technology for a performance, including planning, logistics, set-up, sound checks, dealing with technical problems and de-rigging;
- 5) Work effectively as part of a group, utilising interpersonal skills of communication, planning and evaluative interaction;
- 6) Demonstrate an ability to solve problems by applying knowledge from previous experiences;
- 7) Prioritise tasks and work efficiently on a project over a period of time.

### Method of Assessment

Health and Safety In-Course Test (45 minutes) – 20%

Live Sound Project and Report (1,000 words) – 80%

### Preliminary Reading

Gibson, B. (2011). *The Ultimate Live Sound Operator's Handbook*. Hal Leonard Corporation.

GB Health and Safety Executive (2002). *The Event Safety Guide: A Guide to Health, Safety and Welfare at Music and Similar Events*, 2nd Edition, Sudbury: HSE Books.

Hannam, C. (2004). *Health and Safety Management in the Live Music and Events Industry*, Great Shelford: Entertainment Technology.

Soutar, C. (2005). *Staging Events: A Practical Guide*, Ramsbury: Crowood.

Stark, S. H. (2005). *Live Sound Reinforcement*. Cengage Learning.

Van Beek, M. (2000). *A Practical Guide to Health and Safety in the Entertainment Industry*. Royston: Entertainment Technology Press.

### Pre-requisites

None

### Synopsis \*

The purpose of this module is to make students aware of the technological resources used in contemporary music events, how to use these resources effectively and creatively, and how to ensure good practice with regards to health and safety. Students will be introduced to standard technological set ups for a variety of venues during lectures, with opportunities to gain practical experience during workshops. Two extended workshops will allow time for setting up and de-rigging more complex systems, with time for critical evaluation and experiment. Students will work in small groups to develop a live sound project, which they will present in the summer term.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CMAT310</b>		<b>Introduction to Audio Synthesis</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Medway	Spring	C	15 (7.5)	100% Coursework	Hutchins Mr C

### Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

### Learning Outcomes

- 1) Demonstrate an understanding of the basic principles of a range sound synthesis techniques and their associated parameters.
- 2) Utilise contemporary software packages to create synthesised sound.
- 3) Demonstrate an awareness of the historical development of sound synthesis, including important pioneers and their key technological developments.
- 4) Generate, analyse and interpret appropriate data.
- 5) Demonstrate core skills such as problem solving and decoding information.
- 6) Use IT skills, computer technology and electronic information sources.

### Method of Assessment

Audio Synthesis Portfolio incl. Written Evaluation (500 words) – 50%

Essay (1,000 words) – 50%

### Preliminary Reading

Chadabe, J. (1997). *Electric Sound: The Past and Promise of Electronic Music*. Upper Saddle River, NJ: Prentice Hall.

Collins, N., Schedel, M. and Wilson, S. (2013). *Electronic Music*. Cambridge: Cambridge University Press.

Holmes, T. (2002). *Electronic and Experimental Music*. New York: Routledge.

Miranda, E. R. (2002). *Computer Sound Design: Synthesis Techniques and Programming*. London: Focal Press.

Russ, M. (2008). *Sound Synthesis and Sampling*. London: Focal Press.

### Pre-requisites

None

### Synopsis \*

This module provides students with an overview of the history of sound synthesis, placing important techniques in context. Musical examples will be drawn from composers, pioneers and inventors such as Don Buchla, Robert Moog, Max Mathews, Jean Claude Risset and John Chowning. Students will be guided to explore important components of synthesis, such as waveforms, filters, modulators and low frequency oscillators using industry-standard software.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CMAT311 Individual and Group Performance</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	Perks Dr R
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

Total Contact Hours: 27

Private Study Hours: 123

Total Study Hours: 150

### Learning Outcomes

- 1) Demonstrate an understanding of the repertoire and role of their principal instrument of study (instrumental or vocal), both as a solo performer and as part of a group.
- 2) Demonstrate an appropriate level of performance skill on their principal choice of study.
- 3) Communicate music using musicianship, technique and stylistic language.
- 4) Demonstrate a range of activities in their practice regime such as technical studies, learning and memorising of work, focused playing of repertoire, improvisation and sight-reading.
- 5) Be self-critical of work in progress, responding to group peer criticism and the critical insights of others, and investigating and assessing alternative methods and techniques.
- 6) Prioritise tasks and work efficiently on a project over an extended period of time.
- 7) Demonstrate flexibility of thought and an openness to new thinking.

### Method of Assessment

Contribution to Workshop – 20%

Written Plan and Review (750 words) – 20%

Final Public Performance (5-6 minutes) – 60%

### Preliminary Reading

Harnum, J. (2014). *The Practice of Practice: Get Better Faster*. Chicago: Sol Ut Press.

Kageyama, N. (2017). *The Bulletproof Musician Blog*.

Available at <http://www.bulletproofmusician.com/>

Parncutt R. & McPherson, G. (2002). *The Science and Psychology of Music Performance: Creative Strategies for Teaching and Learning*. Oxford: Oxford University Press.

St George, J. M. (2012). 'Learning Patterns in Music Practice: Links Between Disposition, Practice Strategies and Outcomes'. *Music Education Research* 14 (2).

Williamson, A. (2004). *Strategies and Techniques for Enhancing Performance*. Oxford: Oxford University Press.

### Pre-requisites

None

### Synopsis \*

The module will focus upon the development of performance skills, an understanding of approaches to effective regular practice and professional presentational considerations. Skills and understanding are promoted through individual instrumental / vocal lessons and weekly performance workshops. Students will develop their musicianship by listening to others and by performing themselves regularly, both as soloists and as part of a group. Some workshops will have a stylistic focus which will provide guidance on idiomatic performance conventions, enabling students to develop the broad skillset needed to tackle the demands of the current professional music industry. Students will work towards an assessed 5-6 minute final public performance, plus a written performance plan/critical reflection.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CMAT312</b>		<b>Digital Music Production</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	Neale-Widdison A C
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

### Learning Outcomes

- 1) Utilise industry-standard music software on the digital audio workstation in order to record, edit, transform and mix sound.
- 2) Use a range of compositional techniques in order to facilitate original composition.
- 3) Understand aspects of important contemporary musical styles and their associated contexts.
- 4) Be self-critical of work in progress, responding to the critical insights of others and investigating and assessing alternative methods and techniques.
- 5) Prioritise tasks and work efficiently on a project over a period of time.
- 6) Demonstrate flexibility of thought and an openness to new thinking.

### Method of Assessment

Composition Portfolio (approx. 3 minutes) – 80%

Commentary (500 words) – 20%

### Preliminary Reading

Cox, C. (ed.) (2016). *Audio Culture: Readings in Modern Music*. London: Bloomsbury.

Holmes, T. (2002). *Electronic and Experimental Music: Pioneers in Technology and Composition*. New York: Routledge.

Hugill, A. (2012). *The Digital Musician*. London: Routledge.

Wishart, T. (1997). *On Sonic Art*. London: Routledge.

### Pre-requisites

None

### Synopsis \*

On this module, students will be introduced to the digital audio workstation and key pieces of software in order to create original pieces of music. Fundamental technical skills in recording, editing, transforming and mixing sound will be developed. Examples from a range of contemporary styles will be examined and their musical characteristics will be analysed in order to provide compositional models for creative work.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CMAT313 Critical Listening and Sound-Making</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	100% Coursework	Fretwell Dr P
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

### Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

### Learning Outcomes

- 1) Demonstrate a critical understanding of sonic characteristics, their relationships and their meaning in nature and urban environments.
- 2) Demonstrate an understanding of sound-making and its cultural significance.
- 3) Appreciate the potential in sonic materials and work creatively with recorded environmental, processed and synthesised sound in the studio through the use of current audio technologies.
- 4) Understand the methods needed to confront and explore unfamiliar musical sounds, concepts, repertoires and creative practices.
- 5) Manage a project and carry it through to delivery.
- 6) Manage resources, including information sources.
- 7) Be open to alternative ideas and ways of thinking, demonstrate flexibility of thought.
- 8) Plan, implement, evaluate, and reflect critically on work in progress.

### Method of Assessment

Sound Design Exercise and Written Evaluation (300 words) – 40%

Soundscape Composition Study with Written Evaluation (500 words) – 60%

### Preliminary Reading

Corey, J. (2017). *Audio Production and Critical Listening*. Abington: Routledge.

Labelle, B. (2006). *Background Noise: Perspectives on Sound Art*. London: Continuum.

Norman, K. (2004). *Sounding Art: Eight Literary Excursions Through Electronic Music*. Aldershot: Ashgate.

Schafer, R. M. (1977). *The Tuning of the World*. New York: Knopf.

Sonnenschein, D. (2001). *Sound Design: The Expressive Power of Music, Voice and Sound Effects in Cinema*. Studio City, California: Michael Wiese.

Truax, B. (2001). *Acoustic Communication*. Stamford, Connecticut: Ablex.

Wrightson, K. (2000). 'An Introduction to Acoustic Ecology'. *Soundscape: The Journal of Acoustic Ecology*. 1(1), pp. 10-13.

### Pre-requisites

None

### Synopsis >\*

The module will explore critical listening and sound within the wider framework of the environment as a whole, helping students to develop a comprehensive understanding of sound relationships, sensitise their hearing and enhance their expert listening skills. Students will learn to recognise structural elements of sound, they will learn new concepts and be introduced into novel areas of sound-making. The module will culminate in the production of a substantial piece of creative work and a detailed evaluation that links theory and contextual issues with practice, strengthening students' critical listening and sound-making skills.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CMAT314      Creating Music for Performers</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Medway	Spring	C	15 (7.5)	100% Coursework	Walduck Dr J

### Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

### Learning Outcomes

- 1) Explore and develop music composition techniques, using a range of instruments and resources.
- 2) Display an awareness and appreciation of the music of other composers through the creation of their own compositions.
- 3) Conceive musical ideas and begin to manipulate them in an inventive and individual way.
- 4) Use appropriate technologies for producing music.
- 5) Be self-critical of work in progress, responding to the critical insights of others and investigating and assessing alternative methods and techniques.
- 6) Prioritise tasks and work efficiently on a project over a period of time.
- 7) Demonstrate flexibility of thought and an openness to new thinking.

### Method of Assessment

Composition Portfolio (approx.. 3 minutes) – 80%

Commentary (500 words) – 20%

### Preliminary Reading

Adler, S. (2002). *The Study of Orchestration*. New York: Norton.

Cole, B. (2006). *The Composer's Handbook*. London: Schott.

Cox, C. (ed.) (2016). *Audio Culture: Readings in Modern Music*. London: Bloomsbury.

Nyman, M. (2011). *Experimental Music*. Cambridge: Cambridge University Press.

Wilkins, M. L. (2006). *Creative Music Composition*. New York: Routledge.

### Pre-requisites

None

### Synopsis \*

Students are provided with an introduction to some fundamental principles of music composition, such as rhythm, time, line, texture and form. They are guided to consider how these elements work in key pieces by recent composers in a variety of styles. Practical sessions and group work will provide opportunities for students to explore their own musical ideas, leading to a greater understanding of the relationship between music composition and performance.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CMAT315 Marketing Communications in the Music Industry</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	Lightman Mr R
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

### Learning Outcomes

- 1) Demonstrate an understanding of the marketing framework of music business.
- 2) Demonstrate an understanding of communications, publicity and Public Relations disciplines.
- 3) Analyse and demonstrate an ability to utilise marketing tools, including social media, in the building of an artist's career.
- 4) Demonstrate an understanding of the connection between marketing practices, brand creation and marketing sector analysis within the music business.
- 5) Use data effectively by analysing, interpreting and presenting relevant information.
- 6) Demonstrate the ability to utilise appropriate technology for information gathering and research.
- 7) Demonstrate problem-solving skills and the ability to manage time and resources effectively.

### Method of Assessment

Group Presentation (15 minutes) – 40%

Critical Evaluation Essay (1,500 words) – 60%

### Preliminary Reading

Holiday, R. (2014). Growth Hacker Marketing: A Primer on the Future of PR, Marketing and Advertising. London: Profile.

Nelson-Field, K. (2013). Viral Marketing: The Science of Sharing, Oxford: Oxford University Press.

Tuten, T.L. & Solomon, M.R. (2014). Social Media Marketing. Harlow: Pearson.

### Pre-requisites

None

### Synopsis \*

This module evaluates the function of communications and marketing within the music industry. The areas of social media, experiential and viral marketing, brand creation, market sectors and artist development will be analysed and critically evaluated.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CMAT316</b>		<b>Audio Recording and Editing Techniques</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	
1	Medway	Autumn	C	30 (15)	100% Coursework	Walker Mr F

### Contact Hours

Total Contact Hours: 44  
Private Study Hours: 256  
Total Study Hours: 300

### Learning Outcomes

- 1) Demonstrate an understanding of the basic techniques, principles and practical skills required to undertake recordings of a variety of instruments within a typical studio environment.
- 2) Display basic abilities in the use of computer software for audio and music related tasks.
- 3) Display a familiarity with appropriate aspects of safe working practice.
- 4) Demonstrate good practice in the use of relevant hardware/software, along with the handling and manipulation of audio and MIDI data, for a range of tasks including sound editing and production.
- 5) Use current, industry-standard computer technologies.
- 6) Be self-critical of work in progress and respond to the critical insights of others.
- 7) Be flexible and innovative in their approach to the use of technology.
- 8) Generate, analyse and interpret appropriate data and develop core skills such as problem solving and decoding information.

### Method of Assessment

Digital Audio Technical Report (500 words) – 30%  
Audio Workstation Assignment – 30%  
Audio Portfolio and Written Evaluation (600 words) – 40%

### Preliminary Reading

Bartlet, B. (2013). *Practical Recording Techniques: The Step-by-step Approach to Professional Audio Recording*. London: Focal.  
Cook, F. (2007). *Pro Tools 101: Version 7.4 Official Courseware*. Boston, Massachusetts: Course Technology PTR.  
Eargle, J. (2004). *The Microphone Book*. Oxford: Focal  
Middleton, P. & Gurevitz, S. (2008). *Music Technology Workbook: Key Concepts and Practical Projects*. London: Focal.  
Nahmani, D. (2009). *Logic Pro 9 and Logic Express 9*. London: Pearson Education.  
Owsinski, B. (2006). *The Mixing Engineer's Handbook 2nd Edition*. Boston: Thompson Course Technology.  
White, P. (2000). *Basic Effects and Processors*. London: Sanctuary.  
White, P. (1999). *Basic MIDI*. London: Sanctuary.  
White, P. (1999). *Basic Mixers*. London: Sanctuary.

### Pre-requisites

None

### Synopsis <span style =

This module will provide an overview of standard digital audio workstation architecture, file management and good practice in the handling of digital audio and MIDI data. Recording principles will be introduced to students, including the recording chain, microphones and their placement, signal paths, use of DI boxes and establishing correct audio levels. The structure of the mixing desk, including inserts and auxiliary sends will also be examined. Students will be introduced to industry-standard software for the recording, manipulation and mixing of sound. Students will be taught through a combination of lectures and workshops.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### 04 School of European Culture and Languages

<b>CL315 Classical Mythology: Themes and Approaches</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	C	30 (15)	75% Coursework, 25% Exam	
1	Canterbury	Whole Year	C	30 (15)	100% 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. *Fairytales 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.

<b>CL317 Latin for Beginners (1 unit - Period I)</b>						
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)	80% Exam, 20% Coursework	

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total Contact Hours: 22

### Learning Outcomes

On successfully completing the module students will be able to:

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

Demonstrate an understanding of how artefacts may be studied in order to gain a range of information on past societies;

Demonstrate basic comprehension of how sites are formed and of the types of layers and features that archaeologists may encounter;

Demonstrate an understanding of how archaeological evidence can be placed in a temporal sequence;

Demonstrate an understanding of how the attributes of material culture (artefacts) paleo-environmental, faunal and archaeo-botanical evidence types can be studied for the information they may yield regarding past environments technology, trade, usage, etc.

### Method of Assessment

- Assignment 1 (1,500 words) – 50%
- Assignment 2 (1,500 words) – 50%

### Preliminary Reading

Indicative Reading List

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

Greene, K. & Moore T. (2010) *Archaeology, an introduction, the history, principles and methods of modern archaeology*, (5th Edition) London: Routledge

Renfrew, C. & Bahn, P. (2016) *Archaeology: Theories, Methods and Practice*, (7th Edition) London: Thames and Hudson

Roskams, S. (2001) *Excavation. Cambridge Manuals in Archaeology*, Cambridge: Cambridge University Press

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

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 in the Classical & Archaeological Studies and related programmes, through examining aspects of the archaeological process and examples in prehistoric, Roman, medieval and post-medieval contexts. It will enable students to make an informed choice of subsequent modules. Topics will include ceremonial, religious and burial sites, the emergence of settlement sites, the creation and development of towns, trade and exchange, artefactual and landscape studies using cases through time. Seminars will focus on methods and approaches, and the presentation of data and its interpretation.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total Contact Hours: 20

### 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

- Short Writing Assignment (1,500 words) – 15%
- Notebook – 75%
- Final Writing Assignment (1,000 words) – 10%

### Preliminary Reading

Indicative list:

- Boyd, C. and L. E. Lassiter (2011). *Explorations in Cultural Anthropology: A Reader*. Walnut Creek, CA: AltaMira Press.
- Deetz, J. (1996). *In Small Things Forgotten*. New York: Anchor Press.
- Hodder, I. (2012) (ed). *Archaeological Theory Today*. 2nd Edition). London: Polity.
- Hodder, I. and Hutson, I. (2004). *Reading the Past: Current Approaches to Interpretation in Archaeology*. Cambridge: Cambridge University Press.
- Johnson, M. (2010). *Archaeological Theory: An Introduction*. Oxford: Wiley Blackwell.
- Kottak, C. P. (2012). *Mirror for Humanity: A Concise Introduction to Cultural Anthropology*. 8th Edition). New York: McGraw Hill.
- Praetzelis, A. (2011). *Death by Theory: A Tale of Mystery and Archaeological Theory*. Walnut Creek, CA: AltaMira Press.

### Synopsis <span style =

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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total contact hours: 40

### 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

- Essay 1 (1,500 words) – 40%
- Essay 2 (1,500 words) – 40%
- Article Review (1,000 words) – 20%

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate understanding of how the Roman emperor was represented in later times after his death or murder;
- 8.2 Evaluate the role of biography in ancient culture and as a genre in modern culture for the representation of the past;
- 8.3 Demonstrate academic skills fundamental to their future learning within the discipline including the evaluation of ancient evidence, modern representations, and the evaluation of modern scholarship;
- 8.4 Demonstrate appreciation of the interdisciplinary nature of Ancient History and Classical Studies;
- 8.5 Evaluate existing knowledge within the discipline 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;
- 8.6 Demonstrate understanding of ancient literature and of the use of evidence for the writing of history;
- 8.7 Grasp the distinctive position occupied by the emperor in Roman society and critically evaluate more recent representations of the Roman emperor;
- 8.8 Demonstrate knowledge of the ancient genre of biography and understand how that genre differs from its modern equivalent.

### Method of Assessment

- Critical Summary (1,200 words) – 30%
- Essay (2,500 words) – 70%

### Preliminary Reading

Indicative Reading List

- Barrett, A. (1989) *Caligula – the Corruption of Power*, London: Routledge  
 Champlin, E. (2003) *Nero*, Cambridge, MA and London: Harvard University Press  
 Elsner, J. and Masters, J. (1994) *Reflections of Nero: Culture, History and Representation*, London: Duckworth  
 Ferrill, A. (1982) *Caligula: Emperor of Rome*, London: Thames and Hudson  
 Levick, B. (1990) *Claudius*, London: Routledge  
 Levick, B. (1999) *Vespasian*, London: Routledge  
 Morgan, G. (2006). *69 AD: The Year of the Four Emperors*, Oxford: Oxford University Press  
 Wallace-Hadrill, A. (1983) *Suetonius*, London: Duckworth  
 Winterling, A. (2009), *Politics and Society in Imperial Rome*, Chichester: Wiley-Blackwell

### 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 modern conception of the Roman emperor. Biography was a genre developed under the Roman Empire, most notably by Suetonius. This can be seen as a response to the presence of the Emperor (or Princeps), but is also the genre which created a cultural memory that was shot through with the morals associated with good and bad; virtue and vice. Few dead emperors were ever seen 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* and *Annals*.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Availability

Autumn or Spring

### Contact Hours

Total Contact Hours: 20

Total Private Study Hours: 130

Total Study Hours: 150

### Department Checked

Yes

### Learning Outcomes

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

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

### Method of Assessment

Critical Summary (1,200 words) – 40%

Essay (2,500 words) – 60%

### Preliminary Reading

Indicative Reading List:

Aloni, A., Barchiesi, A., & Cavarzere, A. (2002). *Iambic Ideas: Essays on a Poetic Tradition from Archaic Greece to the Late Roman Empire*. Lanham, Md, Rowman & Littlefield.  
Bremmer, J. N., (2000). 'Verbal Insulting in Ancient Greek Culture', *Acta Antiqua Hungarica*40.  
Conley, T., (2010). *Toward a Rhetoric of Insult*. Chicago, IL, University of Chicago Press.  
Corbeill, Anthony, (1997). 'Dining Deviants in Roman Political Invective' in J. P. Hallett & Marilyn B. Skinner (eds.), *Roman sexualities*. Princeton, NJ, Princeton University Press.  
Corbeill, Anthony, (1996). *Controlling Laughter: Political Humor in the Late Roman Republic*. Princeton: Princeton University Press  
Richlin, Amy, (1984). 'Invective against Women in Roman Satire', *Arethusa* 17.  
Worman, Nancy, (2014). 'Oedipus Abuser: Insult and Embodied Aesthetics in Sophocles', *Cahiers "Mondes Anciens"* 5.

### Pre-requisites

None

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total Contact Hours: 40

### Learning Outcomes

On successfully completing the module students will be able to:

Show a basic command of some Ancient Greek accidence and syntax;  
Have a basic knowledge of some grammatical terms and underlying principles of Ancient Greek;  
Show a basic command of Ancient Greek vocabulary;  
Demonstrate basic reading skills and strategies in relation to Ancient Greek;  
Demonstrate basic abilities to translate Greek-to-English and English-to-Greek words and phrases;  
Show basic abilities to identify and solve some problems with the appropriate tools in short translation passages in prose and/or verse from Ancient Greek authors.

### Method of Assessment

In-Course Test (45 minutes) – 20%  
Grammar and Translation Exercises (10-15 in total) – 60%  
Take-home Grammar and Translation Assignments (10-15 in total) – 20%

### Preliminary Reading

Indicative Reading List

Balme, M. & Lawall, G. (1990). Athenaze: Introduction to Ancient Greek. Oxford: Oxford University Press  
Hansen, H. (2006). Greek: An Intensive Course. New York: Fordham University Press  
Joint Association of Classical Teachers. (2007) Reading Greek: Text and Vocabulary. 2nd edition. Cambridge: Cambridge University Press.  
Joint Association of Classical Teachers. (2007) Reading Greek: Grammar and Exercises. 2nd edition. Cambridge: Cambridge University Press.

### Synopsis \*

This module gives students a foundation in Ancient Greek, covering the fundamentals of morphology and syntax. By the end of the module, students will be able to read, comprehend, and translate simple sentences and short passages of Ancient Greek.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total Contact Hours: 40

### Learning Outcomes

On successfully completing the module students will be able to:

Show an elementary command of Ancient Greek accidence and syntax;  
Have an elementary knowledge of grammatical terms and underlying principles of Ancient Greek;  
Show an elementary command of Greek vocabulary;  
Demonstrate reading skills and strategies;  
Demonstrate an elementary ability to translate Greek-to-English and English-to-Greek sentences;  
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

Grammar and Translation Exercises (10-15 in total) – 60%  
In-Course Test (40 minutes) – 20%  
Take-home Grammar and Translation Assignments (10-15 in total) – 20%

### Preliminary Reading

Indicative Reading List

Balme, M. & Lawall, G.. (1990). Athenaze: Introduction to Ancient Greek. Oxford: Oxford University Press.  
Hansen, H. & Quinn, G.M. (2006). Greek: An Intensive Course. New York, NY: Fordham University Press.  
Joint Association of Classical Teachers. (2007) Reading Greek: Text and Vocabulary. 2nd edition. Cambridge: Cambridge University Press.  
Joint Association of Classical Teachers. (2007) Reading Greek: Grammar and Exercises. 2nd edition. Cambridge: Cambridge University Press.

### Pre-requisites

CLAS3590 (Greek for Beginners 1) or equivalent ability must be demonstrated

### Synopsis \*

This module is designed for students who have already acquired some fundamentals of Ancient Greek morphology and syntax. It aims to introduce students to reading and understanding complex sentence and longer passages by providing them with more knowledge of grammar and syntax.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CL362 Modern Uses of Classical Mythology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	60% Coursework, 40% Exam	
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate a knowledge of responses to Classical mythology;
- 8.2 Evaluate the function of myth in its original and subsequent contexts;
- 8.3 Employ academic skills fundamental to their future learning, including the evaluation of the functions of myth and the evaluation of modern scholarship;
- 8.4 Demonstrate an understanding of the nature of appropriations of myth and the challenges involved in the analysis of such appropriations;
- 8.5 Show an ability to think critically and communicate about mythology and its reception.

### Method of Assessment

- Essay (1,500 words) – 60%
- Examination (2 hours) – 40%

### Preliminary Reading

Indicative Reading List

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.  
Griffin, J., (1986). *The Mirror of Myth: classical themes & variations*. London: Faber & Faber.  
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.

### Synopsis \*

This module is intended to explore the nature of responses to Classical mythology since its first appearance and particularly in the modern world. Scholarship on approaches to mythology, as well as reception studies (i.e. modern responses to and understanding of Classical mythology), will inform the analysis of myth in both its ancient and modern setting. A selection of case studies will enable the exploration of a range of cultural responses to Classical mythology and may include appropriations of myths across a range of media. These responses may include the Roman response to Greece to give a point of comparison for modern responses to ancient myth. The function of the myth in its new context will be a thematic focus in the module. The module will reinforce awareness of both the polysemic nature of mythology as well as the relevance of Classics in the modern world.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CL364</b>		<b>Latin for Beginners 1</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	Wibier Dr M
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Wibier Dr M

### Contact Hours

Total Contact Hours: 40

### Learning Outcomes

On successfully completing the module students will be able to:

Show a basic command of some Latin accidence and syntax;

Have a basic knowledge of some grammatical terms and underlying principles of Latin;

Show a basic command of Latin vocabulary (including nouns, pronouns, adjectives, verbs, adverbs, prepositions and conjunctions);

Demonstrate basic reading skills and strategies for reading Latin language;

Have basic abilities to translate Latin-to-English and English-to-Latin words and phrases;

Show basic abilities to identify and solve some problems with the appropriate tools in short translation passages in prose and/or verse from Latin authors.

### Method of Assessment

Grammar and Translation Exercises (10-15 in total) – 60%

In-Course Test (40 minutes) – 20%

Take-home Grammar and Translation Assignments (10-15 in total) – 20%

### Preliminary Reading

Indicative Reading List

Dickey, E.A. (2018). *Learn Latin from the Romans*. Cambridge: Cambridge University Press.

Jones, P.V. & Sidwell, K.C. (1986). *Reading Latin*. Cambridge: Cambridge University Press.

Keller, A. & Russell, S. (2004). *Learn to Read Latin*. New Haven, CT: Yale University Press.

Wheelock, F.M. (rev. R. A. Lafleur), (2011). *Wheelock's Latin*, Seventh Edition, New York: Harper Collins

### Synopsis \*

This module gives students a foundation in Latin, covering the fundamentals of morphology and syntax. By the end of the module, students will be able to read, comprehend, and translate simple sentences and short passages of Latin.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CL365</b>		<b>Latin for Beginners 2</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	60% Exam, 40% Coursework	Lowe Dr D (SECL)
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Lowe Dr D (SECL)

### Availability

Spring

### Contact Hours

Total Contact Hours: 40

Total Private Study Hours: 110

Total Study Hours: 150

### Department Checked

Yes

### Learning Outcomes

On successfully completing the module students will be able to:

Show an elementary command of some Latin accidence and syntax;  
Have an elementary knowledge of some grammatical terms and underlying principles of Latin;  
Show an elementary command of core Latin vocabulary;  
Demonstrate elementary reading skills and strategies for reading Latin language;  
Demonstrate an elementary ability to translate Latin-to-English and English-to-Latin sentences;  
Show elementary abilities to identify and solve problems with the appropriate tools in short translation passages in prose and verse from Latin authors.

### Method of Assessment

Grammar and Translation Exercises (7-10 in total) – 60%

In-Course Test (40 minutes) – 20%

Take-home Grammar and Translation Assignments (5-7 in total) – 20%

### Preliminary Reading

Indicative Reading List

Dickey, E.A. (2018). *Learn Latin from the Romans*. Cambridge: Cambridge University Press.

Jones, P.V. & Sidwell, K.C. (1986). *Reading Latin*. Cambridge: Cambridge University Press.

Keller, A. & Russell, S. (2004). *Learn to Read Latin*. New Haven, CT: Yale University Press.

Wheelock, F.M. (rev. R. A. Lafleur), (2011). *Wheelock's Latin, Seventh Edition*, New York: Harper Collins

### Pre-requisites

None

### Synopsis \*

This module is designed for students who have already acquired some fundamentals of Latin morphology and syntax. It aims to introduce students to reading and understanding complex sentence and longer passages by providing them with more knowledge of grammar and syntax.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CL366 Classical Mythology: Themes and Approaches to Ancient Greek</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Boutsikas Dr E

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate knowledge of myth and an understanding of its importance in the ancient world;  
Critically evaluate the function of myth in antiquity;  
Employ academic skills fundamental to their future learning – including the evaluation of myth and the evaluation of modern scholarship;  
Understand the opportunities offered by the polysemic nature of myth and the challenges involved in the analysis of it;  
Demonstrate an ability to thinking critically and communicating about mythology and its functions.

### Method of Assessment

Assignment 1 (1,000 words) – 30%

Assignment 2 (1,500 words) – 70%

### Preliminary Reading

Indicative Reading List

Anderson, G. (2000). *Fairytale in the Ancient World*. London: Routledge.  
Bremmer, J.N. (1990). *Interpretations of Greek Mythology*. London: Routledge.  
Dowden, K. (1992). *The Uses of Greek Mythology*. London: Routledge.  
Hard, R. (2000). *The Routledge Handbook of Greek Mythology*. London: Routledge.  
Morford, M.P.O. and Lenardon, R.J. (2003). *Classical Mythology*. Oxford: Oxford University Press.

### Synopsis \*

This module provides a general introduction to myth in the ancient world. Scholarship on approaches to mythology will inform the analysis of myth in its ancient setting. The curriculum will be designed 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CL367 Classical Archaeology: Great Sites, Key Issues</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Willis Dr S
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Availability

Spring

### Contact Hours

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

### Department Checked

Yes

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate an understanding of Mediterranean culture, with an informed sense of the similarities and differences between it and our own culture.

Demonstrate an understanding a range of techniques and methodologies of study.

Demonstrate familiarity with the basic concepts that underpin the different branches of classical archaeology.

Demonstrate an ability to apply the skills needed for academic study and enquiry in classical archaeology.

Select, gather and synthesise relevant information from a wide variety of sources to gain a coherent understanding.

### Method of Assessment

Assignment 1 (1,500 words) – 40%

Assignment 2 (2,000 words) – 60%

### Preliminary Reading

Indicative Reading List

Alcock S. E. and Osborne R. (2007). *Classical Archaeology*. Oxford: Blackwell

Bispham E. (2008). *Roman Europe, 1000 BC-AD 400*. Oxford: OUP

Boardman J. (1991). *The Oxford History of Greece and the Hellenistic World*. Oxford: OUP

Dickinson O. T. P. K. (1994). *The Aegean Bronze Age*. Cambridge: CUP

Dickinson O. (2006). *The Aegean from Bronze Age to Iron Age*. London and New York: Routledge

Sørensen, M. L. S. & Carman, J. (eds). *Heritage Studies: Methods and Approaches*. London: Routledge, 11-28

Wacher J. S. (ed.) (1987). *The Roman World (2 vols)*. London: Routledge

Wilson A. et al (edd.) (2009). *Oxford Studies on the Roman Economy*. Oxford: OUP

### Pre-requisites

None

### Synopsis \*

This module introduces classical archaeology, and the skills needed to study it. The course reviews the subject chronologically, from Minoans to Late Antiquity, and methodologically, covering the evidence and non-invasive research methods employed to make these tell the societal history of Mediterranean societies. It explores key issues such as Greek colonisation, Roman conquest and Romanisation, the nature of Minoan Palaces, and the city of Rome, as well as equipping students with knowledge of practical skills such as military archaeology, numismatics, epigraphy, ceramics, and other finds. We will look at major sites of classical archaeology, from Thera, Knossos, and Lefkandi, to Athens, Vergina, and Rome. We will also explore heritage issues surrounding the appreciation and looting of classical Greek and Hellenistic art.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CL368 Introduction to Greek Civilisation</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Wyles Dr R

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Identify the literary genres in fifth-century Athens;  
Address questions of rhetorical and literary conventions;  
Discuss literature's role as a vehicle for the treatment of major areas of public debate in democratic Athens: justice, war and peace, rationalism;  
Understand the nature of Athenian Democracy;  
Understand the social and historical context of the works of Herodotus and Thucydides;  
Draw together a wide range of sources for Greek history and drama (legal, literary, historical, art and biographical).

### Method of Assessment

Critical assessment of a primary text (750 words) – 40%  
Critical assessment of a work of art or material remains (750 words) – 40%  
Online assessment (500 words) – 20%

### Preliminary Reading

Indicative Reading List

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

### Synopsis <span style =

The history will centre on Athens in the 5th century B.C. We begin with early Athens, 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 looking at the historical events of this period, we study a range of Greek literature. You will be introduced to the different literary genres of the time, including tragedy and comedy, and will be asked to consider the role of literature as a vehicle for public debate in the democracy, and its treatment of justice, religion, rationalism and patriotic themes.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CL369 Introduction to Roman Civilisation</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Willis Dr S

### Availability

Spring

### Contact Hours

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

### Department Checked

Yes

### Learning Outcomes

On successfully completing the module students will be able to:

Understand the nature of the political change from late republic to the early principate;

Understand the nature of Augustan ideology;

Understand the social and historical context of different genres of Roman literature written under the late republic and early principate;

Understand the position of women in the age of Augustus;

Draw together a wide range of sources for Greek and Roman history (legal, literary, historical, and biographical).

### Method of Assessment

Critical assessment of a journal article on Roman History (750 words) – 40%

Critical assessment of a journal article on Roman Archaeology or Art (750 words) – 40%

Online assessment (500 words) – 20%

### Preliminary Reading

Indicative reading list

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

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.

### Pre-requisites

None

### Synopsis \*

In this module, we shall begin by examining the history of the last century of the Roman 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. The second half of 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.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CL370 Mediterranean Empires from Carthage and Rome to the Indus</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Wibier Dr M
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate a fundamental knowledge of some of the main aspects of the political, cultural, diplomatic, military, and archaeological history of the Mediterranean world from the 4th century BCE to the 2nd century BCE;  
 Interpret a range of literary and material evidence for the history and culture of the Hellenistic kingdoms, the Greek Leagues, and the Roman Republic;  
 Recognise common indicators of the reliability and usefulness of ancient sources for the period studied, for example bias, ideological or philosophical views, and contemporaneity;  
 Understand basic techniques in combining ancient evidence, including coinage, inscriptions, historiography, biography, archaeological sites, art, and architecture;  
 Understand and compare the principal features of the political and constitutional organisation of ancient Mediterranean societies in the 4th–2nd centuries BCE.

### Method of Assessment

Research Journal (2200 words) – 80%  
 Encyclopaedia Entry (800 words) – 20%

### Preliminary Reading

Indicative Reading List

Astin, A. E., Walbank, F.W., Frederiksen, M. W., & Ogilvie, R. M. (eds.) (1989). *The Cambridge Ancient History*, 2nd Edition. Volume 8, Rome and the Mediterranean to 133 BC. Cambridge: Cambridge University Press  
 Bugh, G. R. (ed.) (2006). *The Cambridge Companion to the Hellenistic World*. Cambridge: Cambridge University Press  
 Cornell, T. (1995). *The Beginnings of Rome*. London: Routledge  
 Hoyos, D. (2010). *The Carthaginians*. London: Routledge  
 Rosenstein, N. & Morstein-Marx, R. (eds.) (2010). *A Companion to the Roman Republic*. Chichester: Wiley-Blackwell  
 Walbank, F. W., Astin, A.E., Frederiksen, M. W, & Ogilvie, R. M. (eds.) (1984). *The Cambridge Ancient History*, 2nd Edition. Volume 7, Part 1, The Hellenistic World. Cambridge: Cambridge University Press  
 Walbank, F. W., Astin, A.E., Frederiksen, M. W, & Ogilvie, R. M. (eds.) (1990). *The Cambridge Ancient History*, 2nd Edition. Volume 7, Part 2, The Rise of Rome to 220 BC. Cambridge: Cambridge University Press

### Synopsis \*

This module introduces the main events and sources of evidence for the history of the Mediterranean between the rise of Macedon and the destruction of Carthage. As such, the lectures, seminars, and readings are based around the history, archaeology, and literature of five ancient societies that met, and fought, during this period: Carthage, Rome, Hellenistic Greece, Egypt, and the Seleucid Empire.  
 The lectures are thematic, following a loosely chronological framework. For example, they may take as their starting point the accession of Philip II to the Macedonian throne. This may form the basis for broader discussion of the transfer of cultural ideas across the Macedonian empire, for example the Greco-Buddhist art of the Hellenistic Far East. Subsequently, the survey of Mediterranean empires given in the lectures continues by introducing further ancient societies through the lens of thematic topics.  
 The seminars focus on training in the use and interpretation of ancient literary and material evidence. These may include written evidence, inscriptions and papyri, and art and architecture. Where appropriate, discussion of these sources in the seminars will be used to introduce major debates in the study of the ancient Mediterranean.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

CL371		The Archaeology of Canterbury				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate an understanding of the types of remains that archaeologists encounter in Canterbury and East Kent.
- Demonstrate an understanding of basic skills in use in local archaeological research and in communicating local heritage.
- Demonstrate basic comprehension of how the human landscape in and around Canterbury was formed.
- Demonstrate an understanding of the potential of local museum holdings for understanding the socio-cultural history of the region.
- Demonstrate a mindful awareness of archaeological traces all around them, and the impact of past process, on the world heritage site of Canterbury.

### Method of Assessment

- Assignment 1 (1,500 words) – 40%
- Assignment 2 (2,000 words) – 60%

### Preliminary Reading

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

Archaeology Canterbury Series <http://www.canterburytrust.co.uk/publications/archaeology-of-canterbury-first-series/>

Especially NS Vol I (Cathedral Nave), NS Vol. V (Ickham Roman Watermills), Vol VII (Augustinian Friary)

Lawson, T. and D. Killingray (ed.) (2004). A Historical Atlas of Kent. Chichester: Phillimore & Co

Moody, G. (2008). The Isle of Thanet: From Prehistory to the Norman Conquest. Stroud: History Press

Sweetinburgh, S. (ed.) (2016). Early Medieval Kent 800-1220. Woodbridge: Boydell Press Kent County Council

Williams, J.H. (ed.) (2007). The Archaeology of Kent to AD 800. Woodbridge: Boydell Press

### Synopsis <span style =

This module will introduce the archaeology of the city of Canterbury and its environs, and the skills needed to study it. The course will review the subject both chronologically, from Bronze Age to 1945, and methodologically, covering non-invasive research methods and techniques used to communicate heritage. It will provide deep knowledge and understanding of the immediate environment of Canterbury and East Kent, and equip students with skills that they need to pursue further interests in archaeology. It will allow students to access the archaeological resources of Canterbury that are on their doorstep and position them well to study local landscape history, built archaeology, or museum collections, in preparation for the archaeological project or dissertation modules. Lectures will describe a full range of local archaeology, including Thanet Sacred Island, Bigbury Hillfort, the Saxon Shore, Excavations in Canterbury City, Canterbury Cathedral, and Medieval Vernacular Architecture. Seminars will equip students to understand research methods relating to Sites and Monuments records, LIDAR and earthwork survey, local museum collections, urban excavation reports, standing building remains, historic maps, and aerial photos. The module also introduces students to Canterbury as a world heritage site.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CL372 Ancient Egypt: Key Sites and Material Culture</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Nifosi Dr A

### Availability

Autumn or Spring  
Total Contact Hours: 20

### Contact Hours

Total Contact Hours: 20  
Private Study Hours: 130  
Total Study Hours: 150

### Department Checked

Yes

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate an ability to analyse the nature, diversity and development of archaeological evidence from ancient Egypt;  
Comprehend the nature, diversity and development of archaeological evidence from ancient Egypt;  
Understand the importance and implications of the archaeology of ancient Egypt;  
Formulate responses to key questions about the nature and value of the archaeological evidence for ancient Egypt;  
Engage reflectively with other people's analyses and interpretations of primary and secondary sources relating to the archaeology of ancient Egypt.

### Method of Assessment

Online Quiz (40 minutes) – 10%  
Group Presentation (20 minutes) – 10%  
Critical Assessment (800 words) – 35%  
Essay (1,200 words) – 45%

### Preliminary Reading

Indicative Reading List

Bard, K.A. (2014). *Encyclopaedia of the Archaeology of Ancient Egypt*. London: Routledge.  
Brewer, D.J. (2003). *Egypt and the Egyptians*. Cambridge: Cambridge University Press.  
Bussmann, R. (2015). *Egyptian archaeology and social anthropology*.  
Ikram, S. (2010). *Ancient Egypt: An Introduction*. Cambridge: Cambridge University Press.  
Kemp, B. J. (2006). *Ancient Egypt: Anatomy of a Civilization*. 2nd edition. London: Routledge.  
Shaw, I. (2003). *The Oxford History of Ancient Egypt*. Oxford: Oxford University Press.  
Szpakowska, K. (2008). *Daily Life in Ancient Egypt: Recreating Lahun*. Oxford: Blackwell.  
Stevens, A. (2006). *Private Religion at Amarna: The Material Evidence*. Oxford: Archaeopress.  
Wilkinson, R. H. (2000). *The Complete Temples of Ancient Egypt*. London: Thames & Hudson.

### Pre-requisites

None

### Synopsis \*

This module is intended as an introduction for those new to studying Egyptology, but also those who want to pursue the subject mainly 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 introduce the archaeology of ancient Egypt and its culture, monuments, and civilisation.

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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

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;  
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;  
Exhibit a broad understanding of the ways in which creative literature can convey ideological, political and ethical purpose;  
Discuss and evaluate the capacity of fictional literature, in comparison with discursive literature, to contribute to political and moral thought;  
Benefit from close and careful reading of the literary text;  
Demonstrate an evaluative comparison of literary texts with similar themes.

### Method of Assessment

100% Coursework:

Essay 1 (1,000 words) – 40%

Essay 2 (2,000 words) – 60%

### Preliminary Reading

Maya Angelou, I Know Why Caged Birds Sing  
Albert Camus, The Outsider  
Kate Evans, Threads: From the Refugee Crisis  
André Gide, The Immoralist  
Nicolai Gogol, The Overcoat  
Franz Kafka, The Metamorphosis  
Alan Moore, V for Vendetta

### Pre-requisites

None

### Synopsis \*

The twentieth-century imagination was marked by a spirit of doubt, especially of the Enlightenment faith in reason's capacity to advance humankind 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CP306</b>		<b>Guilt and Redemption in Modern Literature</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Pettitt Dr J

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

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;  
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;  
Exhibit a broad understanding of the ways in which creative literature can convey ideological, moral and ethical purpose;  
Discuss and evaluate the capacity of fictional literature, in comparison with discursive literature, to contribute to political and moral thought;  
Benefit from close and careful reading of the literary text;  
Demonstrate an evaluative comparison of literary texts with similar themes.

### Method of Assessment

Essay 1 (1,000 words) – 40%

Essay 2 (2,000 words) – 60%

### Preliminary Reading

Any edition of the following:

Albert Camus, *The Fall*  
J. M. Coetzee, *The Lives of Animals*  
Boubacar Boris Diop, *Murambi*  
Fyodor Dostoyevsky, *Crime and Punishment*  
Robert Musil, *The Confusions of Young Törless*  
Bernhard Schlink, *The Reader*  
Jean-Philippe Stassen, *Deogratias*  
Michel Tournier, *The Ogre*

### Pre-requisites

None

### 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 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

CP311		The Tale				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	C	30 (15)	50% Coursework, 50% Exam	Pettitt Dr J
1	Canterbury	Whole Year	C	30 (15)	75% Coursework, 25% Exam	Pettitt Dr J

### Contact Hours

Total Contact Hours: 40

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate familiarity with tales from classical antiquity to the present day;  
 Assess the distinctive literary features of folktales, novellas, fairy tales, and short stories to develop an insight into the way writers through the ages have used tales from previous cultures and adapt them to suit their own literary purposes;  
 Evaluate the stylistic, structural, and thematic features of a wide range of short fiction;  
 Take note of the problems posed by the study of texts in translation, alerting them to issues of cultural difference and translation-as-interpretation;  
 Demonstrate ability to write essays in literary criticism.

### Method of Assessment

Essay 1 (1,500 words) – 15%

Essay 2 (1,500 words) – 15%

Essay 3 (1,500 words) – 20%

Examination (2 hours) – 50%

### Preliminary Reading

Indicative Reading List

Any edition of the following:

Anderson, H.C. Fairy Tales  
 Anon. The Epic of Gilgamesh  
 Anon. Tales from the Thousand and One Nights  
 Carter, A. The Bloody Chamber  
 Grimm, J & W. Grimm's Fairy Tales  
 Homer. The Odyssey  
 Poe, E.A. The Fall of the House of Usher and Other Writings  
 Wilde, O. The Happy Prince and Other Tales

### 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 fairy tales into written forms, and discusses various short prose genres including Aesopian fables, myths, folktales and fairy tales, as well as tales of the fantastic, nineteenth-century literary fairy 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 practise 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 fairy tale and on genre theories are studied in conjunction with the primary texts.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

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

### Method of Assessment

100% Coursework:

Essay 1 (1,500 words) – 40%

Essay 2 (2,000 words) – 60%

### Preliminary Reading

Indicative Reading List

Burnett, F.H. (2011). *The Secret Garden*. Oxford: Oxford UP.  
Collodi, C. (2002). *The Adventures of Pinocchio*. Oxford: Oxford UP.  
Franklin, M. (1980). *My Brilliant Career*. London: Virago.  
Ishiguro, K. (2005). *Never Let Me Go*. London: Faber.  
Kipling, R. (2013). *The Jungle Books*. London: Penguin.  
Salinger, J.D. (1994). *The Catcher in the Rye*. London: Penguin.  
Spyri, J. (2017). *Heidi*. London: MacMillan

### Pre-requisites

None

### 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.

<b>CP318 Introduction to Contemporary European and Hispanic Cinemas</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	

**Contact Hours**

Total Contact Hours: 20

**Learning Outcomes**

On successfully completing the module students will be able to:

- Demonstrate an understanding of the political and social contexts in which these films were made;
- Demonstrate an understanding of the importance and complexities of cultural representations for individuals and national societies;
- Demonstrate their ability to analyse examples of European and Latin American cinema;
- Demonstrate an understanding of narrative processes and modes of representation at work in film;
- Demonstrate an appreciation of cultural diversity;
- Demonstrate their skills in the field of comparative study;
- Demonstrate their ability to communicate effectively;
- Demonstrate their ability to plan and write an essay and to organise it in terms of a coherent argument.

**Method of Assessment**

Essay (2,000 words) – 40%  
 Presentation (12 minutes) – 10%  
 Examination (2 Hours) – 50%

**Preliminary Reading**

Corrigan, T. A Short Guide to Writing About Film (New York: Harper Collins, latest edition)  
 Elena, A. and Marina Díaz López (eds.), (2003). The Cinema of Latin America (London: Wallflower Press)  
 Ezra, E. (ed.), (2004). European Cinema (Oxford: Oxford University Press)

**Pre-requisites**

None

**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 (Germany, Denmark, France, Italy, Spain and Mexico) 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.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CP319 Post-War European Cinemas</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

### Contact Hours

2 hours per week

### Learning Outcomes

Students who successfully complete the module will

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

### Method of Assessment

50% coursework 50% exam

### Preliminary Reading

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)  
Catherine Fowler (ed.) *The European Cinema Reader* (London: Routledge, 2002)  
Ian Aitken, *European Film Theory and Cinema: a critical introduction* (Edinburgh: Edinburgh University Press, 2001)  
Roy Armes, *Patterns of Realism: A Study of Italian Neo-Realism* (South Brunswick, N.J.: Barnes, 1971)  
Bergman on Bergman: interviews with Ingmar Bergman (Secker and Warburg, 1973)  
James Monaco, *The New Wave* (New York: Doubleday, 1976)  
Richard Neupert, *A History of the French New Wave* (Madison: University of Wisconsin Press, 2002)  
Charles Barr, *Ealing Studios* (London: Studio Vista, 1993)  
Sarah Street, *British National Cinema* (London: Routledge, 1997)  
Thomas Corrigan, *New German Cinema* (Austin: University of Texas Press, 1983)  
Thomas Elsaesser, *New German Cinema: A History* (Basingstoke: MacMillan, 1989)  
John Hopewell, *Out of the Past: Spanish Cinema After Franco* (London: BFI, 1986)  
Rob Stone, *Spanish Cinema* (London: Harlow, 2002)

### Indicative Viewing List

Ladri di biciclette / *Bicycle Thieves* (Vittorio de Sica, 1948)  
The Man in the White Suit (Alexander Mackendrick, 1951)  
À bout le souffle / *Breathless* (Jean-Luc Godard, 1960)  
Darling (John Schlesinger, 1965)  
Die Blechtrommel / *The Tin Drum* (Volker Schlöndorff, 1979)  
Cría cuervos / *Raise Ravens* (Carlos Saura, 1975)

### Synopsis \*

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

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate an understanding of ancient Greek and Roman literature, with particular emphasis on its recurring thematic preoccupations and its cultural context;

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

Demonstrate a sense of the origins of some of the major genres in Western literature, including tragedy, comedy, and the epic, and how these were theorised by Aristotle in the light of Greek literature;

Engage critically with classical literature through close readings of works in different genres (poetry, drama, narrative);

Demonstrate a sense of key motifs in classical literature that prove important for Western literature thereafter;

Demonstrate an appreciation of the similarities and differences between ancient Greek and Roman literature and, in doing so demonstrate a sense of cultural transmission.

### Method of Assessment

Essay 1 (1000 words) - 40%

Essay 2 (2000 words) – 60%

### Preliminary Reading

Any edition:

Aeschylus, Agamemnon

Aesop, Fables

Apollonius of Rhodes, The Voyage of the Argo/Jason and the Golden Fleece

Aristotle, Poetics

Aristophanes, Lysistrata

Catullus, Selected Poems

Euripides, The Bacchae

Homer, The Iliad and The Odyssey (extracts)

Ovid, Metamorphoses (extracts)

Seneca, Medea

Sophocles, Oedipus the King and Antigone

Virgil, The Aeneid (extracts)

### Pre-requisites

None

### 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 theorised 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate a basic understanding of the most significant theories of world literature;  
Demonstrate a conceptual understanding of the way in which the reception and circulation of literature is shaped by the literary market;  
Demonstrate familiarity, through close reading and textual analysis with a representative corpus, of world creation myths from the Near East, Asia, Africa, the Americas and Europe;  
Evaluate the stylistic, conceptual, and formal aspects of literary texts from diverse cultural and linguistic backgrounds;  
Demonstrate an understanding of key literary terms and concepts, including literariness, fictionality, translation, reception and the canon.

### Method of Assessment

Essay 1 (1,000 words) – 40%

Essay 2 (2,000 words) – 60%

### Preliminary Reading

Any edition of the following:

Anon. Holy Bible (Mark: 'The crucifixion')  
Anouilh, J. Antigone  
Borges, J. L. The Gospel According to Mark  
Carr, Marina. By the Bog of Cats  
Damrosch, David. What is World Literature?  
Euripides. Medea  
Sophocles. Antigone

### Pre-requisites

None

### Synopsis <span style =

This module will introduce students to some of the most influential theories of world literature, which are studied alongside a selection of literary examples. The theories range from Johann Wolfgang von Goethe's reflections on world literature (Weltliteratur) to describe the international circulation and reception of literary works in Europe to Rabindranath Tagore's renaming of world literature (visva-sahitya) in his native Bengali as a model for global interconnectedness that would help foster peaceful worldwide alliances.

Throughout the module students will 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 will be 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CP327 Upheaval of the Mind: European Romanticism in Context</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Haustein K Dr

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate a critical overview and understanding of Romantic European Literatures within their respective cultural-historical contexts;

Engage thematically and comparatively with a range of literary and theoretical texts from different linguistic and cultural backgrounds;

Demonstrate an understanding of key philosophical concepts through analysis of the role of key motifs in the texts;

Demonstrate an understanding of classic and recent criticism relating to texts and contexts studied on the module.

### Method of Assessment

Essay (2,000 words) – 80%

Presentation (15 minutes) – 20%

### Preliminary Reading

Indicative Reading List

Chateaubriand, F. (2018). *Atala and René* (Classic Reprint Series), London: Forgotten Books

Goethe, J.W. (2013). *The Sorrows of Young Werther*, New York: Penguin Classics

Hoffmann, E.T.A. (2016). *The Sandman*, New York: Penguin Classics

Rousseau, J. (2012). *Basic Political Writings: Discourse on the Sciences and the Arts, Discourse on the Origin of Inequality, Discourse on Political Economy, On the Social Contract, The State of War*, Cambridge, MA: Hackett Publishing

Shelley, M. (2014) *Frankenstein*, Richmond: Alma Classics

Wordsworth, W. (1995). *The Prelude: The Four Texts (1798, 1799, 1805, 1850)*, New York: Penguin Classics

### Synopsis \*

This module looks at European Romanticism as a cultural-revolutionary movement. Hoping to break free from established hierarchies, norms, and conventions, one cherished goal of the Romantics was to liberate the modern individual from 'society', understood as a self-inflicted state of alienation.

This module traces the manifold manifestations of Romantic thought within their specific cultural-historical contexts. Our discussion will focus on a selection of French, German, and British Romantic writers (for example: Rousseau, Chateaubriand, Goethe, the Brothers Schlegel, Kleist, Coleridge, Wordsworth, Keats, and Mary Shelley). We will critically analyse their works in close alignment with a selection of Romantic and more recent theoretical works (for example by: Freud, Todorov, and de Man) to gauge their significance within their own cultural-historical framework, and to consider their potential legacy in literature and society today.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CP328</b>		<b>Medieval Literature and Culture</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Stahler Dr A

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate a basic understanding of medieval literature and culture, including an appreciation of major literary works in different genres, as well as the art and architecture, and the major philosophical and religious movements of the period; Demonstrate a fundamental familiarity with the allegorical tradition and key genres such as the fabliau and Arthurian romance;

Demonstrate an incipient sense of the broader historical context within which medieval literature emerged;

Demonstrate a rudimentary understanding of book and manuscript production and dissemination during the Middle Ages; Demonstrate an appreciation of the problems of periodisation that are encapsulated in the label 'medieval'.

### Method of Assessment

Poster (equivalent to 1,000 words) – 35%

Essay (2,000 words) – 65%

### Preliminary Reading

Indicative Reading List

Giovanni Boccaccio, *The Decameron*, transl. George Henry McWilliam. London: Penguin. (2003).

Geoffrey Chaucer, *The Canterbury Tales and The House of Fame*, transl. Nevill Coghill. London: Penguin (2003).

Wolfram von Eschenbach, *Parzival*, transl. Richard Barber. Oxford: Oxford University Press. (2009).

Guillaume de Lorris and Jean de Meun, *The Romance of the Rose*, transl. Frances Horgan. Oxford: Oxford University Press. (2008).

Julian of Norwich, *Revelations of Divine Love*, transl. A. C. Spearing. London: Penguin. (1998).

Chrétien de Troyes, *Arthurian Romances*, transl. Carleton Carroll. London: Penguin. (1991).

Jacobus de Voragine, *The Golden Legend*, transl. Richard Hamer. London: Penguin. (1998).

### Synopsis \*

The period between the decline of the Western Roman Empire and the Renaissance, roughly embracing the fifth to the fifteenth centuries, is generally referred to as the Middle Ages. The intermediary character suggested by this term reflects the frequently pejorative evaluation this period has received. However, the medieval period produced many lasting material monuments, such as the great European cathedrals (including Canterbury Cathedral) and castles, and literary monuments, such as Chaucer's *Canterbury Tales*, Boccaccio's *Decameron*, the saints' lives, the *Physiologus* tradition, and the many Arthurian legends.

This module is designed to introduce students to a range of important literary works from the period, alongside highly influential religious and philosophical works. These works are placed in their historical context, and are explored through a focus on topics such as book and manuscript production, the allegorical tradition, perceptions of the (black) other, art and architecture, and religious experience. Particular attention will also be given from a historical perspective to successive medievalisms from the early modern period to the present day (e.g., films, video games) and to the respective attempts of appropriation and reinterpretation of which they are indicators. The module typically also includes an excursion to Canterbury Cathedral and the Cathedral Archive in order to enable students to experience the material culture of the Middle Ages first hand.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CP329</b>		<b>Femmes Fatales in Literature and Film</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate a critical overview and understanding of representations of women who bring about the downfall of men in literature and film within their respective cultural-historical contexts;

Engage thematically and comparatively with a range of literary and theoretical texts from different linguistic and cultural backgrounds;

Demonstrate an understanding of key literary concepts through analysis of the role of key motifs in the texts;

Demonstrate an understanding of classic and recent criticism relating to texts and contexts relevant to the figure of the femme fatale.

### Method of Assessment

Essay 1 (1,500 words) (40%)

Essay 2 (1,500 words) (40%)

Presentation (20%)

### Preliminary Reading

Any edition of the following:

The Bible [extracts]

Ovid, *Metamorphoses* [extracts]

Homer, *The Iliad* and *The Odyssey* [extracts]

William Shakespeare, *Macbeth* (1606)

Baudelaire, *Flowers of Evil* (1857)

Oscar Wilde, *Salomé* (1891)

Rómulo Gallegos, *Doña Bárbara* (1929)

Dashiell Hammett, *The Maltese Falcon* (1930)

Agatha Christie, *Crooked House* (1949)

### Synopsis \*

This module introduces students to a selection of famous femmes fatales in literary works from biblical times to the present day, as well as in film noir. We will closely analyse representations of women who bring about the downfall of men, with a particular emphasis on the gender-political and wider ideological implications of specific representational choices. Students will critically analyse the functions and features of specific fatal female figures by looking closely at the socio-cultural backgrounds from which these representations emerge.

The module commences with an introduction to some archetypal fatal women in the Bible (including Eve, Judith and Delilah) and in classical Greek mythology (including Helen, Circe and the Sirens). We then proceed to study representations of femmes fatales in various historical periods and movements, including the Middle Ages, the Renaissance, Romanticism, Decadence and the twentieth century. By drawing on relevant concepts from feminist and queer theory, as well as historical and psychoanalytical approaches, the module aims to foster an awareness of the ideological and psychological issues that are at stake in all representations of gendered conflicts.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>CP527</b>		<b>Medieval Literature and Culture</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate an basic understanding of medieval literature and culture, including an appreciation of major literary works in different genres, as well as the art and architecture, and the major philosophical and religious movements of the period;  
 Demonstrate a fundamental familiarity with the allegorical tradition and key genres such as the fabliau and Arthurian romance;  
 Demonstrate an incipient sense of the broader historical context within which medieval literature emerged;  
 Demonstrate an rudimental understanding of book and manuscript production and dissemination during the Middle Ages;  
 Demonstrate an appreciation of the problems of periodisation that are encapsulated in the label 'medieval'.

### Method of Assessment

100% coursework

Poster (equivalent to 1000 words) – 235%

Essay (2000 words) – 65%

### Preliminary Reading

Indicative Reading List

Giovanni Boccaccio, *The Decameron*, transl. George Henry McWilliam. London: Penguin. (2003).

Geoffrey Chaucer, *The Canterbury Tales and The House of Fame*, transl. Nevill Coghill. London: Penguin (2003).

Wolfram von Eschenbach, *Parzival*, transl. Richard Barber. Oxford: Oxford University Press. (2009).

Guillaume de Lorris and Jean de Meun, *The Romance of the Rose*, transl. Frances Horgan. Oxford: Oxford University Press. (2008).

Julian of Norwich, *Revelations of Divine Love*, transl. A. C. Spearing. London: Penguin. (1998).

Chrétien de Troyes, *Arthurian Romances*, transl. Carleton Carroll. London: Penguin. (1991).

Jacobus de Voragine, *The Golden Legend*, transl. Richard Hamer. London: Penguin. (1998).

### Pre-requisites

None

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

The period between the decline of the Western Roman Empire and the Renaissance, roughly embracing the fifth to the fifteenth centuries, is generally referred to as the Middle Ages. The intermediary character suggested by this term reflects the frequently pejorative evaluation this period has received. However, the medieval period produced many lasting material monuments, such as the great European cathedrals (including Canterbury Cathedral) and castles, and literary monuments, such as Chaucer's *Canterbury Tales*, Boccaccio's *Decameron*, the saints' lives, the *Physiologus* tradition, and the many Arthurian legends.

This module is designed to introduce students to a range of important literary works from the period, alongside highly influential religious and philosophical works. These works are placed in their historical context, and are explored through a focus on topics such as book and manuscript production, the allegorical tradition, perceptions of the (black) other, art and architecture, and religious experience. Particular attention will also be given from a historical perspective to successive medievalisms from the early modern period to the present day (e.g., films, video games) and to the respective attempts of appropriation and reinterpretation of which they are indicators. The module typically also includes an excursion to Canterbury Cathedral and the Cathedral Archive in order to enable students to experience the material culture of the Middle Ages first hand.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>FR300</b>		<b>French Lower Intermediate B1</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	C	30 (15)	100% Coursework	Fiorucci Dr W

### Contact Hours

Total Contact Hours: 60

### Learning Outcomes

On successfully completing the module students will be able to:

Understand 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);

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 that are familiar or of personal interest, including letters, describing experiences and impressions;

Demonstrate knowledge and understanding of key aspects of key cultural aspects connected to the French language;

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;

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

### Method of Assessment

Group Oral In-Course Test (5 minutes per student) – 20%

Listening comprehension In-Course Test (30 minutes) – 20%

Language Skills Assignment (equivalent to 600 words) – 30%

Written Assignment 1 (300 words) – 15%

Written Assignment 2 (300 words) – 15%

### Preliminary Reading

Indicative Reading List

Dollez, C. & Pons, S. (2007). *Alter Ego 3, B1*, Livre de l'élève + CD Audio. Paris: Hachette.

(2010), *Oxford Essential French Dictionary*. Oxford: Oxford University Press.

### 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. Cannot 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.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>FR301 Introduction to French Literature and Culture I</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Duffy Dr L

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate an appreciation of the history of French drama from the seventeenth to the twentieth century;  
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;  
Demonstrate skills relating to the close reading and evaluation of literary texts;  
Plan and write an essay analysing cultural and historical questions as they are articulated in drama;  
Demonstrate their ability to develop lines of argument and make sound judgements in accordance with theories and concepts used in the study of literature

### Method of Assessment

Essay 1 (1000 words) - 40%

Essay 2 ( 200 words) - 60%

### Preliminary Reading

Indicative Reading List

Marivaux, Pierre de (2006) [1730], *Le Jeu de l'amour et du Hasard*. Paris: Larousse Petits Classiques ; (2006) *Marivaux Plays: Double Inconstancy, False Servant, The Game of Love and Chance [etc.]*. London: Bloomsbury  
Molière (2006) [1664], *Le Tartuffe ou l'imposteur*. Paris: Larousse Petits Classiques; (2008) *The Misanthrope, Tartuffe and Other Plays*. Oxford: OUP.  
Reza, Yasmina (2011) [2007], *Le Dieu du Carnage*. Paris: Magnard Classiques et contemporains; (2008) *The God of Carnage*. London: Faber.  
Rostand, Edmond de (2007) [1897], *Cyrano de Bergerac*. Paris: Larousse Petits Classiques; (2006) *Cyrano de Bergerac*. Harmondsworth: Penguin Classics.  
Sartre, Jean-Paul (2012) [1948], *Les Mains Sales*. Paris: Gallimard/Folio; (1989) *No Exit and Three Other Plays*. London: Vintage.

### Pre-requisites

None

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>FR302 Introduction to French Literature and Culture II</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Duffy Dr L

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate an appreciation of the variety and richness of the French narrative tradition from the eighteenth century to the present day;

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;

Demonstrate skills relating to close reading and evaluation of literary texts;

Plan and write an essay analysing cultural and historical questions as they are articulated in short narrative fiction.

### Method of Assessment

Essay (1,500 words) – 40%

Presentation (15 minutes) – 20%

Examination (2 hours) – 40%

### Preliminary Reading

Indicative Reading List

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

Balzac, Honoré de. [1831] 'Le Réquisitionnaire' / 'The Conscript' [any edition]

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

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

Graffigny, F. de [1747] *Lettres d'une Péruvienne* [any edition]; *Letters of a Peruvian Woman*. Oxford: Oxford University Press, 2009

Maupassant, Guy de. [1884] 'La Parure' / 'The Necklace'; 'Un Duel' / 'A Duel' [any edition]

Sebbar, Leïla. (1996) *La Jeune Fille au balcon*. Paris: Seuil

### Pre-requisites

None

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>FR308 Questions of French Cinema</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Baldwin Dr T
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Baldwin Dr T
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate knowledge of a range of films depicting various periods in French cinema from the 1920s to the present day;  
 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;  
 Demonstrate a more general knowledge of the history of cinema;  
 Demonstrate an understanding of the relationship between cinematographic form and content;  
 Demonstrate their knowledge of technical terms relating to cinema;  
 Evaluate and describe filmic narratives and the ways in which they are made;  
 Demonstrate their appreciation of the differences/similarities between the filmic and the literary.

### Method of Assessment

Essay (1,500 words) – 40%  
 Presentation (15 minutes) – 20%  
 Examination (2 hours) – 40%

### Preliminary Reading

Indicative Film 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.

### 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 emphasise their radical and often transgressive power.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>FR310 Twentieth Century France in Crisis</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Baldwin Dr T

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Show an appreciation of a range of films inspired by the four crises (World War I (1914-18), World War II (1939-45), the Algerian War of Independence (1954-62) and the Student Protests of 1968;  
 Demonstrate familiarity with the cultural and historical background of the works studied, and thereby assess the links between events and the films;  
 Demonstrate an ability to analyse and describe films (in particular, characters and events);  
 Demonstrate their critical understanding of historical milestones in contemporary France and their cinematic representation;  
 Show an appreciation of cultural diversity in contemporary political debates in France.

### Method of Assessment

Essay 1 (1000 words) – 40%  
 Essay 2 (2000 words) – 60%

### Preliminary Reading

Indicative Reading and Film List

McMillan, J.F. (1992). *Twentieth-Century France: Politics and Society 1898-1991*. London: Hodder/Arnold.

Sowerwine, C. (2009). *Culture, Society, and the Making of the Republic*. London: Palgrave MacMillan.

Films (in French with English subtitles):

*La Grande Illusion*. (1937) Film. Directed by Jean Renoir. [DVD] France: StudioCanal.

*La Vie et rien d'autre*. (1989) Film. Directed by Bertrand Tavernier. [DVD] France: KinoVideo.

*Le Dernier Métro*. (1980) Film. Directed by François Truffaut. [DVD] France: Gaumont.

*Au-revoir les enfants*. (1987) Film. Directed by Louis Malle. [DVD] France: MK2 Diffusion.

*La Bataille d'Alger*. (1966) Film. Directed by Gillo Pontecorvo. [DVD] Italie/Algérie: Rialto Pictures.

*Milou en mai*. (1990) Film. Directed by Louis Malle. [DVD] France: Pyramide Distribution.

### Pre-requisites

None

### 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 made not long after the events depicted with events, whereas others were made decades later. The module will combine study of the historical periods depicted with analysis of the set films. Through its study of major international conflicts, the occupation of France, a war of decolonisation and a major student and worker revolt, the module will explore themes such as socio-political agendas, nationalist ideology, colonisation and decolonisation, and the politics of (collective and individual) memory.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>FR326</b>		<b>French Beginners A1</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Fiorucci Dr W

### Contact Hours

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. personal and family information, school/work, leisure);

Understand short, simple texts, including letters and everyday material related to areas of most immediate relevance (e.g. personal and family information, school/work, leisure);

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 basic communication of information on familiar and routine matters;

Demonstrate understanding of key aspects of the culture of the target language (e.g. food, festivities);

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, school/work, leisure).

### Method of Assessment

Group Oral In-Course Test (5 minutes per student) – 20%

Audio-visual Comprehension Assignment (equivalent to 400 words) – 20%

Language Skills Assignment (400 words) – 20%

Guided Comprehension Assignment (1,500 words) – 40%

### Preliminary Reading

Indicative Reading List:

Martins, C. (2012). *Alter Ego: Livre de l'eleve + CD-ROM A1*. London: Hachette.

Winckler, M. (2012). *Alter Ego: Cahier d'activites + CD audio A1*. London: Hachette.

The Oxford-Hachette French Dictionary: French-English, English-French (2007). Oxford: Oxford University Press.

### Restrictions

This module is only available as a 'wild' module.

### Synopsis \*

This module concentrates on listening, reading and speaking, and will also introduce writing. These various elements will facilitate students' achievement of the intended learning outcomes by developing their communication, reading, writing and general knowledge of the French language. Students are encouraged to use resources specially selected for them and which are available online through Moodle.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>FR330 French Beginners A1-A2 (Intensive)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	C	30 (15)	100% Coursework	Fiorucci Dr W

### Contact Hours

Total Contact Hours: 80

### 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. basic personal and family information, shopping, local geography, employment);

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).

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

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

Demonstrate knowledge and understanding of key aspects of key cultural aspects connected to the French language;

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).

### Method of Assessment

Group Oral In-Course Test (5 minutes per student) – 20%

Listening Comprehension In-Course Test (30 minutes) – 20%

Language Skills Assignment (Equivalent to 600 words) – 30%

Written Assignment 1 (300 words) – 15%

Written Assignment 2 (300 words) – 15%

### Preliminary Reading

Indicative Reading List

Berthez, A. et Al. (2012). *Alter Ego 1, A1*, Livre de l'élève + CD Audio. Paris: Hachette.

Berthez, A. (2014). *Alter Ego 2, A2*, Livre de l'élève + CD Audio. Paris: Hachette.

Oxford Essential French Dictionary, (2010). Oxford: Oxford University Press.

### Restrictions

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

### Synopsis \*

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

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

FR337 Texts and Contexts 1						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	70% Coursework, 30% Exam	
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Duffy Dr L
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	
1	Canterbury	Autumn	C	15 (7.5)	60% Coursework, 40% Exam	Duffy Dr L

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

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);

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;

Demonstrate skills relating to close reading and evaluation of literary texts and of images;

Plan and write an essay analysing cultural, historical and political questions as they are articulated in literary and cultural artefacts

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;

Demonstrate their ability to communicate effectively.

### Method of Assessment

- Critical Writing Exercise (500 words) – 20%
- Screencast (15 minutes) – 20%
- Essay (1,800 words) – 60%

### Preliminary Reading

Indicative Reading List

Colette (1975) [1910]. *La Vagabonde*. Paris: Poche; (1980) *The Vagabond*. London: Penguin.

Daudet, Alphonse (2010) [1872]. *Tartarin de Tarascon*. Paris: Flammarion; (2015) *Tartarin of Tarascon*. CreateSpace.

Flaubert, G. (2013) [1869]. *L'Éducation sentimentale*. Paris: Flammarion; (2008) *A Sentimental Education*. Oxford: Oxford University Press.

Rousseau, J.J. (2009) [1782-89]. *Les Confessions*. Paris: Gallimard; (2008) *Confessions*. Oxford: Oxford University Press.

Sévigné, Madame de (1988) [1670-71]. *Lettres choisies*. Paris: Gallimard; (2003) *Selected Letters*. London: Penguin.

Stendhal, pseud. Beyle, H. (2013) [1831]. *Le Rouge et le noir*. Paris: Flammarion; (2009) *The Red and the Black*. Oxford: Oxford University Press.

Zola, Emile (2003) [1898]. *J'Accuse ! et autres textes sur l'affaire Dreyfus*. Paris: Libro; (1998) *The Dreyfus Affair :*

*"J'Accuse!" and Other Writings by Zola*. Yale University Press.

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

FR338 Texts and Contexts 2						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Duffy Dr L
1	Canterbury	Spring	C	15 (7.5)	70% Coursework, 30% Exam	Duffy Dr L
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

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);  
 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;  
 Demonstrate their skills relating to close reading and evaluation of literary texts and of images;  
 Plan and write an essay analysing cultural, historical and political questions as they are articulated in literary and cultural artefacts  
 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;  
 Demonstrate their ability to communicate effectively.

### Method of Assessment

Essay (1,500 words) – 40%  
 Presentation (15 minutes) – 20%  
 Examination (2 hours) – 40%

### Preliminary Reading

Indicative List

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

### 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.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>FR339</b>		<b>French Beginners A2</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Fiorucci Dr W

### Contact Hours

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 the culture of the target language (e.g. food, festivities);  
Use basic grammar in simple and routine tasks requiring direct communication of information on familiar and routine matters, as well as articulating personal opinions;  
Use high frequency vocabulary related to areas of immediate relevance (e.g. personal and family information, school/work, leisure, general culture).

### Method of Assessment

Group Oral In-Course Test (5 minutes per student) – 20%  
Audio-visual Comprehension Assignment (equivalent to 400 words) – 20%  
Language Skills Assignment (400 words) – 20%  
Guided Comprehension Assignment (1,500 words) – 40%

### Preliminary Reading

Winckler, Martin (2012). *Alter Ego: Livre de l'eleve + CD-ROM A2*. London: Hachette.  
Winckler, Martin (2012) *Alter Ego: Cahier d'activites + CD Audio A2*. London: Hachette.  
The Oxford-Hachette French Dictionary: French-English, English-French (2007). Oxford: OUP.

### Pre-requisites

FREN3260 (French Beginners A1) or an ability to demonstrate CEFR A1 level of French.

### Restrictions

This module is only available as a 'wild' module.

### Synopsis \*

This module concentrates on listening, reading and speaking, and also basic writing. These various elements will facilitate students' achievement of the intended learning outcomes by developing their communication, reading, writing and general knowledge of the French language. Students are encouraged to use resources specially selected for them and which are available online through Moodle.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>FR340</b>		<b>French Lower Intermediate B1.1</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Fiorucci Dr W

### Contact Hours

Total Contact Hours: 30

### Learning Outcomes

On successfully completing the module students will be able to:

Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, and leisure with little or no hesitation;

Understand texts that consist mainly of high frequency every day or job-related language and basic texts that might be encountered whilst travelling an area where the language is spoken;

Deal with most situations likely to arise whilst travelling in an area where the language is spoken and enter prepared 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 texts on topics which are familiar or of personal interest, incl. letters, describing experiences and impressions (also, for instance, on current events);

Demonstrate knowledge and understanding of aspects of French culture;

Get by, with sufficient grammar to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel;

Demonstrate sufficient confidence in the interpretation of texts in another language.

### Method of Assessment

Group Oral In-Course Test (5 minutes per student) – 20%

Audio-visual Comprehension Assignment (equivalent to 400 words) – 20%

Language Skills Assignment (400 words) – 20%

Guided Comprehension Assignment (1,500 words) – 40%

### Preliminary Reading

Indicative Reading List

Breton, A. (2013). *Alter Ego +: Livre de l'eleve + CD-ROM B1*. London: Hachette.

Pons, S. (2013). *Alter Ego +: Cahier d'activites + CD audio B1*. London: Hachette.

Oxford French Dictionary (2008). Oxford: Oxford University Press.

### Pre-requisites

Prerequisite: A-Level in French language or equivalent certification; or an ability to demonstrate CEFR A2 level of French.

### Restrictions

Only available as a 'wild' module choice

### Synopsis \*

This module concentrates on listening, reading, speaking, and writing. These various elements will facilitate students' achievement of the intended learning outcomes by furthering their knowledge and understanding of simple as well as some complex aspects of both the French language and culture (art, cinema, and literature; current affairs, etc.). Students are encouraged to use resources specially selected for them and which are available online through Moodle.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>GE301</b>		<b>German Lower Intermediate B1</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	C	30 (15)	100% Coursework	Fiorucci Dr W

### Contact Hours

Total Contact Hours: 60

### Learning Outcomes

On successfully completing the module students will be able to:

Understand 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);

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 that are familiar or of personal interest, including letters, describing experiences and impressions;

Demonstrate knowledge and understanding of key aspects of key cultural aspects connected to the German language;

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;

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

### Method of Assessment

Group Oral In-Course Test (5 minutes per student) – 20%

Listening comprehension In-Course Test (30 minutes) – 20%

Language Skills Assignment (equivalent to 600 words) – 30%

Written Assignment 1 (300 words) – 15%

Written Assignment 2 (300 words) – 15%

### Preliminary Reading

Indicative Reading List

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

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

### Pre-requisites

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

### Restrictions

Bilingual students and German native speakers cannot register for this 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>GE311 Varieties of German Writing</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Cooper Dr I
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Cooper Dr I
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Cooper Dr I

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate they have gained experience in reading short narrative texts, poems and plays in German written between 1760 and 1933;

Show enhanced reading comprehension skills and passive and active vocabulary in German;

Display knowledge of several major genres of German literature and genre development during the period;

Demonstrate their knowledge of the social and political developments in the German-speaking territories during the period.

### Method of Assessment

Essay (2,500 words) – 50%

Examination (3 hours) – 50%

### Preliminary Reading

Indicative Reading List

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.

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>GE312 Images of Germany 1945 - Present</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Heinrich Dr T

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate an appreciation of a range of cultural products originating in Germany and Austria since 1945 (plays, novels, poems, political documents and film, visual culture, and architecture);

Demonstrate analytical skills for the study of cultural products in a variety of forms and link them to their social, historical and political contexts;

Demonstrate skills relating to close reading and cultural analysis;

Plan and write an essay analysing cultural, historical and political questions as they are articulated in literary and cultural artefacts;

Demonstrate understanding of cultural production and its contexts.

### Method of Assessment

Essay 1 (1,500 words) – 50%

Essay 2 (1,500 words) – 50%

### Preliminary Reading

Indicative Reading List:

Allinson, M. (2002). *Germany and Austria*, London: Arnold.

Humble, M. & Furness, R. (1994). *Introduction to German Literature*, Basingstoke: Macmillan.

Caruth, C. (1996). *Unclaimed Experience: Trauma, Narrative and History*, Baltimore: Johns Hopkins University Press.

Krimmer, E. (2010). *The Representation of War in German Literature: From 1800 to the Present*, Cambridge: Cambridge University Press.

Parker, S. Davies, P. & Philpotts, M. (2004). *The Modern Restoration: Re-thinking German Literary History, 1930-1960*. Berlin: De Gruyter.

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate familiarity with a range of influential texts from the first part of the modern period of German-language literature (1770-1945);

Show insight into the overall development of German-language literature and culture during the modern period;

Demonstrate an increased understanding of what constitutes a (national) literary canon and the study of (national) literary history;

Consider the implications of literary translation and the study of literature in translation;

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

Essay 1 (1,000 words) – 40%

Essay 2 (2,000 words) – 50%

Presentation (10 minutes) – 10%

### Preliminary Reading

Indicative Reading List

Canetti, V. (1991), *The Yellow Street*, New Directions Publishing

Droste-Hülshoff, A. (1997), *The Jew's Beech*, Oxford: Oxford University Press,

Goethe, J.W., Luke, D. (ed), (1999). *Selected Poetry*, London: Libris

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

Kafka, F. (1996). *The Metamorphosis: Translation, Backgrounds and Contexts, Criticism*, London: Norton

Rilke, R.M. (1994). *Selected Poems of Rainer Maria Rilke: The Book of Fresh Beginnings*, Oberlin College, Ohio

Tieck, L. (2000). *Eckbert the Fair*, London: Penguin Books

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate knowledge a representative selection of contemporary films that give nuanced and critical perspectives on German-language culture and history;
- Demonstrate knowledge of the basics of film theory and cinema history as relevant to German-language culture;
- Demonstrate knowledge of spoken German in a variety of registers and accents.

### Method of Assessment

Film Review (1,000 words) – 40%

Critical Essay (2,000 words) – 60%

### 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)

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>GE329 German Beginners A1-A2 (Intensive)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	C	30 (15)	100% Coursework	Fiorucci Dr W

### Contact Hours

Total Contact Hours: 80

### 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. basic personal and family information, shopping, local geography, employment);  
Understand short, simple texts, incl. letters and everyday material (e.g. advertisements, 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 routine tasks requiring simple and direct communication of information on familiar and routine matters;  
Demonstrate knowledge and understanding of key cultural aspects connected to German language;  
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).

### Method of Assessment

Group Oral In-Course Test (5 minutes per student) – 17.5%  
Listening Comprehension In-Course Test (30 minutes) – 17.5%  
2 x Written In-Course Test (40 minutes) – 17.5% Each  
2 x Written Assignment (300 words) – 17.5% Each

### Preliminary Reading

Indicative Reading List

Krenn/Puchta (2014): Motive A1. Kursbuch Lektion 1-8. 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.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>IT301 Italian Beginners A1-A2 (Intensive)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
7	Canterbury	Whole Year	C	30 (15)	100% Coursework	Fiorucci Dr W

### Contact Hours

Total Contact Hours: 80.

### 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. basic personal and family information, shopping, local geography, employment);

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);

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

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

Demonstrate knowledge and understanding of key cultural aspects connected to the Italian language;

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).

### Method of Assessment

Group Oral In-Course Test (5 minutes per student) – 20%

Listening Comprehension In-Course Test (30 minutes) – 20%

Language Skills Assignment (Equivalent to 600 words) – 30%

Written Assignment 1 (300 words) – 15%

Written Assignment 2 (300 words) – 15%

### Preliminary Reading

Indicative Reading List:

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

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

Oxford Compact Italian Dictionary. (2013). Oxford: Oxford University Press.

Oxford Italian Mini Dictionary. (2011). Oxford: Oxford University Press.

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>IT308 Italian Lower Intermediate B1</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	C	30 (15)	100% Coursework	Fiorucci Dr W

### Contact Hours

Total Contact Hours: 60

### Learning Outcomes

On successfully completing the module students will be able to:

Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, and leisure;  
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;

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 that are familiar or of personal interest, including letters, describing experiences and impressions;

Demonstrate knowledge and understanding of Italian culture;

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;

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

### Method of Assessment

Group Oral In-Course Test (5 minutes per student) – 20%

Listening Comprehension In-Course Test (30 minutes) – 20%

Language Skills Assignment (equivalent to 600 words) – 30%

Written Assignment 1 (300 words) – 15%

Written Assignment 2 (300 words) – 15%

### Preliminary Reading

Indicative Reading List

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

(2013), *Oxford Compact Italian Dictionary*. Oxford: Oxford University Press.

(2011), *Oxford Italian Mini Dictionary*. Oxford: Oxford University Press.

### Pre-requisites

Ability in Italian language equivalent to Level A2 of the CEFR (typically achieved with an A-Level in 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>IT312 An Introduction to Italian Cinema: Neorealism and Its Legacy</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Marlow-Mann Dr A

### Contact Hours

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate knowledge of the core production of neorealism (by Rossellini, De Sica and Visconti), arguably the most influential style of Italian cinema, and the way it diverges from classical Hollywood and films of the Fascist era;
- 2 Demonstrate knowledge and understanding of the connection between neorealism and its social and historical context;
- 3 Demonstrate knowledge of the theoretical notions of realism in the cinema and apply these to the films studied on the course;
- 4 Demonstrate knowledge and understanding of the legacy of neorealism in a range of films from Italy and around the world from the 1950s and beyond.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Demonstrate enhanced communicative skills in class presentations and discussions;
- 2 Write cogent and well-constructed essays;
- 3 Carry out independent and wide-ranging research in the library, in academic databases and on the internet;
- 4 Take responsibility for their personal and professional learning and development.

### Method of Assessment

Main assessment methods

- Essay 1 (1,500 words) – 40%
- Essay 2 (1,500 words) – 40%
- Presentation (20 minutes) – 20%

Reassessment methods

- Reassessment Instrument: 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
- Nowell-Smith, G. (2003). *Luchino Visconti*. London: British Film Institute.
- Shiel, M. (2006). *Italian Neorealism: Rebuilding the Cinematic City*. London: Wallflower.

### Pre-requisites

None

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>IT315 An Introduction to Italian Modernity</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	Marlow-Mann Dr A
3	Canterbury	Spring	C	15 (7.5)	100% Coursework	
3	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Marlow-Mann Dr A

### Contact Hours

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

Essay 1 (1,500 words) – 40%

Essay 2 (1,500 words) – 40%

Presentation (15 minutes) – 20%

### 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.

### 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.

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

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

### 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 Técnicas 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

LA302	Mandarin Chinese Beginners					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
7	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Su Mrs R

### Contact Hours

Contact hours: 28 hours  
Private Study hours: 122 hours

### Cost

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

### Learning Outcomes

Learning Outcomes:

On successfully completing the module students will be able to:

- 1) read and hand write approximately 150 Mandarin Chinese characters;
- 2) demonstrate a familiarity with basic Mandarin Chinese vocabulary equivalent to a Beginners level;
- 3) demonstrate a basic understanding of the main points of standard materials in the target language related to basic topics in everyday life;
- 4) express and exchange basic information in the target language in areas of immediate need or on very familiar topics;
- 5) demonstrate a knowledge and understanding of the life and multiple cultures of the target language countries within the context of that area of study.

### Method of Assessment

- In Course Test, Listening, 30 minutes (20%)
- In Course Test, Reading, 45 minutes (20%)
- In Course Test, Writing, 45 minutes (20%)
- In Course Test, Speaking, up to 3 minutes (20%)
- Assignment: Reading Aloud, up to 3 minutes (10%)
- Assignment: Cultural research and Writing, around 200 Mandarin Chinese characters (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

This module is not available for native speakers or near native speakers of Mandarin Chinese with secondary education in China.

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.

### Placement Test:

If you have studied Mandarin Chinese before, but you have not taken one of our lower level modules, you need to take the placement test. Please go to the following link: <https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html> and click on the tab "Mandarin Modules" to access the Placement test materials and instructions.

Please submit the mark sheet and the questionnaire to the convenor of the module (the details are on the downloadable documents). The convenor will contact you for further information if necessary.

### Synopsis \*

The curriculum content is intended to give students some familiarity, with everyday life, activities and the culture in Mandarin Chinese speaking countries.

Topics for listening, speaking, reading and writing will focus on an introductory level of communication skills used in everyday life including greetings and introductions, talking about oneself and getting to know each other. Basic skills useful to people visiting China will be taught including describing preferred drinks and daily activities. An introductory level of Chinese culture will be covered such as social interaction and geography including major cities.

The cultural aspects of the above topic areas will be taught in seminars, by means of Mandarin Chinese course books, audio materials and online resources and through sharing experiences of a tutor and students. Students will have access to these materials and additional resources on Moodle. A range of resources is also available at the library.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

LA303	Mandarin Chinese Elementary					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
7	Canterbury	Spring	C	15 (7.5)	100% Coursework	Su Mrs R

### Contact Hours

- Contact hours: 28 hours
- Private Study hours: 122 hours

### 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

On successfully completing the module students will be able to:

- 1) read and hand write approximately an additional 200 Mandarin Chinese characters;
- 2) demonstrate a familiarity with Mandarin Chinese vocabulary equivalent to an elementary level;
- 3) demonstrate a basic understanding of sentences and frequently used expressions in the target language related to areas of most immediate environment;
- 4) express and exchange basic information in areas of immediate need or on familiar topics in the simple terms in the target language;
- 5) demonstrate a knowledge and understanding of the life and cultures of the target language countries within the context of the area of study.

### Method of Assessment

- In Course Test, Listening, 30 minutes (20%)
- In Course Test, Reading, 45 minutes (20%)
- In Course Test, Writing, 45 minutes (20%)
- In Course Test, Speaking, up to 3 minutes (20%)
- Assignment: Reading Aloud, up to 3 minutes (10%)
- Assignment: Cultural research and Writing, around 200 Mandarin Chinese characters (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

LA302 Mandarin Chinese Beginners or equivalent

### Progression

Students who complete this module successfully can progress onto LA551 which is the first of Level 5 Mandarin Chinese modules in the autumn term.

### Restrictions

This module is not available for native speakers or near native speakers of Mandarin Chinese with secondary education in China.

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.

### Placement Test:

If you have studied Mandarin Chinese before, but you have not taken one of our lower level modules, you need to take the placement test. Please go to the following link: <https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html> and click on the tab "Mandarin Modules" to access the Placement test materials and instructions.

Please submit the mark sheet and the questionnaire to the convenor of the module (the details are on the downloadable documents). The convenor will contact you for further information if necessary.

### Synopsis \*

The curriculum content is intended to give students some familiarity with everyday life, activities and the Chinese culture. 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 such as talking about food, time, asking and giving simple opinions on familiar topics. Basic skills useful to people visiting China will be taught including expressing how to go to/come to somewhere and taking transports. An elementary level of Chinese culture will be covered such as festivals, geography including major cities and famous places.

The cultural aspects of the above topic areas will be taught in seminars, by means of course books, audio materials and online resources and through sharing experiences of a tutor and students.

Students will have access to these materials and additional resources on Moodle. A range of resources is also available at the library.

LA304		Japanese Beginners				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	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
- Speaking test (20%) up to 3 minutes
- Reading test (20%) 45 minutes
- Writing test (20%) 45 minutes
- Listening test (20%) 30 minutes

Course assignment will account for 10% of the overall mark. The task of the assignment is cultural research and writing in Japanese of 300 characters.

### 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.



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LA305		Japanese Elementary				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	C	15 (7.5)	100% Coursework	Suzuki Mrs M

### Contact Hours

Total contact hours: 30

### Learning Outcomes

On successfully completing this module, students will be able to:

- Read and write Japanese characters equivalent to an elementary level;
- Demonstrate a familiarity with Japanese vocabulary equivalent to an elementary level;
- Demonstrate a basic understanding of sentences and frequently used expressions in the target language related to areas of most immediate environment;
- Express and exchange basic information in the target language in areas of immediate need or on familiar topics in simple terms;
- Demonstrate a knowledge and understanding of the life and culture in Japan within the context of the area of study.

### Method of Assessment

- In Course Test: Speaking (Max. 3 minutes) – 20%
- Language Skills (Equivalent to 1,100 Japanese characters) – 40%
- Cultural research and Writing (350 Japanese characters) – 40%

### Preliminary Reading

Kano, C., et al. (1989) Basic Kanji Book Vol.1, Tokyo: Bonjinsha  
Makino, A., Tanaka, Y., Kitagawa I. (2003) Minna no Nihongo Shokyu I: Chokai Task25, Tokyo: 3A Corporation  
Makino, A., et al. (2000) Minna no Nihongo Shokyu I: 25 Topics For Beginners To Read, Tokyo: 3A Corporation  
Minna no Nihongo Shokyu I Honsatsu (2012). 2nd edn. Tokyo: 3A Corporation.  
Minna no Nihongo I: Translation & Grammar Notes – English (2012). 2nd edn. Tokyo: 3A Corporation.

### Pre-requisites

LA304 (WOLA3040) Japanese Beginners or equivalent must be demonstrated.

### Progression

Students who complete this module successfully can progress onto LA553 (WOLA5530) Japanese Pre-Intermediate.

### Restrictions

This module is not available for native speakers or near native speakers of Japanese with secondary education in Japan.

If you have studied Japanese before you should get in touch with our Japanese Tutor, Ms Mano Suzuki:  
M.Suzuki@kent.ac.uk

### Synopsis \*

The curriculum content is intended to give students some familiarity, at a level comparable to lower A2 level on CEFR, 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 such as talking about family, friends, one's house, hometown and university, and expressing past events and activities. 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 such as festivals, geography including major cities and famous places.

The cultural aspects of the above topic areas will be taught in seminars, by means of course books, audio materials and online resources and through sharing experiences of a tutor and students.

Students will have access to these materials and additional resources on Moodle. A range of resources is also available at the library.

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<b>LA307</b>		<b>Arabic Beginners</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	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	Arabic Elementary					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

LA309	Russian Beginners					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Godsell Mrs O

### Contact Hours

- Contact hours: 27 hours
- Private Study hours: 123 hours

### Cost

Core textbook: £48 approximately

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

### Learning Outcomes

Learning Outcomes:

On successfully completing the module students will be able to:

- 1) read and hand write basic Russian words;
- 2) demonstrate a familiarity with basic Russian vocabulary equivalent a Beginners level;
- 3) demonstrate a basic understanding of the main points of standard materials in the target language related to basic and familiar topics in everyday life ;
- 4) express and exchange basic information in the target language in areas of immediate need or on very familiar topics;
- 5) demonstrate knowledge and understanding of the life and cultures of the target language countries within the context of the area of study.

### Method of Assessment

- In Course Test, Listening, 30 minutes (20%)
- In Course Test, Reading, 45 minutes (20%)
- In Course Test, Writing, 45 minutes (20%)
- In Course Test: Reading Aloud, up to 2 minutes (10%)
- In Course Test, Speaking, up to 3 minutes (20%)
- Assignment: Culture research and writing: 400 words in English (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 \*

The curriculum will focus on communication in the immediate environment. The content is intended to give students some familiarity with everyday life and activities.

Topics for listening, reading, speaking and writing will include: greetings and introductions; numbers; shopping and ordering in restaurants. Students will also be exposed at introductory level to Russian life and culture.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

LA310		Russian Elementary				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	C	15 (7.5)	100% Coursework	Godsell Mrs O

### Contact Hours

- Contact hours: 27 hours
- Private Study hours: 123 hours

### 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

On successfully completing the module students will be able to:

- 1) read and hand write basic Russian words;
- 2) demonstrate a familiarity with basic Russian vocabulary equivalent to an elementary level;
- 3) demonstrate a basic understanding of sentences and frequently used expressions in the target language related to areas of most immediate environment;
- 4) express and exchange information in the target language in areas of immediate need or on familiar topics;
- 5) demonstrate a knowledge and understanding of the life and culture of the target language country within the context of the area of study.

### Method of Assessment

- In Course Test, Listening, 30 minutes (20%)
- In Course Test, Reading, 45 minutes (20%)
- In Course Test, Writing, 45 minutes (20%)
- In Course Test: Reading Aloud, up to 3 minutes (10%)
- In Course Test, Speaking, up to 3 minutes (20%)
- Assignment: Culture research and writing: up to 200 words in Russian (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 Russian Beginners 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 \*

The curriculum will focus on communication in the immediate environment. The content is intended to give students some familiarity on everyday life, activities and relevant culture in Russia.

Topics for listening, speaking, reading and writing will include: time and days of activities, hobbies, interests,; skills useful for people visiting Russia including sightseeing, at the airport, visiting particular cities and places of historical and/or cultural interest, using public transport.

The cultural aspects of the above topic areas will be taught in seminars, by means of course books, audio materials and online resources and through sharing experiences of a tutor and students.

Students will have access to these materials and additional resources on Moodle. A range of resources is also available at the library.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

LA538		Mandarin Chinese Lower Advanced				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	100% Coursework	Su Mrs R

### Contact Hours

- Contact hours: 63 hours
- Private Study hours: 237 hours

### Cost

Core textbook: £15.99 approximately  
Chinese in Steps (Volume 4)

### Learning Outcomes

On successfully completing the module students will be able to:

- 1) demonstrate a familiarity with commonly used authentic/colloquial Mandarin Chinese phrases and expressions comparable to lower advanced level;
- 2) demonstrate a strong understanding of standard speech spoken at a normal rate and follow complex lines of argument on familiar topics.
- 3) demonstrate an understanding of the main points of TV news, current affairs programmes and short films in standard dialect on familiar topics;
- 4) communicate with a degree of fluency: take an active part in discussions in familiar contexts by providing relevant explanations and arguments to sustain views;
- 5) demonstrate a deep understanding of the life and multiple cultures of the target language countries.

### Method of Assessment

In Course Test, Reading (20%), 45 minutes

In Course Test, Writing (20%), 45 minutes

In Course Test, Speaking (20%), 10 minutes

Assignment 1, Cultural research and Writing, around 500 Mandarin Chinese characters (20%).

Assignment 1, Cultural research and Writing, around 800 Mandarin Chinese characters (20%).

### Preliminary Reading

- Zhang, G., Li, L. & Yu, X. (2008) Chinese in Steps Vol. 4, London: Cypress Book Co. Ltd.
  - Wang, Tao (2016) China Focus, China, Beijing Language and Culture University Press
- See the library reading list for this module (Canterbury) (please hyperlink this with the link below)  
<https://kent.rl.talis.com/modules/la538.html>

### Pre-requisites

This module is for students who studied LA562 or have equivalent proficiency in Mandarin Chinese.

### Restrictions

Mandarin Chinese language can be studied at any academic level provided that prerequisites are met.

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

### Placement Test:

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 curriculum will focus on ordinary people's lives in China and current affairs and issues around the world.

One topic is covered each week or every two weeks, focusing on:

- new phrases and expressions which are practiced during seminars to improve students understanding of the language and the embedded culture elements.
- formal and colloquial expressions will be introduced to help students to be able to confidently understand and convey information about themselves and their environment, and express their feelings and wishes, across the four linguistic skills.
- topics relevant to the modern world and contemporary Chinese society will be studied in depth to improve students' language ability to account for and sustain views clearly by providing relevant explanations and arguments for and against particular points of view.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>LA547</b>		<b>Japanese Lower Advanced</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	100% Coursework	

### Contact Hours

3 hours of seminars per week for 11 weeks in the Autumn term, 10 weeks for the Spring term; 63 contact hours in total. 10 hours of self-study per week.

### Cost

Core textbook: £36-£45 approximately.

### Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate an understanding of the key points of standard speech and text on a range of social subjects widely discussed in a real life in Japan.
- Express key points and structured opinions on complex subjects, using language flexibly and effectively with a broad range of lexical and grammatical features in an appropriate style.
- Demonstrate an understanding and appreciation of Japanese culture.

### Method of Assessment

In-Course Tests will account for 60% of the overall mark, consisting of:

- Presentation & Q&A (20%) up to 10 minutes, Week 22
- Reading Test (20%) 45 minutes, Week 24
- Writing Test (20%) 45 minutes, Week 24

Course assignments will account for 40% of the overall mark, consisting of:

- Cultural research and writing (20%) 700 Japanese characters, the submission deadline – Week 11
- Video review (20%) watching a video and review verbally, recorded up to 10 minutes, the submission deadline – Week 18

### Preliminary Reading

Shimada, K., et al. (2013) You Can Do Japanese, Intermediate, Main textbook [Dekiru Nihongo, Chuukyuu, Honsatsu] Aruku, ISBN: 9784757422780

### Pre-requisites

This module is for students who studied LA546, Japanese Upper Intermediate B2.1 or have equivalent proficiency in Japanese.

### 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. The convenor will contact you for further information if necessary.

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

### Synopsis \*

The curriculum will focus on a range of topics students encounter in a real life in Japan, or will face when working in the country in the future. Topics include social subjects and current affairs which are widely discussed in Japan. Students also learn how to explain and discuss the main points of their own academic subjects. Various styles of readings and authentic audio materials will be used and discussions on the topics take place in seminars.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>LA549</b>		<b>Arabic Pre-Intermediate</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Awadalla Dr M

### Cost

Core Textbook Costs: £60-70

### 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 Test, Reading (45 minutes) - 20%

In Course Test, Writing (45 minutes) - 20%

In Course Test, Listening (30 minutes) - 20%

In Course Test, Speaking (Up to 4 minutes) - 20%

Coursework Assignment, Cultural research and Writing (300 words in Arabic) -20%

### Pre-requisites

LA308 or equivalent

### Progression

Students who complete this module successfully can progress onto LA550.

### Restrictions

(Please amend the red parts below in the previous Restrictions)

Placement Test:

If you have studied-including self-study- Arabic before, but you have not taken one of our lower level modules, you need to take a placement test. The tests are used as a guide to assess your knowledge of Arabic. Please submit the mark sheet and the questionnaire to the convenor of the module. The convenor will contact you for further information if necessary.  
<https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html>

### Synopsis \*

Overview

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 Elementary level (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.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

LA550	Arabic Lower Intermediate					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Awadalla Dr M

### Contact Hours

29 hours

### Cost

Core Textbook Costs: £60-70

\* If you have taken module LA549 you 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

Method of assessment:

In Course Test, Reading (45 minutes) - 20%

In Course Test, Writing (45 minutes) - 20%

In Course Test, Listening (30 minutes) - 20%

In Course Test, Speaking (Up to 4 minutes) - 20%

Coursework Assignment, Cultural research and Writing (400 words in Arabic) -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

LA549

### Restrictions

Placement Test:

If you have studied (including self-study- Arabic before, but you have not taken one of our lower level modules, you need to take a placement test. The tests are used as a guide to assess your knowledge of Arabic. Please submit the mark sheet and the questionnaire to the convenor of the module. 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 Pre-Intermediate (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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

LA551	Mandarin Chinese Pre-Intermediate					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Su Mrs R

### Contact Hours

- Contact hours: 28 hours
- Private Study hours: 122 hours

### Cost

Core textbook: £15.99 approximately

\*The textbook will be used for 2 modules: LA551 in autumn term and LA552 in the spring term.

### Learning Outcomes

On successfully completing the module students will be able to:

- 1) read and hand write approximately an additional 250 Mandarin Chinese characters;
- 2) demonstrate a familiarity with Mandarin Chinese vocabulary equivalent to pre-intermediate;
- 3) demonstrate a good understanding of the main points of standard materials in the target language related to basic topics in everyday life;
- 4) express opinions and exchange information in the target language on topics, such as personal information, location, shopping experiences, etc. in simple terms and initiate and sustain close simple, routine exchanges without undue effort.
- 5) demonstrate knowledge and a critical understanding of the life and multiple cultures of the target language countries.

### Method of Assessment

- In Course Test, Listening, 30 minutes (20%)
- In Course Test, reading, 45 minutes (20%)
- In Course Test, writing, 45 minutes (20%)
- In Course Test, speaking, up to 4 minutes (20%)
- Assignment: Cultural research and Writing, around 300 Mandarin Chinese characters (20%)

### Preliminary Reading

Zhang, X. George, Li, Linda and Suen, Lik (2013). Chinese in Steps volume 2 (Book and CD). London: Sinolingua London Ltd.

See: <http://www.readinglists.co.uk/rsl/student/svviewlist.dfp?id=39973>

See the library reading list for this module (Canterbury)

### Pre-requisites

LA303 or equivalent

### Progression

Students who complete this module successfully can progress onto LA552 which is the second of Level 5 Mandarin Chinese modules in the spring term.

### Restrictions

Mandarin Chinese language can be studied at any academic level provided that prerequisites are met.

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

Placement Test:

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 \*

Language modules focus on developing students' communicative competence in four skills (reading, writing, listening and speaking) to equip students with a working knowledge of the target language and a sound level of communicative competence and confidence.

By the end of the module, students will be able to demonstrate the ability to take a more active role in and greater ability to sustain communication. Students will be able to express how they feel and opinions in simple terms; initiate and sustain close simple, routine exchanges without undue effort.

Topics at a pre-intermediate level will include everyday communication skills such as asking and giving directions and shopping, skills useful to describe illness, describing people's appearance and personalities.

The cultural aspects of the above topic areas will be taught through seminars and the means of mandarin Chinese language course books, video, audio materials.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

LA552	Mandarin Chinese Lower Intermediate					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Su Mrs R

### Contact Hours

- Contact hours: 28 hours
- Private Study hours: 122 hours

### Cost

Core textbook: £15.99 approximately

\*If you have taken LA551 and bought the textbook for it, you don't need to buy any additional textbook.

### Learning Outcomes

On successfully completing the module students will be able to:

- 1) read and hand write approximately an additional 250 Mandarin Chinese characters;
- 2) demonstrate a familiarity in with Mandarin Chinese vocabulary equivalent to lower intermediate level;
- 3) demonstrate an understanding of the main points of clear standard materials in the target language on familiar matters regularly encountered in university, work and leisure and with a degree of flexibility using a range of simple vocabulary and structures and demonstrating the use and understanding of more complex/intermediate level language with some precision;
- 4) express opinions and exchange information on familiar and/or routine topics such as personal experiences, events, travel in China, etc. in the target language with a degree of flexibility and range of vocabulary;
- 5) demonstrate knowledge and a critical understanding of the life and multiple cultures of the target language countries.

### Method of Assessment

- In Course Test, Listening, 30 minutes (20%)
- In Course Test, Reading, 45 minutes (20%)
- In Course Test, Writing, 45 minutes (20%)
- In Course Test, Speaking, up to 4 minutes (20%)
- Assignment: Cultural research and Writing, around 350 Mandarin Chinese characters (20%).

### Preliminary Reading

Zhang, X. George, Li, Linda and Suen, Lik (2013). Chinese in Steps volume 2 (Book and CD). London: Sinolingua London Ltd.

See: <http://www.readinglists.co.uk/rsl/student/sviewlist.dfp?id=39973>

See the library reading list for this module (Canterbury)

### Pre-requisites

LA551 or equivalent

### Progression

Students who complete this module successfully can progress onto LA560 which is the first of Level 6 Mandarin Chinese modules in the autumn term.

### Restrictions

Mandarin Chinese language can be studied at any academic level provided that prerequisites are met.

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

Placement Test:

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 \*

Language modules focus on developing students' communicative competence in four skills (reading, writing, listening and speaking) to equip students with a working knowledge of the target language and a sound level of communicative competence and confidence.

By the end of the module, students will be equipped to understand and use Mandarin Chinese with a degree of flexibility and a range to a lower intermediate language level. Students will be able to discuss topics that are familiar or pertinent to everyday life such as everyday conversational skills and interactions including entertainments, giving and receiving compliments and gifts.

The module will include study of the target language culture and the development of insights into the China. The cultural aspects of the above topic areas will be taught through seminars and the means of Mandarin Chinese language course books, video, audio materials. There will be a balance between communicative activity and understanding of linguistic structure.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>LA553</b>		<b>Japanese Pre-Intermediate</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Suzuki Mrs M

### Cost

Core Textbook Costs: £65-80

\*The students who have taken LA305 do not need to buy an additional core-textbook

### Learning Outcomes

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

- demonstrate, including writing by hand, a familiarity with Japanese vocabulary equivalent to pre-intermediate proficiency;
- demonstrate an good understanding of the main points of standard materials on familiar matters in the target language covered in everyday life;
- express opinions and exchange information in the target language on topics such as personal information, locations, directions, occupations etc. in simple terms and initiate and sustain close simple, routine exchanges without undue effort;
- demonstrate knowledge and a critical understanding of the life and culture of Japan.

### Method of Assessment

Method of assessment:

In Course Test, Reading (45 minutes) - 20%

In Course Test, Writing (45 minutes) - 20%

In Course Test, Listening (30 minutes) - 20%

In Course Test, Speaking (Up to 4 minutes) - 20%

Coursework Assignment, Cultural research and Writing (400 characters in Japanese) -20%

### Preliminary Reading

- Basic Kanji Book Vol. 1, 5th edn. Bonjinsha. ISBN 9784893580917
- Minna No Nihongo 1, 2nd edn [with CD].Tokyo: 3A Corporation. ISBN 9784883196036
- Minna no Nihongo I Translation & Grammatical Notes English (2012). 2nd edn. Tokyo: 3A Corporation. ISBN 9784883196043

### Pre-requisites

LA305 Japanese Elementary or equivalent ability

### Progression

LA561 Japanese Lower Intermediate

### Restrictions

Placement Test:

If you have studied-including self-study- Japanese before, but you have not taken one of our lower level modules, you need to take a placement test. The tests are used as a guide to assess your knowledge of Japanese. Please submit the mark sheet and the questionnaire to the convenor of the module. The convenor will contact you for further information if necessary. <https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html?tab=japanese-modules>

### Synopsis \*

This module will build on from Elementary level (LA305) where you can, in a simple way, introduce yourself and family, express daily routine and describe people with a full command of Hiragana, Katakana and basic 50 Kanji. In this module, you will continue to develop the vocabularies, expressions, sentence structures, grammar that are used in your immediate environment and learn further 50 new Kanji. Seminars will focus on 'practising the language' through communicative activities, grammar exercises and writing short compositions in a friendly, stimulating atmosphere. You will also gain the relevant cultural information around the course topics whilst developing speaking, listening, writing and reading skills. You will find example of topics in the 'Learning outcomes' section.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

LA554	Arabic Intermediate					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Awadalla Dr M

### Contact Hours

29 hours

### Cost

Core Textbook Costs: £60-70

\* If you have taken module LA550 you do not need to buy an additional core-textbook.

### Learning Outcomes

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

- Gain a very good understanding of familiar matters regularly encountered in university, work and leisure
- Exchange information on topics that are familiar to you, and are of personal interest and relevant to everyday life
- Gain an understanding of topics related to the Arab world.

### Method of Assessment

Method of assessment:

In Course Test, Reading (45 minutes) - 20%

In Course Test, Writing (45 minutes) - 20%

In Course Test, Listening (30 minutes) - 20%

In Course Test, Speaking (Up to 5 minutes) - 20%

Coursework Assignment, Cultural research and Writing (500 words in Arabic) -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

LA550 or equivalent

### Progression

Students who complete this module successfully can progress onto LA557 Arabic Upper Intermediate

### Restrictions

Placement Test:

If you have studied (including self-study- Arabic before, but you have not taken one of our lower level modules, you need to take a placement test. The tests are used as a guide to assess your knowledge of Arabic. Please submit the mark sheet and the questionnaire to the convenor of the module. 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 Lower Intermediate (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.

The course aims to develop your ability to process Arabic language accurately and fluently so that you can read and write a wide 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

LA557 Arabic Upper Intermediate						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Awadalla Dr M

### Cost

Core Textbook Costs: £60-70

\* If you have taken module LA554 you do not need to buy an additional core-textbook.

### Learning Outcomes

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

- Gain a deep understanding of the life and multiple cultures of the Arab countries. Including topics related to Arab culture and history, traditions including living in the Arab world
- Develop a strong understanding of the main points of various authentic materials which help will help you express your own point of view and opinion in Arabic
- Arrange a holiday in target language

### Method of Assessment

Method of assessment:

Method of assessment:

In Course Test, Reading (45 minutes) - 20%

In Course Test, Writing (45 minutes) - 20%

In Course Test, Listening (30 minutes) - 20%

In Course Test, Speaking (Up to 5 minutes) - 20%

Coursework Assignment, Cultural research and Writing (600 words in Arabic) -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

LA554 or equivalent

### Restrictions

(Please amend the red parts below in the previous Restrictions)

Placement Test:

If you have studied (including self-study- Arabic before, but you have not taken one of our lower level modules, you need to take a placement test. The tests are used as a guide to assess your knowledge of Arabic. Please submit the mark sheet and the questionnaire to the convenor of the module. 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 a vibrant and diverse culture. The course extends the skills you have acquired on Arabic Intermediate (or its equivalent) through discussions on various relevant and contemporary topics in daily life.

The course aims to develop your ability to process Arabic language accurately and fluently so that you can express yourself and describe personal experiences with ease, effectively, accurately and confidently in situations where functional competence in Modern Standard Arabic is expected. You will learn about cultural diversity and sensibilities within the Middle East and learn how arrange and book a holiday in your target language.

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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>LA558</b>		<b>Japanese Upper Intermediate</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	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 textbook: £40 approximately

\*Students who took LA559 Japanese Intermediate do not need to purchase the textbook 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:

- Read and write over 450 Kanji appropriately when they are used in various words.
- Present clear, detailed descriptions on a range of subjects related to personal interest, and take a part in discussion in familiar contexts, accounting for and sustaining own views.
- Explain a viewpoint on a topical issue giving logical reasons of one's opinion.
- Read and understand articles and reports concerned with contemporary issues on familiar topics in which the writers adopt particular attitudes or viewpoints.
- Write a very simple CV for applying for a job, and a short essay passing on information or giving reasons in support of or against a particular point of view.
- Demonstrate understanding of the life and culture in Japan such as employment, the system and custom in working society, manners and custom in special occasions.

### Method of Assessment

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

- Speaking test (20%) up to 5 minutes
- Reading Test (20%) 45 minutes
- Writing Test (20%) 45 minutes
- Listening Test (20%) 30 minutes

Course assignment will account for 20% of the overall mark. The task of the assignment is cultural research and writing in Japanese of 600 characters.

### Preliminary Reading

Core textbook:

Akira Miura, Naomi H. McGloin (2008) An Integrated Approach To Intermediate Japanese, Revised Edition [with 2 CDs], The Japan Times. ISBN 9784789013079

### Pre-requisites

LA559 Japanese Intermediate or equivalent proficiency in Japanese

### 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. 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 for students who can deal with most situations likely to arise in everyday life in Japan, and read and write Japanese including around 300 Kanji. The curriculum will focus on living in Japan, by using complex expressions in an appropriate style of speaking. Topics covered in this module vary, including job hunting, a CV in the Japanese style, making a complaint in a shop, and expressing one's opinion in a discussion on formal topics. Students also read and listen to news articles to gain knowledge of social issues and current affairs. Discussions take place in the class on the topic areas covered in the module.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

LA559		Japanese Intermediate				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	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 textbook: £40 approximately

### Learning Outcomes

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

- Read and write around 300 Kanji appropriately when they are used in various words.
- Understand the main points of clear standard input on familiar matters regularly encountered in university, part-time work and leisure, and deal with some complex situations likely to arise while traveling and studying in Japan in both the polite and the casual way.
- Describe plans, goals, dreams in the future, feelings and impressions, and briefly give reasons and explanations for opinions.
- Understand the description of events, feelings and wishes in personal e-mails, and relatively complex articles and reports on familiar topics.
- Write a personal e-mails in the formal style and a short essay or report on familiar topics, giving detailed information and describing experiences and impressions.
- Demonstrate knowledge of the life and culture in Japan on an appropriate level such as education system, social problems, manners and customs.

### Method of Assessment

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

- Speaking Test (20%) up to 5 minutes
- Reading Test (20%) 45 minutes
- Writing Test (20%) 45 minutes
- Listening Test (20%) 30 minutes

Course assignment will account for 20% of the overall mark. The task of the assignment is cultural research and writing in Japanese of 500 characters in length.

### Preliminary Reading

Preliminary reading:

Core textbook:

Akira Miura, Naomi H. McGloin (2008) An Integrated Approach To Intermediate Japanese, Revised Edition [with 2 CDs], The Japan Times. ISBN 9784789013079

### Pre-requisites

Pre-requisites:

LA315 Japanese Lower Intermediate B1.1 or equivalent proficiency in Japanese

### Progression

Students who complete this module successfully can progress onto LA558 Japanese Upper Intermediate in Spring term.

### Restrictions

Placement Test:

If you have studied Japanese before, but you have not taken one of our lower level modules, you need to take a placement test, 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. 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 for students who can communicate in Japanese comfortably on familiar topics encountered in everyday life and read and write Japanese including around 200 Kanji. The curriculum will focus on communication in a real life of university student studying in Japan, by using complex expressions in an appropriate style of speaking. Various styles of readings are given such as formal letter, article and website providing factual information. Discussions take place in the class on the topic areas covered in the module.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

LA560		Mandarin Chinese Intermediate				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Su Mrs R

### Contact Hours

- Contact hours: 28 hours
- Private Study hours: 122 hours

### Cost

Core textbook: £15.99 approximately

\*The textbook will be used for 2 modules: LA560 in autumn term and LA562 in the spring term.

### Learning Outcomes

On successfully completing the module students will be able to:

- 1) read and hand write approximately an additional 250 Mandarin Chinese characters at a level equivalent to an intermediate level;
- 2) demonstrate a familiarity with Mandarin Chinese vocabulary equivalent to an intermediate level;
- 3) demonstrate a strong understanding of the main points of standard authentic materials in the target language on familiar matters regularly encountered in work, university and leisure;
- 4) express cogent arguments and exchange information, demonstrating a flexible range of vocabulary and structures on topics that are familiar, of personal interest or pertinent to everyday life in the target language;
- 5) demonstrate a systematic understanding and acquisition of detailed and coherent knowledge of the life and multiple cultures of the target language countries within the context of study.

### Method of Assessment

- In Course Test, Listening, 30 minutes (20%)
- In Course Test, reading, 45 minutes (20%)
- In Course Test, writing, 45 minutes (20%)
- In Course Test, speaking, up to 5 minutes (20%)
- Assignment: Cultural research and Writing, around 450 Mandarin Chinese characters (20%).

### Preliminary Reading

Zhang, X. George, Li, Linda and Suen, Lik (2013). Chinese in Steps volume 3 (Book and CD). London: Sinolingua London Ltd.

See: <https://blackwells.co.uk/bookshop/product/Chinese-in-Steps-3-Student-Book-by-Georges-X-Zhang-author-Linda-M-Li-author-Fei-Gao-author/9781907838125>

See the library reading list for this module (Canterbury)

### Pre-requisites

LA552 or equivalent

### Progression

Students who complete this module successfully can progress onto LA562 which is the second of Level 6 Mandarin Chinese modules in the spring term.

### Restrictions

Mandarin Chinese language can be studied at any academic level provided that prerequisites are met.

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

Placement Test:

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 \*

Language modules focus on developing students' communicative competence in four skills (reading, writing, listening and speaking) to equip students with a working and flexible knowledge of the target language and a firm level of communicative competence and confidence.

By the end of the module students will be equipped to understand and use mandarin Chinese with a degree of flexibility and a range to an intermediate language level.

The curriculum will focus on real-life communication as a university student studying in China, by using complex expressions in an appropriate style of speaking. This includes expressing general culture related customs such as weddings traditions, Chinese traditional clothes, and Chinese cuisines, renting accommodation, describing a room and negotiating prices.

Students also read and listen to some simple news articles to understand relatively familiar topics in newspapers. Students will be exposed to the grammar that are useful when communicating with Mandarin Chinese native speakers for these topic areas.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>LA561</b>		<b>Japanese Lower Intermediate</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Suzuki Mrs M

### Cost

Core Textbook Costs: £65-80

\*The students who have taken LA553 do not need to buy an additional core-textbook.

### Learning Outcomes

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

- demonstrate, including writing by hand, familiarity with Japanese vocabulary equivalent to lower intermediate level;
- demonstrate an understanding of the main points of clear standard texts on familiar matters in the target language regularly encountered in university, part-time work and leisure and with a degree of flexibility using a range of simple vocabulary and structures and demonstrating the use and understanding of more complex/intermediate level language with some precision;
- express opinions and exchange information in the target language on familiar and/or routine topics such as personal experience, outings, local events, showing appreciation with a degree of flexibility and range of vocabulary ;
- demonstrate knowledge and a critical understanding of the life and culture of Japan.

### Method of Assessment

In Course Test, Reading (45 minutes) - 20%

In Course Test, Writing (45 minutes) - 20%

In Course Test, Listening (30 minutes) - 20%

In Course Test, Speaking (Up to 4 minutes) - 20%

Coursework Assignment, Cultural research and Writing (450 characters in Japanese) -20%

### Preliminary Reading

- Basic Kanji Book Vol. 1, 5th edn. Bonjinsha. ISBN 9784893580917
- Minna No Nihongo 1, 2nd edn [with CD].Tokyo: 3A Corporation. ISBN 9784883196036
- Minna no Nihongo I Translation & Grammatical Notes English (2012). 2nd edn. Tokyo: 3A Corporation. ISBN 9784883196043

### Pre-requisites

LA553 Japanese Pre-Intermediate or equivalent ability

### Progression

LA559 Japanese Intermediate

### Restrictions

Placement Test:

If you have studied-including self-study- Japanese before, but you have not taken one of our lower level modules, you need to take a placement test. The tests are used as a guide to assess your knowledge of Japanese. Please submit the mark sheet and the questionnaire to the convenor of the module. The convenor will contact you for further information if necessary. <https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html?tab=japanese-modules>

### Synopsis \*

This module will build on from Pre-Intermediate level (LA553) where you learned the vocabularies and grammar used in directions, polite requests, hobbies, illness and personal descriptions in complex structures with a full command of Hiragana, Katakana and a basic 100 Kanji. In this module, you will develop the vocabularies, expressions, sentence structures, grammar that are used in university, part-time work and leisure situations and will learn further 60 new Kanji. You will learn the relevant vocabularies and grammar for seminars prior to each seminar and seminars will focus on you practising these in role play, grammar exercise and writing short compositions in a friendly, stimulating atmosphere. You will also gain the relevant cultural information around the course topics whilst developing speaking, listening, writing and reading skills. You will find example of topics in the 'Learning outcomes' section

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

LA562		Mandarin Chinese Upper Intermediate				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Su Mrs R

### Contact Hours

- Contact hours: 28 hours
- Private Study hours: 122 hours

### Cost

Core textbook: £15.99 approximately

\* If you have taken LA560 and bought the textbook for it, you don't need to buy any additional textbook

### Learning Outcomes

On successfully completing the module students will be able to:

- 1) read and hand write approximately an additional 300 Mandarin characters at a level equivalent to an upper-intermediate level;
- 2) demonstrate a familiarity with Mandarin Chinese vocabulary equivalent to an upper-intermediate level;
- 3) demonstrate an understanding of the main points of authentic materials which include a particular point of view;
- 4) communicate on a good range of topics with varieties of expressions in the target language, demonstrating a degree of fluency and an ability to sustain communication with ease;
- 5) demonstrate a deep understanding of the life and multiple cultures of the target language Countries on an appropriate level.

### Method of Assessment

Method of assessment:

- In Course Test, Listening, 30 minutes (20%)
- In Course Test, Reading, 45 minutes (20%)
- In Course Test, Writing, 45 minutes (20%)
- In Course Test, Speaking, up to 5 minutes (20%)
- Assignment: Cultural research and Writing, around 500 Mandarin Chinese characters (20%).

### Preliminary Reading

Zhang, X. George, Li, Linda and Suen, Lik (2013). Chinese in Steps volume 3 (Book and CD). London: Sinolingua London Ltd.

See: <https://blackwells.co.uk/bookshop/product/Chinese-in-Steps-3-Student-Book-by-Georges-X-Zhang-author-Linda-M-Li-author-Fei-Gao-author/9781907838125>

See the library reading list for this module (Canterbury)

### Pre-requisites

LA560 or equivalent

### Progression

Students who complete this module successfully can progress onto LA538 which is a 30-credits Level 6 Mandarin Chinese module running in both autumn and spring term.

### Restrictions

Mandarin Chinese language can be studied at any academic level provided that prerequisites are met.

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

Placement Test:

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 \*

Language modules focus on developing students' communicative competence in four skills (reading, writing, listening and speaking) to equip students with a working knowledge of the target language and a sound level of communicative competence and confidence.

By the end of the module, students will be equipped to understand and use Mandarin Chinese demonstrating a range of simple and complex structures and vocabulary to an upper-intermediate language level and language skills to adapt to the situation.

By the end of the module, students will be able to communicate with a developed degree of effectiveness, fluency and spontaneity. Students also gains communicative skills in requesting course details from a university, registering on a University course, understanding Chinese higher education system and Chinese festivals and traditions. Various styles of readings are given such as job description and curriculum vitae. Discussions take place in the class on the topic areas covered in the module.

The module will include study of the target language culture and the development of insights into the culture and civilisation of the countries where the language is spoken.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>LANG4001</b>		<b>What is Europe?</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	C	30 (15)	100% Coursework	

### Contact Hours

Total Contact Hours: 40

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate a broad understanding of the socio-historical and cultural background of modern and contemporary Europe and an understanding of historical and contemporary conceptions of Europe beyond Realpolitik;  
Demonstrate understanding of a variety of texts by some of the most important writers and intellectuals in modern and contemporary Europe;  
Analyse set texts in detail;  
Demonstrate knowledge and understanding of the ways in which European social and political history is manifested in the set texts.

### Method of Assessment

Essay 1 (2,000 words) – 50%

Essay 2 (2,000 words) – 50%

### Preliminary Reading

Indicative Reading List

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

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

Hutchinson, Ben. (2016). *Lateness and Modern European literature*. Oxford: Oxford University Press.

Mtchedlishvili, Daviti. (2018). 'Theorising Europeanisation in European Literature: Conceptualisation and Operationalisation'. *Australian & New Zealand Journal of European Studies* 10(1), pp. 79–91.

### Synopsis \*

Though very young in its political and economic structures, Europe and the concepts of Europe have a long history. This history of the European idea is explored in this module through a focus on its socio-political and cultural layouts, including the largest conglomerates that allegedly attempted to 'unify' it (e.g. Napoleon's France), and the ideologies which accompanied them. The module will also introduce representations of these ideologies in literature, the arts and public discourse, and will conclude by analysing the creation of the European Union, its political bodies and its current layout.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>LL302</b>		<b>The Structure of Language</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Bailey Dr L

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate understanding of the major characteristics of English grammar;
- Select and apply appropriate terminology to describe and analyse the structure and systems of English words, phrases, and clauses (e.g. grammatical class, phrase, clause, aspect, adjunct, complement, transitivity);
- Demonstrate understanding of the properties and subclasses of words, structures and longer stretches of language used to convey meaning;
- Demonstrate an awareness of the nature of theory, and what constitutes an explanation;
- Analyse and compare styles of writing and speech according to grammatical knowledge;
- Account for the implications of specific grammatical choices writers/speakers make in terms of their phrase structure and the subsequent effect on the reader/listener;
- Apply grammatical understanding in order to improve the quality of their written texts;
- Demonstrate a sensitivity to the social, cultural and political issues, which surround the use of language.

### Method of Assessment

- Written Assignment 1 – 30%
- Written Assignment 2 – 30%
- 10 x Online Quizzes – 20% (2% each)
- In-Course Test (45 minutes) – 20%

### Preliminary Reading

Indicative Reading List

- Biber, D., S. Conrad & G. Leech (2002). Longman Student Grammar of Spoken and Written English. London: Longman.
- Burton-Roberts, N. (2016). Analysing Sentences: An Introduction to English Syntax. London: Longman.
- Crystal, D. (2004). Making Sense out of Grammar. London: Longman.
- Crystal, D. (2017). Making Sense: The Glamorous Story of English Grammar. London: Profile Books.
- Huddleston, R. & G. K. Pullum (2005). A Student's Introduction to English Grammar. Cambridge: Cambridge University Press.
- Quirk, R. (1985). A Comprehensive Grammar of the English Language. London: Longman.
- Tallerman, M. (2015). Understanding Syntax. Fourth Edition. Oxon: Routledge

### Synopsis \*

This module will focus specifically on the level of language we call grammar. Each week students will focus on a particular aspect of English grammar (e.g. word classes, grammatical functions, sentence structure) from both theoretical and practical perspectives. Students will be provided with analytical tools for understanding and constructing arguments about linguistic structure (e.g. morpho-syntactic tests, constituency tests). Through being provided with a conceptual framework for description and analysis, students will gain a deeper understanding of English grammar, whereas practical application will enable students to be more critical of their own written work, and thus also to develop and hone their writing skills. The module is particularly useful for students who are studying language or literature, as it enables them to compare styles in light of grammatical information and provides them with analytical skills for understanding language and language-related behaviour. Likewise, the module is also useful for students wanting to improve their writing in an academic context as well as those contemplating a career in publishing, journalism or teaching, in which the ability to express oneself accurately and succinctly is essential.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>LL303</b>		<b>Sounds of English</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Kogan Dr V

### Availability

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate confidence using the basic terminology of phonetics and phonology as they apply to English;  
Recognise and describe the phonemes of English;  
Use with confidence phonetic symbols relevant to Standard Southern British English and other varieties;  
Understand how the English phonological system is structured, and recognise some of the important phonotactic and phonological rules of English;  
Recognise and describe variation at the phonetic/phonological levels in different varieties of English;  
Understand the basics of higher-level speech phenomena of English.

### Method of Assessment

Group Presentation (15 minutes) – 20%

Online Test (90 minutes) – 80%

### Preliminary Reading

Indicative Reading List

Catford, J. (2010). A Practical Introduction to Phonetics. Oxford: OUP.

Hughes A., Trudgill P., Watt D. (2012). English Accents and Dialects: An Introduction to Social and Regional Varieties of English in the British Isles. London: Routledge.

McMahon, A. (2002). Introduction to English Phonology. Edinburgh: EUP.

Ogden, R. (2017). An Introduction to English Phonetics. Edinburgh: EUP.

### Synopsis \*

This module will begin by offering a basic 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 symbols of the International Phonetic Alphabet (IPA) 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 phonotactics and other phonological rules of English. At the end of the term, basic prosodic concepts such as stress, rhythm, intonation and phrasing will be discussed. The main focus of the module will be on the standard variety of English spoken in the UK (often referred to as Received Pronunciation, or RP), but phonetic and phonological variation in non-UK and non-standard varieties of English will also be discussed (rhotic vs. non-rhotic varieties; luck-look merger).

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>LL304 Language, Self and Society</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Hornsby Dr D
1	Canterbury	Spring	C	15 (7.5)	60% Exam, 40% Coursework	Hornsby Dr D

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Understand and use the basic conceptual terminology of sociolinguistics (e.g. variable, diglossia, code-switching, style, register, variety);

Show how language and social factors are inter-related;

Understand the significance of sociolinguistic data as presented in charts and graphs;

Evaluate critically the social bases for linguistic value judgements;

Understand the technical (and ethical) problems of sociolinguistic data collection.

### Method of Assessment

Essay (1,500 words) – 30%

Group Presentation (15 minutes) – 10%

Examination (2 hours) – 60%

### Preliminary Reading

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

Blake, B. (2008) *All About Language*. Oxford: Oxford University Press.

Fasold, R. (2004) *The Sociolinguistics of Society*. Oxford: Blackwell.

Milroy, L. & M. Gordon (2003) *Sociolinguistics: Method and Interpretation*. Oxford: Blackwell.

Wardhaugh, R. & J. Fuller (2015) *An Introduction to Sociolinguistics* (Seventh edition). Oxford: Wiley.

Trudgill, P. (2005) *Sociolinguistics* (Fifth edition). London: Penguin.

### Synopsis \*

The course offers an introduction to major themes in sociolinguistics. It will begin by exploring how our notions of 'language', 'dialect' or 'style' are constructed, and from there explore notions of 'correctness' in language, and their origins. It will then consider how social relationships are reflected and encoded in different languages, for example in kinship terms, terms of address, or politeness forms, and how individuals are placed – or place themselves – socially through their linguistic choices.

The middle part of the module will explore language variation and change, and the social parameters which correlate with them. It will conclude by analysing issues arising from the interplay between language and identity in multilingual societies: bi- and multilingualism, code-switching, language death and its causes, language revival and language revitalisation.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>LL305</b>		<b>Meaning and Discourse</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Kapogianni Dr E

### Availability

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Understand concepts and terminology used to account for the way in which meanings are conveyed in discourse;  
Reflect on the distinction between linguistically encoded meaning (semantics) on the one hand and context-dependent and discourse-dependent interpretation (pragmatics/discourse analysis) on the other, using examples from real data;  
Approach a variety of themes surrounding the nature of meaning;  
Explore a number of distinct established core theoretical frameworks used to account for word meaning and lexical relations;  
Demonstrate familiarity with distinctions between propositional content and illocutionary force, and theories of sentence meaning and sentence relations;  
Investigate varying relationships between speaker and addressee in different kinds of speech events.

### Method of Assessment

Take-home Assignment 1 (1,000 words)– 40% Take-home Assignment 2 (1,500 words)– 60%

### Preliminary Reading

Indicative Reading List

Birner, B. (2012). Introduction to Pragmatics. Oxford: Blackwell.  
Johnstone, B. (2017). Discourse Analysis. Third Edition. Oxford: Blackwell.  
Saeed, J (2015). Semantics. Fourth Edition. Oxford: Blackwell.  
Valenzuela, J. (2017). Meaning in English: An Introduction. Cambridge: CUP.

### Synopsis \*

This module introduces linguistic approaches to the study of meaning and communication, emphasising the processes of decoding and inference through which interpretations are constructed. Relevant theoretical work in the fields of semantics and pragmatics is outlined, discussed and evaluated critically. Students explore intersections and differences between verbal meaning and meaning construction in both spoken and written discourse. The module also explores controversies over utterance or text meaning, connecting debates about how meanings are constructed with questions pertaining to boundaries of reasonable or warranted interpretation.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 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 Demonstrate an understanding of the interconnections between English literature and language;
- 4 Critically evaluate theories of stylistics;
- 5 Develop strategies towards more effective close reading of poetry, prose and drama texts.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 Communicate the results of study and work accurately, with well-structured and coherent arguments;
- 2 Demonstrate their ability to undertake independent learning, by taking initiative, being organised and meeting deadlines;
- 3 Demonstrate high sensitivity to the nuances of the written word;
- 4 Reflect on and identify interdisciplinary and/or transferable skills.

### Method of Assessment

Main assessment methods

- Essay 1 (1,000 words) – 15%
- Essay 2 (1,500 words) – 25%
- Examination (2 hours) – 60%

Reassessment methods

- Reassessment Instrument: 100% Coursework

### Preliminary Reading

Indicative Reading List:

Astley, N. (ed.) (2004). *Being Alive*. Tarsset: Bloodaxe Books.

Carver, R. (1999). *Cathedral*. London: The Harvill Press.

Churchill, C. (1991). *Top Girls*. London: Methuen Student Edition.

Joyce, J. (1992). *Dubliners*. London: Penguin Classics.

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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>LL309</b>		<b>Global Englishes</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	D'Elia Dr S
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Describe the relationship between the spread of English and global events;  
 Understand language issues in multilingual and multicultural societies, including issues pertaining to language planning and policy;  
 Recognise the influence of other languages on English, drawing upon theories of language genesis, acquisition, sociolinguistics and discourse;  
 Identify differences between British English, American English and other varieties of Englishes around the world;  
 Analyse the influence of other languages on English;  
 Compare varieties of English across the world from a range of perspectives: historical, morphosyntactical and discorsal.

### Method of Assessment

Assignment 1 (1.000 words) – 30%  
 Assignment 2 (1.500 words) – 50%  
 Group Presentation (15 minutes) – 20%

### Preliminary Reading

Indicative Reading List

Crystal, D. (any edition). *English as a Global Language*, Cambridge University Press  
 Davies, D. (2005). *Varieties of Modern English: An Introduction* London: Pearson Longman  
 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  
 Mesthrie, R. and Bhatt, R.M. (2008). *World Englishes*, Cambridge: CUP  
 Schneider, E.W. (2007). *Postcolonial English*, Cambridge: CUP

### 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 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total Contact Hours: 30

### 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

Indicative Reading List

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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>LL311 Foundations of Language 2: Structure and Meaning</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	30 (15)	100% Coursework	
2	Canterbury	Spring	C	30 (15)	60% Exam, 40% Coursework	
2	Canterbury	Autumn	C	30 (15)	70% Coursework, 30% Exam	
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.

### Learning Outcomes

Students who successfully complete this module will be able to:

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

### Method of Assessment

Assessment is 70% coursework 30% Exam

### Preliminary Reading

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

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

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

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

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

### Synopsis \*

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

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

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>LL312</b>		<b>Grammar for Everyone</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate knowledge of key grammatical concepts;  
 Use grammatical terminology correctly;  
 Interpret and describe language data (with accompanying gloss and translation where appropriate);  
 Apply their grammatical knowledge to the comparative analysis of English and other languages;  
 Demonstrate awareness of the biases inherent in reading lists and curricula.

### Method of Assessment

Mini-assessment 1 (equivalent to 300 words) – 10%  
 Mini-assessment 2 (equivalent to 300 words) – 10%  
 Take-home Assignment 1 (equivalent to 600 words) – 20%  
 Take-home Assignment 2 (1,500 words) – 60%

### Preliminary Reading

Indicative Reading List

Fought, C. (2006). *Language and Ethnicity*. Cambridge: Cambridge University Press.  
 Goldman, N. & Szymanski, L. (1993). *English Grammar for Students of Latin*. Ann Arbor, MI: Olivia & Hill Press.  
 Hovdhaugen, E. (1982). *Foundations of Western Linguistics: From the Beginning to the End of the First Millenium A.D.* Oslo: Universitetsforlaget.  
 Morwood, J. (1999). *A Latin Grammar*. Oxford: Oxford University Press.  
 Oniga, R. & Schifano, N. (2007). *Latin: A Linguistic Introduction*. Oxford: Oxford University Press.  
 Ritchie, H. (2013). *English for the Natives*. London: John Murray.  
 Seely, J. (2013). *Oxford A-Z of Grammar and Punctuation*. Oxford: Oxford University Press.  
 Weber, J.J. (2014). *Language Racism*. Basingstoke: Palgrave.

### Synopsis \*

This module will introduce students to key concepts in grammar, especially as exemplified by Latin and English and with reference to an 'adopted' language of the student's choice. The module will cover topics such as verbal tense and aspect, nominal case and gender, agreement, and word order. Students will be provided with the terminology and skills to describe these concepts as they encounter them in language samples. Students will not be required to learn the Latin language, but to understand the grammatical features they encounter during the course of the module. Students will also learn about the development and meaning of grammatical terminology. A key theme throughout will be social justice and equality, and students will learn how grammar is not neutral, and the choices we make about what to prioritise and what to study are not without consequences in the real world. Skills and knowledge gained on this module will be of use in language learning and in linguistic description and analysis, and for that reason it is recommended for those taking modules in English Language and Linguistics, Modern Languages, Classical and Archaeological Studies, or Ancient History.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>LL313</b>		<b>Foundations of Linguistics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Kapogianni Dr E

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate understanding of the goals and main principles of the discipline of Linguistics;  
Demonstrate understanding of the history and development of the discipline of Linguistics;  
Demonstrate understanding of, and reflect upon, core concepts and debates within the discipline of Linguistics;  
Recognise the levels of linguistic analysis, their objects of study, and their interfaces;  
Demonstrate understanding of the methodological underpinnings of linguistic theory.

### Method of Assessment

Critical Reading Exercise (1,000 words) – 35%  
Essay Plan with Bibliography (1,000 words) – 40%  
Online Test (90 minutes) – 25%

### Preliminary Reading

Indicative Reading List:

Akmajian, A., A.K. Farmer, L. Bickmore, R.A. Demers, and R.M. Harnish (2017). *Linguistics: An Introduction to Language and Communication* (7th Edition). Cambridge: MIT Press.  
Bauer, L. & P. Trudgill (1998). *Language Myths*. London: Penguin Group.  
Blake, B. (2008). *All About Language*. Oxford: OUP.  
Crystal, D. (2005). *How Language Works*. NY: Penguin Group.  
Hornsby, D. (2014). *Linguistics: A Complete Introduction*. London: John Murray Learning.  
Mihaliček, V. and Christin Wilson. 2016. *Language Files: Materials for an Introduction to Language and Linguistics* (12th Edition). Columbus: Ohio State University Press.  
Yule, G. (2016). *The Study of Language* (6th Edition). Cambridge: CUP.

### Synopsis

This module presents and discusses the properties of human language, explaining how the discipline of Linguistics investigates and theorises about these properties. It familiarises the students with the goals and principles of Linguistics, as well as their development over the years. Students will also learn about core concepts and debates (e.g. language universals, relationship between language and cognition).

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>LS300 Spanish Lower Intermediate B1</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	C	30 (15)	100% Coursework	Fiorucci Dr W

### Contact Hours

Total Contact Hours: 60

### Learning Outcomes

On successfully completing the module students will be able to:

Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, and leisure;  
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;

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 that are familiar or of personal interest, including letters, describing experiences and impressions;

Demonstrate knowledge and understanding of Spanish culture;

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;

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

### Method of Assessment

Group Oral In-Course Test (5 minutes per student) – 20%

Listening Comprehension In-Course Test (30 minutes) – 20%

Language Skills Assignment (equivalent to 600 words) – 30%

Written Assignment 1 (300 words) – 15%

Written Assignment 2 (300 words) – 15%

### Preliminary Reading

Indicative Reading List:

Moreno, C., Moreno, V. and Zurita, P. (2012). Nuevo avance intermedio (B1). Madrid: SGEL.

(2013), Oxford Compact Spanish Dictionary. Oxford: Oxford University Press.

(2011), Oxford Spanish Mini Dictionary. Oxford: Oxford University Press.

### Pre-requisites

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

### Synopsis **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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>LS302 Spanish Beginners A1-A2 (Intensive)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	C	30 (15)	100% Coursework	Fiorucci Dr W

### Contact Hours

Total Contact Hours: 80

### 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. basic personal and family information, shopping, local geography, employment);

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);

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

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

Demonstrate knowledge and understanding of key cultural aspects connected to the Spanish language;

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).

### Method of Assessment

Group Oral in-Course Test (5 minutes per student) – 20%

Listening Comprehension In-Course Test (30 minutes) – 20%

Language Skills Assignment (Equivalent to 600 words) – 30%

Written Assignment 1 (300 words) – 15%

Written Assignment 2 (300 words) – 15%

### Preliminary Reading

Indicative Reading List:

Moreno, C., Moreno, V. and Zurita, P. (2012). Nuevo avance basico (A1-A2). Madrid: SGEL.

Oxford Compact Spanish Dictionary. (2013). Oxford: Oxford University Press.

Oxford Spanish Mini Dictionary. (2011). Oxford: Oxford University Press.

### 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.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>LS308</b>		<b>The Modern Latin American Short Story</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	C	15 (7.5)	100% Coursework	Rowlandson Dr W

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate knowledge and understanding of Latin American history and culture of the nineteenth and twentieth centuries;  
Demonstrate knowledge of selected twentieth-century prose works that both reflect and create Latin American history and culture;

Demonstrate close reading and analytical skills, including the application of critical thinking to the study of Latin American literature.

### Method of Assessment

Essay 1 (2,000 words) – 50%

Essay 2 (2,000 words) - 50%

### Preliminary Reading

Indicative Reading List

Cabrera, L. (2005). Afro-Cuban Tales. Nebraska: Bison Books  
Cortázar, J. (1985). Blow-Up And Other Stories. New York: Random House  
García Márquez, G. (2014). Collected Stories. London: Penguin  
Rulfo, J. (1971). The Burning Plain. Austin: University of Texas Press

### Synopsis \*

This module offers an introduction to the history and culture of Latin America through a reading of short stories from different regions. Links are made between political events and circumstances, such as the Mexican Revolution and the subsequent Cristero Rebellion, 'La Violencia' of Colombia, the literary 'Boom' of the 1960s, and cultural genres, such as political writing and Magical Realism, in order to highlight how different writers explore key issues affecting their countries. The module begins by outlining common themes in Latin 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 explores the ways in which they communicate these themes.

<b>LS310</b>		<b>Catalan Beginners A1</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Gonzalez Dr V

### Contact Hours

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. personal and family information, school/work, leisure);

Understand short, simple texts, including letters and everyday material related to areas of most immediate relevance (e.g. personal and family information, school/work, leisure);

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 basic communication of information on familiar and routine matters;

Demonstrate understanding of key aspects of the culture of the target languages (e.g. food, festivities);

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, school/work, leisure).

### Method of Assessment

Group Oral In-Course Test (5 minutes per student) – 20%

Listening Comprehension In-Course Test (40 minutes) – 20%

Language Skills Assignment (400 words) – 20%

Guided Comprehension Assignment (1,500 words) – 40%

### Preliminary Reading

Indicative Reading List

BADIA, D. (1998), Llengua catalana nivell llindar 1, Vic: Edicions l'Alber

### Synopsis \*

This module concentrates on listening, reading and speaking, and will also introduce writing. These various elements will facilitate students' achievement of the intended learning outcomes by developing their communication, reading, writing and general knowledge of the Catalan language. Students are encouraged to use resources specially selected for them and which are available online through Moodle.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>LS311</b>		<b>Catalan Beginners A2</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	C	15 (7.5)	100% Coursework	Gonzalez Dr V

### Contact Hours

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. personal and family information, school/work, leisure);

Understand short, simple texts, including letters and everyday material related to areas of most immediate relevance (e.g. personal and family information, school/work, leisure);

Communicate verbally in simple and routine tasks requiring simple and direct exchange of information on familiar and routine matters, as well as articulating personal opinions;

Communicate in writing in simple and routine tasks requiring basic communication of information on familiar and routine matters, as well as articulating personal opinions;

Demonstrate understanding of key aspects of the culture of the target languages (e.g. food, festivities);

Use basic grammar in simple and routine tasks requiring simple and direct communication of information on familiar and routine matters, as well as articulating personal opinions;

Use highest frequency vocabulary related to areas of most immediate relevance (e.g. personal and family information, school/work, leisure, general culture).

### Method of Assessment

Group Oral In-Course Test (5 minutes per student) – 20%

Listening Comprehension In-Course Test (40 minutes) – 20%

Language Skills Assignment (400 words) – 20%

Guided Comprehension Assignment (1,500 words) – 40%

### Preliminary Reading

Indicative Reading List

BADIA, D. (1998), *Llengua catalana nivell lllindar 1*, Vic: Edicions l'Alber

### Synopsis \*

This module concentrates on listening, reading and speaking, and will also introduce writing. These various elements will facilitate students' achievement of the intended learning outcomes by developing their communication, reading, writing and general knowledge of the Catalan language. Students are encouraged to use resources specially selected for them and which are available online through Moodle.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total Contact Hours: 20

### 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

Essay 1 (2,000 words) – 50%

Essay 2 (2,000 words) – 50%

### Preliminary Reading

Indicative Reading list:

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

Williamson, E. (2009). *The Penguin History of Latin America*, London: Penguin

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

### Pre-requisites

Co-requisite: HISP3020 – Spanish Beginners A1-A2 (Intensive); or HISP3000 – Spanish Lower Intermediate B1

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

The module 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.

The key periods covered include 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); and Modern Spanish America (1975-2000).

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>LS319 State-Building in Latin America</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Sobrevilla-Perea Prof N

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to

Demonstrate knowledge and understanding of Latin American history and culture of the 19th and 20th Centuries (particularly related to Argentina, Bolivia, Colombia, Chile, Cuba, Mexico, Peru, and Venezuela);  
 Analyse a variety of textual media, 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;  
 Demonstrate their ability to analyse, criticise and assess logical arguments, and to study and reach conclusions independently.

### Method of Assessment

Essay (2,000 words) – 45%  
 Mid-term Assignment (2,000 words) – 45%  
 Seminar Participation – 10%

### Preliminary Reading

Indicative reading list:

Archer, C.I. (2000). *The Wars of Independence in Spanish America*. Wilmington, Delaware: Scholarly Resources  
 Brown, M. (2008). *Informal Empire in Latin America: Culture, Commerce and Capital*. Oxford: Blackwell  
 Collier, S. (2006). *Chile: The Making of a Republic, 1830-1865: Politics and Ideas*. Cambridge: Cambridge University Press  
 De la Fuente, A. (2000). *Children of Facundo: Caudillo and Gaucho Insurgency during the Argentine State-formation Process (La Rioja, 1853-1870)*. Durham, N.C.: Duke University Press  
 Fowler, W. & Lambert, P. (2006). *Political Violence and the Construction of National Identity in Latin America*. New York: Palgrave MacMillian  
 Hamnett, B.R. (2006). *A Concise History of Mexico*. Cambridge: Cambridge University Press

### Synopsis \*

This module introduces Latin America through the lens of state formation. It examines the nineteenth century from the end of the colonial period and independence through to the decolonisation of Cuba. It has a particular focus on the cases of Argentina, Bolivia, Colombia, Chile, Cuba, Mexico, Peru, and Venezuela. Topics include the recurrence of internal and external wars, tensions between the center and regions, the development of export markets and its links to the creation of stability, caudillismo, and the importance of ideology in state building.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>LS321</b>		<b>Multicultural Spain</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Engage critically with multiple meanings of the terms 'culture' and interculturalism';  
Consider these terms and the debates within the context of contemporary Spain's complex cultural geography;  
Demonstrate an appreciation of ways in which ethnicities, cultures, and languages maintain difference and diversity whilst sharing common pressures, practices and goals;  
Apply concepts of assimilation and difference to a range of different social and cultural contexts;  
Demonstrate an understanding of Spain that informs their year abroad choices.

### Method of Assessment

Essay 1 (1,500 words) – 50%

Essay 2 (1,500 words) – 50%

### Preliminary Reading

Indicative Reading List

Aja, E. (2006). *Twenty Years of Immigration in Spain: Juridical and Sociological Perspectives 1985-2004*, Barcelona: Bellaterra.

Astor, A. (2018). *Rebuilding Islam in Contemporary Spain*, Brighton: Sussex Academic Press.

Borrow, G. (2012). *The Zinçali – an Account of the Gypsies of Spain*, London: CSIPP.

Gies, D.T. (1999). *The Cambridge Companion to Modern Spanish Culture*, Cambridge: CUP.

Holliday, A. & Kullman, J. (2016). *Intercultural Communication*, London: Routledge.

Pereira-Muro, C. (2014). *Culturas de España*, Boston, MA: Cengage.

Tremlett, G. (2012). *Ghosts of Spain: Travels Through a Country's Hidden Past*, London: Faber & Faber.

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

This module addresses the multiplicity of cultures, ethnicities and languages within Spain. Looking beyond the historical division of Spain into autonomous regions, we consider the complex patterns of emigration and immigration that has led to today's plural and often conflicting society. We address questions of national versus regional identity, coexistence of cultures, and assimilation, as well as the place of Spain within wider European and global contexts. The module will concentrate on the depiction of such tensions through their expression in a variety of media, in particular, select novels and films. The issues raised and discussed will form a sound basis for students of Hispanic Studies in their understanding of the multiplicity of cultural, ethnic and linguistic communities that constitute the Spanish nation.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>PL300 Introduction to Philosophy: Rights</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Kanterian Dr E

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate understanding of the difference between natural and political rights;
- Demonstrate understanding of the two major normative accounts of rights (the interest theory vs the choice theory);
- Demonstrate understanding of fundamental questions surrounding human rights (what are they, why do we have them, are they universal?);
- Demonstrate understanding of various rights that people might be thought to have and debate whether people do in fact have them (e.g. the right against social deprivation or the right to free speech);
- 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);
- Demonstrate understanding of different critiques of rights (e.g. feminist and communitarian critiques of rights);
- Apply this theoretical understanding to relevant case studies (e.g. rights of future generations, animal rights).

### Method of Assessment

- Essay 1 – 40%
- Essay 2 – 50%
- Seminar Participation – 10%

### Preliminary Reading

Indicative Reading List

- Liao, S. M. (2006), 'The Right of Children to be Loved', *Journal of Political Philosophy*, 14: 4, 420–440.
- Singer P.(1989) 'All Animals are Equal', in Regan, T. and Singer. P (eds.), *Animal Rights and Human Obligations*. New Jersey: Prentice-Hall, 148-162.
- Langton, R. (1993), 'Speech acts and unspeakable acts', *Philosophy and Public Affairs* 22: 4, 293-330.
- Shue, H. (1996). *Basic Rights: Subsistence, Affluence and U.S. Foreign Policy*, 2nd ed. Princeton, N.J: Princeton University Press.
- Nickel J. W. (2007). *Making Sense of Human Rights*. Oxford: Blackwell Publishing.
- Brownlee, Kimberley (2013). 'The Human Right Against Social Deprivation', *Philosophical Quarterly* 63: 251, 199- 222.

### Synopsis \*

This module provides an introduction to some of the key issues in the philosophy of law. All of the ideas discussed are linked by focusing on the notion of 'right'. Students will be exposed to a variety of questions and issues, such as: 'What is a right?', 'Are there such things as natural rights?', 'Is there any absolute right?', '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?', 'Do future people have rights?', 'Do we have a right against social deprivation?' and 'Do children have a right to be loved?'.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate familiarity with the basic terminology required for the analysis and evaluation of argument;  
Demonstrate appreciation of Descartes' Method of Doubt and the 'Cognito' argument;  
Demonstrate appreciation of Descartes' arguments for the existence of God;  
Demonstrate appreciation of Descartes' own account of perceptual knowledge;  
Demonstrate a basic understanding of Cartesian Dualism, Idealism, and Phenomenalism, as well as the main arguments for and against them.

### Method of Assessment

Essay 1 – 45%

Essay 2 – 45%

Seminar Performance – 10%

### Preliminary Reading

Indicative reading:

Ayer, A.J. *The Central Questions of Philosophy*, London: MacMillan

Descartes, R. *Meditations on First Philosophy*, Cambridge: Cambridge University Press

Hospers, J. *Introduction to Philosophical Analysis*, London: Routledge

Kenny, A. (2006), *The Rise of Modern Philosophy*, Oxford: Oxford University Press

Russell, B. *The Problems of Philosophy*, Oxford: Oxford University Press

### Synopsis \*

This module begins with a critical examination of Rene Descartes' justly celebrated *Meditations on First Philosophy* (published, originally, in 1641). This work not only provides a comprehensive account of Descartes' philosophical system, but also constitutes an admirable introduction to The Theory of Knowledge and to Metaphysics. Thus, Descartes' fundamentally Rationalist account of our knowledge of the external world is duly contrasted with the Empiricist accounts offered by such Twentieth Century Philosophers as Bertrand Russell and A.J.Ayer; while Descartes' Dualism is compared with the other major metaphysical doctrines, namely, Idealism, Phenomenalism and contemporary Physicalism. The module concludes with a survey of what is, perhaps, the most perplexing of metaphysical problems, namely, The Problem of Freewill and Determinism.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate understanding of the basic questions about the nature of moral philosophising through an examination of a range of moral thinkers and schools;

Understand the connections and differences between moral philosophy and other kinds of study, including moral anthropology;

Analyse and critically appraise logical arguments;

Plan and write a philosophical essay and build it around a coherent argument;

Demonstrate a basic knowledge of certain fundamental and enduring debates about the respective roles of reason and feeling (emotion) in moral argument and judgment;

Demonstrate 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;

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

Mid-term Essay (750 words) – 30%

Final Essay (2,000 words) – 60%

Seminar Performance – 10%

### 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 \*

This module will introduce students 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 their life go any worse. Might it still be the case that I have acted wrongly—even if I haven't made anyone worse off? A third bit question is this: What's the status of morality? Is it, for example, the case that what's right for me might be wrong for you? Does it make any sense at all to talk about moral claims being true or false, even relative to moral communities? Might moral judgments be nothing but expressions of sentiments? Throughout the course, students will be examining these and similar questions from the point of view of a variety of philosophers, including Plato, Aristotle, John Stuart Mill, Immanuel Kant, and David Hume.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>PL305</b>		<b>Existentialism</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate an understanding of existentialism and its relation to the history of philosophy;  
 Demonstrate an understanding of different arguments for the nature of existence according to the concepts of being, existence, freedom, finitude, anguish and death;  
 Think out, articulate and defend their views on some fundamental issues in moral philosophy;  
 Formulate and express philosophical ideas both in speech and in writing;  
 Engage in a close reading of some major texts of European philosophy;  
 Engage critically with some basic philosophical concepts and theories in contemporary ethics;  
 Present, orally and in writing, the theories articulated in philosophical texts and their own ideas and critical arguments in response to the texts.

### Method of Assessment

Essay 1 – 40%  
 Essay 2 – 50%  
 Seminar Performance – 10%

### Preliminary Reading

Indicative Reading List:

Camus, A. (1955). *The Myth of Sisyphus and Other Essays* [1942], trans. Justin O'Brien, New York: Vintage  
 Heidegger, M, (1971), 'Building, Dwelling Thinking' [1952], in *Poetry, Language, Thought*, trans. Albert Hofstadter, New York: Harper & Row  
 Jaspers, K. (1986). 'Existence – Existenz' [1932], in *Basic Philosophical Writings*, Athens: Ohio University Press  
 Macquarrie, J. (1972). *Existentialism: An Introduction, Guide and Assessment*, Harmondsworth: Penguin  
 Marcel, G, (1951). *The Mystery of Being: I. Reflection and Mystery* [1949-50], Chicago: Henry Regnery  
 Sartre, J. (2000). *Being and Nothingness* [1943], trans. Hazel Barnes, London: Routledge

### Pre-requisites

None

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

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".

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

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;  
 Demonstrate the ability to construct a truth-table and to determine the validity of simple arguments by the truth-table method, and to construct simple logical proofs for the same end;  
 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;  
 Demonstrate the ability to recognise informal fallacies;  
 Demonstrate the ability to apply all of the skills they have acquired to analyse longer arguments.

### Method of Assessment

Examination (3 hours) – 100%

### Preliminary Reading

Indicative reading:

Copi, I., Cohen, C., and McMahon, K., 2014. Introduction to Logic. 14th edition. Harlow: Pearson Education Limited.  
 Fisher, A., 2004. The Logic of Real Arguments. 2nd ed. Cambridge: Cambridge University Press.  
 Baggini, J. and Fosl, P., 2003. The Philosopher's Toolkit: A Compendium of Philosophical Concepts and Methods. Oxford: Blackwell.  
 Hodges, W., 2001. Logic. 2nd ed. London: Penguin.

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

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 formal 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 short passages of philosophical argument; 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate understanding of some basic questions in philosophy about a range of issues

Appreciate various philosophical topics

Read analytical philosophy in a way that is considered, reflective, and imaginative

Write analytical philosophy in a way that is careful, logical, structured and coherent

### Method of Assessment

Paraphrase Exercise (500 words) – 30%

Essay (1,200 words) – 30%

Public Philosophy Assignment (750 words) – 30%

Seminar Participation – 10%

### Preliminary Reading

Indicative reading:

Martinich, A.P. (2005) *Philosophical Writing: An Introduction* (Oxford: Blackwell)

Warburton, N. (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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

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;

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;

Describe and articulate a key concept, idea, theme or practice relevant to 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

Essay 1 (2,000 words) – 50%

Essay 2 (2,000 words) – 50%

### Preliminary Reading

Indicative Reading List

Flood, G. (1996). An introduction to Hinduism, Cambridge: CUP.

Harvey, P. (1990). An Introduction to Buddhism, Cambridge: CUP.

Keown, D. (2013). Buddhism – A Very Short Introduction, (2nd edition) Oxford: OUP.

Knott, Kim (1998). Hinduism: A Very Short Introduction, Oxford: OUP.

Rahula, W. (1997). What the Buddha Taught, New York: One World Publications.

### Synopsis \*

The purpose of this module is to introduce students to the Hindu and Buddhist traditions, through a consideration of their key concepts, ideas, texts and practices (such as bhakti, moksha, yoga, dharma). The first half of the module will examine some of the most interesting features of the Vedic and post-Vedic tradition: the Upanishads, the Bhagavad Gita and the polytheism of the Mahabharata. The second half will examine the contrasting philosophical positions of the Theravada and Mahayana Buddhist traditions using materials from the Pali canon and several Sanskrit Sutras. Particular attention will be given to the variety of interpretations of the Buddhist 'No-self' doctrine and concept of enlightenment as well as the meaning and function of the Buddha's career.

<b>TH334 Religion and Sex</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
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 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### Method of Assessment

100% Coursework

### Preliminary Reading

#### 14. Indicative Reading List:

Akerley, B. E. 1999 *The X-Rated Bible Feral*

Bishop, C. 2000 *Sex and Spirit* Ulysses Press

Cahill, L. S. 1996 *Sex, Gender & Christian Ethics* Cambridge UP

Carr, D. 2003 *The Erotic Word* Oxford University Press

Castelli, E. & Rodman, R. Ed. 2001 *Women, Gender & Religion: A Reader*  
Palgrave Macmillan

Claussen, D.S. 2002 *Sex, Religion, Media* Rowman & Littlefield

Eilberg-Schwartz, H. 1995 *God's Phallus: And Other Problems for Men and Monotheism* Beacon

Faure, B. 1998 *The Red Thread: Buddhist Approaches to Sexuality* Princeton UP

Jung, P.; Hunt, M. & Balakrishnan, R. 2000 *Good Sex: Feminist Perspectives from the World's Religions* Rutgers UP

Parrinder, G. 1995 *Sexual Morality in the World's Religions* One World

Sands, K.M. Ed. 2000 *God Forbid: Religion and Sex in American Public Life* Oxford UP

Urban, H. B. 2003 *Tantra: Sex, Secrecy, Politics and Power in the Study of Religion* University of California Press.

### Pre-requisites

None

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

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

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>TH340 Introduction to Judaism and Islam</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Deacy Dr C
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Assess the importance of the Jewish and Islamic faiths for believers today;  
Demonstrate knowledge of the history, thought, culture and scriptures of these two monotheistic faiths;  
Demonstrate appreciation of what it means to be a Jew or Muslim today;  
Demonstrate understanding of the meaning of religious beliefs and practices in the two faiths;  
Demonstrate understanding the broad historical development of Jewish and Muslim religion.

### Method of Assessment

Essay 1 (2,000 words) – 50%

Essay 2 (2,000 words) – 50%

### Preliminary Reading

Indicative Reading List

Armstrong, K. (2001) *Islam: A Short History*. London: Phoenix

Ayoub, M. (2004) *Islam: Faith and History*, London: Oneworld

De Lange, N. (2009) *An Introduction to Judaism*, 2nd edn, Cambridge: Cambridge University Press

Esposito, J. (2004) *Islam - The Straight Path*, Oxford: Oxford University Press

Satlow, M. (2006) *Creating Judaism: History, Tradition, Practice*, New York: Columbia University Press

Wright, MJ. (2012) *Studying Judaism: The Critical Issues*, London: Continuum

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total Contact Hours: 30

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate an appreciation of religion in phenomenological terms.

Assess the work of phenomenologists, sociologists and psychologists in the field of the study of religions.

Demonstrate an ability to use and appropriate the rudimentary language used in the phenomenology, sociology, and psychology of religion.

Apply a methodological, phenomenological, sociological and psychological perspective to the study of religion.

### Method of Assessment

Annotated Bibliography (1,000 words) – 15%

Essay (3,000 words) – 35%

Examination (3 hours) – 50%

### Preliminary Reading

Indicative Reading List

Crawford, R. (2002). *What is Religion? Introducing the Study of Religion*, London: Routledge

Herling, B.L. (2017). *A Beginner's Guide to the Study of Religion*, London & New York: Bloomsbury

Hinnells, J. (ed.), (2005). *The Routledge Companion to the Study of Religion*, Abingdon: Routledge

Paden, W.E. (1992). *Interpreting the Sacred: Ways of Viewing Religion*, Boston: Beacon Press

Pals, D.L. (2006). *Eight Theories of Religion*, Oxford: Oxford University Press

Rodrigues, H. & Harding, J.S. (2009). *Introduction to the Study of Religion*, London: Routledge

Segal, R. (ed.), (2006). *The Blackwell Companion to the Study of Religion*, Oxford: Blackwell

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will 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

Essay (2,000 words) – 50%

Examination (2 hours) – 50%

### Preliminary Reading

Indicative Reading List

Davie, G. (2007). *The Sociology of Religion*. London: Sage

Furseth, I. & Repstad, P. (2006). *An Introduction to the Sociology of Religion*. Aldershot: Ashgate

Hinnells, J. (2010). *The Routledge Companion to the Study of Religion* (2nd edition). London and New York: Taylor & Francis Group

Woodhead, L. et al. (2009). *Religions in the Modern World* (2nd edition). London and New York: Routledge

### Synopsis \*

The curriculum will be structured to introduce students to a range of key theories and debates which provide a basic framework for the social and cultural study of contemporary religion. Each session will introduce students to a particular theory or debate, using 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 current issues to which these theories and debates might be relevant.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

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

### Learning Outcomes

On successfully completing the module students will be able to:

- 11.1 Demonstrate knowledge of the main themes and texts of the Old and New Testaments;
- 11.2 Demonstrate and understanding of the basic chronologies behind these texts;
- 11.3 Demonstrate a basic understanding of key critical issues and concepts;
- 11.4 Demonstrate close-reading skills.

### Method of Assessment

100% Coursework

### Preliminary Reading

Indicative reading:

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

The Bible with Apocrypha (NRSV)

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

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

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

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

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

### Synopsis \*

The Bible is not a single book, but a *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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>TH346 Introduction to Asian Traditions</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	100% Coursework	
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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>TH348 Introduction to East Asian Traditions</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	De Vries L
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate an appreciation of the richness and diversity present within specific Asian traditions and civilisations;  
Describe and articulate 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;  
Demonstrate understanding of the broad historical development of specific Asian civilisations and traditions;  
Apply a variety of methodological, hermeneutical, and historiographical perspectives relevant to the study of Asia.

### Method of Assessment

Annotated Bibliography (1,000 words) – 30%

Essay (2,500 words) – 70%

### Preliminary Reading

Indicative Reading List

Breen, J. and Teeuwen, M. (2003) *A Short History of Shinto*, Oxford: Blackwell.

Cali, J. (2013) *Shinto Shrines*, University of Hawaii Press.

Harvey, P. (1990) *An Introduction to Buddhism*, Cambridge: CUP.

Keown, D. (2013) *Buddhism – A Very Short Introduction*, (2nd edition) Oxford: OUP.

Littleton, C. S. (2002) *Understanding Shinto*, London: Duncan Baird.

Oldstone-Moore, Jennifer (2003) *Understanding Confucianism: Origins, Beliefs, Practices, Holy Texts, Sacred Places*, London: Duncan Baird.

Rainy, Lee Dian (2011) *Confucius and Confucianism: The Essentials*, Oxford: Wiley Blackwell.

### Pre-requisites

Co-requisite: RSST3310 – Introduction to Hinduism and Buddhism

### Synopsis \*

This module provides an historical introduction to the philosophical, religious and cultural traditions of East Asia. It will provide a foundation for understanding the historical development, key concepts and important practices of the major worldviews of East Asia with specific reference to traditions such as Buddhism, Confucianism, Daoism, Shinto and other animist traditions.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>TH349 Ethics, Society and the Good Life</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Deacy Dr C
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate an understanding of the key values, worldviews, beliefs, assumptions and presuppositions which shape and inform specific ethical perspectives;

Provide an account of specific philosophical discussions related to ethics within one philosophical/religious tradition examined in this module;

Compare and contrast ethical approaches in two or more philosophical/religious traditions and/or contexts;

Demonstrate a general understanding of social construction theory and the influence historical, social and cultural factors may have on ethical judgement and reflection;

Apply these theoretical frameworks to the understanding of specific ethical judgements related to particular themes or issues.

### Method of Assessment

Essay (2,000 words) – 50%

Examination (2 hours) - 50%

### Preliminary Reading

Indicative Reading List

Gilligan, C. (2016). *In a Different Voice*. Cambridge, MA: Harvard University Press.

Fasching, D., DeChant, D. and Lantigua, D. (2011). *Comparative Religious Ethics: A Narrative Approach to Religion and Global Ethics* (second edition). Chichester: Wiley and Blackwell.

Malik, K. (2014). *The Quest for a Moral Compass. A Global History of Ethics*. London: Atlantic Books.

Nussbaum, M. (2001). *The Fragility of Goodness* (second edition). Cambridge: Cambridge University Press.

### Restrictions

RSST3500 (TH350) (co-requisite)

### Synopsis \*

This module provides a cross-cultural introduction and exploration of philosophical, religious and cultural traditions which have shaped and informed historical and contemporary ethical judgements and notions of the good life. From ancient Asian, Greek, Jewish, Christian and Islamic philosophies inspired by thinkers such as the Buddha, Plato, Jesus and Mohammed, to modern secular philosophies such as humanism and Marxism, humans have articulated a variety of approaches to ethics, politics, spirituality, and the relationship of the individual to society, in many cases developing legal frameworks for the regulation of issues of ethical concern in areas such as human rights, wealth distribution, medical ethics, the environment and human sexuality.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>TH350 The Global Search for Meaning</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Lee Dr L

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate an appreciation for key themes that shape a variety of philosophical, cultural and religious traditions across the globe;

Describe and present discussions and debates surrounding these key concepts, ideas, and practices;

Understand and contrast approaches to key themes across more than one culture, comparing different views and practices;

Demonstrate an appreciation of the intercultural challenges of comprehending, comparing and contrasting different cultural traditions;

Apply a variety of methodological, hermeneutical and historiographical perspectives relevant to the study of philosophical and theoretical ideas explored in the module.

### Method of Assessment

Annotated bibliography (1,000 words) – 30%

Essay (2,500 words) – 70%

### Preliminary Reading

Indicative Reading List

Cooper, D (2002). *World Philosophies: An Historical Introduction* (second edition). Chichester, Sussex: John Wiley and Sons.

Cooper, D (2009). *Philosophy: The Classic Readings*. Chichester, Sussex: Wiley-Blackwell.

Hadot, P (1995). *Philosophy as a Way of Life*, trans. M. Chase. Oxford: Blackwell.

Midlgeley, M (2004). *The Myths We Live By*. London: Routledge.

Smart, N (2017) *World Philosophies* (second edition). London: Routledge.

Tofigian, O (2016) *Myth and Philosophy in Platonic Dialogues*. London: Palgrave-Macmillan.

### Pre-requisites

Co-requisite: RSST3490 (TH439)

### Synopsis \*

This module provides a thematic introduction to selected topics and debates that span global philosophical, religious and cultural traditions. It will explore issues such as the nature of reality, of the self, and of goodness or value, the foundations of ethics and the ideal society, and the goals of life in a variety of worldviews. Cross-referencing cultural traditions with broader theoretical and philosophical debates, it seeks to provide a foundation for understanding key concepts and themes found within the world's traditions of philosophy and religion, and exploring their implications for fundamental debates about truth, society, psychology and the good life.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

TH351 Introduction to Atheism						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate an appreciation of different concepts of 'atheism', and key examples of how and why these concepts have been used, including in relation to different aspects of atheism (identity, belief and practice) and in different theoretical and cultural contexts.

Demonstrate an understanding of how atheism can manifest in beliefs, practices and identities, and critically engage with theoretical debates concerning the status of atheism as a worldview analogous to religion.

Describe, articulate and compare two major atheist traditions, such as European humanism or Japanese agnosticism, demonstrating an accurate and detailed understanding of how these traditions manifest in everyday belief and practice, and an awareness of the historical trajectories of these traditions.

### Method of Assessment

Essay 1 (2,000 words) – 50%

Essay 2 (2,000 words) – 50%

### Preliminary Reading

Bullivant, S. and M. Ruse, eds (2013). *The Oxford Handbook to Atheism*, Oxford: OUP.

Law, S. (2011). *Humanism: A Very Short Introduction*, Oxford: OUP.

Lee, L. (2015). *Recognising the Nonreligious: Reimagining the Secular*, Oxford: OUP.

Smolkin, V. (2018). *A Sacred Space is Never Empty: A History of Soviet Atheism*. New Jersey: Princeton University Press.

Taylor, C (2007). *A Secular Age*. Cambridge, Cambridge, MA: Belknap Press.

### Synopsis \*

This module will introduce students to atheist and nonreligious worldview traditions, through an appreciation of the key concepts and debates (including distinctions between nonreligious atheism and 'atheist religions'), and the diverse manifestation of atheism in political and communal life. It traces the historic reasons why atheism has been differentiated from religion and other worldviews, and the competing interests that undergird the idea of a religion/atheism dichotomy, as well as the key reasons that contemporary scholars have challenged this idea. The second part of this module explores atheist traditions from around the world, including humanism in Europe, Communist atheism in Eastern Europe and Asia, and agnosticism in Europe and Japan. Across these case studies, students will explore how nonreligious worldviews manifest as lived traditions – in the beliefs, ritual and practices, art and culture, and social lives of so-called 'non-believers' – as well as locating these traditions in social and political context. The module also introduces the ways in which religious and nonreligious traditions shape one another, and the significant, sometimes violent tensions that have also marked religious-nonreligious relations.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

TH352		What is Religion?				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate an appreciation of religion in phenomenological terms;

Assess the work of phenomenologists, sociologists and psychologists in the field of the study of religions;

Demonstrate an ability to use and appropriate the rudimentary language used in the phenomenology, sociology, and psychology of religion;

Apply a methodological, phenomenological, sociological and psychological perspective to the study of religion.

### Method of Assessment

Study Skills Assignment (600 words) – 15%

Essay (1,500 words) – 35%

Examination (2 hours) – 50%

### Preliminary Reading

Crawford, R. (2002). *What is Religion? Introducing the Study of Religion*, London: Routledge.

Herling, B.L. (2017). *A Beginner's Guide to the Study of Religion*, London & New York: Bloomsbury.

Hinnells, J. (ed.), (2005). *The Routledge Companion to the Study of Religion*, Abingdon: Routledge.

Paden, W.E. (1992). *Interpreting the Sacred: Ways of Viewing Religion*, Boston: Beacon Press.

Pals, D.L. (2006). *Eight Theories of Religion*, Oxford: Oxford University Press.

Rodrigues, H. & Harding, J.S. (2009). *Introduction to the Study of Religion*, London: Routledge.

Segal, R. (ed.), (2006). *The Blackwell Companion to the Study of Religion*, Oxford: Blackwell.

### 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, the aim of which is to equip students with key study skills in the areas of writing essays, referencing and plagiarism-prevention.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### 37 Kent Law School

<b>LW315</b>		<b>Introduction to Obligations</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Palevich Ms O
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework with Compulsory Numeric Elements	Palevich Ms O

#### Contact Hours

30 hours.

#### Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate an understanding of the nature of private law, its main subdivisions and its development.
2. Demonstrate a knowledge of the main types of legal obligation.
3. Demonstrate an outline knowledge of the principles of the law of contract and tort.
4. Demonstrate an understanding of the distinctive nature of case law and of the common law in particular.
5. Identify the contractual and tortious legal issues raised in simple problem situations.
6. Use case-law to predict the legal outcome of problem situations in at least one area of contract law and one area of tort.

#### Method of Assessment

100% coursework consisting of a multiple choice test and a problem question (which must be passed in order to pass the module).

#### Preliminary Reading

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

#### Pre-requisites

Co-requisite - This module is to be taken with LW316/LW5316 Foundations of Property and is a pre-requisite for LW650 The Law of Contract and LW651 The Law of Tort. Only available to students following a Law programme of study (either single or joint honours).

#### Restrictions

Not available to Exchange students.

#### Synopsis \*

This module introduces the law of obligations, which comprises the private law of duties and rights to which individuals and organisations are subject. Traditionally, it includes the law of contract and tort (but not property). As well as introducing some of the content (which is covered more extensively in LW650 and LW651), a key focus is on the institution of the common law through which most of the law of obligations has emerged. This aspect is especially explored through the case classes, which run alongside the lectures and seminars.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>LW316</b>		<b>Foundations of Property</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Kirton-Darling Mr E

### Contact Hours

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

### Department Checked

Yes

### Learning Outcomes

Demonstrate knowledge and understanding of the concepts, principles and rules of a range of property law topics.

Demonstrate an understanding of the foundational role of equity and trusts in the development of property law.

Identify and explain property-related issues.

Appreciate the historical, cultural, political and economic contexts relevant to the discussion of 'property', and situate and discuss these elements through an examination of specific property law issues and case material.

### Method of Assessment

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

### Preliminary Reading

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

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

Preliminary Viewing - District 13, 2004, Dir P Morel

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

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

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

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

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

C Dickens Bleak House

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

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

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

### Pre-requisites

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

### Restrictions

Only available to Law students. Not available to exchange students.

### Synopsis \*

Following on from 'Introduction to Obligations', 'Foundations of Property' continues the study of private law by introducing students to property law. 'Property' is something we tend to presume we know about, and rarely examine as an idea or practice closely. Most often we use it to connote an object or 'thing', and presume that it has something to do with 'ownership' of that object; we use expressions such as, 'This is mine,' and often do not examine the detail of what that really means.

This module begins to unpack and examine the ideas and practices of property more closely, looking in particular at land to ask questions such as: what do we mean by 'ownership'? What happens when a number of competing 'ownership claims' in one object exist? What are the limits of 'ownership'? Does 'ownership' entail social obligation?

When preparing for the module it will be useful to think about (and collect material on) current debates over contested ownership (or use) of property and resources, especially in relation to land.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>LW508</b>		<b>Criminal Law</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	30 (15)	60% Exam, 40% Coursework with Compulsory Numeric Elements	Thompson Ms J
1	Canterbury	Whole Year	I	30 (15)	80% Exam, 20% Coursework	Thompson Ms J
1	Canterbury	Whole Year	I	30 (15)	90% Exam, 10% Coursework	Thompson Ms J
1	Medway	Whole Year	I	30 (15)	100% Exam	
1	Medway	Whole Year	I	30 (15)	80% Exam, 20% Coursework	
1	Canterbury	Whole Year	I	30 (15)	80% Exam, 20% Coursework with Compulsory Numeric Elements	Thompson Ms J

### Contact Hours

55 hours.

### Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate a sound grounding in the concepts, principles and rules of criminal offences.
2. Demonstrate a sound understanding of the wider debate in respect of the place of criminal law in the social context, the definitions of harm and the boundaries of criminal law.
3. Demonstrate knowledge of the major theoretical debates in the criminal law field.
4. Assess criminal liability in a given factual situation and identify any defences by applying relevant legal principles, case law and statute law to the facts, and critically debate any issues raised.
5. Engage in a reasoned and informed discussion of the major areas of criminal law making appropriate reference to legal and academic source authorities.
6. Evaluate the operation of the criminal law in the social context.

### Method of Assessment

Written examination worth 60% and 40% coursework consisting of an oral (which must be passed in order to pass the module) and an advice note.

### Preliminary Reading

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

### Restrictions

Only available to Law students. Not available to exchange students.

### Synopsis \*

- Introduction to the concept of crime, the structure of criminal justice and the general principles of liability
- Harm and the boundaries of criminal law
- Considering cases – how to effectively summarise cases and write a case note
- Murder
- Defences to murder
- General defences
- Manslaughter
- Non-fatal offences against the person
- Sexual offences
- Inchoate offences
- Complicity
- Property-related offences

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Availability

Autumn Term

### Contact Hours

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

### Department Checked

yes

### Learning Outcomes

The intended subject specific learning outcomes

To ensure that students taking the module are:

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

### Method of Assessment

100% coursework comprising of a 5,000 word essay (maximum).

### Preliminary Reading

Core texts

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

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

General reading

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

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

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

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

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

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

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

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

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

### Pre-requisites

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

### Progression

Stage 1

### Restrictions

This module will be delivered online in academic year 2020-21.

### Synopsis \*

This module will be delivered online in academic year 2020-21.

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

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

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

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### 01 School of Arts

<b>ART301</b>		<b>Media and Meaning</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	70% Coursework, 30% Exam	

#### Contact Hours

Total contact hours: 48  
Private study hours: 252  
Total study hours: 300

#### Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate an introductory understanding of how narrative processes, generic forms, and modes of representation at work in a wide variety of media forms.
- Demonstrate an introductory understanding of the ways in which specific media and their technologies make different kinds of aesthetic effects and forms possible.
- Demonstrate an introductory understanding of some major thinkers, debates and key texts relevant to how meaning is communicated through various media forms.
- Demonstrate an introductory understanding of how aesthetic and formal qualities contribute to the creation and communication of meaning.
- Demonstrate an introductory understanding of key concepts of how meaning is created and communicated, including narrative, genre, style, form and rhetoric.

#### Method of Assessment

Critical Essay (2000 words) (40%)  
Digital Portfolio (30%)  
Examination, 2 hour (30%).

#### 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

#### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>ART302</b>		<b>Media and Taste</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	70% Coursework, 30% Exam	
1	Canterbury	Spring	C	30 (15)	50% Coursework, 50% Exam	

### Contact Hours

Total contact hours: 48  
Private study hours: 252  
Total study hours: 300

### Learning Outcomes

On successfully completing the module students will be able to:

- demonstrate basic knowledge about the relationship between culture and taste, and how this relationship is contingent on historical context;
- demonstrate basic knowledge about how critics, curators and other figures in the creative industries and academy serve as gatekeepers and tastemakers for cultural products;
- demonstrate basic knowledge about the dialogue between 'high' and 'low' culture;
- demonstrate basic knowledge about selected art movements, e.g. (but not limited to) surrealism, pulp forms, pop art;
- demonstrate basic knowledge about how institutions set up cultural hierarchies.

### Method of Assessment

Critical Essay (2000 words) (40%)  
Digital Portfolio (30%)  
Examination, 2 hour (30%).

### 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.

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>ART305</b>		<b>Encountering Kent</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	100% Coursework	
1	Canterbury	Autumn	C	30 (15)	100% Coursework	

### Contact Hours

Contact Hours: 40  
Independent Study Hours: 260  
Total Study Hours: 300

### Learning Outcomes

On successfully completing the module students will be able to:

- demonstrate a basic knowledge and understanding of a range of performers, writers, artists and film-makers associated with the county of Kent.
- demonstrate a basic knowledge and understanding of the history of Kent, particularly its cultural history, and of its identity as reflected in contemporary media.
- demonstrate an awareness of the role played by place in shaping human history and culture (for example, the geography, climate and demography of Kent).
- demonstrate an awareness of a range of disciplines, and their interdisciplinary interaction, necessary for the study of the cultural history and contemporary regional identity of Kent.
- demonstrate a basic knowledge and understanding of a range of methodologies and approaches required for analysing the culture and regional identity of Kent.

### Method of Assessment

Case Study (1500 words) (40%)  
Essay (2500 words) (60%)

### Synopsis >\*

This is an interdisciplinary module that aims to introduce first-year students to the study of the arts and humanities through a focus on place. That place is the county of Kent, where they are resident during their studies, and which they will get to know better through taking this module. The name Kent probably means 'border', and as the region between the Continent and the capital, it has a rich history of encounters – from Julius Caesar to Pocahontas – that allow for the region's varied history and rich cultural diversity to be explored. Numerous significant figures in the arts have been associated with Kent, including artists and performers like William Blake, J. W. M. Turner, Vincent Van Gogh, Ellen Terry, and Ian Fleming, to name just a few. The module will be delivered in the form of four two-week units delivered by each of the constituent subjects of the School of Arts, with introductory and concluding weeks setting the disciplinary case studies in a wider context both historically and methodologically.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total contact hours: 72  
Private study hours: 228  
Total study hours: 300

### Learning Outcomes

On successfully completing the module students will be able to:

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

### Method of Assessment

Performance (40%)  
Essay (2000 words) (40%)  
Seminar Contribution (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  
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

### 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.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

DR339		Making Performance 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	30 (15)	100% Coursework	Laera Dr M

### Contact Hours

Total contact hours: 48  
Private study hours: 252  
Total study hours: 300

### Learning Outcomes

On successfully completing the module students will be able to:

- Re-evaluate and question their default understanding of what theatre is, and understand diverse and varied approaches to making performances.
- Devise more developed performances from a range of starting points, for example, improvisation, music, audience, personality, aural and visual stimuli, etc.
- Work creatively and collaboratively in small groups, to create, rehearse and perform material.
- Demonstrate a range of performing and creative skills.
- Demonstrate technical, creative and/or production skills within practical and reflective outcomes.
- Demonstrate competence in handling equipment, paying due attention to the health and safety of themselves and others and developing a technical vocabulary.
- To begin to analyse and integrate theatre technologies creatively, conceptually and practically.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

Theatre Manifesto (1500 – 2000 words) (40%)  
Assessed Public Performance (approx. 20 minutes) (60%)

### Preliminary Reading

Allain, Paul and Jen Harvie (2006), *The Routledge Companion to Theatre and Performance*, London: Routledge  
Brook, Peter (1990), *The Empty Space*, London: Penguin  
Freshwater, Helen (2009), *Theatre and Audience*, Basingstoke: Palgrave Macmillan  
Johnstone, Keith (2007), *Impro: Improvisation and Theatre*, London: Methuen  
Radosavljević, Duška (2013) *The Contemporary Ensemble: Interviews with Theatre-Makers*. London: Routledge.  
Svich, Caridad and Maria Delgado (2003) *Theatre in Crisis? Performance Manifestos for a New Century*, Manchester: Manchester University Press.

### 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. 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>DR340</b>		<b>Introduction to Mask</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	
1	Canterbury	Spring	C	30 (15)	100% Coursework	

### Contact Hours

Total contact hours: 48  
Private study hours: 252  
Total study hours: 300

### Learning Outcomes

Demonstrate an understanding of some key approaches to mask theatre  
Demonstrate practical understanding of mask-making  
Show a foundation in mask and improvisation performance and rehearsal skills  
Communicate an understanding of the role of masks in performer training  
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)  
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

Group Performance (40%)  
Critical reflection (1500 words) (25%)  
Essay (2500 words) (35%).

### 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

### Synopsis \*

The aim of this 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>DR343</b>		<b>Behind the Performer</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	100% Coursework	
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).

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>DR345 Puppet and Object Theatre</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	
1	Canterbury	Spring	C	30 (15)	100% Coursework	

### Contact Hours

Total contact hours: 48  
Private study hours: 252  
Total study hours: 300

### Learning Outcomes

On successfully completing the module students will be able to:

- 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).
- Understand how different technologies contribute to performance (e.g light, sound/music, objects/props, projection)
- Undertake the making of performance and reflect upon it, including recording and analysing the process,
- Understand the relation of the performance to the context of its production and reception
- Create performance which explores the potential of space and integrates theatre technologies creatively, conceptually and practically.

### Method of Assessment

Performance (50%)  
Critical reflection (1500 words) (20%)  
Essay (2000 words) (30%).

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>DR346 Popular Performance: Pubs, Clubs and Citizenship</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	100% Coursework	Quirk Dr S
1	Canterbury	Autumn	C	30 (15)	100% Coursework	

### Contact Hours

Total contact hours: 44  
Private study hours: 256  
Total study hours: 300

### Learning Outcomes

On successfully completing the module students will be able to:

- Understand definitions of popular performance, and confidently navigate tensions between them;
- Identify and analyse, at an introductory level, key features and techniques present in popular performance forms;
- Understand debates on the enjoyment of popular culture as an expression of, or potential detriment to, social citizenship;
- Understand politics as encompassing government, identity and taste;
- Identify both overt and implicit ideologies at work in performance made by both themselves and others;
- Reflect upon their own political and cultural attitudes, and show awareness of how these shape their preferences and creative choices.

### Method of Assessment

Essay (2000 words) (40%)  
Performance plus Q&A (60%)

### 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.

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>DR347</b>		<b>Ancient Greek Theatre</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	100% Coursework	Varakis-Martin Dr A
2	Canterbury	Spring	C	30 (15)	100% Coursework	
1	Canterbury	Autumn	C	30 (15)	100% Coursework	

### Contact Hours

Contact hours = 40  
Independent Study Hours = 260  
Total learning hours = 300

### Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate a knowledge of ancient Greek theatre and performance;
- Articulate an understanding of the relationship between ancient Greek theatre, drama and performance and the specific political, cultural, and social contexts in which it was produced;
- Demonstrate a specific understanding of the work and significance of key theatrical practitioners (for example, ancient Greek playwrights, and performers);
- Undertake analysis of non-realistic dramatic texts and performance traditions that are informed by myth, ritual, and oral traditions different from our own, present conventions and expectations;
- Demonstrate research skills in using secondary and, where available and appropriate, primary materials such as ancient iconography and artefacts.

### Method of Assessment

30% - Essay of 2,000 words  
50% - Essay of 3,500 words  
20% - Group lecture presentation

### Preliminary Reading

Easterling, P. E. ed. (1997) *The Cambridge Companion to Greek Tragedy*. Cambridge: CUP  
Postlewait, T. (2009) *The Cambridge Introduction to Theatre Historiography*. Cambridge: CUP  
Postlewait, T., and B. McConachie, eds. (1989) *Interpreting the Theatrical Past*. Iowa: University of Iowa Press  
Neillhaus, Tobin et al, eds. (2016) *Theatre Histories: An Introduction*. 3rd totally revised ed. Abingdon and New York: Routledge  
Rabinowitz, Nancy Sorokin (2008) *Greek Tragedy*. Oxford: Blackwell  
Wiles, David (2000) *Greek Theatre Performance*. Cambridge: CUP  
McLeish, Kenneth and Trevor R. Griffiths (2003), *A Guide to Greek Theatre and Drama*. London: Methuen.

### Synopsis

The module introduces students to historical theatre traditions that are remote from present stage conventions. It offers a study of some of the key ancient Greek plays and a detailed exploration of the societal conditions and theatrical realities of 5th century BCE, allowing for an understanding of theatre as an artistic product of a particular historical context and culture. Modern stage adaptations of Greek drama will also be considered, taking account of issues regarding historical and cultural transposition. As comparative foil, the module will also discuss non-European 'classical' traditions such as Japanese Noh theatre, and the Indian theatre tradition based on the *Natyasastra*.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>DR348 Introduction to Mask and Puppetry</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	100% Coursework	
1	Canterbury	Autumn	C	30 (15)	100% Coursework	May Dr S

### Contact Hours

Total contact hours: 56  
Private study hours: 244  
Total study hours: 300

### Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate an understanding of some key approaches to mask and puppetry, including a mixture of Western and non-Western traditions
- Demonstrate practical understanding of mask and/or puppet making and show a foundation in performance and rehearsal skills.
- Undertake the making of performance and reflect upon it.
- Communicate an understanding of the role of masks, puppets and objects in performer training.
- Communicate an understanding of key concepts in mask, puppetry and object theatre, and a knowledge of both past and contemporary practitioners in their relevant contexts.

### Method of Assessment

Group Performance (40%)  
Critical reflection (1500 words) (20%)  
Essay (2,000 words) (40%).

### Preliminary Reading

Bell, J. (ed) (2001) Puppets, masks, and performing objects. Cambridge, MA: MIT Press.  
Eldredge, S. A. (1996) Mask improvisation for actor training and performance: The compelling image. Evanston, IL: Northwestern University Press  
Emigh, J. (1996) Masked Performance: The play of self and other in ritual and theatre. Philadelphia: University of Pennsylvania 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.  
Wilsher, T. (2006) The Mask Handbook: A Practical Guide. London: Routledge.

### Synopsis \*

The aim of this course is to give students an understanding of a variety of practices, theory and historical contexts of masks and puppets in performance. By learning about different practices the students will develop a sense of the function and potential of objects in performance and training, as well as develop their own performance skills. Screenings/lectures provide theoretical lenses and will focus on key practitioners and their historical, cultural and theatrical contexts. Practical workshops will deliver making skills and explore making performance, including instruction on diverse practical approaches to puppetry and/or 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. Regular opportunities to present work and demonstrate understanding are built into the structure of the class. They will also reflect and feed back on the work of their peers.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>FI308 Introduction to Filmmaking</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	C	30 (15)	100% Coursework	Misek Dr R

### Availability

Students can take either FI308 OR FI309

### Contact Hours

Total contact hours: 33

Private study hours: 267

Total study hours: 300

### Learning Outcomes

On successfully completing the module students will be able to:

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

### Method of Assessment

Essay (1500 words) (35%)

Creative Portfolio (65%)

### 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).

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>FI309 Introduction to Filmmaking</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	C	30 (15)	100% Coursework	

### Availability

Students can take either FI308 OR FI309

### Contact Hours

Total contact hours: 33

Private study hours: 267

Total study hours: 300

### Learning Outcomes

On successfully completing the module students will be able to:

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

### Method of Assessment

Essay (1500 words) (35%)

Creative Portfolio (65%).

### 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).

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total contact hours: 72  
Private study hours: 228  
Total study hours: 300

### Learning Outcomes

On successfully completing the module students will be able to:

- Have 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.
- Engage with the scholarly literature in an analytical manner, and allowed 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.
- Execute close analysis of films, providing detailed discussion of the workings and significance of specific film sequences, both in seminars and in essay writing.
- Communicate clearly the knowledge and understanding appropriate to the study of film, using appropriate terminology and accurate, coherent and effective written and oral expression.

### Method of Assessment

Essay (2000 words) (40%)  
Seminar Participation (20%)  
Examination, 2 hour (40%).

### Preliminary Reading

Bordwell, D. & Thompson, K. (2010) (9th ed.) *Film Art: An introduction*. McGraw-Hill, New York.  
Corrigan, T. (2009) *A Short Guide to Writing About Film*. Harper Collins, New York.  
Kawin, B. (1992) *How Movies Work*. University of California Press, London

### Pre-requisites

### 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

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>FI314 Hollywood Studios</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	C	30 (15)	50% Coursework, 50% Exam	
3	Canterbury	Spring	C	30 (15)	50% Coursework, 50% Exam	

### Contact Hours

Total contact hours: 72  
Private study hours: 228  
Total study hours: 300

### Learning Outcomes

On successfully completing the module students will be able to:

- 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.
- 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.
- Show appreciation of the significance of the development of the star system in Hollywood.
- Display knowledge about the emergence of standardized genre films, and to have closely studied a number of specific examples.
- 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.
- Demonstrate perception of the significance of changes and growth in audience and the mechanisms of publicity.

### Method of Assessment

Essay (2000 words) (40%)  
Seminar Participation (10%)  
Examination, 2 hour unseen (50%)

### 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.

### 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. Indicative topics 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total contact hours: 60 hours

Independent learning: 240 hours

Total study hours:300

### Learning Outcomes

On successfully completing the module students will be able to:

- understand major debates of how to conceive of film and how the medium has been distinguished from others;
- develop knowledge of underlying concepts on cinema's role in social and political structures;
- develop an awareness of how different authors have approached these debates;
- evaluate how conceptual engagements can be used productively to shape or substantiate interpretation of films;
- demonstrate through coherent and effective written and oral expression an understanding and use of appropriate critical and theoretical terminology.

### Method of Assessment

Essay (1500 words, 30%)

Seminar Performance (Presentation, 20%)

Exam (3 hours, 50%)

### Preliminary Reading

Allen, Richard and Murray Smith, *Film Theory and Philosophy*, Oxford University Press, 1997

Balázs, Béla, *Theory of the Film*, trans. Edith Bone, New York: Dover, 1970

Bazin, André, *What is Cinema? Vol. I & II*, trans. Hugh Gray, Berkeley: University of California Press, 1967

Mast, Gerald and Marshall Cohen, *Film Theory and Criticism*, 2004 (5th edition)

Stam, Robert, *Film Theory: An Introduction*, Blackwell, MA: Blackwell, 2000

### Synopsis \*

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

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total contact hours: 44  
Private study hours: 256  
Total study hours: 300

### Learning Outcomes

On successfully completing the module students will be able to:

- reflect upon the historiography of film;
- understand how to explore the history of the development of film scholarship;
- study secondary source material;
- be capable of evaluating aesthetic, technological, economic, and social approaches to the history of film in various national contexts;
- understand how to investigate the contextual study of film in relation to the textual study of film;
- research one particular aspect of film history;
- demonstrate basic research skills in relation to primary sources;
- understand the differences between primary and secondary sources.

### Method of Assessment

Essay 1 (1000 words) (25%)  
Critique (1500 words) (35%)  
Essay 2 (2500 words) (40%).

### Preliminary Reading

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

### Synopsis \*

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

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>HA314 Introduction to Contemporary Art</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Thomas Dr B
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 48  
Private study hours: 102  
Total study hours: 150

### Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate an understanding of a broad range of contemporary artists and their work in a variety of different mediums.
- Demonstrate 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.
- Acquire, 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.
- Acquire a broad critical understanding of the different types of writing which shape the discussion of contemporary art.
- Acquire a basic training in visual analysis of works of art, including how to 'read' and understand works of contemporary art.
- Acquire 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

Essay (1000 words) (40%)  
Seminar Preparation (30%)  
Seminar Presentation (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.

### Synopsis \*

This module examines a wide range of contemporary forms of art and artistic practice, and articulates some key distinctions useful for addressing the question of the place of art in culture. These include a discussion of ideas of the avant-garde, of modernity, and postmodernism. It pursues general themes and case studies of particularly controversial art objects, and investigates the different means by which our notions of art and of the artist are 'framed' today.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>HA315 Introduction to Contemporary Art</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	30 (15)	100% Coursework	
2	Canterbury	Autumn	C	30 (15)	100% Coursework	Thomas Dr B

### Contact Hours

Total contact hours: 48

Private study hours: 252

Total study hours: 300

### Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate an understanding of a broad range of contemporary artists and their work in a variety of different mediums.
- Demonstrate 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.
- Acquire, 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.
- Acquire a broad critical understanding of the different types of writing which shape the discussion of contemporary art.
- Acquire a basic training in visual analysis of works of art, including how to 'read' and understand works of contemporary art.
- Acquire 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

Essay 1 (1000 words) (20%)

Essay 2 (2000 words) (40%)

Seminar Preparation (20%)

Seminar Presentation (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

### Synopsis \*

This module examines a wide range of contemporary forms of art and artistic practice, and articulates some key distinctions useful for addressing the question of the place of art in culture. These include a discussion of ideas of the avant-garde, of modernity, and postmodernism. It pursues general themes and case studies of particularly controversial art objects, and investigates the different means by which our notions of art and of the artist are 'framed' today.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total contact hours: 46 hours  
Private study hours: 114 hours  
Total study hours: 150 hours

### 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 critically analyse photographic images.

### Method of Assessment

Image Analysis (2000 words) (60%)  
Seminar Preparation Notes (For each seminar, a set of preparation notes of approximately 500 words) (40%)

### 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.

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total contact hours: 46  
Private study hours: 254  
Total study hours: 300

### Cost

### 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 critically analyse photographic images.
- demonstrate an ability to undertake comparative and non-comparative analyses of photographic images.

### Method of Assessment

Image Analysis (2000 words) (40%)  
Virtual Exhibition (Including a 2000 word written component) (40%)  
Seminar Preparation Notes (For each seminar, a set of preparation notes of approximately 500 words) (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.

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>HA354</b>		<b>Exploring Art History</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Thomas Dr B

### Contact Hours

Total contact hours: 44  
Private study hours: 106  
Total study hours: 150

### Learning Outcomes

On successfully completing the module students will be able to:

- acquired a basic knowledge and understanding of the general development of examples of fine art, including painting and sculpture, in the western tradition, preparing them for more specialist modules
- developed a detailed knowledge and understanding of certain key or 'canonical' works produced within that tradition;
- gained a familiarity with a range 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 the core 2nd year module;
- acquired skills of close visual analysis through the study of particular works of art.

### Method of Assessment

Essay (1500 words) (60%)  
Seminar Performance (20%)  
Seminar Presentation (20%).

### Preliminary Reading

Dana Arnold, Art History: A Very Short Introduction (2013)  
Hal Foster et al, Art Since 1900: Modernism, Antimodernism, Postmodernism (2011)  
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 (2010)  
Grant Pooke and Diana Newall (eds.) Fifty Key Texts in Art History (2012)

### 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, focusing on a sequence of so termed '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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>HA355 Exploring Art History</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	30 (15)	100% Coursework	Thomas Dr B

### Contact Hours

Total contact hours: 44  
Private study hours: 256  
Total study hours: 300

### Learning Outcomes

On successfully completing the module students will be able to:

- acquired a basic knowledge and understanding of the general development of examples of fine art, including painting and sculpture, in the western tradition, preparing them for more specialist modules
- developed a detailed knowledge and understanding of certain key or 'canonical' works produced within that tradition;
- gained a familiarity with a range 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 the core 2nd year module;
- acquired skills of close visual analysis through the study of particular works of art.

### Method of Assessment

Essay (1500 words) (30%)  
Essay (2500 words) (40%)  
Seminar Performance (15%)  
Seminar Presentation (15%).

### Preliminary Reading

Dana Arnold, *Art History: A Very Short Introduction* (2013)  
Hal Foster et al, *Art Since 1900: Modernism, Antimodernism, Postmodernism* (2011)  
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* (2010)  
Grant Pooke and Diana Newall (eds.) *Fifty Key Texts in Art History* (2012)

### 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, focusing on a sequence of so termed '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

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total contact hours: 44  
Private study hours: 106  
Total study hours: 150

### Learning Outcomes

On successfully completing the module students will be able to:

- demonstrate a broad understanding of some important classic texts and authors in the history of the Philosophy of Art and a broad understanding of the central debates about art and artistic evaluation in contemporary philosophy;
- demonstrate how to relate the ideas and concepts that can be found in classic texts with the ideas and debates that are currently discussed in the philosophy of art and art criticism;
- demonstrate an understanding of the relevance of philosophical ideas to everyday artistic practice and criticism;
- demonstrate the conceptual and intellectual tools to understand, evaluate and argue about art.

### Method of Assessment

Essay (1500 words) (70%)  
Seminar Preparation (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)

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total contact hours: 44  
Private study hours: 256  
Total study hours: 300

### Learning Outcomes

On successfully completing the module students will be able to:

- demonstrate a broad understanding of some important classic texts and authors in the history of the Philosophy of Art and a broad understanding of the central debates about art and artistic evaluation in contemporary philosophy;
- demonstrate how to relate the ideas and concepts that can be found in classic texts with the ideas and debates that are currently discussed in the philosophy of art and art criticism;
- demonstrate an understanding of the relevance of philosophical ideas to everyday artistic practice and criticism;
- demonstrate the conceptual and intellectual tools to understand, evaluate and argue about art.

### Method of Assessment

Essay 1 (2000 words) (50%)  
Essay 2 (1000 words) (25%)  
Seminar Preparation (25%)

### Preliminary Reading

Plato, *The Republic*, (books II, III and X), Aristotle, *Poetics*, (Penguin), Hume *Of the Standard of Taste*, Immanuel Kant, *The Critique of Judgement*, tr. J. C. Meredith, Oxford: Oxford University Press 1952 (1790). Levinson, Jerrold, *The Oxford Handbook of Aesthetics* (Oxford; New York: Oxford University Press, 2005); Gaut, Berys, and Dominic McIver Lopes, eds., *The Routledge Companion to Aesthetics*, 2nd edn (Routledge, 2005); Noel Carroll – *Philosophy of Art* (Routledge)

### Pre-requisites

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>MSTU3000</b>		<b>Making Media</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	100% Coursework	Newton Mr J
1	Canterbury	Autumn	C	30 (15)	100% Coursework	

### Contact Hours

Contact hours: 36  
Total private study: 264 hours  
Total study hours: 300 hours

### Learning Outcomes

On successfully completing the module students will:

- Be able to effectively operate a digital video camera and edit the material filmed
- Have developed the aesthetic, conceptual and technical skills necessary to articulate their ideas audio-visually and in written form.
- Be able to conceive and plan a piece of creative work.
- Be able to demonstrate a safe and technically competent use of equipment.
- Gain an understanding of the historical, social and cultural context of filmic visual practices.
- Gain an understanding of their own creative processes through their engagement in one or more production practices.
- Have acquired skills and knowledge of aesthetic judgement.
- Have an understanding of the ways in which different social groups may relate to and interact with visual practices.

### Method of Assessment

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

### Preliminary Reading

Chion, M. (1994) *Audio-vision: Sound on Screen*, New York: Columbia University Press.  
Kerry, S. & Stone, G. (2018) *Introducing Media Practice: The Essential Guide*. London: Sage.  
Lumet, S. (1996) *Making Movies*, London: Bloomsbury.  
Rees, A. (1999) *A History of Experimental Film and Video*. London: BFI.  
Vernalis, C., Herzog, A., & Richardson, J. (2013) *The Oxford Handbook of Sound and Image in Digital Media*. New York: Oxford University Press.  
Wasko, J. (ed.). (2005) *A Companion to Television*, Malden: Blackwell.

### Synopsis \*

This module draws upon concepts in Media Studies to inform an introduction to moving image production. The module explores various forms of screen culture - from cinema, to television, to content creation in the digital age. Basic technical skills in production and post-production are taught along with craft skills applicable to narrative and factual screen production. Through a combination of lectures, screenings, creative and technical workshops this module encourages critical reflection, independent thought, and dialogue between media theory and practice. Practical work is designed to trigger both conceptual and creative thinking as well as consideration of audience responses to moving images and visual narratives. The essay, a critical analysis of the finished film, is designed to encourage a dialogue between theory and practice.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>MSTU3010</b>		<b>Media and Meaning</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	70% Coursework, 30% Exam	Regehr Dr K
1	Canterbury	Spring	C	30 (15)	70% Coursework, 30% Exam	

### Contact Hours

Total contact hours: 48  
Private study hours: 252  
Total study hours: 300

### Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate an understanding of the history of mediated forms.
- Demonstrate an understanding of the ways in which specific media and their technologies make different kinds of understanding and communication possible.
- Demonstrate an introductory understanding of some major thinkers, debates and key texts relevant to the study of media.
- Demonstrate an introductory understanding of media as a process of transmission that shapes and constrains what can be communicated.

### Method of Assessment

Digital Portfolio (70%)  
Examination, 2 hours (30%).

### Preliminary Reading

Briggs, A. and Burke, P. (2002) *A Social History of the Media: From Gutenberg to the Internet*, Cambridge: Polity

Couldry, N. (2012). *Media, Society, World: Social Theory and Digital Media*, Cambridge: Polity.

Corner, John (2004) *Performing the Real: Documentary Diversions in S. Murray and L. Ouellette*, eds. *Reality TV: Remaking Television Culture*. (pp. 44 -58)

Jenkins, Henry (2015) *Participatory Culture in a Networked Era: A Conversation on Youth, Learning, Commerce, and Politics*, John Wiley & Sons, 2015

Lotz, Amanda. (2017) *Portals: A Treatise on Internet-Distributed Television*: Michigan Publishing, 2017

Marshall McLuhan (2013) *Understanding Media: The Extensions of Man*. Berkeley: Gingko Press

Silverstone, Roger (1999) *Why Study the Media?* London: Sage

### Synopsis \*

This module introduces students to the ways in which various media create and communicate meaning. The primary focus will be upon a range of key forms across the historical continuum of media practice. These trends will span both traditional and new forms of media content, such as print, radio, television, the Internet and user generated content. Media are therefore studied in this module as processes of transmission that shape and constrain narrative forms, aesthetic shapes, and communication uses, producers and users.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>MSTU4001</b>		<b>Media Audiences</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	100% Coursework	
1	Canterbury	Autumn	C	30 (15)	100% Coursework	

### Contact Hours

Total contact hours: 48  
Private study hours: 252  
Total study hours: 300

### Learning Outcomes

- Demonstrate knowledge of media audiences through the study of themes and case studies.
- Demonstrate a wide-ranging understanding of the ways in which specific media and their technologies make, shape and influence audiences.
- Demonstrate a knowledge of some major thinkers, debates and key texts relevant to the study of media audiences.
- Demonstrate an understanding of fandom, public opinion and ratings, and how these concepts have been blurred in the age of Web 2.0.

### Method of Assessment

Digital Portfolio (60%)  
Essay (2000-words) (40%)

The Digital Portfolio platform allows theoretical modules to create practical implementations of scholarly ideas and interactive forms of assessment, which may include blogging, video essays, and other forms of trans-media content.

### Preliminary Reading

Butsch, R. (2008). *The citizen audience: Crowds, publics, and individuals*. New York, NY: Routledge.

Czitrom, D. J. (1982). *Media and the American mind: From Morse to McLuhan*. Chapel Hill, NC: University of North Carolina Press.

Meadows, J. (2010). Broadcast and cable on the third screen: Moving television content to mobile devices. In J. A. Hendricks (Ed.), *The twenty-first-century media industry: Economic and managerial implications in the age of new media, Studies in new media* (pp. 173–190). Lanham, MD: Lexington Book

Webster, J. G., & Ksiazek, T. B. (2012). The dynamics of audience fragmentation: Public attention in an age of digital media. *Journal of Communication*, 62(1), 39–56. doi:10.1111/j.1460-2466.2011.01616.x

Sisario, B. (2012, March 11). YouTube channels seek advertisers and audiences. *The New York Times*. Retrieved from <https://www.nytimes.com/2012/03/12/technology/youtube-channels-seek-advertisers-and-audiences.html>

### Synopsis \*

This module examines perceptions of media audiences and their social and economic power through the study of key theorists, themes and case studies. Students will consider the audience as an object, the audience as an institution, the audience as a user and more laterally, as a producer of media in the digital age. This module also considers fandom, public opinion and ratings, and how these once fixed concepts have been blurred in the age of Web 2.0, troubling traditional notions of audiences as passive receivers or at times even victims. Through real-world contemporary examples and students' own experiences with media, this module seeks to make audience theory relevant and accessible to the study of personal and public media consumption.

One of the assessment methods employed on this module is a Digital Portfolio. The Digital Portfolio platform allows theoretical modules to create practical implementations of scholarly ideas and interactive forms of assessment, which may include blogging, video essays, and other forms of trans-media content.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### 48 Centre for Journalism

<b>JN300</b>		<b>History of Journalism</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	

#### Availability

Autumn Term

This module will not run from September 2020 and is replaced by a new module 15 credit module - Studying Journalism.

#### Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

#### Learning Outcomes

1. Demonstrate knowledge of the development of journalism in the United Kingdom from the fifteenth century to the twenty-first.
2. Show a basic understanding of the relationship between government and journalists from the establishment of the first printing press to the advent of blogging.
3. Understand the responsibility journalists have to report accurately and fairly located in a historical, professional and social context.
4. Develop awareness of the relationship between the development of democracy and the growth of the news industry.
5. Engage with the culture of journalism in a UK context, its principles and its practice.

#### Method of Assessment

Essay (2,500 words) – 25%

Essay (3,000 words) – 25%

Examination (3 hrs) - 50%

#### Preliminary Reading

Barnett S (2011), *The Rise and Fall of Television Journalism*, London, Bloomsbury

Calder A (1969), *The People's War – Britain 1939-1945*, London: Pimlico

Conboy M (2011), *Journalism in Britain – A Historical Introduction*, London: Sage

Cunningham H (2001), *The Challenge of Democracy – Britain 1832-1918*, London: Longman

Curran J and Seaton J (2009), *Power without Responsibility – The Press, broadcasting and the internet in Britain*, 7th ed.

Oxford: Routledge

Griffiths D (2006), *Fleet Street: Five Hundred Years of the Press*, British Library Publishing

Knightley P (2004), *The First Casualty – The War Correspondent as Hero and Myth-Maker from the Crimea to Iraq*, London:

John Hopkins University Press

Marr A (2004), *My Trade: A Short History of British Journalism*, London: Pan Books

Mill J S (1859), *On Liberty*, Penguin Classics Edition

Paine T (1792), *The Rights of Man*, Dover Thrift Edition

Plumb J H (1950), *England in the Eighteenth Century*, Penguin Books

Preston P (2008), *We Saw Spain Die – Foreign Correspondents in the Spanish Civil War*, London: Constable

Temple M (2008), *The British Press*, Maidenhead: Open University

#### Pre-requisites

None

#### Restrictions

Closed to exchange and short term students

#### Synopsis \*

The development of journalism in the United Kingdom from the fifteenth century to the age of the internet. How and why newspapers were first printed. Whose interests are served by the publication of news? How government has sought to control and censor journalism. The forces propelling the growth of newspapers during the English Civil Wars and the industrialisation of the press in the nineteenth century. The emergence of professional reporters. The era of the Press Barons. The birth of radio. International reporting of the Spanish Civil War and the Blitz. The birth of television. The dawn of the multimedia age.

<b>JN302</b>		<b>British Government and Politics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Cocking Dr B
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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1	Medway	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Cocking Dr B
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

### Availability

Spring term

This module is being delivered at the Medway Campus.

### Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

### Department Checked

Yes

### Learning Outcomes

The intended subject specific learning outcomes.

1. Have an understanding of the basic principles of the British constitution, the functions of Britain's national political institutions and their role in delivering accountable and representative outcomes.
2. Have an understanding of the electoral process, comparative electoral systems and the key issues facing electoral participation in a modern democracy.
3. Have an appreciation of the advantages and disadvantages of the "Westminster model".
4. Be familiar with how a range of approaches can be used to investigate how British political systems work, and with what success.
5. Have an understanding of the structure and financing of public services including the National Health Service, and social services.
6. Understand the development and principles of British democracy and constitution in the era of universal suffrage.

The intended generic learning outcomes.

1. Have an understanding of the key concepts and theories in the academic literature relating to British politics and journalism.
2. Have an awareness of current political issues.
3. Be able to implement research and writing skills in individual written work.
4. Be able to implement oral communication skills in group-study contexts.
5. Be able to exercise independent learning skills and organise study in an efficient and professional manner.

### Method of Assessment

Main assessment methods:

50% Essay (2,000 words)

50% Exam

Reassessment methods

Like-for-like

### Preliminary Reading

Jones, B, 2010, Dictionary of British Politics, 2nd edn, Manchester University Press, Manchester

Jones, B and Norton, P, 2010, Politics UK, 7th edn, Pearson, Harlow

Judge, D, 2005, Political Institutions in the United Kingdom, Oxford University Press, Oxford

Kavanagh, D, et al., 2006, British Politics, 5th edition, Oxford University Press, Oxford

Leach, R, Coxall, B and Robins, L, 2011, British Politics, 2nd edn, Palgrave Macmillan, Basingstoke

Moran, M, 2011, Politics and Governance in the UK, 2nd edn, Palgrave Macmillan, Basingstoke

Morrison, J, 2013, Essential Public Affairs for Journalists. 3rd edn. Oxford University Press, Oxford

Peele, G, 2004, Governing the UK. British Politics in the 21st Century, 4th edn. Blackwell, Oxford

### Pre-requisites

None

### Restrictions

Closed to exchange and short term students.

### Synopsis \*

This module provides an overview of the British political system, focusing on recent political and constitutional developments. It will investigate topics such as the roles of Parliament, the Prime Minister and Cabinet, political parties, and the electoral system. It will assess key issues facing democratic government and institutions within the UK, analysing for example the role of Europe, the challenges posed by devolution, the Treasury and the National Health Service. There will also be discussion of contemporary political behaviour, including the issue of political participation.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>JN304 Introduction to Reporting</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Bailey Mr R
1	Canterbury	Autumn	C	15 (7.5)	60% Coursework, 40% Exam	Bailey Mr R

### Availability

Autumn Term

### Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

### Department Checked

Yes

### Learning Outcomes

The intended subject specific learning outcomes.

1. Understand the basic processes, principles and skills involved in writing for publication in print and online.
2. Understand what a news story is and why different news providers treat them in different ways.
3. Apply news reporting skills within editorial deadlines and word limits.
4. Acquire an understanding of the news agenda by reading, watching and listening widely within the genre of news in recent and contemporary newspaper reports, television and radio broadcasts, and online reports.
5. Understand how to apply different research and writing techniques and how to evaluate their applicability

The intended generic learning outcomes.

1. Gather, organise and deploy information in order to formulate arguments coherently and communicate them fluently.
2. Work to deadlines in flexible and innovative ways showing self-direction and self-discipline.
3. Consider and evaluate their own work and the work of others with reference to professional standards.
4. Work productively in a group or team showing abilities to contribute and to lead; collaborate with others in the pursuit of common goals.
5. Use information technology to perform a range of tasks.

### Method of Assessment

80% Moodle quiz (narrative) (45 mins)

20% Seminar presentation (10 mins)

Reassessment methods

Like-for-like

### Preliminary Reading

Harcup T (2011), Journalism Principles and Practice, Sage Publications

Hicks W et al (2008), Writing for Journalists, Routledge

Marr A (2005), My Trade, Pan

Randall D (2011), The Universal Journalist, Pluto Books

Reeves I (2014), The Newspapers Handbook, 5th ed, Routledge

Smith J (2010), Essential Reporting, Sage Publications

### Pre-requisites

Co-requisite: JOUR3050 (JN305) Essentials of Reporting

This module is a pre-requisite for:

JOUR5190 (JN519) Introduction to Feature Writing

JOUR5180 (JN518) Essentials of Feature Writing

### Restrictions

Exam in May/June makes this unsuitable for short term students who may already be out of the country at this time.

### Synopsis \*

What is news? What sources are trustworthy? Writing news reports – who, what, when and why and the inverted pyramid. Distinguishing between comment, conjecture and fact. Understanding how news organisations are structured.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>JN305</b>		<b>Essentials of Reporting</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Bailey Mr R
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Bailey Mr R

### Availability

Spring Term

### Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

### Department Checked

Yes

### Learning Outcomes

The intended subject specific learning outcomes.

1. Develop a further understanding of the processes, principles and skills involved in writing for publication in print and online
2. Understand the ethical problems faced by journalists and how this relates to a wider debate about regulation and freedom of speech
3. Understand the concept of public interest and how it is applied by journalists
4. Understand the concepts of bias and spin and how journalists produce fair, balanced and objective news reports
5. Apply further news reporting skills within editorial deadlines
6. Acquire a deeper understanding of the news agenda by reading, listening and watching widely in recent and contemporary newspapers, radio and TV broadcasts and online
7. Understand how to apply different research and writing techniques and how to evaluate their applicability

The intended generic learning outcomes.

1. Gather, organise and deploy information in order to formulate arguments coherently and communicate them fluently
2. Understand the significance of journalism to political democracy, its powers, duties and responsibilities
3. Reflect upon the relevance of student's own cultural commitment and positioning to the practice of journalism
4. Work to deadlines in flexible and innovative ways showing self-direction and self-discipline
5. Consider and evaluate their own work and the work of others with reference to professional standards
6. Work productively in a group or team showing abilities to contribute and to lead; collaborate with others in the pursuit of common goals
7. Use information technology to perform a range of tasks

### Method of Assessment

Main assessment methods:

80% Moodle quiz (narrative) (45 mins)

20% Seminar presentation (10 mins)

Reassessment method

Like-for-like

### Preliminary Reading

Davies N (2009), Flat Earth News, Vintage

Frost C (2011), Journalism Ethics and Regulation, Routledge

Harcup T (2011), Journalism Principles and Practice, Sage Publications

Mair J (ed) (2013), After Leveson?, Abrams

Randall D (2011), The Universal Journalist, Pluto Books

Reeves I (2014), The Newspapers Handbook, 5th ed, Routledge

### Pre-requisites

Prerequisite: JOUR3040 (JN304) Introduction to Reporting

This module is a pre-requisite for:

JOUR5190 (JN519) Introduction to Feature Writing

JOUR5180 (JN518) Essentials of Feature Writing

### Restrictions

Exam in May/June makes this unsuitable for short term students who may already be out of the country at this time.

### Synopsis <span style =

Spin, PR and the news factory: How the news industry is being re-shaped, the spread of misinformation, and the importance of fact-checking. Introduction to journalism ethics and the code of practice. Objectivity, balance and bias. Understanding campaigns and committed journalism. Public interest v. interests of the public. The future of journalism: social media, citizen journalism, and the state of the industry.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### 03 School of English

EN336		Literary Forms				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	50% Coursework, 50% Exam	
2	Canterbury	Autumn	C	30 (15)	100% Coursework	Wiffen Dr D

#### Contact Hours

This module will be taught through lectures and seminars.

Contact hours: 52 hours

Private Study Hours: 248

Total: 300 hours

#### Department Checked

7/8/20

#### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 identify specific literary forms (e.g. poetry, narrative prose, drama), their structures and principles, related terminology, and the potential complexities of each form;
- 2 understand the relationship between form and meaning: that is, how literary forms shape and constrain meaning/s and interpretation/s; how literary forms evoke particular affects and/or ideologies;
- 3 understand the historical and cultural specificity of literary forms and how these change over time and across different locations (e.g. national contexts);
- 4 write critically, creatively, and comparatively about literary forms from different historical and cultural contexts.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 identify and apply strategies of reading relevant to the material they encounter;
- 2 apply close reading techniques to a range of literary forms, and to make complex comparisons between them;
- 3 begin self-directed research, and evaluate and creatively deploy secondary critical and theoretical perspectives;
- 4 construct original, articulate, and well-substantiated arguments;
- 5 manage their time and workload effectively.

#### Method of Assessment

100% Coursework:

Close-reading exercise (1,000 words) (30%),

Research essay (2,500 words) (50%)

Seminar Participation (20%)

#### Preliminary Reading

Geoffrey Chaucer. (2008). *The Parliament of Fowls in The Riverside Chaucer*. OUP

William Shakespeare. (2006). *The Tempest*. ed. Gary Taylor et al. OUP

Aphra Behn. (1997). *Oroonoko*. ed. Joanna Lipking. (W.W.Norton)

Samuel Becket. (2009). *Krapp's Last Tape and Other Short Plays*. Faber and Faber.

Virginia Woolf. (2000). *Mrs Dalloway*. Penguin.

Ghassan Kanafani. (2000). *Returning to Haifa in Returning to Haifa and Other Stories*. (Lynne Rienner Publishers)

#### Restrictions

Not available as wild

#### Synopsis \*

Changing Literatures: From Chaucer to the Contemporary Literary Forms aims to introduce students to the major forms of literature: poetry, prose and drama, with a core emphasis on innovation. Students will examine the formal structures and generic features of these major forms and, through studying specific examples, observe how these forms change over time and in response to changes in authorship, literary production, and audience/readership. Students will also be exposed to contemporary literary forms, such as literature written via social media (Twitter, Snapchat and Instagram), literature created by Artificial Intelligence, experimental literature, and asked to critically assess them in relation to traditional forms of literature. Embedded in this module will also be the development of writing and research skills that will equip students to manage successfully the transition from A-level to university study in the field of English and American Literature.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>EN337</b>		<b>Thinking Through Theory</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	70% Coursework, 30% Exam	Perry Dr E
1	Canterbury	Spring	C	30 (15)	100% Coursework	Perry Dr E

### Contact Hours

This module will be taught through lectures and seminars.

Contact hours: 42  
Private Study Hours: 258  
Total Study Hours: 300

### Department Checked

7/8/20

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 identify specific theoretical concepts, their historical and literary contexts;
- 2 understand and be able to accurately use the specific theoretical terminology appropriate to the topics covered by the module;
- 3 understand the ways in which the theory enables consideration and discussion of a range of cultural and social phenomena;
- 4 write critically both about and with theory.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 identify and apply strategies of reading relevant to the material they encounter;
- 2 apply close reading techniques to theoretical texts, and theoretical concepts to literary texts;
- 3 effectively communicate using a variety of methods;
- 4 begin self-directed research, and evaluate and creatively deploy secondary critical perspectives;
- 5 construct original, articulate, and well-substantiated arguments;
- 6 manage their time and workload effectively.

### Method of Assessment

100% Coursework:  
Written assignment (1,500 words) (30%)  
Final Project (2,500 words) (50%)  
Seminar preparation and participation (including presentation) (20%)

### Preliminary Reading

Rivkin, Julie and Michael Ryan eds. 2017. *Literary Theory - An Anthology*, Third Edition (Blackwell Anthologies)  
Selden, Raman, Peter Widdowson, and Peter Brooker. 2016. *A Reader's Guide to Contemporary Literary Theory* (Routledge)  
Waugh, Patricia and Philip Rice eds. 2001. *Modern Literary Theory: A Reader*, Fourth Edition (Bloomsbury Academic)

Individual readings from these texts are likely to include:

Sigmund Freud, *From The Uncanny* (1919)  
Karl Marx, *From The German Ideology* (1846)  
Luce Irigaray, *'Sexual Difference'* (1977)  
Edward Said, *From Culture and Imperialism* (1993)  
Judith Butler, *From Bodies that Matter* (1993)

### Restrictions

Not available as wild

### Synopsis \*

Critical theory and theoretical approaches to the interpretation of literary texts have become increasingly fundamental to English Studies, while also offering a number of rich and complex ways of reading and understanding society and culture more generally. In this course, we will introduce you to some key theoretical readings that may, for instance, include: feminism, psychoanalysis, Marxism, Post-Colonialism and Critical Race Studies, and Queer Theory, among others. Through these readings, we will invite you to make connections between theoretical approaches and to think about how they might inform your reading practices on this and other courses. The aim of this work is to help you to understand the significance and usefulness of theory on its own terms, as well as giving you a coherent grounding in the ways theoretical concepts help us to approach and understand literary and other texts. Through this, you will develop a sophisticated understanding of the dynamic relationship between theory and culture, literature and politics.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### EN338 Right/Write to the World: Displacement, Social Movements, Political Act

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	30 (15)	100% Coursework	Kemal Dr B
1	Canterbury	Spring	C	30 (15)	70% Coursework, 30% Exam	
1	Canterbury	Spring	C	30 (15)	100% Coursework	

#### Contact Hours

This module will be taught through lectures and seminars.

Contact hours: 42

Private Study Hours: 258

Total Study Hours: 300

#### Department Checked

7/8/20

#### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 identify social, political, economic, spiritual, sexual, and biological categories of rights which are determined by place, space and displacement, movement and action, and the potential complexities of a range of literary and artistic approaches;
- 2 understand the relationship between rights and the reading and construction of place and space (mainly material/physical, psychological/mental, and social spaces)
- 3 understand the political, historical and cultural specificity of textual forms addressed to a range rights, displacement, movement and action
- 4 write critically about the relationships between text, rights, displacement, movement and action.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 identify and apply strategies of reading relevant to the material they encounter;
- 2 apply close reading techniques to a range of literary texts, and to make complex comparisons between them;
- 3 effectively communicate using a variety of methods;
- 4 begin self-directed research and discuss, evaluate, and creatively deploy secondary critical and theoretical perspectives;
- 5 construct original, articulate, and well-substantiated arguments;
- 6 manage their time and workload effectively.

#### Method of Assessment

100% coursework:

Research Essay (2,500 words) (35%)

Project (2,500 words or 15-20 minutes) (45%)

Seminar Participation. This will also include a presentation on the final project. (20%)

#### Preliminary Reading

Armstrong, Louis, 1930 Jazz Music

Dangarembga, Tsitsi.1988. Nervous Conditions. Ayeibia Clarke edition (2004).

Equiano, Olaudah. 1789. The Interesting Narrative of the Life of Olaudah Equiano (extracts)

Kempe, Margery, 1430s. The Book of Margery Kempe (extracts)

Lefebvre, Henri The Production of Space (1974) and Right to the City

Miranda, Deborah, 1999. Indian Cartographies

Kingsley, Patrick. 2016 The New Odyssey: The Story of Europe's Refugee Crisis (extracts)

The Scene from Bekaa (2018) Audio-Visual Art Exhibition

#### Restrictions

Available as Wild to Stage 1

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### Synopsis \*

To have the right to the world, is to have the right to write, read and construct the world, the right to make a different world.

Travelling across all parts of the globe and spanning 500 years, this module introduces a range of literatures and arts that focus on the right to the world as related to displacement, movements and actions. Drawing on Henri Lefebvre's 'right to the city' and 'right to difference', the module provides a platform to interrogate who has the right to write, read and construct the world, and explores ways authors and artists of diverse backgrounds have struggled to claim the right to write, read and construct the world (social, physical and mental places and spaces, which may include: buildings, borders, camps, cities, countries, homes, kitchens, lands, nations, maps, States, streets, seas, villages, and so on) they are living in. These authors and artists are instrumental in providing an understanding of the world we are living in, mainly through highlighting the relationship between the right to the world and internal and external displacement, alongside social movements and political action that relate to local, national and global practices of activism. To demonstrate the relationship between the right to the world and creative activism, the module introduces works in diverse forms, including fiction and non-fiction, written, performative and audio-visuals, and archival. To equip an understanding of the relationship between contemporary and past struggles for the right to the world, the module transitions between key moments, movements and mobilities – including from medieval Western woman on a pilgrimage, to feminist Arab women border-crossing to postcolonial Europe; from 18th Century Abolition to Civil Rights and Black Lives Matter; from Spanish, Ottoman, British Colonialism to Windrush Scandal, Indigenous Rights, Islamophobia, Hostile Environment; from Romanticism to an Environmental Crisis. To demonstrate how literature and arts has socio-political and economic potential, the module provides access to various organisations (e.g. charities, grassroot organisations, and activist networks) related to the specific rights, social movements and political action. All of these topics will culminate into the creation of a project that writes to the world, raising public awareness of a specific right to the world that can make a different world.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>EN339</b>		<b>Creative Writing Foundations</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Lehane Ms D
1	Canterbury	Spring	C	30 (15)	100% Coursework	

### Contact Hours

This module will be taught through lectures and seminars.

Contact hours: 40  
Private Study Hours: 260  
Total Study Hours: 300

### Department Checked

7/8/20

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 make use of a range of material and sources of inspiration in the writing of creative texts, such as research, memory, observation, place;
- 2 produce creative writing in a range of forms including poetry, fiction, creative non-fiction;
- 3 understand the role of the creative writer as a critic, and the interplay of creative and critical approaches.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 identify and apply strategies of close reading and writing relevant to the material they encounter;
- 2 begin to produce ambitious and crafted creative texts;
- 3 demonstrate their understanding of the fiction and poetry through creative responses;
- 4 participate in group discussions including creative workshops;
- 5 begin self-directed research and discuss, evaluate, and creatively deploy secondary critical and theoretical perspectives;
- 6 reflect critically on their own creative practice and that of their peers, and understand the choices available to them;
- 7 manage their time and workload effectively.

### Method of Assessment

100% Coursework:  
Reflective Journal (2,000 words) (30%)  
Seminar participation (20%)  
Portfolio: A final portfolio, consisting of 3,000 words of prose OR 90 lines of poetry OR a proportional combination of the two (50%)

### Preliminary Reading

Burroway, Janet. 2014. *Imaginative Writing: The Elements of Craft*. Cambridge: Pearson.  
Lamott, Anne. 1980. *Bird by Bird: Instructions on Writing and Life*. New York: Bantam Doubleday Dell Publishing Group; Anchor Books.  
Riley, Denise (ed.). 1992. *Poets on Writing*. London: Palgrave Macmillan

A course reader including extracts from, for example, Georges Perec, Marcel Proust, Peter Riley, Virginia Woolf, Frank O'Hara, and a range of creative 'manifestoes'.

### Restrictions

This module is available as wild

### Synopsis \*

This module will introduce students to essential Creative Writing techniques, practices and strategies, such as journaling, workshoping, and editing and redrafting. Students will be asked to consider the range of approaches, concerns, and sources of material that writers draw upon, and to understand how that material is shaped into creative output. A range of sample texts will be presented to students as models for their own creative practice — they will be encouraged to work across genres, in a variety of short prose and poetic forms. Thematic blocks will focus on, for example, 'form, freedom and constraint'; 'time, tense and memory'; 'writing and place'; 'manifestoes'. The importance of critical responses, and the role of the creative writer as critic, will be emphasised.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>EN340 Reading and Writing the Everyday</b>						
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 lectures, seminars and field trips.

Contact hours: 40  
Private Study Hours: 260  
Total Study Hours: 300

### Department Checked

18/6/19

### Learning Outcomes

The intended subject specific learning outcomes.  
On successfully completing the module students will be able to:

- 1 understand how the study and description of everyday life emerged as both a scholarly subject and a preoccupation in literary texts, especially from the twentieth century onwards;
- 2 demonstrate knowledge of key concepts and ideas from the scholarship associated with everyday life theory from the mid-twentieth century to the present;
- 3 apply their knowledge to the critical and creative interpretation and analysis of contemporary everyday life and representations of everyday life in literary texts;
- 4 communicate their own 'reading' of everyday life in oral and written forms, including both critical and creative responses.

The intended generic learning outcomes.  
On successfully completing the module students will be able to:

- 1 identify and apply strategies of reading and writing relevant to the material they encounter;
- 2 apply close reading techniques to a range of texts and textual types, and to make complex comparisons between them;
- 3 demonstrate their understanding of theory and fiction through creative responses;
- 4 effectively communicate orally;
- 5 begin self-directed research and discuss, evaluate, and creatively deploy secondary critical and theoretical perspectives;
- 6 construct articulate and well-substantiated arguments;
- 7 manage their time and workload effectively.

### Method of Assessment

100% Coursework: Assignment 1 (30%): interim assignment (1,000 words), Assignment 2 (20%): Seminar contribution, including creative exercises, in-class presentations, critical discussion, and workshops, Assignment 3 (50%): Research essay (3,000 words)

### Preliminary Reading

Barthes, Roland, *Mythologies* (London: Vintage Classics, 2009)  
Smith, Ali, *Winter* (London: Penguin Random House, 2017).

Module Reader will include selected readings from everyday life theorists (such as Michel de Certeau and Raymond Williams) and short literary texts (including William Carlos Williams, Virginia Woolf, Harryette Mullen, Nancy Gaffield and Lydia Davis).

### Restrictions

Available as Wild

### Synopsis \*

The module begins from the premise that it is possible to 'read' objects and phenomena from everyday life as texts: they communicate meaning to us; they are open to different interpretations; and they represent aspects of the world we inhabit. This module will introduce students to how ways of 'reading' the everyday emerged as a scholarly pursuit from the mid-twentieth century, first in France and then beyond. It will also consider how literary texts represent everyday life, through the study of examples in a variety of forms, including poetry and fiction. Through both theory and practice, including regular creative exercises, students will learn how to both 'read' and 'write' aspects of contemporary everyday life and to analyse representations of everyday life in texts. The module will consider the forms available to the creative writer as a means of engaging with and representing contemporary everyday life, and introduce students to basic Creative Writing techniques, practices and strategies, such as journaling, workshopping, and redrafting.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>EN341</b>		<b>Other Worlds: Dystopias and Futures</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Virtanen Dr J

### Contact Hours

Contact hours: 22  
Private study hours: 128  
Total study hours: 150

### Department Checked

7.2.20

### Learning Outcomes

The intended subject specific learning outcomes.  
On successfully completing the module students will be able to:

1. identify specific thematic concerns relating to dystopian and science fiction texts, alongside the appropriate terminology and potential complexities relating to these themes;
2. understand the relationship between literary and genre fictions in relation to specific political, environmental, historical, and social contexts, as well as the interconnections and tensions between these separate contexts;
3. understand and critically interrogate the historical and cultural specificity of perceived divisions such as 'high' and 'low' culture;
4. Critically evaluate, through a range of different methods, genre fictions, their relationship to literary texts, and their capacity and potential for political efficacy and agency.

The intended generic learning outcomes.  
On successfully completing the module students will be able to:

1. identify and apply strategies of reading relevant to the material they encounter;
2. apply close reading techniques to a range of literary texts, and to make complex comparisons between them;
3. effectively communicate through a range of different means;
4. begin self-directed research and discuss, evaluate, and creatively deploy secondary critical and theoretical perspectives;
5. construct original, articulate, and well-substantiated arguments;
6. manage their time and workload effectively.

### Method of Assessment

100% coursework:  
Presentation project (5-6 minutes) - 30%  
Research project (2,500 words) - 50%  
Seminar participation - 20%

### Preliminary Reading

Atwood, Margaret. 2017. *The Handmaid's Tale*. Vintage  
Butler, Octavia. 1993. *Parable of the Sower*. Grand Central Publishing.  
Le Guin, Ursula. 2015. *The Word for World is Forest*. Gateway.  
McCarthy, Cormac. 2010. *The Road*. Picador.  
Moore, Alan and Dave Gibbons. 2014. *Watchmen*. DC Comics.

### Restrictions

Available as Wild module

### Synopsis \*

There is another world, which is this world. This module is founded on the understanding that through engaging with narratives of dystopias, futures, and other speculative realities, we can gain some clarity of the pressing issues we face in the world today. Through examining five thematically structured units over the course of the term, our studies will consider how the study of narratives that exist in 'other worlds' can offer insightful and nuanced analyses of complex questions involving environmental, political, historical and/or societal concerns. We will also consider how these broader contexts and concerns can be utilized to further interrogate the literary texts that we will study. Throughout the module, generic terms such as 'dystopian fiction' or 'science fiction' will be understood both broadly and generatively, and our studies will cover both literary and so-called paraliterary examples, alongside occasional screenings of films. Through these multiple forms, we will also have the opportunity to consider questions regarding high and low culture, the seductiveness of certain narrative forms, and the possible tensions between literary and social history.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>EN342</b>		<b>American Power, American Protest</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Caddell Dr J

### Contact Hours

Contact Hours: 22  
Private Study Hours: 128  
Total Study Hours: 150

### Department Checked

7.8.20

### Learning Outcomes

The intended subject specific learning outcomes.  
On successfully completing the module students will be able to:

1. Demonstrate good knowledge of rhetorical terms.
2. Understand how the concerns of the primary reading relate to, or are informed by, broader political, historical, and cultural debates and contexts.
3. Develop an ability to interact with, and respond to, a range of wider forms of oratory and compare them across different historical periods.
4. Conduct their own research to support their studies, and develop an understanding of different forms of speech act and persuasive argument.
5. Generate and develop critical ideas that interact with current debates in all areas covered by the module.

The intended generic learning outcomes.  
On successfully completing the module students will be able to:

1. Utilize close analysis skills and apply them to a wide-range of speech-texts in order to develop comparisons between them.
2. Present an argument, and use peer responses to refine their ideas.
3. Display an ability to devise individual research, including the ability to use secondary texts (which may be theoretical) from appropriate sources.
4. Reflect upon their own critical practices, and how these engage with wider current debates.
5. Use textual analysis and critical argument, and an effective command of written English, together with an appropriate range of vocabulary.

### Method of Assessment

100% coursework:  
Essay (2,500 words) 50%  
Seminar Participation 20%  
Project (collaborative) 30%

### Preliminary Reading

A module reader will be provided including a range of transcriptions of speeches by figures such as former presidents of the USA, African American and Native American leaders and advocates, anti-war protestors, anti-capitalist activists, and renowned authors

### Restrictions

Available as Wild module

### Synopsis >

American Power, American Protest introduces students to the long history of oratorical performance in the USA, from presidential speeches to University debates, from Native American orature to political activism. In so doing, students will be introduced to the necessary tools to understand and critique the rhetorical choices of a range of speakers; to analyse the specific historical and cultural factors that give rise both to the speeches they encounter and the rhetorical choices of their delivery; and to a range of key historical and political events in the life of the USA as well as the range of activists and advocates that give voice to them.

EN343 Romantic Ecologies & the Modern Invention of Nature						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Cregan-Reid Prof V

### Contact Hours

Contact hours: 22  
Private study hours: 128  
Total study hours: 150

### Department Checked

7.8.20

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1 . identify specific thematic concerns relating to texts from the Romantic period, alongside the appropriate terminology and potential complexities relating to these themes;
- 2 . understand the relationship between Romantic texts and specific environmental, political, historical, and social contexts, as well as the interconnections and tensions between these separate contexts;
3. understand and critically interrogate the parallels between the concerns of the Romantics and contemporary debates about global warming, climate change and the environment;
- 4 .write critically about environmental issues and debates, their relationship to literary texts, and their capacity and potential for political efficacy and agency.
5. plan and execute a short project documentary that looks in detail at an environmental issue relevant to the Romantics and to people today.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1 . identify and apply strategies of reading relevant to the material they encounter;
- 2 . apply close reading techniques to a range of literary texts, and to make complex comparisons between them;
- 3 . effectively communicate using a variety of methods;
- 4 . begin self-directed research and discuss, evaluate, and creatively deploy secondary critical and theoretical perspectives;
- 5 . construct original, articulate, and well-substantiated arguments;
- 6 . manage their time and workload effectively.

### Method of Assessment

100% coursework:  
Learning journal (1,500 words) (30%)  
Project documentary (6-8 mins) (50%)  
Seminar participation (20%)

### Preliminary Reading

Austen, Jane. (2019). *Sense & Sensibility*, Oxford: OUP.  
Bate, Jonathan. (2001). *The Song of the Earth*. London: Picador.  
Morton, Timothy. (2009). *Ecology Without Nature*. Boston, Mass.: Harvard University Press.  
Wordsworth, Dorothy. (2008). *The Grasmere and Alfoxden Journals*. Oxford: OUP.  
Wordsworth, William. (1995). *The Prelude 1799, 1805, 1850*. London: Norton.

### Restrictions

Available as Wild module

### Synopsis \*

How can nature be invented? Before the Romantic era, writers such as Daniel Defoe talked of the horror, ugliness and 'unhospitable terror' of the Lake District. A hundred years later and the reputation of the region had been completely transformed into a place of beauty and contemplation. This module looks at what happened to the natural world in the century between Defoe and Wordsworth and how the debates produced during the period are ones that we are still struggling to understand the impact of today. In many ways, the legacy of Romanticism might be seen in our understanding of global warming and climate change, informed as it is by Romantic concerns that urge us not to put the natural world in a frame on the wall, or to see it as a distant thing 'out there'. Instead, they tried to make sense of what we were risking the loss of in the crazed rush to mechanisation, technology and urban living. Throughout the module, the poetry, fiction, and essays that we will encounter (focussing on the early nineteenth century, but from other periods too) explore how the Romantics saw this newly-emergent natural world as: restorative; political, even revolutionary; the place where our bodies belong; an analogue of the mind; a reminder of who we are as a species and the threat of extinction that results in our forgetting it; and how they were cynical about it being put to use for our benefit and suspicious of how it could be profited from. This module will show that Romanticism is still with us, as are their concerns about the environment.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>EN344 'Black Girl Magic': Contemporary Feminisms</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Hurley Dr C

### Contact Hours

Contact Hours: 22  
Private Study Hours: 128  
Total Study Hours: 150

### Department Checked

7.8.20

### Learning Outcomes

The intended subject specific learning outcomes.  
On successfully completing the module students will be able to:

- 1 Demonstrate good knowledge of Feminist theory and texts from the 20th and 21st centuries.
- 2 Understand how the concerns of the primary reading relate to, or are informed by, broader political, historical, cultural and artistic debates and contexts.
- 3 Develop an ability to interact with, and respond to, a range of wider cultural forms of Feminist cultural/ activist practice.
- 4 Conduct their own research to support their studies, and develop an understanding of different forms of writing in response to feminist concerns, including academic blogs and alternative assessments.
- 5 Generate and develop critical ideas that interact with current debates on Feminism.

The intended generic learning outcomes.  
On successfully completing the module students will be able to:

- 1 Utilize close analysis skills and apply them to a wide-range of texts in order to develop comparisons between them.
- 2 Present an argument using a variety of methods, and use peer responses to refine their ideas.
- 3 Display an ability to devise individual research, including the ability to use secondary texts (which may be theoretical) from appropriate sources.
- 4 Reflect upon their own critical practices, and how these engage with wider current debates.
- 5 Use textual analysis and critical argument, and an effective command of written English, together with an appropriate range of vocabulary.

### Method of Assessment

100% coursework:  
Academic Blog (2,500 words) 50%  
In class presentation activity 30%  
Seminar participation 20%

### Preliminary Reading

Ahmed, Sara. (2017). *Living a Feminist Life*. Durham, North Carolina: Duke University Press.  
Burke, Tarana. (2018). #MeTooMovement. [online]. Available at: <https://metoomvmt.org/>  
hooks, bell. (1984). *Feminist Theory: From Margin to Center*. London: Pluto Press.  
Morrison, Toni. (1970). *The Bluest Eye*. London: Vintage.  
Rupaul's Drag Race Season Five. (2013). [DVD] Directed by C. RuPaul. Hollywood: World of Wonder Productions.

### Restrictions

Available as Wild module

### Synopsis \*

The hashtag #BlackGirlMagic first appeared in 2013 as a response to the erasure of the contributions of black and minority ethnic women on the world stage. This module will focus on the literary, theoretical and cultural contributions of women of colour to the Feminist movement, taking an intersectional and inclusive approach. Engaging with Feminist thought from the Second-Wave to the present moment, the module steers a course through a range of literary, political and philosophical texts and encourages students to develop their own critical understanding of gender and equalities issues. Students are invited to explore the intersections of Feminism in relation to race, sexuality, class and disability. Utilising a Black Feminist theoretical framework, this module takes an inclusive approach to gender identity, including work by trans and non-binary thinkers.

Alongside literary and theoretical texts, the curriculum will include a diverse array of cultural and political Feminist materials, including blogs, videos, music and forms of activism. The Feminist issues examined on this module will be wide ranging, from domestic labour to reproductive rights, sexual violence to mental health. Students will also have the opportunity to explore their own forms of Feminist practice through writing academic blogs and alternative assessment methods.



## 05 School of History

HI385 Introduction to the History of Medicine						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
3	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Taylor Dr S

**Contact Hours**

This module will be taught through one 1-hour lecture and one 1-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

**Learning Outcomes**

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- 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 of this module are that, on completion of this module, students will be able to:

- 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 practiced 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 co-operatively 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**

This module is assessed by:

- Essay 1 (2,000 words) - 40%
- Essay 2 (2,000 words) - 40%
- Seminar Performance - 20%

**Preliminary Reading**

Barry, J. and C. Jones (eds.). (1994) *Medicine and Charity before the Welfare State*. London: Routledge  
 Bynum, W.F. et al. (2006) *The Western Medical Tradition, 1800 to 2000*. Cambridge: CUP  
 Conrad, L. I. et. al. (1995) *The Western Medical Tradition*. Cambridge: CUP  
 Elmer, P., Grell, O.P. (eds.) (2004) *Health, Disease and Society in Europe, 1500-1800. A Source Book*. Manchester: Manchester University Press  
 Getz, F.M. (1998) *Medicine in the English Middle Ages*. Princeton: Princeton University Press  
 Hardy, A. (2001) *Health and Medicine in Britain since 1860*. Basingstoke: Palgrave MacMillan  
 Jordonova, L.J. (2001) *History in Practice*. London: Arnold  
 Lindemann, M. (1999) *Medicine and Society in Early Modern Europe*. Cambridge: CUP  
 Loudon, I. (ed.) (1997) *Western Medicine. An Illustrated History*. Oxford: OUP

**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. 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 early modern and modern medicine explores the development of psychiatry and the asylum system in the 18th century, the rise of public health and the welfare state, and the role of social Darwinism and eugenics in the 19th and early 20th centuries. For the late 19th and 20th centuries, the course will look at the role of gender and sexuality, medicine and modern warfare, health and disability, and modern medicine and medical ethics.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

HI390 The Emergence of America: From European Settlement to 1880						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Mathisen Dr E

### Contact Hours

This module will be taught through one 1-hour lecture and one 1-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate the ability to deploy different historical methodologies and approaches in the context of the colonial, national and pre-industrial periods of American history.
- Demonstrate 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'.
- Demonstrate essay writing and oral presentation skills, and 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 subject specific learning outcomes of this module are that, on completion of this module, students will be able 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
- 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.
- 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.
- Demonstrate their communication skills and skills with IT.
- Present information creatively and accessibly.

### Method of Assessment

This module is assessed by:

- Essay 1 (2,000 words) - 40%
- Essay 2 (2,000 words) - 40%
- Seminar Participation - 20%

### Preliminary Reading

- COUNTRYMAN, E. (1986) *The Americans*. New York. Farrar.  
 GRANT & HOLDEN REID (eds.) (2000). *The American Civil War: Explorations and Reconsiderations*. London. Longman.  
 HOFFMAN & GJERDE (eds.) (2011) *Major Problems in American History*. Vol. I. Boston. Wadsworth.  
 JONES, M. (1998) *The Limits of Liberty*. Oxford. Oxford University Press.  
 KOLCHIN, P. (1995) *American Slavery, 1619-1877*. London. Penguin.  
 NOBLES, G. (1998) *American Frontiers*. New York. Hill and Wang

### 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 examines 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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	Wills Dr J
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Wills Dr J
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

This module will be taught through one 1-hour lecture and one 1-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate 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.
- Demonstrate 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'.
- Demonstrate essay writing and oral presentation skills, and 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 of this module are that, on completion of this module, students will be able 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
- 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 cooperatively to enhance one another's learning.
- 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.
- Demonstrate communication skills and skills with IT.
- Present information creatively and accessibly.

### Method of Assessment

This module will be assessed by:

- Essay 1 (1,500 words) - 20%
- Essay 2 (1,500 words) - 20%
- Seminar Participation - 10%
- Examination - 50%

### Preliminary Reading

AMBROSE & BRINKLEY. (2012) *Rise to Globalism: American Foreign Policy since 1938*. London: Penguin  
 BADGER, A.J. (2007) *The New Deal*. Arkansas: University of Arkansas Press  
 BRODY, D. (1993) *Workers in Industrial America: Essays on the Twentieth-Century Struggle*. New York: Oxford University Press  
 CHAFE & SITKOFF (eds.) (2011) *History of Our Time*. New York: Oxford University Press  
 HOFFMAN & GJERDE (eds.) (2006) *Major Problems in American History Vol. II*. Boston: Cengage  
 JONES, M. (1998) *The Limits of Liberty*. Oxford: Oxford University Press

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>HI410</b>		<b>Early Medieval Europe</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Roberts Dr E

### Contact Hours

This module will be taught through one 1-hour lecture and one 1-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

### Cost

There may be an optional field trip to medieval history sites around Canterbury and Kent. If this trip is run, it 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 of this module are that, on completion of this module, students will be able to:

- Demonstrate understanding of the broad outlines of key themes in the history of early medieval Europe.
- Demonstrate awareness of the types of sources available, including their strengths and limitations.
- Interpret primary sources.
- Think independently and construct arguments using primary sources.
- Communicate arguments and ideas, both orally and in writing.

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- Identify and solve problems while considering critically relevant intellectual concepts and differing historiographical interpretations.
- Engage in independent work, using library resources, and enhance 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 cooperatively to enhance one another's learning.
- 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.
- Demonstrate communication skills and IT skills.
- 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

P. Brown (2013). *The Rise of Western Christendom: Triumph and Diversity, 200–1000*, rev. edn. Oxford: Wiley Blackwell  
P. Fouracre, ed. (2005). *The New Cambridge Medieval History, Volume I: c.500–c.700*. Cambridge: Cambridge University Press

G. Halsall (2007). *Barbarian Migrations and the Roman West, 376–568*. Cambridge: Cambridge University Press

B. Rosenwein (2018). *A Short History of the Middle Ages*, 5th edn. Toronto: University of Toronto Press

J. M. H. Smith (2005) *Europe After Rome: A New Cultural History, 500–1000*. Oxford: Oxford University Press

C. Wickham (2010). *The Inheritance of Rome: A History of Europe from 400 to 1000*. London: Penguin

### Synopsis \*

Why did the Roman Empire collapse? How did Christianity and Islam become so influential? How violent were the Vikings? When did countries like England, France and Germany come into being? This survey module provides an introduction to the history of Late Antiquity and the early Middle Ages, examining the major political events and social changes that transformed the Roman world and the Near East between c.300 and c.1000. Along the way, we shall consider such topics as identity, warfare, gender, religious life, rulership and law. Students will obtain a clear understanding of the outlines of early medieval history between the later Roman Empire and the sweeping changes of the tenth century, as well as a sense of what daily life was like for most people and of the types of evidence historians can use to understand this period. The weekly lectures guide students through the module and their readings, while seminars provide opportunities to explore key historical problems and debates in more detail through the analysis of primary sources.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>HI411</b>		<b>Later Medieval Europe</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	60% Coursework, 40% Exam	
2	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Bombi Dr B
2	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Bombi Dr B
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

This module will be taught through one 1-hour lecture and one 1-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- 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 of this module are that, on completion of this module, students will be able to:

- 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:

- Essay (2,500 words) - 30%
- Source Critique (1,500 words) - 20%
- Chronology and Geography Quiz (50 minutes) - 10%
- Examination (2 hours) - 40%

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

This module will be taught through one 1-hour lecture and one 1-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate a familiarity to the main political and socio-cultural developments in the history of modern Britain between c. 1830 and 1900; and the skills needed to understand evaluate, contextualise and communicate effectively their knowledge of history
- Demonstrate intellectual interests in modern British history and their skills in researching historical subjects and in communicating their knowledge and ideas, both orally and in writing.
- Understand the disciplines of political, social and cultural history.

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate an understanding of modern British history in its international/European context, which should help to equip them to live and work in Continental Europe.
- Consider critically relevant intellectual concepts as well as differences of opinion and interpretation both in the past and among historians, and they will also be encouraged to develop their ability to identify and solve problems
- Utilise problem solving skills, and the ability 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.
- Undertake group work to interact effectively with others and to work cooperatively on group tasks.
- Communicate complex concepts effectively both orally and through written work.
- Demonstrate communication skills and skills in IT

### Method of Assessment

This module is assessed by:

- Blog Post (1,500 words) - 40%
- Essay (2,500 words) - 40%
- Seminar Participation - 20%

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>HI423 Introduction to Military History (Part1)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	

### Contact Hours

This module will be taught through one 1-hour lecture and one 1-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Students will gain the knowledge and conceptual tools to understand and interpret key aspects of military history. Students will obtain a knowledge of the historiographical debates surrounding these issues covered in the module.
- Students will develop the ability to discuss issues that are raised in the module, and to present their work in written and oral form. Through exposure to the distinctive nature of nineteenth century culture, students will gain an enhanced understanding of the diversity of human societies.
- Students will learn to use and evaluate relevant primary sources relating to political, military, economic, social and cultural history. Through a diversity of sources, students will be exposed to a variety of outlooks and learn about the importance of using diversity of sources

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- Through this course students will develop a range of intellectual and transferable skills, and acquire certain kinds of understanding. They will come to understand the problems that are inherent in the historical record and the limits within which interpretation is possible.
- They will develop critical thought and independence of mind, the capacity to deploy arguments, and the ability to challenge received opinions and conclusions.
- Students will improve their essay and oral presentation skills. They will also learn how to make good use of the relevant library resources and, where necessary, IT skills.
- Students will gain transferable skills in the following four areas: communication, group working, problem solving, improved learning and plans for improved learning.

### Method of Assessment

This module is assessed by:

- Essay 1 (1,500 words) - 30%
- Essay 2 (1,500 words) - 30%
- Presentation (15-minutes) 20%
- In-class essay (50-minutes) - 20%

### 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.

This module is a vital pathway to Introduction to Military (Part 2). Although the two are designed to be taken together, it is possible to study one alone.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>HI424 Introduction to Military History (Part 2)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	100% Coursework	

### Contact Hours

This module will be taught through one 1-hour lecture and one 1-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Students will gain the knowledge and conceptual tools to understand and interpret key aspects of military history. Students will obtain a knowledge of the historiographical debates surrounding these issues covered in the module.
- Students will develop the ability to discuss issues that are raised in the module, and to present their work in written and oral form. Through exposure to the distinctive nature of nineteenth century culture, students will gain an enhanced understanding of the diversity of human societies.
- Students will learn to use and evaluate relevant primary sources relating to political, military, economic, social and cultural history. Through a diversity of sources, students will be exposed to a variety of outlooks and learn about the importance of using diversity of sources in their research into the past.

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Through this course students will develop a range of intellectual and transferable skills, and acquire certain kinds of understanding. They will come to understand the problems that are inherent in the historical record and the limits within which interpretation is possible.
- They will develop critical thought and independence of mind, the capacity to deploy arguments, and the ability to challenge received opinions and conclusions.
- Students will improve their essay and oral presentation skills. They will also learn how to make good use of the relevant library resources and, where necessary, IT skills.
- Students will gain transferable skills in the following four areas: communication, group working, problem solving, improved learning and plans for improved learning.

### Method of Assessment

This module is assessed by:

- Topic Essay (2,500 words) - 35%
- Historiographical Essay (3,500 words) - 45%
- In-class Presentation - (15 minutes) - 20%

### 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 History (Part 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.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

HI425		Revolutionary Europe 1700-1850				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Caiani Dr A
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

### Contact Hours

This module will be taught through one 1-hour lecture and one 1-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate knowledge and conceptual tools to understand and interpret the emergence of revolutionary ideas, and revolutionary approaches to social transformation, in Europe in the period 1700-1850. Demonstrate knowledge of the key episodes of the history of the period, with particular emphasis on France and Russia, and some of the historiographical debate surrounding the subject.
- Discuss the issues that are raised in the module, and to present their work in written and oral form. The diverse ways in which revolutionary ideas were received in different European countries, will be explored, thereby giving students an enhanced understanding of the diversity of human cultures
- Use and evaluate relevant primary sources relating to the political, intellectual and cultural history of Europe in the period. Through a diversity of sources, students will be exposed to a variety of outlooks and learn about the importance of using a diversity of sources in their research into the past.

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- Use intellectual and transferable skills, and certain kinds of understanding. Understand the problems that are inherent in the historical record and the limits within which interpretation is possible.
- Use critical thought and independence of mind, the capacity to marshal subtle and sophisticated arguments, and the ability to challenge to received conclusions, and look at a theme (in this case 'revolution') over a long period of time.
- Demonstrate essay writing and oral presentation skills. Make good use of relevant library resources word processing skills.
- Use transferable skills in the following four areas: communication, improvement in learning, working with others and problem solving.

### Method of Assessment

This module will be assessed by:

- Essay 1 (2,000 words) - 40%
- Essay 2 (2,000 words) - 40%
- Oral Presentation - 20%

### Preliminary Reading

Blanning TCW, (2008) *The Pursuit of Glory: Europe 1648-1815*  
Doyle, W., (2001) *The Origins of the French Revolution*  
Doyle, W., (2003) *The Oxford History of the French Revolution*  
Ellis, G., (2003) *The Napoleonic Empire*  
Hampson, N., (1990) *The Enlightenment*  
Hosking, G., (2010) *People and Empire*  
Thomson, D., (1990) *Europe Since Napoleon*

### 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; the French revolution; Jacobinism; the Napoleonic Empire; Russia under Peter the Great and Catherine the Great; the Decembrist revolt in Russia; nationalism in Europe; the revolutions of 1848

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>HI426 Making History: Theory and Practice</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	C	30 (15)	100% Coursework	Johnson Prof G

### Contact Hours

This module will be taught through one 1-hour lecture and one 1-hour seminar each week, with the exception of Enhancement Weeks and one week per term that will be dedicated to coursework feedback. There will also be a number of lectures focusing on study skills throughout the two terms.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate the ability to undertake research with the aim of addressing a particular question, or problem, relating to a variety of historiographical approaches.
- Demonstrate the ability to communicate their analysis of historical sources accurately and appropriately, using coherent and well-structured arguments, and utilising historical methodologies and approaches.
- Demonstrate knowledge of the conceptual, practical and intellectual principles in the discipline of history that they will build upon during the remainder of their degree.
- Use and understand a wide variety of historical methods, schools and genres that 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.
- Identify and use a range of historical sources (both primary and secondary) to help promote critical thinking and analytical awareness.

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate a number of transferable skills and general academic disciplines necessary for study at degree level, including; general IT skills, communication skills, research skills.
- Demonstrate effective use of library catalogues, online journals, and other web-based resources.
- Work effectively in groups and to be able to produce short oral presentations that they can deliver to their fellow seminar group members.

### Method of Assessment

This module is assessed by:

- Source Analysis 1 - 25%
- Source Analysis 2 - 25%
- Essay, 2000 words - 40%
- Conference Presentation - 10%

### Preliminary Reading

Stefan Berger et al (eds), *Writing History: Theory and Practice*, 2nd edn (Hodder Education, London, 2010)  
Anna Green and Kathleen Troup (eds), *The Houses of History: A Critical Reader in Twentieth-Century History and Theory* (Manchester University Press, Manchester, 1999)  
George G. Iggers and Q. Edward Wang, *A Global History of Modern Historiography* (Routledge, London, 2008)  
Bonnie Smith, *The Gender of History: Men, Women and Historical Practice* (Harvard University Press, Cambridge, 1998)  
Garthine Walker (ed.), *Writing Early Modern History* (Bloomsbury, London, 2005)

### 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.

It will focus on the process of 'getting used to' undergraduate history; the difference between university life from school/college. These sessions are reinforced with in-house study skills sessions. This will be reinforced through the seminar teaching in the remainder of the module.

The module identifies and explores three main areas of history, asking: what is medieval history; what is early modern history; what is modern history? Students will also explore different central historical themes and approaches in historical scholarship, such as Marxism or nationalism, thereby introducing them to history at university level at both a practical and conceptual level. This will cover the development of university history in the broad sweep of history from approximately the twelfth century to the late twentieth century. It will also consider the impact of the Social Sciences on the historical profession during the twentieth century.

The seminars will reinforce these sessions through discussion of selected readings on relevant topics. Students will also study how to use and analyse a primary source and a variety of historical methodologies.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

This module will be taught through one 1-hour lecture and one 1-hour seminar each week, with the exception of Enhancement Weeks and one week per term that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- To provide students with the skills needed to understand, evaluate, contextualise and communicate effectively their knowledge of history.
- To provide students with an understanding of the British army in this period. In particular; the social and political groups which provided its officer corps and other ranks, its role in politics and its role in shaping the British state.
- To expose students to the disciplines of political, social and economic history and their various methodological approaches.
- To test and improve skills appropriate to level 4 students by setting them specific, differentiated tasks.
- Students will learn how to access a range of sources of information and present the results.
- Students will acquire skills of conceptualisation, reflexivity, critical thought and epistemological awareness.
- Students will acquire knowledge and understanding of the past and particular aspects of the historiography and methodology, assisting them in other courses.
- To develop a critical understanding of different historical approaches and degrees of bias as well as of the methodological complexities in the historical record itself.

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- To further develop analytical and reflective skills and the ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.
- To further develop communication, presentation and information technology skills.

### Method of Assessment

This module is assessed by:

- Essay 1 (2500 words) - 12%
- Essay 2 (2500 words) - 12%
- Seminar Participation - 8%
- Exam Preparation Essay (800 words) - 8%
- Examination (2 hours) - 60%

### Preliminary Reading

- I. F. W. Beckett, *The amateur military tradition, 1558-1945*
- 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*
- A. 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*

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

This module will be taught through one 1-hour lecture and one 1-hour seminar each week, with the exception of Enhancement Weeks and one week per term that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- To introduce students to the historiography and history of Europe at war, c. 1770-1990.
- To encourage students to develop their critical and analytical skills, through a comparison of a wide range of armed forces, political systems and operational theatres.
- To introduce students to the history and historiography of various wars in a comparative framework.
- To develop a critical understanding of different historical approaches and degrees of bias as well as of the methodological complexities in the historical record itself.

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- To further develop analytical and reflective skills and the ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.
- To further develop communication, presentation and information technology skills.

### Method of Assessment

This module is assessed by:

40% coursework, 60% exam

Coursework is made up of the following:

Essay 37.5%

Essay 37.5%

Presentation 12.5%

Presentation 12.5%

### Preliminary Reading

Geoffrey Best, *War and Society in Europe, 1770-1870*

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*

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

This module will be taught through one 1-hour lecture and one 1-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- To provide students with an understanding of key events and themes in British History in the twentieth century and place this understanding in the wider context of Britain's relationship with Europe and the wider world.
- To expose students to the disciplines of political, social and economic history and their various methodological approaches.
- Students will learn how to access a range of sources, of information, primary and secondary, relevant to British history of this period and present the results.
- Students will acquire skills of conceptualisation, reflexivity, critical thought and epistemological awareness.
- To develop a critical understanding of different historical approaches and degrees of bias as well as of the methodological complexities in the historical record itself.

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- To develop analytical and reflective skills and the ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.
- To develop communication, presentation and information technology skills.
- Students will engage in group work and will be encouraged to work cooperatively with others in order to enhance one and other's learning.

### Method of Assessment

This module will be assessed by:

- Essay 1 (1500 words) - 20%
- Essay 2 (2500 words) - 25%
- Presentation (500 words) - 5%
- Examination (2 hours) - 50%

### Preliminary Reading

Peter Clark, Hope and Glory: Britain 1900-1990

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

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>HI432 1450 - 1600: The Age of Reformation</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
4	Canterbury	Spring	C	15 (7.5)	100% Coursework	
2	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
4	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Good Dr P

### Contact Hours

This module will be taught through one 1-hour lecture and one 1-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Understand the political, social and cultural developments in the history of early modern Europe and its relationship to the wider world between c.1450 and 1600.
- Demonstrate the skills needed to understand, evaluate, contextualise and communicate effectively their knowledge of early modern history.
- Demonstrate their intellectual interest in the history of early modern Europe and their skills in researching historical subjects and in communicating their knowledge and ideas, both orally and in writing.
- Understand the essential elements of the disciplines of political, social, economic and cultural history.

The intended generic outcomes of this module are that, on completion of this module, students will be able to:

- Demonstrate their problem solving skills and their ability to work both independently and within groups.
- Engage 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.
- Engage in group work in seminars, interacting effectively with others and working cooperatively on group tasks.
- Communicate complex concepts effectively both orally and through written work.
- Demonstrate their communication skills and skills with IT.

### Method of Assessment

This module will be assessed by:

- Essay 1 (2,000 words) - 40%
- Essay 2 (2,000 words) - 40%
- Seminar Participation - 20%

### Preliminary Reading

E. Cameron (ed.) (1999) *Early Modern Europe: An Oxford History*. Oxford: OUP  
 J.H. Elliot (2006) *Empires of the Atlantic World: Britain and Spain in America 1492-1830*. New Haven: Yale University Press  
 S.G. Ellis (2007) *The Making of the British Isles: the State of Britain and Ireland 1450-1660*. London: Routledge  
 R. Houlbrooke (2011) *Britain and Europe 1500-1780*. London: Bloomsbury  
 B. Kümin (ed.) (2009) *The European World 1500-1800: An Introduction to Early Modern History*. London: Routledge  
 M.E. Weisener-Hanks (2006) *Early Modern Europe, 1450-1789*. Cambridge: CUP

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>HI433 Connected Worlds (1450-1750)</b>						
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)	50% Coursework, 50% Exam	Good Dr P

### Contact Hours

This module will be taught through one 1-hour lecture and one 1-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Understand the political, social and cultural developments in the history of early modern Europe and its relationship to the wider world between c.1600 and 1750.
- Understand evaluate, contextualise and communicate effectively their knowledge of early modern history.
- Demonstrate their intellectual interest in the history of early modern Europe and their skills in researching historical subjects and in communicating their knowledge and ideas, both orally and in writing.
- Understand the essential elements of the disciplines of political, social, economic and cultural history.

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- Consider and demonstrate their understanding of critically relevant intellectual concepts as well as differences of opinion and interpretation both in the past and among historians.
- Demonstrate their problem solving skills and ability to work independently.
- Engage in group work in seminars, interacting effectively with others and working cooperatively on group tasks.
- Communicate complex concepts effectively both orally and through written work.
- Demonstrate their communication skills and to skills in IT.

### Method of Assessment

This module will be assessed by:

- Essay 1 (1500 words) - 20%
- Essay 2 (1500 words) - 20%
- Seminar Participation - 10%
- Exam (2 hours) - 50%

### Preliminary Reading

M.S. Anderson. (1988) *War and Society in Europe of the Old Regime 1618-1789*. Kingston: McGill-Queen's University Press  
 E. Cameron (ed.). (1999) *Early Modern Europe: An Oxford History*. Oxford: OUP  
 J.H. Elliot (2006) *Empires of the Atlantic World: Britain and Spain in America 1492-1830*. New Haven: Yale University Press.  
 S.G. Ellis. (2007) *The Making of the British Isles: the State of Britain and Ireland 1450-1660*. London: Routledge  
 B. Kúmin (ed.). (2009) *The European World 1500-1800: An Introduction to Early Modern History*. London: Routledge  
 R. Houlbrooke. (2011) *Britain and Europe 1500-1780*. London: Bloomsbury Academic  
 M.E. Weisener-Hanks. (2006) *Early Modern Europe, 1450-1789*. Cambridge: CUP

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>HI434</b>		<b>Ten Technologies That Changed the World</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	
3	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Hall Dr C
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
3	Canterbury	Spring	C	15 (7.5)	100% Coursework	Hall Dr C

### Preliminary Reading

Patricia Fara, *Science: A 4000 year history*

Donald MacKenzie and Judy Wajcman, eds. *The social shaping of technology*

Winner, Langdon. "Do artifacts have politics?" *Daedalus* (1980): 121-136

Misa, Thomas J., Philip Brey, and Andrew Feenberg, eds. *Modernity and technology*

Miller, Daniel, ed. *Material cultures: Why some things matter*

Edgerton, David. "From innovation to use: Ten eclectic theses on the historiography of technology." *History and Technology, an International Journal* 16.2 (1999): 111-136

### Synopsis \*

Over the past 500 years, inventions such as telescopes, robots and fridges have revolutionised our relationships with one another and with the natural world. This module engages with some well-known inventions since the so-called 'scientific revolution' (c. 1600), alongside some unexpected and surprising ones. It examines their making and their use, and explores how they have contributed to the distinctively modern European perspective that has come to be known as 'science'. This module approaches its topics from the perspectives of cultural and social history.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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	Mukhopadhyay Dr A

### Contact Hours

Total contact hours: 20  
Private study hours: 130  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.  
On successfully completing the module students will be able to:

- 1 To introduce students to the political, economic and socio-cultural developments in the history of European empires from the sixteenth to the twentieth century on a global scale; and to provide students with the skills needed to understand evaluate, contextualise and communicate effectively their knowledge of history
- 2 To provide students with an opportunity to develop their intellectual interests in history of modern empires and their skills in researching historical subjects and in communicating their knowledge and ideas, both orally and in writing.
- 3 To expose students to the disciplines of political, social, economic and cultural history.

The intended generic learning outcomes.  
On successfully completing the module students will be able to:

- 1 Students will gain an understanding of history of modern empires in their global context, which will help them to have a better understanding of the modern multicultural world and the global economy.
- 2 The course will test problem solving skills and ability 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.
- 3 Students will also engage in group work in seminars, in which they will be encouraged to interact effectively with others and to work co-operatively on group tasks.
- 4 Students will acquire the skill to communicate complex concepts effectively both orally and 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

### Method of Assessment

Main assessment methods:

Essay 1 2,000 words 40%  
Essay 2 2,000 words 40%  
Seminar Performance 10 minutes 20%

Reassessment methods:  
Reassessment Instrument: 100% coursework

### Preliminary Reading

Indicative Reading List:

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.  
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).

### Pre-requisites

None

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

This module will be taught through one 1-hour lecture and one 1-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- To introduce students to the political, economic and socio-cultural developments in the history of European empires from the sixteenth to the twentieth century on a global scale; and to provide students with the skills needed to understand evaluate, contextualise and communicate effectively their knowledge of history
- To provide students with an opportunity to develop their intellectual interests in history of modern empires and their skills in researching historical subjects and in communicating their knowledge and ideas, both orally and in writing.
- To expose students to the disciplines of political, social, economic and cultural history.

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- Students will gain an understanding of history of modern empires in their global context, which will help them to have a better understanding of the modern multicultural world and the global economy.
- The course will test problem solving skills and ability 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.
- Students will also engage in group work in seminars, in which they will be encouraged to interact effectively with others and to work cooperatively on group tasks.
- Students will acquire the skill to communicate complex concepts effectively both orally and 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

### Method of Assessment

This module will be assessed by:

- Essay 1 (1,500 words) - 20%
- Essay 2 (1,500 words) - 20%
- Oral Mark (7-8 minutes) - 10%
- Examination (2 hours) - 50%

### 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

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>HI437 War and Diplomacy in Europe c1850-2000</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Hall Dr C

### Contact Hours

This module will be taught through one 1-hour lecture and one 1-hour seminar each week, with the exception of Enhancement Week and one week that will be dedicated to coursework feedback.

### Learning Outcomes

The intended subject specific learning outcomes of this module are that, on completion of this module, students will be able to:

- Students will gain the knowledge and conceptual tools to understand and interpret European history in the late 19th and 20th centuries, especially in relation to the causes and consequences of wars, and key aspects of the diplomatic history of the continent. Students will obtain a knowledge of the most important relevant episodes of the history of the period, and some of the historiographical debates surrounding the subject.
- Students will develop their ability to discuss the issues that are raised in the module, and to present their work in written and oral form. Through exposure to the different characteristics of different countries and regimes, students will gain an enhanced understanding of the diversity of human cultures.
- Students will learn to use and evaluate relevant primary sources relating to the military and diplomatic history of Europe in this period. Through a diversity of sources, students will be exposed to a variety of outlooks and learn about the importance of using a diversity of sources in their research into the past.

The intended generic learning outcomes of this module are that, on completion of this module, students will be able to:

- Through this course, students will develop a range of intellectual and transferable skills, and acquire certain kinds of understanding. They will come to understand the problems that are inherent in the historical record and the limits within which interpretation is possible.
- Students will develop critical thought and independence of mind, the capacity to marshal subtle and sophisticated arguments, and the ability to challenge to received conclusions.
- Students will improve their essay writing and oral presentation skills. They will also learn how to make good use of the relevant library resources and, where necessary, their word processing skills.
- Students will gain transferable skills in the following four areas: communication, improvement in learning, working with others and problem solving.

### Method of Assessment

This module will be assessed by:

- Essay 1 (1,500 words) - 20%
- Essay 2 (1,500 words) - 20%
- Seminar Performance - 10%
- Examination (2 hours) - 50%

### Preliminary Reading

Baumgart, W., *The Crimean War*  
 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*

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### 38 School of Politics and International Relations

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

#### Contact Hours

11 hours of lectures and 11 hours of seminars.

#### Learning Outcomes

Understand the way that political decisions are reached in Britain, focusing on the links between citizens, intermediary bodies and executive institutions.

Identify the main evidence and criteria used in determining which actors shape key policy decisions.

Identify the ways in which Britain's political system has undergone significant structural change in the last decade or so.

Critically examine the strengths and weaknesses of political institutions in Britain, and analytically evaluate arguments around the merits of alternative institutional arrangements.

Understand how the design and operation of Britain's political system relates to alternative arrangements in other western democracies, and identify the main consequences of these similarities and differences.

#### Method of Assessment

50% coursework (essay of 2000 words), 50% exam (2 hours).

#### Preliminary Reading

Mark Garnett and Phil Lynch Exploring British Politics, 4th edition, Taylor and Francis (2016). This is available in the library both as a hard book and eBook.

Anthony King, Who Governs Britain? Penguin (2015). This is available in the library and can also be purchased at a cheap rate online.

There are useful blogs on British politics to further your understanding:

Democratic Audit: <http://www.democraticaudit.com/>

LSE British politics: <http://blogs.lse.ac.uk/politicsandpolicy/>

Constitution Unit Blog: <https://constitution-unit.com/>

House of Commons Library: <https://www.parliament.uk/commons-library>

#### Synopsis \*

Democracy in Britain does not appear to be in a healthy state. Citizens are less engaged with political institutions, and less trusting in politicians, than they used to be. The nation is divided, as reflected in most recently in our Brexit debate but also in lingering debates over Englishness, new political identities and the future of the United Kingdom. Critical questions are being asked about the role and effectiveness of key institutions, including the durability of a two-party majoritarian electoral system, the House of Lords and the 'Westminster Model'. Meanwhile, the nature of political authority in Britain is changing. Power has been delegated to devolved bodies in Scotland, Wales, Northern Ireland and London, but there are questions over the sustainability of this distribution of authority. Non-electoral actors such as traditional and social media and the judiciary also play an important role in shaping political decisions. Where does this leave the political system at the start of the 21st century? Is government in Britain effective and democratic? Or are Britain's political institutions failing? And how might the country come together again amid Brexit and as the country develops a new role in the wider world?

This module provides students with an introduction to some of the key issues facing the political system in Britain today. Students will examine challenges that confront the political system, the effectiveness of existing arrangements and the merits of further reforms to institutions. While the focus is on Britain, many of the same challenges are also faced by political systems in other west European countries, to which the module will make reference. The course goes beyond a simple focus on British politics, by introducing students to some of the key issues facing many western democracies today.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>PO305 International History and International Relations</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	

### Contact Hours

11 lectures and 11 seminars

### Learning Outcomes

By the end of the module, students will:

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

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

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

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

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

### Method of Assessment

50% coursework (essay of 2000 words), 50% exam (2hr)

### Preliminary Reading

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

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

### Synopsis \*

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

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>PO310 Introduction to International Politics</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

### Contact Hours

11 lectures and 11 seminars

### Learning Outcomes

Students will:

- Have an awareness of, and have been given a basic level of exposure to, many of the major issue areas in the study of contemporary international relations
- Be aware of the main sub-fields that exist within the study of international relations and be able to relate them to each other
- Have established a good basis from which to appreciate at a higher level the theoretical schools of thought in the study of international relations
- Have provided a strong grounding in the study of international politics (including factual and conceptual questions) as the basis for the further study in Part 2 on the subject matter of the discipline of international relations

### Method of Assessment

50% coursework (essay of maximum 1,500 - 2,000 words); 50% exam (2hr)

### Preliminary Reading

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

BROWN, C. - 'Understanding International Relations'

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

### Synopsis >\*

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

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

11 lectures and 11 seminars

### Learning Outcomes

Students will be able to:

demonstrate familiarity with the practice of normative political enquiry;  
demonstrate familiarity with the philosophical foundations of political issues;  
demonstrate familiarity with the historical evolution of Western political thought;  
demonstrate introductory knowledge of the works of key political thinkers;  
demonstrate introductory knowledge of the great political ideologies of the modern epoch

### Method of Assessment

50% coursework (1 essay of 1,500 words); 50% exam (2hr)

### Preliminary Reading

Catriona McKinnon, Robert Jubb & Patrick Tomlin (eds.), *Issues in Political Theory*, Fourth Edition, Oxford: Oxford University Press, 2019.

Coleman, J. (2000) *A History of Political Thought: From Ancient Greece to Early Christianity* Oxford: Blackwell.  
Coleman, J. (2000) *A History of Political Thought: From The Middle Ages to the Renaissance*. Oxford: Blackwell.  
Heywood, Andrew (2017). *Political Theory: An Introduction* [various editions available]. Basingstoke: Palgrave Macmillan.  
Kymlicka, W. (2002) *Contemporary Political Philosophy: An Introduction* [various editions available] Oxford: Oxford University Press.  
MacKenzie, I. (ed.) (2005) *Political Concepts: A Reader and Guide*. Edinburgh: Edinburgh University Press.  
Ryan, A. (2012) *A History of Political Thought from Herodotus to the Present*. London: Penguin.  
Tong, R. (2017) *Feminist Thought: A More Comprehensive Introduction*. Fourth Edition. London: Routledge.  
Wolff, J. (2016) *An Introduction to Political Philosophy*. Third Edition. Oxford: Oxford University Press.

### Synopsis \*

What is political about politics? Can we think of political concepts that challenge the institutions of the state and politicians' politics? Are we free when left alone, or when we are all in control of our collective destiny? What would an equal society look like? What is justice and why do we think it is so important? Can democracy be reconciled with liberty? Can we imagine life without a state? Can we ever legitimately resist state power? Is community more important than individuality? Must we preserve all cultural traditions?

This module introduces you to a number of political concepts that are central to thinking about political life. Through these concepts you will be introduced to the principal ideas of many of the major figures in the history of Western political thought (for example, Plato, Hobbes, Rousseau and Marx) and to the work of many contemporary political theorists (John Rawls, Iris Marion Young, Richard Rorty, Susan Okin and others). In addition, lectures and seminars will familiarise you with a variety of different debates about how best to understand any given concept (such as, debates about the 'naturalness' or not of rights) as well as how to understand the relationship between different concepts (such as, whether a just society must be an equal one or not).

Moreover, the module is designed to allow you to develop a set of 'conceptual tools' with which to interrogate and shape the political world in which you find yourself; a world which is saturated everyday with competing articulations of the political concepts that we will study in this module. The module will familiarise you with the style of writing and argumentation specific to political theory, in a way that will develop your ability to construct and put forward successful arguments in the arena of competing political ideas. As such, it is hoped that you will come to develop a subtle appreciation of how the concepts examined on this module are, to greater or lesser degrees, intrinsic to all your studies in politics and international relations (and related subjects).

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total contact hours: 22  
 Private study hours: 128  
 Total study hours: 150

### Learning Outcomes

Upon completion of this module, students will be able to:  
 Recognize key approaches to the study of conflict.  
 Understand the main concepts and theories of international conflict and conflict resolution.  
 Identify the main practices of conflict resolution and their limitations.  
 Engage with empirical cases and simulations of international conflicts.  
 Identify the main critiques of conflict theories.

### Method of Assessment

60% coursework (essay (40%), reading assignments (20%)), 40% exam (2 hrs).

### Preliminary Reading

Ramsbottam, O., Miall, H. and Woodhouse, T. (2016). Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts. Cambridge: Polity.  
 Fisher, R. and Ury, W. (1991). Getting to Yes, New York: Penguin

### Synopsis \*

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



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

### Contact Hours

1 hour lecture and 1 hour seminar per week (not including reading week), plus an additional hour long seminar every two weeks

### Learning Outcomes

On successful completion of this module students will

- Be able to understand the different approaches used in the study of Politics
- Be able to understand the basic logic of the research process
- Be familiar with several themes central to political research
- Have improved their ability to identify and use evidence, including basic statistical techniques
- Be able to choose among a wide range of approaches to develop their own methods to explore substantive research questions in the fields of politics and international relations.

### Method of Assessment

100% Coursework (5 online quizzes (4% each, 20% total), Research reports (2 reports worth 80% total; first is 1000 words worth 32%, second is 2000 words worth 48%))

### Preliminary Reading

None.

### Synopsis \*

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

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

### Contact Hours

11 lectures, 16 seminars (One seminar per week for 11 weeks, with a reading week at half term, to discuss lecture and reading topics, plus an additional five seminars (one seminar per fortnight) to explore data analysis.)

### Learning Outcomes

On successful completion of this module, students will:

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

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

Be able to classify political systems according to different criteria.

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

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

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

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

### Method of Assessment

50% coursework (essay of 2000 words), 50% exam (2hr - two parts; set of multiple choice questions, and an essay answering one of six questions)

### Preliminary Reading

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

### Synopsis \*

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

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### 12 School of Music and Fine Art

<b>CR300 Contexts and Case Studies in Events and Experiences</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	C	15 (7.5)	100% Coursework	

#### Contact Hours

The typical delivery pattern will be one lecture per week (of one hour) and one seminar per week, (of two hours).

Lectures: 11 hours

Seminars: 22 hours

Private Study: 117 hours

TOTAL STUDY HOURS: 150

#### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Demonstrate a sound knowledge of the origin, scope and variety of contemporary creative events, and been introduced to varying contexts and aims of their production. e.g.: community and cultural events; street art; corporate, marketing and branding events; festivals and carnivals; heritage events; participatory events and meta-performance; site-specific and installation events.
- 2) Understand the creation and production of events from a range of professional / vocational perspectives, using a variety of organisational structures.
- 3) Evaluate the creative and production choices made in each of the case studies and identify and critique other possible strategies.
- 4) Understand the basic aesthetic, cultural, ideological and commercial theories and considerations behind these events, and be able to argue their effectiveness in relation to the context, and thus to have developed a frame of reference and critical discourse by which a range of creative events, can be described, designed and critiqued.
- 5) Demonstrate familiarity with sources of information to support research and analysis in the creative event.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Demonstrate skills in reading, writing and note taking, appropriate to a humanities degree course and have developed an understanding of good academic practice and academic integrity.
- 2) Research and draw conclusions from a range of, possibly conflicting, sources, and formulate their own opinions on theoretical and analytical questions (using electronic & analogue sources).
- 3) Develop arguments in a sustained piece of written work, presented to appropriate academic standards.
- 4) Manage their personal work load, submitting work by the deadlines, and exercise initiative in independent exercises.
- 5) Reflect on their own learning.

#### Method of Assessment

Portfolio of Writings from Seminar Study: 50%

Students' knowledge and understanding of key events, practices and terms, the ability to reflect on their own learning, and their contribution, preparation and reading for seminars will be assessed by a series of journal entries (normally 6 x 300 words), derived from seminar and lecture topics.

Essay: 50%

In order to assess their ability to understand and summarise basic theoretical landscapes and underlying concepts, to produce coherent and developed arguments based on a range of sources, and to express themselves clearly, accurately and fluently in writing, students will be assessed on the submission of a 1500 word essay.

#### Preliminary Reading

CARVER, G. P. (1995). 'Light the Night, the theory and practice of a community celebration' *Studies in Theatre Production* No 12 (82-98).

COULT, T. and B. Kershaw. (1983). *Engineers of the Imagination: The Welfare State Handbook*. London: Methuen.

DEAN, A. (ed.) (2003). *Street Arts: A User's Guide*. Winchester: ISAN.

Emergency Exit Arts (2001). *The Art of Celebration*, [online]. Available at [www.eea.org.uk](http://www.eea.org.uk).

ETHERINGTON, J. E. (1993). *Lewes Bonfire Night: A Short History of Guy Fawkes Celebrations*. Seaford: S.B. Publications 1993.

FOX, J. (2002). *Eyes on Stalks*. London: Methuen.

MASON, B.. (1992). *Street Theatre and Other Outdoor Performance*. London: Methuen.

MAU, B. and D. Rockwell. (2006). *Spectacle*. London: Phaidon.

MCKAY, G. (ed.) (1998). *DiY Culture: Party and Protest in Nineties Britain*. London: Verso. – selected chapters

PINE, J. B and J.H.Gilmore. (1999). *The Experience Economy: Work is Theatre & Every Business a Stage*. Boston: Harvard.– selected chapters

SCHECHNER, R. (2002). *Performance Studies: An Introduction*. London: Routledge.

WEBB, N. (ed.) (2006). *Four Magical Days in May: How an Elephant Captured the Heart of a City*. London: Artichoke Trust.

#### Pre-requisites

None

#### Restrictions

None

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### Synopsis \*

The principal aim of this module is to address the linked questions: what are events and experiences (are these even useful terms)? Who is producing them? Why are they important, and what effect do they have? Are there common points of reference? How do we critique them, talk about them?

In order to address these wide reaching questions lectures will introduce events, ideas and discourses, and seminars will offer the opportunity to question and debate these ideas and practices. We shall look at different types of company, different artists, and different ways of working, and through the course it is expected that students will have some first-hand encounters with members of the profession.

We shall also use this module to develop some general skills necessary of a humanities undergraduate, skills in effective reading, writing, research and learning.

Case studies may vary year to year but will always cover a range of events, including a community celebratory events; street arts, large and small scale; corporate branding events; a site-specific installation; a festival or concert; demonstration and political acts; heritage events / re-enactments, a themed party. These events will be introduced with regard to their purpose, the central creative idea, the budget and logistics, the organisational structure and their outcomes.

While of course this module is intended to provide students with an amount of knowledge and information about a disparate and exciting art form, it is also intended to introduce them to, and excite them about the discourses of culture and the modus operandi of a humanities student.

<b>CR301 Realising the Creative Idea</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	30 (15)	100% Coursework	
1	Medway	Autumn	C	30 (15)	100% Coursework	
1	Medway	Autumn	C	30 (15)	100% Coursework with Pass/Fail Elements	

### Contact Hours

This module will provide an introduction to the resources available to you, facilitating your further study.

Early classes will offer intensive creative workshops and short projects, at first fairly closely prescribed and supervised, as the module progresses projects will become more extended and your work will become a little more independent. The final one or two projects will dominate the final half of the module, and be specified as 'assessment projects'. These will be taught through practical workshops and supervision.

Core aspects of event production will be introduced through lectures and in class workshops, followed by set assignments for the week, often related to the creative projects being undertaken. These set assignments may frequently require you to produce small events, or aspects of events, on a weekly basis prior to the main final project(s). Once the core ground work has been undertaken the module will then focus its delivery around a small project (or 2 projects, depending upon topic considerations – the details will be published annually in the course handbook) to be realised by students in small groups. Theoretical and logistical material will be woven into practical project wherever possible.

While teaching patterns will change as the module progresses, on average you can expect 4 hours of direct supervision per week, there may be additional group meetings or technical support as the needs arises. Learning will principally take place through discussion and workshop session which will include student and staff led presentations, demonstrations and discussions, as well as site visits - the nature of each class will depend upon the state that the project is in. Key theoretical aspects will be introduced through lecture presentations.

Approximately every 3 weeks you (and your group) will present an interim report on your project

A 30 credit module should occupy you for approximately half of a working week. You will be expected to dedicate about 15 hours a week to this module outside of class time.

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### Learning Outcomes

The intended subject specific learning outcomes

After successfully completing this module students will:

- 1) have been introduced to approaches to working creatively, including design conceptualisation; decision making and problem solving; understanding the brief; site selection, manipulation and enhancement; imagery and other sensual stimulation; audience gathering, reception and dispersal.
- 2) have gained experience in visualising and executing imaginative 3D/2D or spatial designs using a range of materials in a range of contexts, and evaluating the process and outcomes
- 3) have developed an understanding of the multifaceted and multidisciplinary processes necessary to the realisation of a creative event, from idea to execution
- 4) have contributed to the creative and design aspects of an appropriately scaled (for C level) realised event (or events) from conception to execution
- 5) have been introduced to the management of the operations and logistics of event production including the operations manual, basic health and safety, simple budgets and schedules and approaches to project management
- 6) have developed an awareness and understanding of design and planning considerations specifically related to experiential environments, interactive installations, personal celebrations and social functions; marking of rites of passage (particularly an awareness of the role and expectations of the audience / participants)

The intended generic learning outcomes

After successful completion of this module students will:

- 1) have worked as part of a team, sharing and taking responsibility, negotiating roles and tasks
- 2) have solved problems of a practical and logistical nature
- 3) have communicated their creative and logistical intentions clearly and accurately using appropriate language and graphics
- 4) have used computers to retrieve and share information including e-mail, the world wide web, spreadsheets.
- 5) have used numbers in keeping budgets and schedules
- 6) have evaluated their own performance and learning as a creative event producer and as a team member, they will also have evaluated the work of others
- 7) have exercised personal responsibility and initiative

### Method of Assessment

The main aim of this module is to develop students' understanding of, and ability to participate in the process of event creation, and thus the majority of assessment is based upon this process, and as such assessment will be continuous and often based on a combination of tutor observation, peer group assessment and the presentation of interim reports (verbal or written) to tutors.

UoA1. Critical and analytical Presentation: This will be submitted verbally, through visualisations and in writing at the end of the introductory projects. This will assess students' understanding of the design decisions in the context of theoretical, cultural and practical contexts of the formative projects undertaken, background research undertaken and their ability to clearly and persuasively communicate their ideas. Students will be notified at least a week in advance of the timing and briefed on this presentation. 30% (Learning outcomes 11.1, 11.3, 11.6, 12.2, 12.3, 12.6)

UoA2. Final project(s), assessed for its/their creative imagination and energy, its/their appropriateness to the brief, and its/their creative, logistical and production achievement and teamwork. Assessed by observation of the project by lecturers and individual crit/interview. 40% (Learning outcomes 11.1, 11.2, 11.4, 11.6, 12.2, 12.7)

UoA3. A written report reflecting on the final project, to include the project pitch or proposal, an evaluation of aims and objectives in the proposal, how they were met, what changes or developments took in place. This is a reflection on the creative process, demonstrating an understanding of that process from conceptualisation (idea), through production to presentation. Research sources and references are also to be included, images can be included. Also to include the practical steps taken to ensure realisation (timetables, planning notes and budgets). 30% (Learning outcomes 11.1-4, 11.6, 12.3, 12.6)

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### Preliminary Reading

Ayres, R & D. Butler. 1991. Live Art. Sunderland: AN Publications.

PINE, J. B. and J.H. Gilmore. 1999. The Experience Economy: Work is Theatre & Every Business is a Stage. Boston: Harvard.

DE OLIVERA, N., N. Oxley and M. Petry. 2004. Installation Art in the New Millennium – The Empire of the Senses. London: Thames & Hudson

GOLDBERG, R. 2004. Performance. Live Art Since the 60s. London: Thames & Hudson.

SHONE, A and B. Parry. 2013. Successful Event Management: A practical handbook. Andover : Cengage Learning

TAYLOR, B. 2004. Collage: The Making of Modern Art. London: Thames & Hudson.

MATTISON, R.S. 2003. Robert Rauschenberg: Breaking Boundaries. New Haven [Conn]; London: Yale University Press.

KAYE, N. 2000. Site-Specific Art: Performance, Place and Documentation. Routledge. New York; London.

Sources of Reference;

EISENMAN, S. 2006. Building Design Portfolios; Innovative Concepts for Presenting your Work. Gloucester, Mass.: Rockport Publishing; Hove: Rotovision.

TUFTE, E. R. 1990. Envisioning Information. Cheshire, CT : Graphics Press

SIDAWAY, I. and S. Hoggett. 2005. The Practical Encyclopedia of Drawing. London: Lorenz

### Pre-requisites

None

### Restrictions

None

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

This module introduces the principle management and creative skills of event design and production. Through classes, work experiences and the production of a small creative event students will be introduced to procedures, working methods and requirements of event design, construction, production and project management.

The first few weeks of the module will act as a 'creative warm-up', providing a number of short exercises to help students develop imaginative responses to project briefs and stimuli. The module will then settle to focus on one or two more extended projects. The nature, content and focus of the project(s) will vary each year depending upon topical issues. They will always focus on developing the creative imagination and will introduce ideas related to: space, transformation, experiential environments, personal rites of passage, food and eating.

Alongside the initial creative exercise students will be introduced to techniques for managing a project, and for ensuring their ideas can be realised on time, and to budget. Students will also be Students will therefore plan and design a project, budget it, assess the safety implications (at an introductory level – this aspect will be developed further in a later module), build and install it, organise purchases and transport, manage the project, liaise with external agencies as necessary, and finally deliver an event on time and to budget.

Finally students will strike, debrief and evaluate their project(s).

Essentially this module will prepare students for many of the challenges and methodologies present in later project based modules.

<b>CR307 Lighting and Sound for Events</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Spring	C	15 (7.5)	100% Coursework	

**Contact Hours**

The principal teaching method will be a weekly two-hour demonstration session. These sessions will include whole-group lecture/demonstrations, followed by hands-on work in smaller groups. In some weeks the demonstration session will be replaced by a two-hour classroom session to discuss theoretical aspects of the module in more detail. Between classes students will be expected to undertake around 8-10 hours of independent project work per week.

Workshop / lectures: eleven two-hour sessions, 22 hours  
 Private Study hours: 128 hours  
 Total Study Hours: 150 hours

**Learning Outcomes**

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Understand the creative potential of a range of entertainment and performance technologies including (but not limited to) lighting, sound and projection.
2. Set-up and operate portable lighting, sound and projection systems safely and efficiently for indoor and outdoor use.
3. Understand the fundamentals of lighting design and sound design.
4. Evaluate risk inherent in creative event practices and specific sites on which events will take place, thus developing risk assessments and working practice method statements to inform design and production decisions.
5. Understand the practical needs of running and managing a performance / event site, including planning fit-up, audience control, running the show, dispersal and strike / de-rig.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Solve problems of a practical nature and deploy problem solving strategies.
2. Understand the generic requirements of good practice for health and safety in the workplace.
3. Communicate ideas and findings to others in writing and verbally using both technical and non-technical language.
4. Use technology in a creative context.
5. Work in teams and negotiated goals with team members.

**Method of Assessment**

Assessment will be 100% by coursework, broken down into two tasks

UoA1. To assess students' knowledge of Health and Safety they will undertake an evaluation of a named activity, submitting a report in the required format. 30% (This will cover material indicative of the content of the IOSH Managing Safely qualification).

UoA2. A practical project with accompanying documentation (method statements, project management tools, site schedules etc.) will assess students' overall understanding of the project and production management requirements. 70%.

**Preliminary Reading**

Dean, P. (2002). *Production Management: Making Shows Happen*, Marlborough: Crowood.  
 GB Health and Safety Executive (2002). *The Event Safety Guide: A Guide to Health, Safety and Welfare at Music and Similar Events*, 2nd Edition, Sudbury: HSE Books.  
 Hannam, C. (2004). *Health and Safety Management in the Live Music and Events Industry*, Great Shelford: Entertainment Technology.  
 Maccoy, P. (2004). *The Essentials of Stage Management*, London: A&C Black.  
 Moran, N. (2007). *Performance Lighting Design: How to Light for the Stage, Concerts, Exhibitions and Live Events*, London: A&C Black.  
 Soutar, C. (2005). *Staging Events: A Practical Guide*, Ramsbury: Crowood.  
 Van Beek, M. (2000). *A Practical Guide to Health and Safety in the Entertainment Industry*. Royston: Entertainment Technology Press.

**Pre-requisites**

None

**Restrictions**

None

**Synopsis >\*</span>**

The purpose of this module is to make students aware of technological resources available to the designer/producer of creative events, and of how to use these resources effectively and creatively. Students will be introduced to the design possibilities offered by combinations of resources such as digital technologies and plastic or architectural objects and spaces. The module will act as an introduction to the safe use of resources available to students while studying at Kent with key issues concerning event planning and health and safety being discussed in some detail. In practical work, students will deploy creative skills while focusing upon the effective and safe management of work.

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<b>CR308 Industrial and Regional Research</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	100% Coursework	
1	Medway	Spring	C	15 (7.5)	100% Coursework	

### Contact Hours

This is a module which seeks to develop initiative and self-reliance in the learning environment, encouraging the student to construct their own project and pathways, but with support and guidance appropriate to the level 4 / stage 1 nature of the module. Therefore the module will consist of a number of introductory lectures / seminars contextualising the work and the region and introducing methodologies. After these initial sessions there will be a two-hour tutorial session every two weeks with approximately ten students per tutor group, discussing and presenting their work.

In addition to the prescribed teaching time students will be expected to undertake about 8 hours a week of private study.

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will:

- 1) Be able to conduct a detailed investigation into the events culture and context of the region, and local initiatives and policies that impact on the events culture.
- 2) Have an increased knowledge of research methodologies and resources.
- 3) Be able to draw upon previous study to contextualise local research, and relate it to a wider field of practice.
- 4) Have the ability to investigate, at first hand, contemporary industrial practice.
- 5) Have an insight into good working methods in actual situations and their contexts through field research.
- 6) Be familiar with one event or producing company in more detail.

The intended generic learning outcomes.

On successfully completing the module students will:

- 1) Be able to research (using electronic and analogue media), analyse and accurately summarise information from local sources including press, field work, case studies.
- 2) Be able to draw conclusions from a range of, possibly conflicting, sources, and formulated their own opinions on theoretical and analytical questions.
- 3) Be able to produce a report that includes descriptive and analytical text, tables and charts, illustrations, statements on methodology.
- 4) Know how to interact with agencies external to the University while carrying out research.
- 5) Be able to use information technology for the presentation of ideas (including formatting of documents, setting styles, including graphics).
- 6) Be able to manage their personal work load, submitting work by deadlines.

### Method of Assessment

The assessment on this module will evaluate initiative, self-management and project management skills; the effectiveness of research methodology; the ability to sift, organise, reflect upon and present the findings of research (orally and in writing); knowledge of the local events culture and its context; professionalism and contribution in the workplace. Additionally students will be assessed on their use of IT, understanding of simple statistical data and ability to present reports effectively. As such the assessment projects and weighting shall be:

Interim group presentation (outlining methods, subjects, sources, strategy and anticipated problems and findings) 40%

Final Project Report (written), 1500 words 40%

Lecture/Seminar Diary and general contribution, preparation and participation to include - preparatory background research for each professional visit, notes taken during their presentation with a short reflection/response to the talk and their role in the events industry. 20%

### Preliminary Reading

Reading will be specifically allocated depending upon the case studies chosen.

### Pre-requisites

None

### Restrictions

None

### Synopsis \*

In this module students will undertake field research into the events 'life' of the region. They will analyse local events - analysing and mapping them using critical notions developed in other stage 1 Event and Experience Design modules. Students will first research in breadth, examining the general scene, before choosing a company, locale or event to study in more detail. They will deploy a range of approaches to this research including observation, local news archives, interviews, simple statistical analysis and participation.



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<b>CR309</b>		<b>Visual Communication</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	
1	Medway	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

This module requires a total of 150 study hours, typically divided between 2 – 3 taught hours per week and 7 – 8 private study hours. The module handbook will specify the timetable. Classes will normally be practical workshops, that is to say a mixture of practical work with staff supervision, and group discussion. You will be expected to continue to develop these skills as the degree progresses.

### Learning Outcomes

The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes. After successfully completing this module you will:

1. have been introduced methods of presenting your ideas using (or aided by) visual media C1, D4; 2. have enhanced your skills in graphics.
3. have understood the significance of visual representations of design for purposes of communication and interrogation / development of those ideas.
4. have undertaken visual and subject specific research, investigating the visual and graphic presentation of artifacts or sites.

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

After successful completion of this module you will:

1. have identified and solved problems of a practical and logistical nature.
2. have communicated clearly and accurately using appropriate language and graphics.
3. have used computers to retrieve and share information including e-mail, the world wide web, and graphics.
4. have used numbers in measuring space and objects, and converting scales.
5. have evaluated your own performance and learning.
6. have exercised personal responsibility and initiative.

### Method of Assessment

UoA1. In-class' presentations of workshop projects 50%. All outcomes assessed.

UoA2. Final Portfolio 50% All outcomes assessed.

### Preliminary Reading

Alan Pipes – Drawing For Designers : Drawing Skills, Concept Sketches, Computer Systems, Illustrations, Tools & Materials, Presentations, Production Techniques (Laurence King Publishing)

John Hart – The Art Of The Storyboard Oxford: Focal Press : 2007

Mitchell – Redefining Designing : From Form To Experience John Wiley & Sons, 2005

Johannes Itten - Design & Form: the basic course Rev.e - New York:Wiley 1975

Edward R. Tufte - Envisioning Information Graphics Press 1990

Ian Sidaway - The Practical Encyclopedia of Drawing London: Lorenz 2005

### Pre-requisites

None

### Restrictions

None

### Synopsis \*

The ability to visualise creative ideas is fundamental to the processes of designing and producing events and experiences. We need to be able to evoke the 'quality' of an idea early in the process, communicate and offer more precise renderings and plans later in the project. We use such visualisation both to communicate our ideas to others, and to interrogate and develop our ideas, this clear and effective visual communication is vital to effective event (and experience) design, this module will introduce some techniques and processes. The skills taught on this module will be required, developed and deployed on many other modules through the programme, and should be considered essential core skills.

<b>CR310</b>		<b>The Fundamentals of Event Design</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	30 (15)	100% Coursework	
1	Medway	Spring	C	30 (15)	100% Coursework	

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### Contact Hours

Learning and teaching will primarily be delivered through workshop classes which will include demonstrations, supervisions, discussions and student presentations.

There will normally be 3 or 4 contact hours per week. You will be expected to undertake a further 17 – 18 hours of independent study and project work each week - contributing to a total of 20 hours per week (on this module).  
Total study hours 300 including vacation work.

### Learning Outcomes

The intended subject specific learning outcomes.

After successfully completing this module you will:

- have created a design for an event, the brief for which will be given by the module convener, exercising creative imagination (this is likely to be studio design, i.e. unrealised beyond model stage) C1, C3, D1
- have become familiar with the 'language' of event design, and the artistic choices open to the designer when responding to a brief (including, but not limited to: concept, tone, mood, atmosphere, spatial arrangement, composition, image, metaphor, juxtaposition) A3, C1, C3
- have undertaken research (visual research, library research and site-visits) and thus gathered appropriate and necessary information to support and inform design and production decisions, and provided the material in such a way as to facilitate graphic representation (introducing B4, C7, A9)
- have surveyed a site, created scale ground plans, card models and computer models of a chosen venue / design, and understood the role of drafting and modelling as a means of interrogating sites for creative events production, assessing opportunities and challenges, solving design and production problems, and communicating your Ideas; (A3, C1, C4, C5, C7, D4, D7)
- have begun to develop an understanding of the significance and impact of design choices (in context) from pragmatic, creative and semiotic perspectives (this outcome is also developed in the parallel module 'Realising the Creative Idea' and in stage 2 modules) (A3);
- have made a public presentations of design work (in process, and in conclusion) which may include the use of: IT presentation, an exhibition of models or graphic material (mood board), a verbal presentation in order to communicate both the process and the outcome of design, and to develop critical analysis and confidence in communication. You will also have participated in the critique and evaluation of the work of others. (B3, D2)

The intended generic learning outcomes.

After successful completion of this module you will:

- have identified and solved problems of a practical and logistical nature (KS Problem solving - level 3) (D4)
- have communicated your creative and logistical intentions clearly and accurately using appropriate language and graphics (KS Communication - level 3/4) (D2)
- have used computers to retrieve and share information including e-mail, the world wide web, 2D & 3Dgraphics. (KS Information Technology level 3) (D6)
- have used numbers in measuring space and objects, and converting scales (KS numeracy - level 2) (D7)
- have evaluated your own performance and learning as a creative event producer (KS evaluated ones own learning - level 3) (B3, C6, D5)
- have exercised personal responsibility and initiative (D1).

### Method of Assessment

UoA1. Interim (weekly) presentation of work in progress, often known as 'crits' details in the module handbook. 20%.

UoA2. 'preliminary visualisation' This presentation will be clearly identified as distinct from UoA1 Module handbook will specify details. 20%

UoA 3. A final exhibition / project. 50%

UoA4. A written summary, 2000 words, in critique of the project exhibition (UoA3) and proposals for further development. 10%

### Preliminary Reading

Carver, G & Christine White Computer Visualisation for the Theatre, Oxford: Focal Press, 2003

Woodbridge, P., Designer Drafting for the Entertainment Industry, Focal Press, 2001

Mackintosh, I, Architecture, actor & audience, London: Routledge, 1993

Carlson, M., Places of Performance, New York: Cornell UP, 1993

Payne, D, R., The Scenographic Imagination, Illinois UP, 1993

Blokland, T; editors, Sarah Schultz and Marlous Willems. Happening: Design for Events Basel : Birkhauser, 2006.

Keith Orton Model Making for the Stage: A Practical Guide Crowood Press

### Pre-requisites

None

### Restrictions

None

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### Synopsis \*

The module aims to teach fundamental skills needed for the development of designs (visual and more thematic) for events. While the field of events is wide this module considers some of the core skills that will be needed in many projects from Brand Experiences to Interpretive Environments, from design for Theatre to Public Art. In essence this module proposes that a fundamental skill of the designer is an ability to 'articulate' their vision (through drawing, collage, models and description) as this is a primary method of being able to investigate, improve and eventually 'sell' the idea. The term will end with an exhibition of your work.

In essence the module will introduce skills of research for design, drafting, making models with card and computers, measuring to scale, and presenting design idea. You will further develop and enhance your skills in visual communications. As importantly it will introduce the more conceptual processes of design development.

A project (or projects) will be set, which will vary year by year (the module handbook will provide details) but it will always be a project that reflects an aspect of the experience, events or performance industry - inflected by the degree programme for which you are registered.

The skills taught on this module will be required, developed and deployed on many other modules through the programme, and should be considered essential core skills.

<b>FA310</b>		<b>Creative and Critical Practice 2</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	30 (15)	100% Coursework	
1	Medway	Spring	C	30 (15)	100% Coursework	

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>FA311</b>		<b>Methods and Materials</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	30 (15)	100% Coursework	
1	Medway	Autumn	C	30 (15)	100% Coursework	

### Contact Hours

Delivery of this module is by lectures, seminars and workshops. The total workload is 300 hours including approximately 4 hours staff contact time per week.

Supervised workshops are designed to develop students understanding of the relationship of specific media or methodology to meaning and to provide opportunities to explore, test and acquire appropriate conceptual and 'craft' skills. Seminars are designed to engage students in oral and visual preparation and presentation and in discussion and debate, building confidence and communication skills.

### Learning Outcomes

The intended subject specific learning outcomes

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

- 1) Demonstrate a willingness to experiment using a wide range of methods and skills.
- 2) Demonstrate an introductory knowledge and understanding of how materials and skills interact with ideas.
- 3) Demonstrate an introductory understanding of a range of intellectual and methodological skills.
- 4) Demonstrate the skill of reflective writing and documenting of the experience of learning, and the specific skills gained through the learning experience.

The intended generic learning outcomes

On successful completion of the module, students will:

- 1) Have documented evidence of a useful inter-relationship between the theory, knowledge and practice components of their work.
- 2) Be able to plan, negotiate and self-manage Projects working to strict deadlines.
- 3) Be able to engage in self-initiated critical discussion and debate with peers.
- 4) Have begun to develop their skills of assembling documentary evidence in various formats of experiment and exploration.
- 5) Know how to assemble and select work and documentary evidence for final presentation/exhibition.

### Method of Assessment

Assessment is 100% coursework:

- a. Artwork produced in the workshops that demonstrates the application and use of relevant skills. 50% (Learning outcomes 11.1-4, 12.2 & 12.5).
- b. Annotated sketch book that documents research. This may include video, photographs, drawings and other visual material. 30% (Learning outcomes 11.1-4 & 12.1-4).
- c. Process, participation and development in workshops, seminars and crits. 20% (All learning outcomes).

### Preliminary Reading

Aranda, J., Wood, B.K. and Vidokle, A. eds. (2010), *e-flux journal: What is Contemporary Art?*, Berlin: Sternberg.  
Berger, J. (2008), *Ways of Seeing*, London: Penguin. Harrison, C. and Wood, P. eds. (2003), *Art in Theory, 1900-2000: an Anthology of Changing Ideas*, 2nd Edition, Oxford: Blackwell.  
McLuhan, M. (2008), *The Medium in the Massage: an Inventory of Effects*, London: Penguin.

### Pre-requisites

None

### Restrictions

Co-requisite module: FA309/FIAR4000 Creative and Critical Practice 1

### Synopsis \*

This module is designed to introduce the skill set that the student will build on and develop throughout the programme. Methods and Materials gives students the opportunity to expand their skill base and begin to understand the range of intellectual skills and outcomes that they will develop throughout the programme. Workshops may include printmaking; welding; Photoshop and stretcher making, video editing, developing a sketch book, etc. Skills in learning methodologies may also include essay writing skills; library skills; research journals and MyFolio skills. This approach is contextualized by reference to key terms in fine art and the development of analytical skills. Students are expected to attend 4 optional workshops and 3 compulsory workshops. Each workshop represents 1 session but each skill may incorporate more than one workshop (i.e. a video workshop may be carried over 2 sessions).

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FA312		The Shock of the Now: Themes in Contemporary Art				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	30 (15)	100% Coursework	

### Contact Hours

One 2-hour lecture per week (total 20 hours). (All learning outcomes)  
One 2-hour seminar per week (total 20 hours). (All learning outcomes)  
Total Study hours (including private study hours): 300

### Learning Outcomes

Upon completion of the module, students will

- 1) Have been introduced to a broad range of contemporary artists and their work in a variety of different media.
- 2) Have a critical understanding of the cultural, political and historical contexts in which key works of art have been produced.
- 3) Have been introduced, through a focused study of contemporary art, to a number of key theoretical and critical concerns relevant to the Fine Art programme as a whole.
- 4) Have acquired, through a focused study of contemporary art, a broad understanding of the range and diversity of approaches to the study of art within the multidisciplinary Fine Art programme.
- 5) Have acquired a broad critical understanding of the different types of writing which shape the discussion of contemporary art.
- 6) Have acquired a basic training in visual analysis of works of art, including how to 'read' and understand works of contemporary art.
- 7) 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.

The intended generic learning outcomes

Upon completion of the module, students will:

- 1) Have developed skills of critical reading and analysis of a range of primary and secondary texts, including visual materials.
- 2) Have developed the key skills of written communication, problem solving, and some degree of responsibility for their learning.
- 3) Have used relevant Information Technologies to research and present their work.
- 4) Have developed the key skills of oral communication and working with others in a group, as well as gaining confidence in participating in critical discussion and debate while remaining open to the viewpoints of others.
- 5) Have learnt to locate a range of relevant learning and reference resources (including visual resources) within the Drill Hall Library, museums, galleries and the internet, and use them to support their arguments and analyses.
- 6) Have improved their ability to write coherent, informed and logical arguments in a well-organised and well-presented essay.

### Method of Assessment

Assessment will be 100% by coursework, broken down into three tasks.

- 60% - 1 x 2500 word essay (11.1-7, 12.1-3, 12.5-6)
- 20% - 1 x 10 minute seminar presentation (11.1-7, 12.1-5)
- 20% - seminar preparation notes (11.1-7, 12.1-3, 12.5)

### Preliminary Reading

Perry, G. and Wood, P.eds. (2004), *Themes in Contemporary Art*, New Haven, Conn.: Yale University Press  
Heartney, E. (2004), *Postmodernism*, London: Tate Gallery  
Pooke, G. and Whitham, G. (2008), *Art History*, London: Teach Yourself

### Pre-requisites

None

### Restrictions

Cannot be taken by students that are either currently studying or have previously studied HA314 or HA315 Introduction to Contemporary Art.

### 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. Students undertaking this module will complete a final essay (see 16 below) requiring an in depth investigation and evaluation of a particular topic or theme in contemporary art.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>MU313</b>		<b>Audio Technologies 1</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	C	30 (15)	100% Coursework	
1	Medway	Whole Year	C	30 (15)	100% Coursework	

<b>MU315</b>		<b>Music and Composition</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Whole Year	C	30 (15)	100% Coursework	

### Contact Hours

Delivery of this module is by lectures, seminars (11.1, 11.3-4, 12.1 & 12.3) and practical workshops (11.2, 12.2 & 12.4). The total workload is 300 hours including approximately 2 hours staff contact time per week over two terms. Students will develop their skills in composition through direct study and one-to-one tutorials. Understanding of theoretical underpinnings of key elements such as melody and harmony will be fostered through lectures and seminars. In addition to this, students are encouraged to participate in extra-curricular music-making to foster their musical and creative skills.

### Learning Outcomes

The intended subject specific learning outcomes

On successful completion of the module, students will:

1. Be able to utilize a range of compositional techniques and approaches in order to facilitate original composition.
2. Be able to make informed choices and use appropriate composition methods in order to create music.
3. Have an understanding of the key topics in music theory including an understanding of music notation.
4. Be familiar with some of the harmonic patterns that structure a variety of tonal musics.

The intended generic learning outcomes

On successful completion of the module, students will:

1. Understand uses of computer technology.
2. Be self-critical of work in progress and respond to the critical insights of others.
3. Be able to prioritise tasks and manage time and resources effectively.
4. Be open to new and alternative ways of thinking.

### Method of Assessment

20% Theory paper 1 (learning outcomes: 11.3-4, 12.1 & 12.3)

20% Theory paper 2 (learning outcomes: 11.3-4, 12.1 & 12.3)

60% Composition including an evaluation of 500 words (learning outcomes: 11.1-4 & 12.2-4)

### Preliminary Reading

Everett, W. (2004), 'Making Sense of Rock's Tonal Systems' Music Theory Online, 10 (4) [Available at [http://www.mtosmt.org/issues/mto.04.10.4/mto.04.10.4.w\\_everett.html](http://www.mtosmt.org/issues/mto.04.10.4/mto.04.10.4.w_everett.html)]

Moore, A. (1992) 'Patterns of Harmony', Popular Music. 11. pp. 73-106.

Taylor, E. (1989), The AB Guide to Music Theory Vol1, London: Associated Board of the Royal School of Music.

Taylor, E. (1991), The AB Guide to Music Theory Vol2, London: Associated Board of the Royal School of Music.

Winkler, P. K. (2007), 'Toward a Theory of Popular Harmony' in Moore, A. (Ed) Critical Essays in Popular Musicology, Aldershot: Ashgate

### Pre-requisites

None

### Restrictions

None

### Synopsis >\*

Students will learn to deploy basic music notation and conventions such as time signatures and rhythms pitches, chords and scales. Common harmonic patterns in classical and popular traditions will also be covered. There will be some basic development of aural skills. Examples to illustrate standard Western harmonic practice will be drawn from a wide range of musical eras and styles. Twentieth-century developments in composition/song writing techniques will also be explored.

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<b>MU316</b>		<b>Sound Design 1</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	C	30 (15)	100% Coursework	
1	Medway	Whole Year	C	30 (15)	100% Coursework	

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>MU326 Acoustic Communication and Sound-Making</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	100% Coursework	

### Contact Hours

Delivery of this module is through lectures (including technical demonstrations) and tutorials (totalling 2 hours per week over one term). Lectures will address learning outcomes 11.1, 11.2, 11.4, 12.1, 12.2, 12.3. Demonstrations will address learning outcomes 11.1, 11.3, 12.1, 12.3, 12.4. Tutorials will address all learning outcomes.

Total Contact Hours: 22

Independent Study Hours: 128 (approx.10 hours per week)

Total Study Hours: 150

Students will be provided with directed background reading and listening to supplement material covered in lectures and demonstrations. The taught elements and demonstrations provide students with the necessary principles, concepts and practical skills to deal with not only the content of this module but also establish a common understanding and knowledge base for future modules.

### Learning Outcomes

The intended subject specific learning outcomes

On successfully completing the module students will be able to:

1. Demonstrate an understanding of acoustic communication through the creative use of audio technologies.
2. Demonstrate an understanding of sound-making and its cultural significance.
3. Work creatively with sound utilising recently developed audio technologies.
4. Understand the methods needed to confront and explore unfamiliar musical sounds, concepts, repertoires and creative practices.

The intended generic learning outcomes

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

1. Manage a project and carry it through to delivery.
2. Manage resources, including information sources.
3. Be open to alternative ideas and ways of thinking, demonstrate flexibility of thought.
4. Plan, implement, evaluate, and reflect critically on work in progress.

### Method of Assessment

- Sound design exercise with written evaluation, 300 words, 40% (11.3, 11.4, 12.1, 12.3, 12.4)
- Soundscape composition study with written evaluation, 500 words, 60% (11.1, 11.2, 11.3, 11.4, 12.1, 12.2 and 12.3)

### Preliminary Reading

Labelle, B. (2006). *Background Noise: Perspectives on Sound Art*. London: Continuum.

Norman, K. (2004). *Sounding Art: Eight Literary Excursions Through Electronic Music*. Aldershot: Ashgate.

Schafer, R. M. (1977). *The Tuning of the World*. New York: Knopf.

Sonnenschein, D. (2001). *Sound Design: The Expressive Power of Music, Voice and Sound Effects in Cinema*. Studio City, California: Michael Wiese.

Truax, B. (2001). *Acoustic Communication*. Stamford, Connecticut: Ablex.

Wrightson, K. (2000). 'An Introduction to Acoustic Ecology'. *Soundscape, The Journal of Acoustic Ecology*. 1(1), pp. 10-13

### Pre-requisites

None

### Restrictions

Students that do not have prior knowledge of Digital Audio Workstations will need to attend a series of five 2-hour introductory Pro Tools workshops during Autumn term.

### Synopsis \*

This module will explore listening and sound within the wider framework of the environment as a whole, viewing the process of communicating through sounds as fundamental to individuals, communities and cultures and to all living beings.

Students will be guided through various approaches to sound and listening and explore representations of sound and sound-making. The module will culminate in the production of a substantial piece of creative work and a detailed evaluation that links theory and contextual issues with practice.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>MU327 Popular Music: Origins, Styles and Cultures</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Spring	C	15 (7.5)	100% Coursework	

### Contact Hours

Delivery of this module is through lectures and tutorials (totalling 2 hours per week over one term). In addition to this, students are encouraged to attend guest lectures, research seminars, screenings and listening sessions which relate to this module. Students should also attend any relevant study skills sessions on essay writing and referencing in order to help them complete their coursework successfully.

The lectures will introduce and explore the subject area. Students will be provided with directed background reading to supplement material covered in lectures. The module will provide students with the necessary principles and concepts to deal with not only the content of this module but also establish a common understanding and knowledge base for future modules.

Total Contact Hours: 22

Independent Study Hours: 128 (approx.10 hours per week)

Total Study Hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Demonstrate an understanding of popular musical styles that have emerged in the twentieth century.
- 2) Demonstrate familiarity with the role of African and European musical elements in the development of popular styles on the American continent and elsewhere.
- 3) Identify and explore key characteristics of popular styles.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Display confidence in managing a project and carrying it through to delivery.
- 2) Manage resources, including information sources.
- 3) Display an openness to alternative ideas and ways of thinking and demonstrate flexibility of thought.

### Method of Assessment

20% Style and Music Terminology Exercise

80% Essay, 1500 words

### Preliminary Reading

Covach, J.R. (2012). *What's That Sound? An Introduction to Rock and Its History*, 3rd edition. London: Norton.

Frith, S., Straw, W. & Street, J. (2001). *The Cambridge Companion to Pop and Rock*. Cambridge: Cambridge University Press.

Moore, A.F. (2001). *Rock the Primary Text: Developing a Musicology of Rock*, 2nd Edition. Aldershot: Ashgate.

Scott, D.B. (2012). *Sounds of the Metropolis: The Nineteenth-Century Popular Music Revolution in London, New York, Paris, and Vienna*. Oxford: Oxford University Press.

Shuker, R. (2005). *Key Concepts in Popular Music*, 2nd Edition. London: Routledge.

Shuker, R. (2001). *Understanding Popular Music*, 2nd Edition London: Routledge.

Van Der Merwe, P. (1989). *Origins of the Popular Style*. Oxford: Oxford University Press.

### Pre-requisites

None

### Restrictions

None

### Synopsis \*

This module examines the origins and development of the major popular musical styles that have emerged in the twentieth century, with a focus on the synthesis of African and European musical elements on the American continent. The module will explore the full complexities of the idea of the popular and the shifting and contested meanings of genre and style. Links between oral traditions of music making, musical literacy, technology and changes in popular musical styles will be made.

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<b>MU328</b>		<b>Music and Culture</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

Delivery of this module is through weekly one-hour lectures and one-hour seminars (totalling 2 hours per week over one term) with opportunities for individual tutorials. Lectures will address learning outcomes 11.1, 11.2, 12.2. and 12.3.

Seminars and tutorials will address all learning outcomes.

Total Contact Hours: 22

Independent Study Hours: 128 (approx.10 hours per week)

Total Study Hours: 150

In addition to this, students are encouraged to attend guest lectures, research seminars, screenings and listening sessions related to this module. Students should also attend any relevant study skills sessions on essay writing and referencing in order to help them complete their coursework successfully.

Students will be provided with directed background reading to supplement material covered in lectures and provide the basis for seminars. The module will provide students with the necessary principles and concepts to deal with not only the content of this module but also establish a common understanding and knowledge base for future modules.

### Learning Outcomes

The intended subject specific learning outcomes

On successful completion of the module, students will:

1. Be able to demonstrate knowledge and understanding of important figures, trends and theories relevant to the development of twentieth and twenty-first century musical cultures.
2. Be familiar with a broad range of scholarly practices and ideas of special significance within the research culture of the School of Music and Fine Art.
3. Posses key study skills in researching one or more areas of study within music and the arts; skills such as finding and using appropriate sources, producing a bibliography, developing an argument and drawing connections between texts and contexts.

The intended generic learning outcomes

On successful completion of the module, students will:

1. Be confident in managing a project and carrying it through to delivery.
2. Manage resources, including information sources.
3. Be open to alternative ideas and ways of thinking and demonstrate flexibility of thought.

### Method of Assessment

- 1) Critical Writing Exercise, 500 words, 20% (11.3, 12.1 and 12.2)
- 2) Essay, 1,500 words – 80% (all learning outcomes)

### Preliminary Reading

Gelbart, M, (2009). 'Introduction' in *The Invention of 'Folk Music' and 'Art Music':*

*Emerging Categories from Ossian to Wagner.* Cambridge: Cambridge University Press.

Harper-Scott, J.P. E. & Samson, J. (2009). *An Introduction to Music Studies.* Cambridge: Cambridge University Press.

Hendy, D. (2014) *Noise: A Human History of Sound and Listening.* New York: Collins.

Judkins, J. (2011). 'Silence, Sound, Noise and Music' in Gracyk, T. & Kania, A. (eds), *The Routledge Companion to Philosophy and Music.* London: Routledge.

Kaemmer, J. E. (1993) *Music in Human Life: Anthropological Perspective on Music.* Austin: University of Texas Press.

Nettl, B. (2000) 'Music' in Sadie, S. et al. (Eds) *Grove Music*, [online]

Zak, A. (2009). 'Getting Sounds: The Art of Sound Engineering' in Cook et al. (eds) *The Cambridge Companion to Recorded Music.* Cambridge: Cambridge University Press.

### Pre-requisites

None

### Restrictions

None

### Synopsis \*

This module will provide a broad introduction to important aspects of music history and culture from the early twentieth century to the present day. Different approaches to musical language will be considered (tonality/modality, rhythm and timbre in a range of mainstream and experimental styles). The advent of sound recording and the increasing importance of technology in music will also be examined. These key ideas will be connected to research specialisms within the School of Music and Fine Art, encouraging students to appreciate the potential for further study in each of these areas.

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<b>MU329</b>		<b>Music Performance 1(A)</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

This module will be taught by means of a 90-minute workshop for 10 weeks in the term. In addition, students will receive 7 ½ hours of instrumental / vocal tuition:

Workshop Hours: 15

Instrumental / vocal tuition: 7 ½

Independent Study Hours: 127 ½

Total Study Hours: 150

Part of the Independent Study Hours must be made up by a commitment to performance within the School of Music and Fine Art through the support of music ensembles (e.g. University Choir and Band, Chamber Choir, University Orchestra (Medway) etc.)

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Demonstrate appropriate understanding of the repertoire of their principal instrument of study with particular reference to earlier musical styles such as the Renaissance and Baroque (in the case of Music students) or rock 'n' roll and soul (in the case of Popular Music students).
- 2) Demonstrate an appropriate level of performance skill on their principal instrument of study with particular reference to earlier musical styles.
- 3) Communicate music using appropriate musicianship, technique and stylistic language with particular reference to earlier musical styles.
- 4) Demonstrate a range of activities in their practice regime such as technical studies, learning and memorizing of work, focused playing of repertoire and sight-reading.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Respond to criticism and suggestions in a positive manner, trying out and assessing alternative methods and techniques.
- 2) Demonstrate the ability to work on a project over an extended period of time.
- 3) Demonstrate flexibility of thought and an openness to new thinking

### Method of Assessment

This module will be assessed by 100% coursework.

- 1) 20% Contribution to Workshops (both open workshops and those with a stylistic focus)
- 2) 30% Rehearsal Diary, including a report on contribution to SMFA ensembles: 750 words
- 3) 50% Concert Performance, 5 minutes

### Preliminary Reading

Parncutt R. & McPherson, G. (2002). *The Science and Psychology of Music Performance: Creative Strategies for Teaching and Learning*. Oxford: Oxford University Press.

St George, J. M. (2012). 'Learning Patterns in Music Practice: Links Between Disposition, Practice Strategies and Outcomes. *Music Education Research* 14 (2).

Williamson, A. (2004). *Strategies and Techniques for Enhancing Performance*. Oxford: Oxford University Press

### Pre-requisites

None

### Progression

Either this module or MU330/MUSC4021 must be passed with an average of 60% or higher to progress onto MU537/MUSC5043 Music Performance 2 (A)

### Restrictions

Cannot be taken if already studied MU325 Music Performance 1

### Synopsis \*

The module will focus upon the development of performance skills and an understanding of approaches to effective regular practice. Skills and understanding are fostered through individual instrumental lessons and performance workshops.

Students will develop their musicianship by listening to others and by performing themselves. Some workshops will have a stylistic focus and will concentrate upon earlier styles (e.g. Renaissance and Baroque if studying Music or rock 'n' roll and soul if studying Popular Music), and these will provide guidance on performance conventions, approaches to repertoire and broader presentational considerations.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>MU330</b>		<b>Music Performance 1(B)</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	100% Coursework	

### Contact Hours

This module will be taught by means of a 90-minute workshop for 10 weeks in the term. In addition, students will receive 7 ½ hours of instrumental / vocal tuition:

Workshop Hours: 15

Instrumental / vocal tuition: 7 ½

Independent Study Hours: 127 ½

Total Study Hours: 150

Part of the Independent Study Hours must be made up by a commitment to performance within the School of Music and Fine Art through the support of music ensembles (e.g. University Choir and Band, Chamber Choir, University Orchestra (Medway) etc.)

### Learning Outcomes

On successfully completing the module students will be able to:

- 1) Demonstrate appropriate understanding of the repertoire of their principal instrument of study with particular reference to later musical styles such as the Classical, Romantic and twentieth century (in the case of Music students) or hard rock and funk (in the case of Popular Music students).
- 2) Demonstrate an appropriate level of performance skill on their principal instrument of study with particular reference to later musical styles.
- 3) Communicate music using appropriate musicianship, technique and stylistic language with particular reference to later musical styles
- 4) Demonstrate a regular practice schedule at an appropriate level involving a balance between activities such as technical studies, learning and memorizing of work, focused playing of repertoire and sight-reading.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Respond to criticism and suggestions in a positive manner, trying out and assessing alternative methods and techniques.
- 2) Demonstrate the ability to work on a project over an extended period of time
- 3) Demonstrate flexibility of thought and an openness to new thinking.

### Method of Assessment

This module will be assessed by 100% coursework.

- 1) 20% Contribution to Workshops (both open workshops and those with a stylistic focus)
- 2) 30% Rehearsal Diary, including a report on contribution to SMFA ensembles: 750 words
- 3) 50% Concert Performance, 5 minutes

### Preliminary Reading

Parncutt R. & McPherson, G. (2002). *The Science and Psychology of Music Performance: Creative Strategies for Teaching and Learning*. Oxford: Oxford University Press.

Ritchie, L., & Williamon, A. (2013). Measuring Musical Self-Regulation: Linking Processes, Skills, and Beliefs. *Journal of Education and Training Studies* 1(1), 106-116.

St George, J. M. (2012). 'Learning Patterns in Music Practice: Links Between Disposition, Practice Strategies and Outcomes. *Music Education Research* 14 (2).

Williamson, A. (2004). *Strategies and Techniques for Enhancing Performance*. Oxford: Oxford University Press.

### Pre-requisites

None

### Progression

Either this module or MU329/MUSC4021 must be passed with an average of 60% or higher to progress onto MU537/MUSC5043 Music Performance 2 (A)

### Restrictions

Co-requisite module: MU329/MUSC4020 Music Performance 1 (A)

Cannot be taken if already studied MU325 Music Performance 1

### Synopsis \*

This module will build upon work completed in the module Performance 1A and will also focus upon the development of performance skills and an understanding of approaches to effective regular practice. The stylistic focus of the module will be different, however, and students will be expected to consolidate and build upon previous achievements in performance. Skills and understanding are fostered through individual instrumental lessons and performance workshops. Students will develop their musicianship by listening to others and by performing themselves. Some workshops will have a stylistic focus and will concentrate upon later styles (e.g. Classical, Romantic and Twentieth Century if studying Music or hard rock and funk if studying Popular Music), and these will provide guidance on performance conventions, approaches to repertoire and broader presentational considerations.

EC302		Introduction to Economics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	C	30 (15)	80% Exam, 20% Coursework	Mitra Dr A

**Availability**

Compulsory for all students on Accounting and Finance degrees (except those on a joint degree with Economics). Available as a wild module for students within all Faculties.

**Contact Hours**

Total contact hours: 60 hours  
 Private study hours: 240  
 Total study hours: 300

**Learning Outcomes**

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

- \* demonstrate introductory knowledge and understanding of the basic principles of economics.
- \* identify key concepts and economic methods used within the study of economics.
- \* apply relevant knowledge and understanding of economics to contemporary issues and debates
- \* demonstrate analytical, graphical and numerical skills to address economic problems
- \* utilise and solve simple economic models that explain economic behaviour and phenomena

**Method of Assessment**

20% Coursework, as follows:

Essay 1 (500 words) (10%)  
 Essay 2 (500 words) (10%)

Examination, 3 hours (80%)

**Preliminary Reading**

Richard Lipsey and Alex Chrystal, Economics, Oxford University Press, 13th ed, 2015  
 Michael Parkin, Melanie Powell and Kent Matthews, Economics, Addison-Wesley, Pearson Education, 8th ed, 2012

**Pre-requisites**

None.

**Restrictions**

Not available to students on single and joint honours degree programmes in Economics, including joint degree Accounting and Finance and Economics.

**Synopsis \***

This module introduces students to the introductory principles of microeconomics and macroeconomics, and the application of economic models to explain economic phenomena. It is designed to expose the main ways in which economists think about problems and to consider important current economic issues in the United Kingdom, the European Union and the world economy. The module assumes no previous knowledge of the subject.

This module introduces students to the introductory principles of microeconomics and macroeconomics, and the application of economic models to explain economic phenomena. It is designed to expose the main ways in which economists think about problems and to consider important current economic issues in the United Kingdom, the European Union and the world economy. The module assumes no previous knowledge of the subject.

The module covers a range of microeconomic and macroeconomic issues each of which is explained, analysed and then discussed with applications relevant to the real world. The application of economics to contemporary issues illustrates how economic analysis and models can be used to understand the different parts of the economy and to inform and evaluate policy interventions that support a range of different economic outcomes.

The module is self-contained to provide a basic understanding of economic methods and debates. It is a suitable primer for further modules that can be taken in economics, either as part of another degree programme or as part of a future professional qualification.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Availability

This module is compulsory for all students on any of the following programmes: BSc Management, BSc Marketing, BSc International Business, BA Mathematics and Accounting and Finance and associated programmes.

This module is an elective for all Stage 1 students except for those on Single or Joint Honours degree programmes in Economics.

### Contact Hours

Total contact hours: 21 hours

Private study hours: 129

Total study hours: 150

### Learning Outcomes

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

\* understand the basic principles of microeconomics.

\* understand the main ways in which microeconomics can be used to analyse business decisions, behaviour, problems and issues the basic principles of game theory.

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

\* utilise simple microeconomics models to explain economic behaviour and phenomena.

### Method of Assessment

40% Coursework as follows:

Moodle Quiz (40%)

Examination, 2 hours (60%)

### Preliminary Reading

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

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

### Restrictions

EC302, EC304 and MA309 cannot be taken with this module.

Not available to students on Single and Joint Honours degree programmes in Economics

### Synopsis \*

This module is designed for students who have not studied Microeconomics for Business before or who have not previously completed a comprehensive introductory course in economics. However, the content is such that it is also appropriate for students with A-level Economics or equivalent, as it focuses on the analysis, tools and knowledge of microeconomics for business.

The module applies economics to business issues and each topic is introduced assuming no previous knowledge of the subject. The lectures and related workshop programme explain the economic principles underlying the analysis of each topic and relate the theory to the real world and business examples. In particular, many examples are taken from the real world to show how economic analysis and models can be used to understand the different parts of business and how policy has been used to intervene in the working of the economy.

The module is carefully designed to tell you what topics are covered under each major subject area, to give readings for these subjects, and to provide a list of different types of questions to test and extend your understanding of the material.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

<b>SA300</b>		<b>Social Policy and Social Control</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Hogg Dr E
2	Medway	Autumn	C	15 (7.5)	100% Coursework	

#### Contact Hours

21 contact hours consisting of lectures, workshops and seminars  
129 hours of private study  
150 total hours for this module

#### Learning Outcomes

Understand the underlying rationale for social policies, including their interconnections with processes of social control  
Understand the key stages of the policy making process  
Demonstrate an ability to identify the key actors related to a given policy question  
Articulate and apply the principles of the different ways of affecting behavioural change in relation to social policy and social control  
Critically evaluate the solutions to social problems  
Have an understanding of the role of (quantitative) evidence in policy making

#### Method of Assessment

100% coursework

Essay 1: 1500 words Retrospective Policy Analysis (40%)

Essay 2: 2000 words Prospective Policy Analysis (60%)

#### Preliminary Reading

Alcock, P. (2016) *Why We Need Welfare*, Bristol: Policy Press  
Garland, D. (2016) *The Welfare State: A Very Short Introduction*, Oxford: Oxford University Press.  
Hills, J. (2015) *Good Times, Bad Times: the Welfare Myth of Them and Us*, Policy Press, Bristol.  
Hudson, J., S. Kuhner and Lowe, S. (2008) *The Short Guide to Social Policies*, Policy Press, Bristol.  
King, A. (2015) *Who Governs Britain?* London: Penguin.  
Moran, M. (2015) *Politics and Governance in the UK*. Basingstoke: Palgrave Macmillan.

#### Pre-requisites

None

#### Restrictions

Unavailable for Stage 3 students

#### Synopsis \*

The module aims to develop the understanding of the policy making process and the role of the different actors within the wider context of the tools and limits of the ability of the UK national government to influence behaviour. It has a particular focus on processes of social control as they relate to social policy. Learning will be centred around two main tasks:

- i. Understanding the links between social policy and the regulation of behaviour e.g. the uses and outcomes of incentives, sanctions and educative communication to promote behavioural changes sought by policy makers.
- ii. Taking topical examples of policy issues, contextualised analysis of the policy making process, its 'stages', key actors and institutions will be used to explore how and why particular policy options emerge and evolve. A central concern will be to help students understand the nature of support and opposition for particular policy proposals and the implications for developing alternative policies.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>SA301 Health, Care and Wellbeing</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Pooke Miss V
2	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Pooke Miss V

### Contact Hours

22 (1 hour lecture and 1 hour seminar weekly)

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

### Department Checked

Department checked.

### Learning Outcomes

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

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

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

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

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

Distinguish between technical, normative, moral and political questions

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

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

### Method of Assessment

50% coursework (Essay 1 - 1,500 words)

50% coursework (Essay 2 - 1,500 words)

### Preliminary Reading

Baggott R (2007) Understanding Health Policy

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

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

Phillips, J (2007) Care, Policy Press

Bache, I. and Reardon, L. (2016) The Politics and Policy of Wellbeing:

Understanding the Rise and Significance of a New Agenda Edward Elgar

### Restrictions

unavailable to stage 3 students

### Synopsis \*

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



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>SO333</b>		<b>Crime and Society</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Cooke Miss E
2	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Cooke Miss E

### Contact Hours

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

### Department Checked

Department checked

### Learning Outcomes

Understand the structure of the criminal justice system and the development of the institutions on which it is founded.  
Recognise the criminological importance of discrimination in shaping our understandings of crime and punishment;  
Identify and make use of different sources of media and other empirical data on crime and victimisation, and assess its usefulness for understanding the nature and extent of crime in society;  
Understand the value of criminological theory and how it is both applied within and used to critique practical criminal justice issues;  
Demonstrate a rudimentary understanding of how race, gender and age affect offending and victimisation;  
Demonstrate an awareness of different sources on crime and victimisation and be able to assess their usefulness for understanding the extent of crime in society.

### Method of Assessment

80% coursework (1 essay of 2,500 words in length)  
20% in class test

### Preliminary Reading

Croal, H (2011) *Crime and Society in Britain*, London: Pearson.  
Ferrell, J, Hayward, K and Young, J, (2008/2015) *Cultural Criminology: An Invitation*. London: Sage  
Hale, C., Hayward, K., Wahidin, A. and Wincup, E. (eds) (2009) *Criminology*.  
Oxford: Oxford University Press  
Jewkes, Y (2011) *Media and Crime*, London: Sage  
Maguire, M, Morgan, R, and Reiner, R (eds) (2012) *The Oxford Handbook of Criminology*, Oxford: Clarendon Press  
McLaughlin, E, and Muncie, J, (eds) (2013) *The Sage Dictionary of Criminology, Third Edition*, London: Sage

### Pre-requisites

None

### Restrictions

unavailable to stage 2 and 3 students

### Synopsis \*

Societies expend huge amounts of intellectual and financial capital attempting to understand and explain the problem of crime. The module will provide a general introduction to the different types of crime that occur throughout the social structure in Western democracies, from the mundane, quotidian crimes of everyday life, to crimes perpetrated by the most powerful members of society. To that end, the module will contain lectures on subjects such as the nature and extent of violent crime, the process and effects of victimisation, and the relationship between key social divisions (age, gender and ethnicity) and patterns of offending. The module will also include a focus on how the media and popular culture intertwine with the practices of crime and crime control.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>SO532</b>		<b>Mental Health</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Baumberg Geiger Dr B
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	

### Contact Hours

Contact hours: 22.  
Private Study 128

### Learning Outcomes

Will have a sound understanding of the current sociology and social policy of mental health including knowledge that is at the forefront of debates around the contribution of sociology to the mental health field.

Will have a critical awareness of the strengths and weaknesses of different approaches to mental health and comment on the complexities surrounding the relationship between different paradigms of the aetiology of mental health.

Will be able to critically assess the social inequalities of e.g. social class, gender, race and additional ways in which society disables individuals with mental health problems including stigma

Will be able to interpret and critique quantitative evidence relevant to the issue of mental health (including on the prevalence of mental health issues and the inequalities referenced in 8.3) and be able to draw appropriate conclusions based on incomplete data/information/knowledge.

Will understand the complex relationship between mental health and other institutions e.g. the criminal justice system, religion/spirituality and critique this

Will have a deep understanding of the sociology of involving mental health users and others e.g. carers in mental health provision

### Method of Assessment

Students submit one Poster worth 25% of the marks presenting and interpreting relevant quantitative evidence on their pending chosen essay topic. Plus, one 2,500 word essay for 75% of the course mark.

### Preliminary Reading

PPilgrim, D. (2017) Key Concepts in Mental Health. 2nd edition or 4th edition, Los Angeles, Sage

A. Rogers & D. Pilgrim (2014) A Sociology of Mental Health & Illness Pilgrim, D. (2017) Key Concepts in Mental Health. 2nd edition or 4th edition, Los Angeles, Sage

Blastland, M. & Dilnot, M. (2009) The Tiger That Isn't, London, Profile Books

### Pre-requisites

None

### Restrictions

None

### Synopsis \*

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

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>SO657</b>		<b>Digital Culture</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Miller Dr V
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	70% Exam, 30% Coursework	Miller Dr V

### Availability

### Contact Hours

One hour lecture and one hour of seminar per week

### Department Checked

Yes

### Learning Outcomes

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

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

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

Demonstrate knowledge of contemporary ideas about:

The development of capitalism and the knowledge economy.

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

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

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

### Method of Assessment

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

### Preliminary Reading

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

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

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

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

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

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

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

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

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

### Pre-requisites

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

### Restrictions

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

### Synopsis \*

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

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>SO670 Kent Student Certificate for Volunteering, Platinum Award</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	15 (7.5)	100% Coursework	Hogg Dr E
1	Canterbury	Whole Year	H	15 (7.5)	Pass/Fail Only	Hogg Dr E
2	Canterbury	Whole Year	H	15 (7.5)	100% Coursework	

### Department Checked

Yes

### Learning Outcomes

Students will be able to demonstrate:

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

### Method of Assessment

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

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

### Preliminary Reading

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

### Restrictions

Students who choose this module will be required to attend a welcome meeting in May 2020. This meeting will introduce the volunteering requirements of the module and give you a chance to get started on your volunteering over the summer. If you have any questions, please email Dr Eddy Hogg at E.Hogg@kent.ac.uk

### Synopsis \*

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

The following 2 units are compulsory:

Active community volunteering  
Project Leadership

Plus 1 unit selected from the following:

Active university volunteering  
Training facilitator  
Mentoring  
Committee role

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

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Availability

Available 2016/17

### Contact Hours

1 hour lecture and 1 hour seminar each week

### Department Checked

Yes

### Learning Outcomes

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

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

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

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

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

### Method of Assessment

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

### Preliminary Reading

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

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

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

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

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

### Pre-requisites

None

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### Synopsis \*

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

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

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### 16 School of Engineering and Digital Arts

<b>EL541 Digital Photography &amp; Image Editing</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	I	30 (15)	100% Coursework	

#### Availability

This is a wild module available to schools outside of Engineering and Digital Arts  
This Module is capped at 40 students

#### Contact Hours

Total contact hours: 49  
Private study hours: 251  
Total study hours: 300

#### Department Checked

13/06/2018

#### Learning Outcomes

- 1 Image composition, perspective and tone; the history of still image and its development
- 2 Editing and manipulation of acquired images using software tools.
- 3 Communicating a message via images and text.
- 4 Scientific principles of photography including camera optics, imaging techniques and image manipulation.
- 5 Photographic workflow

#### Method of Assessment

Main assessment methods  
Photographic Portfolio – 35%  
Poster – 15%  
Mini Project – 45%  
Online test – 5%

#### Preliminary Reading

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

#### Pre-requisites

None

#### Restrictions

May not be taken if enrolled on, or have completed, DIGM5360.  
This Module is capped at 40 students

#### Synopsis **Synopsis**

This module introduces you to the principles and practice of digital photography and photographic image editing, specifically photomontage. Indicative topics include: basic optics, lighting, cameras and imaging, composition and colour, files and processing, historical developments, image correction, manipulation, calculations for masking, and photomontage. Theory is followed by photographic practicals and image editing workshops, culminating in a substantial project.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>EL822</b>		<b>Data Networks and the Internet</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	15 (7.5)	85% Exam, 15% Coursework	

### Contact Hours

Total contact hours: 47  
Private study hours: 103  
Total study hours: 150

### Department Checked

28/08/2018

### Learning Outcomes

1. Understand the theory behind the protocols used in modern communication networks<BR>
2. Understand the operation of the most common modern protocols<BR>
3. Examine network performance through analytical methods and computer simulation<BR>

### Method of Assessment

85% Examination  
15% Coursework

### Preliminary Reading

See <a target="\_blank" href="http://readinglists.kent.ac.uk">http://readinglists.kent.ac.uk</a>

### Pre-requisites

None

### Restrictions

None

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

Local area networks: Ethernet technologies and standards; switched Ethernet and STP; virtual LANs; wireless LANs and WiFi. Personal area network technologies and standards for the Internet of Things: Bluetooth, ZigBee, LoWPAN.

IP Networks: IPv4 and IPv6 addressing, operation; routing protocols; Mobile IP; transport layer (TCP/UDP) and application layer protocols, including real-time protocols.

Network security and encryption mechanisms: IPSec and other security protocols. Network performance analysis, queuing theory, and network simulation.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### 45 School of Anthropology and Conservation

<b>SE301</b>		<b>Social Anthropology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	C	30 (15)	80% Exam, 20% Coursework	
1	Canterbury	Whole Year	C	30 (15)	90% Exam, 10% Coursework	
1	Canterbury	Whole Year	C	30 (15)	50% Coursework, 50% Exam	
2	Canterbury	Whole Year	C	30 (15)	50% Coursework, 50% Exam	Waldstein Dr A

#### Availability

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

#### Contact Hours

Total contact hours 34

#### Learning Outcomes

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

#### Method of Assessment

50% written examination, 50% coursework

Coursework:

Essay 1 (25%)

Essay 2 (25%)

#### Preliminary Reading

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

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

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

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

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

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

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

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

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

#### Pre-requisites

None

#### Synopsis <span style =

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

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>SE302</b>		<b>Foundations of Biological Anthropology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	C	30 (15)	50% Coursework, 50% Exam	Finaughty Dr D

### Availability

This module is compulsory for BSc Anthropology (and associated year abroad programmes), BSc Biological Anthropology (and associated year abroad programmes) BA Social Anthropology (and associated year abroad programmes). Available as a Wild Module. Only suitable for short-course students who are in the UK for both terms

### Contact Hours

Total contact hours: 50  
Private study hours: 250  
Total study hours: 300

### Learning Outcomes

Show an understanding of the basic principles of evolution.  
Demonstrate a good understanding of human prehistory and biology  
Demonstrate familiarity with a range of evidence and theory drawn from the disciplines of palaeoanthropology, evolutionary biology, comparative primatology, quaternary science, bioarchaeology, medical anthropology, forensic anthropology, evolutionary psychology, and prehistoric archaeology.  
Understand the basic origins of human culture, behaviour and language.  
Appreciate humans as biological and cultural entities  
Appreciate spatial and temporal change in palaeoenvironments.  
Understand the basic ecology and behaviour of extant and extinct primates

### Method of Assessment

Essay 1 (1,000 words) (25%)  
Essay 2 (1,000 words) (25%)  
Note: Only the best mark from these two essays counts towards the final module mark  
Course Quiz, 40 minutes (25%)  
Examination, 3 hours (50%).

### Preliminary Reading

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

### Pre-requisites

None

### Restrictions

Cannot be taken in conjunction with SE316 (ANTB3160)

### Synopsis \*

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

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### 39 School of Psychology

<b>SP304 Introduction to Psychology I</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	C	15 (7.5)	90% Exam, 10% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Tame Dr L
1	Canterbury	Autumn	C	15 (7.5)	90% Exam, 10% Coursework	Tame Dr L
1	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	Tame Dr L

#### Availability

Available Wild. Available to short-term credit students.

#### Contact Hours

22 hours

#### Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate an introductory knowledge of psychology as a science and the research methods used within the study of psychology

8.2 Show a familiarity and awareness of how key concepts in psychology relate to current and contemporary issues in modern society

8.3 Demonstrate an awareness of sub-disciplines within psychology and how they relate to each other

8.4 Demonstrate introductory knowledge of key concepts in the study of abnormal psychology, sensation, consciousness, child psychology, motivation, emotion, memory and attitudes, and group processes

8.5 Demonstrate knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Demonstrate an understanding of the quality of theories, methods and findings in published research

9.2 Demonstrate the use of information technology (e.g. study guides, on-line tests and other resources on the web described in the recommended text book) to support learning and personal understanding of psychology

#### Method of Assessment

20% Coursework. Formed of Research Participation credits collected during the term.

80% Examination.

#### Preliminary Reading

Please refer to the module reading list online : <http://resourcelists.kent.ac.uk/index.html>

#### Restrictions

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

#### Synopsis \*

This module introduces students to the study of psychology, with the aim of providing an introductory understanding of key topics within psychology and seminal psychological research. The module explores psychology as a science and the research methods common in psychological research. The lectures will cover some of the key concepts and findings in the study of abnormal psychology, sensation, consciousness, child psychology, motivation, emotion, memory and attitudes, and group processes. The module encourages students to explore classical concepts in psychology within the context of cutting edge research and contemporary issues within modern society. There is a particular focus on how psychology and concepts within the subject can inform controversial issues in everyday society.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

<b>SP305 Introduction to Psychology II</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Bocian Dr K
1	Canterbury	Spring	C	15 (7.5)	80% Exam, 20% Coursework	Bocian Dr K
1	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	90% Exam, 10% Coursework	
1	Canterbury	Spring	C	15 (7.5)	90% Exam, 10% Coursework	Bocian Dr K

### Contact Hours

22 hours

### Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate an introductory knowledge of psychology as a science and the research methods used within the study of psychology

8.2 Show a familiarity and awareness of how key concepts in psychology relate to current and contemporary issues in modern society

8.3 Demonstrate an awareness of sub-disciplines within psychology and how they relate to each other

8.4 Demonstrate introductory knowledge of key concepts in the study of abnormal psychology, sensation, consciousness, child psychology, motivation, emotion, memory and attitudes, and group processes

8.5 Demonstrate knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Demonstrate an understanding of the quality of theories, methods and findings in published research

9.2 Demonstrate the use of information technology (e.g. study guides, on-line tests and other resources on the web described in the recommended text book) to support learning and personal understanding of psychology

### Method of Assessment

20% Coursework. Formed of Research Participation credits collected during the term.

80% Examination.

### Preliminary Reading

Please refer to the reading list via <http://resourcelists.kent.ac.uk/index.html>

### Restrictions

This module is not available to Kent students studying Psychology. Available wild to non-Psychology students. Available to Short-Term Credits Students

### Synopsis \*

This module introduces students to the study of psychology, with the aim of providing an introductory understanding of key topics within psychology and seminal psychological research. The module explores psychology as a science and the research methods common in psychological research. The lectures will cover some of the key concepts and findings in the study of abnormal psychology, sensation, consciousness, child psychology, motivation, emotion, memory and attitudes, and group processes. The module encourages students to explore classical concepts in psychology within the context of cutting edge research and contemporary issues within modern society. There is a particular focus on how psychology and concepts within the subject can inform controversial issues in everyday society.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### 09 School of Architecture

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

#### Contact Hours

43 contact hours

#### Learning Outcomes

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

#### Method of Assessment

Design Project (100%)

#### Preliminary Reading

Ching, Francis. 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

43 contact hours

### Learning Outcomes

- 8.1 A basic knowledge of urban design and planning of communities
- 8.2 A basic knowledge of the influence of the design and development of cities, past and present on the contemporary built environment
- 8.3 A basic knowledge of the needs and aspirations of building users
- 8.4 A basic knowledge of the impact of buildings on the environment, and the precepts of sustainable design
- 8.5 A basic knowledge of the way in which buildings fit into their local context
- 8.6 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
- 8.7 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
- 8.8 A basic understanding of the potential impact of building projects on existing and proposed communities
- 8.9 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
- 8.10 An understanding of the sensory impact of architecture and design
- 9.1 An ability to generate modest design proposals using understanding of a body of knowledge
- 9.2 An ability to apply a modest range of communication methods and media to present design proposals clearly and effectively
- 9.3 The ability to be self-critical and to exercise criticism
- 9.4 The ability to organise a personal programme of work to meet given deadlines

### Method of Assessment

Design Project (100%)

### Preliminary Reading

- Adler, David. (1999). *Metric handbook: Planning and Design Data*. London: Architectural press
- 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.
- Pallasmaa, Juhani. (2005). *The Eyes of the Skin: architecture of the senses*. Chichester: Wiley.
- 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

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

43 contact hours

### Learning Outcomes

- 8.1 A basic knowledge of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals
- 8.2 A basic knowledge of the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design
- 8.3 A basic knowledge of strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques
- 8.4 A basic knowledge of the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices
- 8.5 A basic knowledge of the principles associated with designing optimum visual, thermal and acoustic environments
- 8.6 A basic knowledge of the systems for environmental comfort realised within relevant precepts of sustainable design
- 8.7 A basic knowledge of the strategies for building services, and ability to integrate these in a design project
- 8.8 The necessary skills to prepare analytical and detailed technical drawings illustrating accurately structural, constructional and environmental design solutions
- 8.9 Understanding the challenges of integrating building fabric (materials), services and control regimes into a unified environmental design strategy
- 8.10 Ability to apply the principles of evidence-based design to the evaluation of environmental design strategies
- 9.1 An ability to begin to understand the alternative materials, processes and techniques that apply to architectural design and construction
- 9.2 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
- 9.3 Research skills and analytical skills
- 9.4 An ability to produce reports which are clear, analytical and logical covering a range of technical issues and include appropriate illustrations
- 9.5 An ability to critically evaluate your own ideas in the context of learning
- 9.6 An awareness of the role of research in overcoming knowledge gaps

### Method of Assessment

Construction and Structures Design (50%)  
Environment and Sustainability Design (50%)  
Both of the above assessed components must be passed.

### Preliminary Reading

Ching, Francis and Adams, Cassandra (Ed). (2000). Building construction illustrated. London: Wiley  
Chudley, Roy, Greeno, Roger (2010), Building Construction Handbook. Oxford: Butterworth  
Losantas, Agata. (2006). Stair Design. London: Daab  
Silver, Pete and Mclean, Will (2008), Introduction to architectural technology (London: Laurence King)  
Thomas, Randall (ed.). (2006). Environmental design: an introduction for architects and engineers. London: Taylor and Francis  
The Building Regulations. Approved documents K, L, and M.

### 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

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

AR322		Modern House				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework with Compulsory Numeric Elements	Smith Mr J (AR)

### Contact Hours

23 contact hours

### Learning Outcomes

- 8.1 A basic knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings
- 8.2 A basic knowledge of the influence of history and theory on the spatial, social, and technological aspects of architecture
- 8.3 A basic knowledge of how theories, practices and technologies of the arts influence architectural design
- 8.4 A basic knowledge of the creative application of the fine arts and their relevance and impact on architecture
- 8.5 An understanding of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals
- 8.6 An understanding of the concept of unconscious, 'vernacular' design, and knowledge of housing as opposed to the one-off designed house
- 8.7 A knowledge of the concept of building typology, and understanding of the house as a representative type
- 8.8 A knowledge of key modern houses representing a variety of twentieth-century design
- 8.9 An ability to write clearly, using academic conventions and appropriate illustrations in a well-designed format
- 9.1 An ability to apply a basic range of communication methods and media to present design proposals clearly and effectively
- 9.2 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
- 9.3 An ability to research historical and theoretical topics

### Method of Assessment

Essay (2,500 words) (80%)

Model (20%)

Both of the above assessed components must be passed

### Preliminary Reading

- Davies, Colin. (2005). *The Prefabricated Home*. London: Reaktion
- Dunster, David. (1990). *Key Buildings of the Twentieth Century*. Butterworth: London
- Muthesius, Stefan. (1982). *The English Terraced House*. Yale University Press: London
- Sherwood, Roger. (1981). *Modern Housing Prototypes*. Harvard University Press
- Smith, Elizabeth A.T. (1999). *Blueprints for Modern Living: History and Legacy of the Case Study Houses*. Cambridge, Mass: MIT
- Walker, John. (1989). *Design History and the History of Design*. Pluto: London

### 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.



## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

AR323		Folio				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	C	30 (15)	100% Coursework with Compulsory Numeric Elements	Street Tarbatt Mrs C

### Contact Hours

140 contact hours

### Learning Outcomes

- 8.1 A. 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
- 8.2 A basic knowledge of the creative application of the fine arts to studio design projects, in terms of their conceptualisation and representation
- 8.3 An ability to produce and collate an appropriate set of drawings to communicate a design proposal
- 8.4 An ability to produce 2D visualisations and 3D models using a variety of media
- 9.1 A basic ability to apply a range of communication methods and media to present design proposals clearly and effectively
- 9.2 An ability to integrate information between software packages

### Method of Assessment

Manual Portfolio (60%)

Digital Portfolio (40%)

Both of the above assessed components must be passed

### Preliminary Reading

Ching, Francis. (2002). Architectural graphics: London: Wiley.

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

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

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

Finkelstein, E. (2009). Auto CAD 2010 and Auto CAD LT2010 Bible. . Indianapolis: Wiley Publishing.

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

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

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

### Contact Hours

25 contact hours

### Learning Outcomes

- 8.1 A basic knowledge of the cultural, social and intellectual histories, theories and technologies that influence the design of buildings
- 8.2 A basic knowledge of the influence of history and theory on the spatial, social, and technological aspects of architecture
- 8.3 A basic knowledge of how theories, practices and technologies of the arts influence architectural design
- 8.4 A basic knowledge of the creative application of the fine arts and their relevance and impact on architecture
- 8.5 A basic understanding of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals
- 8.6 An awareness of concepts of historical change
- 8.7 An awareness of the Western tradition of design
- 8.8 A knowledge of the historical development of European architecture, and of its relationship to the English mainstream
- 8.9 A knowledge of key buildings from Western architectural history
- 9.1 An ability to apply a modest range of communication methods and media to present design proposals clearly and effectively
- 9.2 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.
- 9.3 An ability to assimilate material from a variety of sources and to contextualise information

### Method of Assessment

Main assessment methods

Cultural Context Examination (3 hours) (100%)

Reassessment methods

Reassessment Instrument: 100% coursework

### Preliminary Reading

- Fazio, Michael, Moffett, Marian, Wodehouse, Laurence (1st ed. 2003; 2nd ed. 2008). *A World History of Architecture*. London: Laurence King
- Fletcher, Sir Bannister. (1996). *History of Architecture*. London: CBS Publishers
- Kostof, Spiro. (1995). *A History of Architecture, Settings and Rituals*. Oxford: Oxford University Press
- 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

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

AR325		Light and Structure				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework with Compulsory Numeric Elements	Watkins Dr R

### Contact Hours

35 contact hours

### Learning Outcomes

- 8.1 A basic knowledge of the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals
- 8.2 A basic knowledge of the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design
- 8.3 A basic knowledge of strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques
- 8.4 A basic knowledge of the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices
- 8.5 A basic knowledge of the principals associated with designing optimum visual, thermal and acoustic environments
- 8.6 A basic knowledge of the systems for environmental comfort realised within relevant precepts of sustainable design
- 8.7 A basic knowledge of the strategies for building services, and ability to integrate these in a design project
- 8.8 An awareness of the aesthetic possibilities of natural light
- 8.9 A basic knowledge of iterative and evidence-based approaches to design
- 9.1 An ability to begin to understand the alternative materials processes and techniques that apply to architectural design and construction
- 9.2 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
- 9.3 An ability to critically evaluate your own ideas in the context of learning
- 9.4 An awareness of the role of research in overcoming knowledge gaps

### Method of Assessment

Design (Structures Report) (40%)  
Technology and Environment (Report and Chiaroscuro) (60%)

Both of the above assessed components must be passed

### 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.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### 26 School of Physical Sciences

<b>PS301</b>		<b>Introduction to Forensic Science</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Green Mr R(PS)
1	Canterbury	Spring	C	15 (7.5)	75% Exam, 25% Coursework	Green Mr R(PS)

#### Availability

This is available as a wild module.

#### Contact Hours

28 hours of lectures.

#### Learning Outcomes

Knowledge and understanding of core and foundation scientific physical, biological, and chemical concepts, terminology, theory, units, conventions, and laboratory methods in relation to forensic science.

<li>Areas of chemistry (including analytical chemistry, fires and explosions,) as applied to forensic analysis.

<li>Areas of bioscience including cells, biochemistry, human DNA.

Numeracy (including data analysis and statistics), forensic investigation and interpretation (including image analysis, forensic archaeology, ballistics, interrogation, and the extraction, analysis, interpretation of physical evidence) and apply them to forensic examination and analysis.

<li>Incident investigation, evidence recovery, preservation, and presentation as an expert witness within the judicial environment.

<li>Ability to demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to forensic science and to apply such knowledge and understanding to the solution of qualitative and quantitative problems.

<li>Ability to recognise and analyse novel problems involving forensic science and plan strategies for their solution by the evaluation, interpretation and synthesis of scientific information and data by a variety of computational methods.

<li>Safe handling of firearms, ammunition, and propellants. <li>Analysis of forensic evidence related to firearms, firearm discharge, and ballistic theory.

<li>Evidence recovery, preservation, analysis, and presentation to professional standards.

<li>Communication skills, covering both written and oral communication. Self-management and organisational skills with the capacity to support life-long learning.

<li>Problem-solving skills, relating to qualitative and quantitative information, extending to situations where evaluations have to be made on the basis of limited information.

<li>Numeracy and computational skills, including such aspects as error analysis, order-of-magnitude estimations, correct use of units and modes of data presentation.

<li>Information-retrieval skills, in relation to primary and secondary information sources, including information retrieval through on-line computer searches.

#### Method of Assessment

Examination (Length 2 hours) 75%; Coursework 25% including on-line assignments.

#### Preliminary Reading

Crime Scene to Court, the Essentials of Forensic Science, 3rd edition, ed. P. White. Royal Society of Chemistry, 2010. ISBN:1847558828.

<li>Forensic Science, 3rd edition, A.R.W. Jackson & J. M. Jackson. Pearson, 2011. ISBN: 9780273738404.

<li>Criminalistics, 10th edition, R. Saferstein. Prentice Hall, 2010. ISBN: 0132545799.

#### Pre-requisites

As well as preparing forensic science students for specialist forensic modules in Stages 2 and 3, the module is designed to be accessible to Social Sciences and Humanities students with an intelligent interest in science. For these students, no physical/natural science qualifications at A-level are necessary, but a C-grade or above in GCSE double science or equivalent is desirable.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### Synopsis \*

Forensic Science; Evidence and the Scene of the Crime

What is forensic science? Historical and legal background of forensic science – exchange principles and linkage theory.

Forensic science in the U.K – inductive and deductive reasoning. Identification, characterisation, recovery and weighting of trace evidence types. Crime scene searching methodologies; the integrity and continuity of evidence. Introduction to laboratory testing dealing with glass, tool-mark, shoe-mark and tyre impressions. The management of scientific support at crime scenes. Procedures at crime scenes illustrated by reference to crimes of burglary, murder and sexual offences.

Fingerprint history, classification, recovery and chemical enhancement of fingerprints. Blood pattern analysis supporting the advances in DNA techniques. Firearms classification, internal & external ballistics, trajectory, mass and velocity. Firearms injuries at crime scenes. Introduction to DNA analysis and the functioning of the National DNA Database. Sexual offence investigation and body fluid identification. Clinical indicators of death and murder scene investigation.

Drug Abuse, Alcohol and Forensic Toxicology

Drugs of abuse and their identification. Drugs, alcohol poisons and their metabolism. Toxicology and the role of the forensic toxicologist. Qualitative and quantitative laboratory analysis.

Document Examination:

Signature and handwriting identification. Paper, inks and printed documents. Damage characterisation.

Fires and Explosions:

Arson. Fire and combustion. Types of explosives and the nature of explosions. The crime scene investigation: sampling and laboratory analysis.

## 2020-21 Humanities Undergraduate Stage 1 Module Handbook

### 06 Centre for American Studies

<b>EN303</b>		<b>Introduction to American Studies</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	C	30 (15)	55% Coursework, 45% Exam	
1	Canterbury	Whole Year	C	30 (15)	75% Coursework, 25% Exam	
1	Canterbury	Whole Year	C	30 (15)	100% Exam	

#### Contact Hours

Total contact hours: 44  
Private study: 256 hours  
Total study hours: 300 hour

#### Learning Outcomes

- ~ show a good, broad understanding of the American experience commensurate to a 1st year survey course, and appropriate to embarking on an American Studies degree
- ~ show familiarity with a number of different disciplines that usually contribute to American Studies, most notably US history, literature, and politics
- ~ recognize core issues of race, gender, class and environment in the development of the nation and national culture
- ~ critically analyse the US experience, identifying problematic assumptions linked to key terms (such as 'wilderness', 'freedom' and 'identity')
- ~ show confidence in discussing key concepts in American Studies such as 'exceptionalism' and the 'American dream'

#### Method of Assessment

Coursework Essays: 45%  
Comprised of 1 x 1000 word essay (15%); 1 x 2000 word essay (30%)  
3 hr Exam 45%  
Seminar Performance 10%

#### Preliminary Reading

C. Bigsby & H. Temperley (eds), *A New Introduction to American Studies* (2006)  
Richard Horowitz, (ed) *American Studies Anthology* (2003)  
J. Saldivar, *Border Matters: Remapping American Cultural Studies* (1997)  
Alexis de Tocqueville, *Democracy in America* (2013)  
Robert Kaplan, *An Empire Wilderness* (1999)

#### Synopsis \*

This module offers students the opportunity to explore the breadth of American life in a critical, academic fashion. It covers a wide variety of topics, from Native American culture to McDonaldization, all united by the concept of American Studies and the aim to understand the mechanics of the modern US experience. The module establishes a firm base from which American Studies degree programme students can proceed to Stage II modules here at Kent and ultimately go on to study at US institutions, while also providing English and History students with a useful introduction to American Studies. The emphasis throughout the module is in interdisciplinary and multidisciplinary thought, and stays loyal to the ethos of American Studies as a groundbreaking fusion of theories, pathways, and academic criticism. Study skills sessions are also included in the module, including a library tour and writing workshops.