

2012-13 Humanities Undergraduate Stage 2 & 3 Module Handbook

04 School of European Culture and Languages

CL310		Greek for Beginners				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Alwis Dr A

Contact Hours

1 hour seminar and 2 hour seminar per week

Method of Assessment

20% Coursework (two assessment tests of equal weighting); 80% Exam

Synopsis

The aim of the module is to provide students with a firm foundation in the Classical Greek language. The text book used combines grammar and syntax with passages about a farmer and his family living in fifth-century Attica. As the story progresses, we move onto the Peloponnesian war and thus adapted texts of Thucydides. Reading is therefore ensured from the very first lesson. Extracts from the Bible will also be used. The module will follow the structured approach of Athenaze I (OUP).

Preliminary Reading

ABBOT & MANSFIELD - 'A Primer of Greek Grammar: Accidence and Syntax', Duckworth, 1987
M BALME & G LAWALL - 'Athenaze I', OUP, revised ed. 1995

CL311		Latin for Beginners				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Keaveney Dr A

Contact Hours

44 contact hours (22 lectures, 22 classes)

Method of Assessment

Synopsis

This course introduces Latin to complete, or near, beginners, aiming to cover the basic aspects of grammar required for understanding, reading and translating this ancient language. Using a textbook, in which each chapter focuses on different topics of grammar, the students apply what they have learnt through the translation of sentences adapted from ancient authors. By the end of the course, students should have acquired an adequate foundation for pursuing Latin at intermediate level, in which they can advance to reading complete unadapted texts.

Preliminary Reading

F M WHEELLOCK - 'Wheelock's Latin', Harper Collins, 6th edition

CL504		Classical & Archaeological Studies Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Alwis Dr A

Contact Hours

5 hours of supervision, 6 lectures, 2 seminars

Restrictions

The Dissertation is normally taken as a Stage Three module. Only in special circumstances will candidates be allowed to take it as a Stage Two module.

Availability

This is a core module for all Single Honours Classical & Archaeological Studies students in Stage Three.

Method of Assessment

90% project and 10% engagement

Synopsis

Students must submit their essay not later than the 12noon on Friday one week after the end of the Spring term. There will be a meeting regarding the Dissertation at the end of the Spring term of the previous year to clarify arrangements and to outline what work is required on this module.

Preliminary Reading

'The MLA Style Sheet', New York, 1970

'MHRA style book, notes for authors, editors and writers of Dissertations', London, 1978

F W JENKINS - 'Classical Studies - A Guide to the Reference Literature', Second Edition, 2006

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CL513		Intermediate Latin				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	Keaveney Dr A

Contact Hours

48 contact hours (2 hours per week)

Method of Assessment

Synopsis

This module is intended for students who have taken Beginners' Latin (CL311) or have some previous knowledge of the language. It initially continues the direct study of Latin grammar and syntax, but increasingly concentrates on elementary unseen translation and the study of easy Latin texts. In the first term the emphasis is on the completion of the study of grammar and syntax; in the Spring term students normally study classical texts and unseens, though medieval options are available.

Preliminary Reading

F M WHEELOCK & D W TAYLOR - 'Wheelock's Latin', Harper Collins, 6th Edition

CL550		Intermediate Greek Language				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	La'da Dr C

Contact Hours

72 contact hours (1 x one-hour & 1 x two-hour seminar per week for 24 weeks)

Method of Assessment

Synopsis

This module is intended for students who have taken Beginners' Greek (CL310) or have some previous knowledge of the language. The text used combines grammar and syntax with unseen translation. The course will follow the structured approach of Athenaze I and Athenaze II (OUP) and aims to develop knowledge of Greek achieved at the end of CL310 to the point where students are capable of autonomous reading of unadapted Greek texts. Weekly vocabulary tests ensure that constant revision is part of the module.

Preliminary Reading

ABBOT & MANSFIELD - 'A Primer of Greek Grammar: Accidence and Syntax', Duckworth, 1987

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

CL570		Archaic Greece and Persia				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

One two-hour seminar per week for twelve weeks.

Availability

Available under codes CL570 (Level I) and CL664 (Level H)

Synopsis

This module is concerned with relations between Achaemenid Persia and the Greek world to the end of the Persian invasions of 480-479. Particular attention will be paid to the Persian Empire, its social and religious institutions and its impact on the Greek states.

Preliminary Reading

A R BURN - 'Persia and the Greeks', Arnold, 1962

C W FORNARA - 'Archaic Times to the End of the Peloponnesian War', John Hopkins, 1977

AT OLMSTEAD - 'A History of the Persian Empire', Chicago, 1978

R SEALEY - 'A History of the Greek City States', California, 1975

CL573		Love, Sex and Society in Greece and Rome				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	50% Coursework, 50% Exam	

Availability

Available under codes CL667 (Level I) and CL573 (Level H)

Synopsis

See entry for CL667

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CL582 Rome: The Imperial Republic

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

Contact Hours

One two-hour seminar for twelve weeks.

Synopsis

Roman history in this period is dominated by two events: the acquisition by Rome of an overseas empire and the gradual disintegration of the Republican state. Both these developments will be examined in detail. Particular attention is paid to Rome's Diplomatic and military confrontations with the Hellenistic powers of the Eastern Mediterranean and their effect on Roman social, political and intellectual behaviour. The student will read a wide range of ancient sources, from Polybius to Cicero

Preliminary Reading

P A BRUNT - 'Social Conflicts in the Later Roman Republic', Hogarth, 1986
 M CRAWFORD - 'The Roman Republic', Fontana, 2nd ed., 1992
 W V HARRIS - 'War and Imperialism in Republican Rome 327-70 BC', Clarendon, 1979

CL583 The Crisis of the Roman Republic

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

One two- hour seminar per week for twelve weeks.

Synopsis

Roman history in this period is dominated by two events: the acquisition by Rome of an overseas empire and the gradual disintegration of the Republican state. Both these developments will be examined in detail. Particular attention is paid to Rome's Diplomatic and military confrontations with the Hellenistic powers of the Eastern Mediterranean and their effect on Roman social, political and intellectual behaviour. The student will read a wide range of ancient sources, from Polybius to Cicero. (This module is taught in sequence to CL582: Rome: the Imperial Republic.)

Preliminary Reading

P A BRUNT - 'Social Conflicts in the Later Roman Republic', Hogarth, 1986
 M CRAWFORD - 'The Roman Republic', Fontana, 2nd ed., 1992
 W V HARRIS - 'War and Imperialism in Republican Rome 327-70 BC', Clarendon, 1979

CL585 Egypt and the Classical World

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)		

Contact Hours

One two-hour seminar per week for twelve weeks (including Lectures in alternate weeks).

Synopsis

This module is concerned with the interaction between two contiguous but very different peoples, Egypt in the Late Period and Classical Greece. Though the Aegean world had a long history of contact with Egypt, the volume of contact increased dramatically under the XXVI (Saïte) Dynasty, with the foundation of commercial settlements, the development of vigorous trade relations and the arrival of many Greeks as traders, mercenaries and tourists. That contact had profound consequences both in the short and longer term. It provided an essential support for the last great dynasty of independent Egypt. It aided the rise of the East Greek cities of Ionia. It influenced the development of Greek sculpture and architecture. Equally important, it revealed to the Greeks a civilization which was deeply impressive, in many ways superior, yet alien. The immediate fruit of that perception lies in the stimulus to Greek thought and history writing, especially through Herodotus (a vital witness to Egyptian religion and society of this age). In the longer term it shaped the way in which the West perceived Egypt, creating myths about its antiquity, its religion and its wisdom which continue to affect us today, not least in the shaping of traditional Egyptology. The module will be taught from a range of sources, archaeological, papyrological, historical and literary. (Themes are continued in CL586: Graeco-Roman Egypt).

Preliminary Reading

J. BAINES & J. MALEK - 'Atlas of Ancient Egypt', Oxford, 1980
 J. M. BERNAL - 'Black Athena', London, 1987
 J. BOARDMAN - 'The Greeks Overseas', 4th edn., London, 1999
 A. K. BOWMAN - 'Egypt after the Pharaohs, 322BC-AD642', 2nd edn., London, 1996
 HERODOTUS - 'History', Wordsworth pb, bk 2
 B. MANLEY - 'The Penguin Historical Atlas of Ancient Egypt', Harmondsworth, 1996
 I. SHAW (ed.) - 'The Oxford History of Ancient Egypt', Oxford, 2000
 I. SHAW & P. NICHOLSON (eds.) - 'The British Museum Dictionary of Ancient Egypt', London, 2002

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CL588 Heads, Heroes and Horses in Search of the Ancient Celts

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)		

Availability

Available under codes CL651 (Level I) and CL588 (Level H)

Synopsis

See entry for CL651

CL589 The Rise and Fall of Athens

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

One two-hour seminar for twelve weeks.

Synopsis

This module examines, in detail, Greek history from the end of the Persian invasions to the fall of Athens in 404 BC. The main themes of the module are the rise and fall of the power of Athens and the role of the Persian Empire in Greek history in the 5th century.

Preliminary Reading

W G FORREST - 'The Emergence of Greek Democracy', Weidenfeld & Nicolson, 1966

S HORNBLOWER - 'The Greek world 479-323 BC', Methuen, 1983

R SEALEY - 'A History of the Greek City States', California, 1975

CL601 The Archaeology of Death

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	

Contact Hours

One 1 hour lecture and one 2 hour seminar

Pre-requisites

Pre-requisite Modules: Students should have taken CL329 or another equivalent archaeology or anthropology module.

Synopsis

Death is and has been a universal condition of human kind. Archaeology offers a very particular perspective on the study of death allowing us to compare attitudes to the dead across long time scales, including periods when historical evidence for rituals is incomplete or even silent. The archaeological study of death is far more than the discovery and forensic analysis of bodies. How peoples have treated their dead provides fascinating insights into culture, society and ideology; in fact, the ritual treatment of the dead is taken by many as a key indicator of humanity itself. This module will discuss how archaeologists use death to further their study of past societies. Two contrasting case studies will be taken: concepts of death amongst the preliterate communities of southern Britain in the 4th and 3rd millennia BC; and death as an expression of status in barbarian societies as exemplified by the Anglo-Saxons.

Preliminary Reading

M PARKER PEARSON - 'The Archaeology of Death and Burial', Sutton, 1999

P METCALF & R HUNTINGTON - 'Celebrations of Death: the Anthropology of Mortuary Rituals', CUP, 1991

S. LUCY - 'The Anglo-Saxon Way of Death', Sutton, 2000

M PARKER PEARSON - 'Bronze Age Britain', English Heritage/ Batsford, 2005

CL604 Roman and Medieval Artefacts

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Project	Swift Dr E

Contact Hours

11x2-hour practical handling sessions, 11x 1-hour seminars

Restrictions

Stage 3 only

Synopsis

Centred on weekly practical sessions with artefacts at the Canterbury Museum Education Resource Centre, this course provides an introduction to Roman and Medieval artefacts. Students will learn to draw and identify Roman and Medieval material at first hand, including coins, pottery and metalwork, and the accompanying seminars will explore methods for the analysis and interpretation of artefacts and their contribution to Roman and Medieval studies. Topics will include the study of artefacts as hoard assemblages, the relationship between art styles and artefacts in the ancient world, the presentation of artefacts in museum displays and their use in the construction and communication of identity.

Preliminary Reading

R REECE - 'Identifying Roman Coins', Spink, 2000

TYERS, ORTON & VINCE - 'Pottery in Archaeology', Cambridge, 1993

G EAGAN - 'Dress Accessories c.1150-c.1450', HMSO, 1991

L ALLASON-JONES (ed.) - 'Artefacts in Roman Britain', CUP, 2011

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CL607 Greek and Roman Medicine

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	

Availability

Available under codes CL663 (Level I) and CL607 (Level H)

Synopsis

See entry for CL663

CL608 Greek Art and Architecture

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Boutsikas Dr E

Contact Hours

11 x 2 hour lecture, 11 x 1 hour seminar

Availability

Available to stage 2 students only

Synopsis

This class is designed to thoroughly introduce students to an important aspect of Greek archaeology, that of its Art and Architecture. The class will begin with an examination of the Greek Bronze Age by looking at Minoan and Mycenaean archaeology, followed by the archaeology of the Iron Age. It will then focus on the archaeology of the Archaic, Classical (early to late) and culminating with the Hellenistic periods. The main areas of Greek occupation will be studied: mainland Greece, the Greek Islands, Asia Minor, Southern Italy and Sicily, with concentration on the major sites such as the Athenian Acropolis and Agora, Corinth, Ephesus and Syracuse, for example. Religious architecture is important for an understanding of the Greek world, so religious sanctuaries such as the larger sites of Delphi and Olympia will be explored and juxtaposed with smaller ones like Brauron and Sounion. Throughout the class, study will not only be made of the styles, development and changes to the art and architecture, but questions will be raised about the cultural view of the remains, which is important for understanding the roles the sites and artistic work played in Greek societies. Moreover, the historical events of specific periods will be explored to see what significance and influence they played on artistic and architectural styles, as well as patronage. The class will, therefore, supply students with a thorough grounding in the multiple issues raised in the study of Greek art and architecture.

Preliminary Reading

J ONIANS - 'Classical Art and the Cultures of Greece and Rome', New Haven, Yale University Press, 1999
 R OSBOURNE - 'Greece in the Making 1200-479 BC', London, Routledge, 1996
 J PEDLEY - 'Greek Art and Archaeology', Ann Arbor, University of Michigan Press, 1993
 J POLLITT - 'Art and Experience in Classical Greece', Cambridge, Cambridge University Press, 1972
 J POLLITT - 'The Ancient View of Greek Art: criticism, history and terminology', New Haven, Yale University Press, 1974
 J POLLITT - 'The Ancient Art of Greece, Sources and Documents', Cambridge, Cambridge University Press, 1990
 M D STANSBURY-O'DONNELL - 'Looking at Greek Art', Cambridge, Cambridge University Press, 2011
 J WHITELY - 'Archaeology of Ancient Greece', Cambridge, Cambridge University Press, 2001

CL609 Roman Art and Architecture

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Baker Dr P

Contact Hours

11 x 2 hour lecture, 11 x 1 hour seminar

Availability

Available at 'I' level only

Synopsis

This module is designed to introduce students to an important aspect of Roman archaeology, its art and architecture. The class will cover the period from the first century BC up to the fourth century A.D. The main areas of focus will be the city of Rome and Italian sites such as Pompeii and Ostia, though provincial Roman sites and objects will also be considered. Various types of building which help us in the understanding of Roman architecture will be considered, these will include temples, fora, churches and housing. Painting, sculpture and mosaics will be studied in conjunction with the sites and we will also examine portable art objects and relevant ancient texts. The module will examine stylistic change in Roman art, and also the wider social contribution of art in the Roman period, for instance its use as propaganda and in the construction of identity. Thus, the module will supply students with a thorough grounding in the multiple issues raised by the study of Roman art and architecture.

Preliminary Reading

J ELSNER - 'Imperial Rome and Christian Triumph', OUP, 1998
 E D'AMBRA - 'Art and Identity in the Roman World', Weidenfeld and Nicholson, 1998
 J ELSNER - 'Art and Text in Roman Culture', CUP, 1996
 N RAMAGE & M RAMAGE - 'Roman Art', Laurence King, 1995
 P STEWART - 'Roman Art', 2004

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CL623 Minoan Art and Architecture

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	

Contact Hours

2 hour seminar per week

Pre-requisites

Familiarity with Aegean Bronze Age a requirement (CL336 or extended essay on the topic), but keen students welcome

Availability

Also available under code CL653 (Level H). Available on the the full-time Classical and Archaeological Studies programme, and the part-time Archaeological Studies programme.

Synopsis

In the Middle of the Second Millennium BC the culture of Minoan Crete stands out as exceptionally prominent in the Eastern Mediterranean. The course explores a variety of types of evidence through which we can piece together a picture of Cretan Civilisation: the architecture of the Palaces, the nature of the written records, the interpretation of frescoes, and the issues that the physical remains raise for our appreciation of Cretan cults, warfare, crafts, and society.

Preliminary Reading

Good for introduction: http://projectsx.dartmouth.edu/history/bronze_age/
 D PREZIOSI & L HITCHCOCK - 'Aegean Art and Architecture', OUP, 1999
 O KRZYSZKOWSKA - 'Aegean Seals: An Introduction', IoCS, 2005
 C DOUMAS - 'The Wallpaintings of Santorini', Athens, 1992
 P DARQUE & J-C POURSAT - 'L'iconographie Minoenne' (BCH supplement XI), Paris, 1985
 P BETANCOURT - 'The History of Minoan Pottery', Princeton, 1985

CL626 The Literature and Cultural Identity of the Imperial Period - Being Gre

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	50% Coursework, 50% Exam	

Availability

Available under codes CL649 (Level I) and CL626 (Level H)

Synopsis

See entry for CL649

CL627 Advanced Ancient Greek Language

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Coursework, 40% Exam	Bartley Dr A

Contact Hours

22 x 2 hour class with lecture and seminar

Method of Assessment

Synopsis

In this module students will consolidate their knowledge of Greek grammar and syntax through a series of weekly revisions of material covered in Beginner's and Intermediate Greek, with weekly take-home exercises designed to assist in that learning. Students will also read a selection of Greek prose and verse designed to give them the linguistic and research skills necessary to satisfactorily read and understand original texts, making appropriate use of dictionaries and grammar resources. Some time will also be devoted to analysis of the content of the texts being read.

Preliminary Reading

C CAREY (ed.) - 'Lysias: Selected Speeches', CUP, 1998
 W W GOODWIN - 'Greek Grammar', Bristol Classical Press, repr. 2002
 J HARRISON & R JORDAN (eds.) - 'Homer: Iliad Book VI', Bristol Classical Press, 1991
 NORTH & HILLARD - 'Greek Prose Composition', Duckworth Press, repr. 1999

CL633 King & Court of Achaemenid Persia

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	

Availability

Available under codes CL643 (Level I) and CL633 (Level H)

Synopsis

See entry for CL643

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CL636 Archaeological Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Baker Dr P

Contact Hours

A series of regular timetabled meetings (usually fortnightly) plus a minimum of 6 contact hours with your tutor

Synopsis

Students (normally registered for single honours and entering the 3rd year of study) selecting this module have an opportunity to pursue a project involving the study and analysis of a body of archaeological data. The module will be based on individual scholarship and research supplemented by group guidance seminars and one-to-one supervisions. The project theme will be chosen by the student with the advice of the tutor. In terms of the primary data it could involve investigation of antiquarian literature, archive documentation including cartographic sources, Historic Environment Records, museum collections, observation of monuments in the field, or participation in approved fieldwork or excavation. Choice of project will be informed by a student's personal interests, the fulfilment of the aims of the module, the availability of expert supervision, and the accessibility and suitability of data. The module is especially appropriate for students attending one of the University of Kent's sponsored field projects, perhaps via a bursary. The module is designed for students who wish to develop skills in research and work with some independence. The project is especially suited to those who have vocational interests in archaeology, heritage or museum studies after they graduate and/or have further research ambitions, perhaps looking towards a Masters degree or a PhD. It is designed to provide students with a grounding for further research, and with some element of contact with original material, whether this be related to a first hand experience on an archaeological excavation or survey, or 'finds' study, work on an excavation archive, other records, etc. If you are going on fieldwork or have access to material from already excavated sites and want to write an article on an aspect of the material culture recovered there, etc., if you want to reassess some material already published or in a Museum or write up your experience of working on a dig or survey this is a means to do so. The project will enable you to develop and express your abilities. You can work fairly independently, arranging your studies in your time within a framework of guidance. We expect that some students will have very regular contact, others will work more freely but see their supervisor at scheduled key times. Staff are here to assist you and it may be that your supervisor will be a member of staff other than the module convenor, as suitable. Staff can facilitate studies but with this project you should take responsibility for management. Success will depend upon enthusiasm, sound topic selection, good planning, and sustained commitment, research and comprehension.

Submission of a draft plan: Friday Week 5; submission of an essay draft or annotated outline: Friday Week 11; final submission date: Friday Week 23

CL639 Constantinople and the late Antique City						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	30 (15)	100% Coursework	

Contact Hours

12 x 2 hour seminars and 4 hour day school or site visit.

Availability

Also available to stage 2 students under code CL665

Method of Assessment

100% coursework.

Synopsis

This course will survey the evolution of the Mediterranean city from AD 300 to 650, the urban crisis which followed, and the direction which urban life took thereafter. City life in this period was until recently poorly understood, hindered by the prejudices of classical archaeologists, who removed late levels without record, and the selective interests of Christian archaeologists who concentrated on churches. Now new archaeological fieldwork has revealed much greater complexity, from urban collapse in the West to the flourishing cities of the 6th c. East, which provided a foundation for much of Early Islamic urbanism. Although north-west Europe is included, the main focus is the Mediterranean, where urban life was strongest, throughout the period. Lectures will explore both thematic and regional syntheses, with a major distinction drawn, not between a Greek East and a Latin West, but between a Mediterranean core and a northern periphery. An attempt will be made to link changes in the physical appearance of cities to wider events and processes: whether military, political, religious or economic in character. Seminars will explore aspects of the rich source material available, whether drawn from architectural remains, stratigraphic archaeology, epigraphy, or selected written sources of the period.

Preliminary Reading

L. LAVAN (ed.) - 'Recent Research in Late Antique Urbanism', Portsmouth, Rhode Island 2001

N CHRISTIE & S.T LOSEBY (eds.) - 'Towns in Transition: Urban Evolution in Late Antiquity and the Early Middle Ages', Aldershot, 1996

J. H. W. G LIEBESCHUETZ - 'The Decline and Fall of the Roman City', Oxford, 2001

H. G. SARADI - 'The Byzantine City in the Sixth Century. Literary Images and Historical Reality', Athens, 2006

J. RICH (ed.) - 'The City in Late Antiquity', (London, 1992

C. MANGO - 'Byzantine Architecture', London, 1985

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CL641 Virgil's Aeneid

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Alwis Dr A

Contact Hours

One 2-hour seminar per week

Availability

This module is available to Stage 3 students only

Method of Assessment

2 essays - essay 1: 40%, essay 2: 50%, seminar participation 10%

Synopsis

Virgil composed the Aeneid in order to provide Rome with an epic equal to any that Homer produced. Commonly regarded as one the greatest epics of the Ancient world, the Aeneid is the story of the foundation of Rome; a tale of exile, war, passionate love and the deepest humanity. The first term will be spent analysing, commenting on and exploring the work, book by book. The second term takes a thematic approach, investigating issues concerning the gods, fate, morality, art and gender. The module will also briefly explore the Aeneid's subsequent influence on Dante's Inferno.

Preliminary Reading

VIRGIL - 'The Aeneid', tr. D WEST, Penguin, 2003.

It is essential that all students obtain this translation.

CL643 King & Court of Achaemenid Persia

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	

Contact Hours

11 x 2 hour seminars

Availability

Available under codes CL643 (Level I) and CL633 (Level H)

Synopsis

In Achaemenid Persia the king reigned supreme. This course will examine his life and that of his court. Topics covered will include security, court ritual, offices of state, and curial politics.

Preliminary Reading

O T OLMSTEAD - 'A History of the Persian Empire'

J M COOK - 'The Persian Empire'

M BROSIUS - 'The Persians'

P BRIANT - 'From Cyrus to Alexander'

CL647 Advanced Latin

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	80% Exam, 20% Coursework	Keaveney Dr A

Contact Hours

Two hours class work every week for 24 weeks

Method of Assessment

Synopsis

This continues both unseen work and the study of Latin texts at a more advanced level. Again, classical and/or later Latin texts may be chosen for study by agreement between those taking the module.

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CL649 The Literature and Cultural Identity of the Imperial Period

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	50% Coursework, 50% Exam	

Contact Hours

One two-hour seminar per week

Availability

Available under codes CL649 (Level I) and CL626 (Level H)

Synopsis

Students will obtain a good familiarity with the ways in which Greek and non-Greek culture continued to develop under Roman rule and the way in which the concept of Greek and other ethnic identities continued to develop in that period. This will be examined through the voices of a range of authors, including the Jewish historian Josephus, the Syrian satirist Lucian of Samosata and the philosopher and doctor Galen of Pergamum. Students will also broaden their background in the areas of Greek philosophy and rhetoric, which underpin the literature of the period under consideration. Students will further develop the skills necessary to analyse a wide range of literary and historical materials and to express their conclusions arising from this analysis in a clear and cogent manner.

Preliminary Reading

C JONES - 'Culture and Society in Lucian', Harvard University Press, 1986

F JOSEPHUS - 'The Jewish War', trans. G A WILLIAMSON, ed. M SMALLWOOD, Penguin, 2nd ed., 1981

K SIDWELL (ed.) - 'Lucian, Chattering Courtesans', Penguin, 2004

S SWAIN - 'Hellenism and Empire: Language, Classicism, and Power in the Greek World, AD 50-250', (Introduction)

CL651 Heads, Heroes and Horses: in search of the Ancient Celts

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)		

Contact Hours

11 x 2 hour seminars and 11 x 1 hour lectures

Availability

Available under codes CL651 (Level I) and CL588 (Level H)

Synopsis

Peoples described as Celts sacked Rome in the early fourth century BC; they probably ravaged Delphi towards the mid-third century BC; and from the later second century BC they were in conflict with the expanding Roman Empire, ultimately becoming the majority of its subjects in the West. The intent of this module is to search for the Celts of Antiquity... but participants should not embark on the study with the certain expectation that they will be found! For long interpreted within a largely Classically-derived pan-European model, the archaeological evidence is now increasingly discussed in ways which emphasize the diversity rather than the uniformity of life and culture across west/central Europe during the centuries in which the Classical World was in contact with those whom it identified as Celts. The module will critically evaluate the evidence for the pre/proto-historic Celts derived from the Classical writers, the concept of a widespread European Celtic culture in antiquity, and the contrasting interpretations which can be generated by the archaeological evidence for the conventional pre-Roman Iron Age in Temperate Europe. There will be a visit to the European Iron Age gallery at the British Museum. (Students should budget for the cost of independent travel to London.) There has been a dramatic and exciting increase in the archaeological evidence now available to us for this era of the Iron Age in Temperate Europe in terms of sites, burials and finds and this will be examined appropriately.

Preliminary Reading

C HASELGROVE & R POPE (eds.) and C HASELGROVE & T MOORE (eds.) - 'The Earlier and Later Iron Age' volumes

J COLLIS - 'The European Iron Age', 1998

J COLLIS (ed.) - 'Society and Settlement in Iron Age Europe', 2001

B CUNLIFFE - 'The Ancient Celts', 1997

M GREEN (ed.) - 'The Celtic World', 1995

S MOSCATI (ed.) - 'The Celts', 1991

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CL653 Minoan Art and Architecture

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	

Contact Hours

2 hour seminar per week

Pre-requisites

Familiarity with Aegean Bronze Age a requirement (CL336 or extended essay on the topic), but keen students welcome

Availability

Also available under code CL623 (Level I). Available on the the full-time Classical and Archaeological Studies programme, and the part-time Archaeological Studies programme.

Synopsis

In the Middle of the Second Millennium BC the culture of Minoan Crete stands out as exceptionally prominent in the Eastern Mediterranean. The course explores a variety of types of evidence through which we can piece together a picture of Cretan Civilisation: the architecture of the Palaces, the nature of the written records, the interpretation of frescoes, and the issues that the physical remains raise for our appreciation of Cretan cults, warfare, crafts, and society.

Preliminary Reading

Good for introduction: http://projectsx.dartmouth.edu/history/bronze_age/
 D PREZIOSI & L HITCHCOCK - 'Aegean Art and Architecture', OUP, 1999
 O KRZYSZKOWSKA - 'Aegean Seals: An Introduction', IoCS, 2005
 C DOUMAS - 'The Wallpaintings of Santorini', Athens, 1992
 P DARQUE & J-C POURSAT - 'L'iconographie Minoenne' (BCH supplement XI), Paris, 1985
 P BETANCOURT - 'The History of Minoan Pottery', Princeton, 1985

CL663 Greek and Roman Medicine

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	

Contact Hours

3 hours per week – 2 lectures and 1 seminar

Availability

Available under codes CL663 (Level I) and CL607 (Level H)

Synopsis

When questioning people about their understandings of classical medicine two extreme responses are usually given, the first that there was no medicine, or a very crude and ritualistic form of healing and the second response being that it was entirely rational with no religious influences. Yet, both responses demonstrate a narrow understanding of the subject. Classical medicine was a complex mixture of what we would consider 'rational' and 'irrational' ideas and practices for the causes and cures of disease and illness. In this module students will use the various sources of evidence that survive in the literary, archaeological and epigraphic record to learn about the subject. An historical approach will be used starting with and examination of the pre-Socratic philosophers' and Hippocratic writers' ideas about the body and medicine, moving into the Hellenistic period examining the dissections and vivisections of Herophilus and Erasistratus. The archaeological material from Greek healing sanctuaries will add to the understanding of Greek medicine. From here, the study will move into the Roman period. Questions will be addressed about the influence of Greek medicine on Roman medicine and the archaeological remains of instruments and buildings associated with healing, such as baths, sanctuaries and possible hospitals will be examined as part of this enquiry. For the Roman period the works of Celsus and Pliny the Elder will be read for the first century AD and the module will culminate with a study of the second century writer Galen. Throughout the class students will examine ideas about rationality and medical influences from one society to another. Overall the student will come away with a strong understanding of the many issues of classical medicine.

Preliminary Reading

W. G. SPENCER (Trans.) Celsus. De Medicina. Cambridge MA and London: Harvard University Press and William Heinemann Ltd. 1971. (Loeb)
 W. H. S. JONES (Trans.) - 'Hippocrates', London and Cambridge, MA: William Heinemann Ltd and Harvard University Press, 1953, (Loeb).
 'Galen', Oxford University Press
 G. LLOYD (ed). - 'Hippocrates Hippocratic Writings', Penguin Classics
 A CRUSE - 'Roman Medicine', Stroud, 2004
 R JACKSON - 'Doctors and Diseases in the Roman Empire', London: British Museum Press, 1988
 Ph. J. VAN DER EIJK, H. F. J. HORSTMANNHOFF & P. H. SCHRIJVERS (eds.) - 'Ancient Medicine in its Socio-cultural Context', Amsterdam and Atlanta: Rodopi Press
 O. TEMKIN (Trans.) - 'Soranus Gynecology', Baltimore: The Johns Hopkins University Press. 1956

CL664 Archaic Greece and Persia

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

Available under codes CL570 (Level I) and CL664 (Level H)

Synopsis

See entry for CL570

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CL665 Constantinople and the Late Antique City

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	30 (15)	100% Coursework	

Contact Hours

12 x 2 hour seminars and 4 hour day school or site visit.

Availability

Also available at stage 3 under code CL639

Synopsis

This course will survey the evolution of the Mediterranean city from AD 300 to 650, the urban crisis which followed, and the direction which urban life took thereafter. City life in this period was until recently poorly understood, hindered by the prejudices of classical archaeologists, who removed late levels without record, and the selective interests of Christian archaeologists who concentrated on churches. Now new archaeological fieldwork has revealed much greater complexity, from urban collapse in the West to the flourishing cities of the 6th c. East, which provided a foundation for much of Early Islamic urbanism. Although north-west Europe is included, the main focus is the Mediterranean, where urban life was strongest, throughout the period. Lectures will explore both thematic and regional syntheses, with a major distinction drawn, not between a Greek East and a Latin West, but between a Mediterranean core and a northern periphery. An attempt will be made to link changes in the physical appearance of cities to wider events and processes: whether military, political, religious or economic in character. Seminars will explore aspects of the rich source material available, whether drawn from architectural remains, stratigraphic archaeology, epigraphy, or selected written sources of the period.

Preliminary Reading

L. LAVAN (ed.) - 'Recent Research in Late Antique Urbanism', Portsmouth, Rhode Island 2001

N CHRISTIE & S.T LOSEBY (eds.) - 'Towns in Transition: Urban Evolution in Late Antiquity and the Early Middle Ages', Aldershot, 1996

J. H. W. G LIEBESCHUETZ - 'The Decline and Fall of the Roman City', Oxford, 2001

H. G. SARADI - 'The Byzantine City in the Sixth Century. Literary Images and Historical Reality', Athens, 2006

J. RICH (ed.) - 'The City in Late Antiquity', (London, 1992

C. MANGO - 'Byzantine Architecture', London, 1985

CL667 Love and Sex in Greece and Rome

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	50% Coursework, 50% Exam	

Contact Hours

1 hour lecture and 1 hour seminar, for twenty-four weeks.

Availability

Available under codes CL667 (Level I) and CL573 (Level H)

Synopsis

This module provides students with a wide range of perspectives on classical attitudes to love and human relationships against both a literary and historical background; and it surveys different standpoints and assumptions associated with the literary genres dealing with the subject. A wide variety of evidence will be evoked - literary, artistic and legal - to clarify the standing of men and women in ancient societies, and to notice shifting fashions in sexual morality.

Preliminary Reading

M. Lefkowitz and M. Fant. Women's Life in Greece and Rome (a sourcebook in translation) (Duckworth, 2005)

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CL670 Egypt and the Classical World

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)		

Contact Hours

One two-hour seminar per week for twelve weeks (including Lectures in alternate weeks).

Availability

Available under codes CL670 (Level I) and CL585 (Level H)

Synopsis

This module is concerned with the interaction between two contiguous but very different peoples, Egypt in the Late Period and Classical Greece. Though the Aegean world had a long history of contact with Egypt, the volume of contact increased dramatically under the XXVI (Saite) Dynasty, with the foundation of commercial settlements, the development of vigorous trade relations and the arrival of many Greeks as traders, mercenaries and tourists. That contact had profound consequences both in the short and longer term. It provided an essential support for the last great dynasty of independent Egypt. It aided the rise of the East Greek cities of Ionia. It influenced the development of Greek sculpture and architecture. Equally important, it revealed to the Greeks a civilization which was deeply impressive, in many ways superior, yet alien. The immediate fruit of that perception lies in the stimulus to Greek thought and history writing, especially through Herodotus (a vital witness to Egyptian religion and society of this age). In the longer term it shaped the way in which the West perceived Egypt, creating myths about its antiquity, its religion and its wisdom which continue to affect us today, not least in the shaping of traditional Egyptology. The module will be taught from a range of sources, archaeological, papyrological, historical and literary. (Themes are continued in CL586: Graeco-Roman Egypt).

Preliminary Reading

J. BAINES & J. MALEK - 'Atlas of Ancient Egypt', Oxford, 1980

J. M. BERNAL - 'Black Athena', London, 1987

J. BOARDMAN - 'The Greeks Overseas', 4th edn., London, 1999

A. K. BOWMAN - 'Egypt after the Pharaohs, 322BC-AD642', 2nd edn., London, 1996

HERODOTUS - 'History', Wordsworth pb, bk 2

B. MANLEY - 'The Penguin Historical Atlas of Ancient Egypt', Harmondsworth, 1996

I. SHAW & P. NICHOLSON (eds.) - 'The British Museum Dictionary of Ancient Egypt', London, 2002

I. SHAW (ed.) - 'The Oxford History of Ancient Egypt', Oxford, 2000

CL671 The Rise and Fall of Athens

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Availability

Available under codes CL589 (Level I) and CL671 (Level H)

Synopsis

See entry for CL589

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CL674 **Everyday Life in the Roman Empire**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Contact Hours

One weekly 1 hour lecture and 2 hour seminar.

Availability

Available under codes CL674 (Level I) and CL675 (Level H)

Method of Assessment

100% Coursework - Essay 20%, Essay 30%, Historical reconstruction 40%, Seminar performance 10%

Synopsis

How do you imagine Roman Antiquity? How do the images produced for film, TV and popular fiction reflect the lives of those in antiquity? Can we see the everyday experience of Pliny, Juvenal or Augustine or of those who were killed in the eruption of Vesuvius in AD 79? This module will explore everyday life in the Roman world, from haircuts, tattoos and gestures, to everyday rites and rhythms, whether domestic, social, political or religious, focusing on human experience, with its culturally specific organisation rather than abstract scholarly constructions. It will range from Augustan Rome to Late Antique Constantinople, and will draw on depictions, literary evidence (such as poems), original documents (from personal letters to minutes of meetings), inscriptions and especially archaeology, focusing on key sites where preservation is good, such as Pompeii, Ostia, Sardis and Petra. Here buildings, graffiti, occupation deposits and other traces will allow snapshots of everyday life to be constructed: of the houses, workshops, taverns, temples, theatres and churches of Antiquity. Students will be encouraged to undertake both empirical studies and imaginative reconstructions as part of their assessment, so that they understand the importance not only of describing what evidence remains of everyday life, but of actively reconstructing the past, and of engaging different types of evidence in a critical dialogue.

This module can be differentiated from 'Romans in the West' module by its specific behavioural focus on everyday activities and objects, whereas the other module is much more abstract and synthetic – focusing on urbanism, countryside and so on. Care will be taken to try to avoid overlap in lecture and essay questions with this and any other related modules.

Preliminary Reading

L CASSON - 'Everyday Life in Ancient Rome', Baltimore, Revised and Expanded Edition, 1999

R LAURENCE - 'Roman Pompeii. Space and Society', London, 2nd edition, 2007

R LAURENCE - 'Roman Passions. A History of Pleasure in Imperial Rome', London, 2009

P CONNOLLY & H DODGE - 'The Ancient City: Life in Classical Athens and Rome', Oxford, 1998

L LAVAN, E SWIFT & T PUTZEYS (eds.) - 'Objects in Context, Objects in Use', Leiden, 2007

Also recommended:

P ZANKER - 'Pompeii: Public and Private Life', Cambridge (Mass.), 1999

G HERMANSEN - 'Ostia: Aspects of Roman City Life', Edmonton, 1981

CL675 **Everyday Life in the Roman Empire**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Availability

Available under codes CL674 (Level I) and CL675 (Level H)

Synopsis

See entry for CL674

CL676 **Archaeological Project (PT)**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Willis Dr S

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CL677 Fieldwork Practice

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Contact Hours

10 x 1-hour lectures, 5 hours practical instruction, 115 hours supervised site work

Availability

Available to stage 2 students

Synopsis

This module will provide a credit framework for fieldwork training undertaken on University of Kent training excavations, or approved partners, normally supported by a SECL archaeological fieldwork bursary, to assist with the costs involved in a participation of 15 working days. The module will permit three alternative pathways, in excavation, survey or museum studies. Assessment will be in the form of an illustrated portfolio featuring a description of the project and an account of each type of work undertaken by the student. Project directors will be provided with a checklist of fieldwork tasks to be completed, of which a minimum number will be mandatory. Students who have no prior experience of fieldwork will likely be accommodated on a project in the UK, whilst those who are experienced may be offered a place on an excavation abroad. Skills assessed will range from efficient manual digging and artefact washing to site / find drawing or photography and the completing of pro-forma record sheets. (Students enrolling on this module should be aware that the practical element of the module will take place in the summer term prior to entering Stage 2 or 3, and constitutes advance credit. The coursework element of the module will be due in the Autumn term of Stage 2 or 3.)

Preliminary Reading

A WESTMAN - 'Archaeological Site Manual', Museum of London, 1994

S ROSKAMS - 'Excavation', 2001

P BARKER - 'Techniques of Archaeological Excavation', 1993

J M HAWKER - 'A Manual of Archaeological Field Drawing', 1999

F BETTES - 'Surveying for Archaeologists', 3rd ed., 1998

D WATKINSON & V NEAL - 'First Aid for Finds', 1998

CL689 Internship - Classics

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	

Contact Hours

2 hours per week

Method of Assessment

100% Coursework

Synopsis

This module gives students the opportunity to apply the knowledge they have obtained in their Classical and Archaeological Degree to a work-place situation. It will enhance the student experience and allow them to make use of the many and varied transferable skills which are inherent to the Classical and Archaeological Studies Programme. In addition, it will give the students work experience which enhances their employability and improves their CV.

The module will allow the student to learn about, witness, and take part in, the theories and practices of the designated organisation. They will observe and carry out workplace practices with their mentor and/or other staff members. They will keep a weekly log of their activities. Each student will also devise a special project in consultation with the mentor and the module convenor. They will implement, evaluate and present the project. The placement may take place either as a block during the summer vacation at the end of Stage 2, as a block during the Christmas vacation of Stage 3, or at regular intervals over the Autumn and Spring terms.

Initial training will provide the student with an introduction to the role of a subject ambassador. This training will be done jointly with the Partnership Development Office. In the autumn and spring terms, the student will have regular supervision sessions where they receive advice on the special project. Within the organisation, the designated mentor will provide support guidance. The students will engage in work based activities and conduct research in a particular area under the guidance of the mentor and/or other staff members.

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CL690 Classical Studies and Ancient History in the Classroom

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	

Contact Hours

2 hour seminar per week

Method of Assessment

100% Coursework

Synopsis

This module gives students the opportunity to apply the knowledge they have obtained in their Classical and Archaeological Degree to a work-place situation. It will enhance the student experience and allow them to make use of the many and varied transferable skills which are inherent to the Classical and Archaeological Studies Programme. In addition, it will give the students work experience which enhances their employability and improves their CV.

In the Autumn term, the student will spend two hours per week in seminar learning about pedagogic processes, including: learning from experience as a student, developing good teaching practice, theories of learning and teaching; the use of different teaching materials including technology; lesson planning and development of personal style; assessment criteria and feedback techniques; communication and motivational skills; self and peer evaluation.

In the Spring term, the student will spend one half-day per week for ten weeks in a school. They will be allocated to a school which offers any or all of the following subjects at GCSE or A Level: Classical Civilisation, Ancient Greek, Latin, Ancient History, Archaeology, or other related Classical or Archaeological subjects. They will observe sessions taught by their designated teacher and possibly other teachers. Later they will act somewhat in the role of a teaching assistant, working with small groups, and delivering material relevant to the programme. They will keep a weekly log of their activities. Each student must also devise a special project in consultation with the teacher and with the module convenor. They will then implement and evaluate the project.

CP502 Fiction and Power

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Coursework, 40% Exam	Stähler Dr A

Contact Hours

2-hour weekly seminar

Restrictions

Not available as a Wild module

Availability

Also available under code CP524 (Level I)

Synopsis

This module looks at a group of politically inspired novels and films, some of which were produced under the totalitarian regimes which held sway in Europe between 1917 and 1989, others deal with Latin American political unrest, the Middle East conflict and the Islamic revolution in Iran. Most explore ways of challenging and subverting authoritarian power structures and of articulating a critique in what Bertolt Brecht called 'dark times'. But we will also focus on less obvious negotiations of fiction with power, especially with respect to the various forms of power to which these texts are subject and in which they participate. The approach is comparative in two senses as the texts range historically and culturally as well as across genres and language barriers (Arab, Czech, English, French, German, Italian, Polish, Russian and Spanish).

Preliminary Reading

S RUSHDIE - 'Haroun and the Sea of Stories', Granta, 1990/2005

E HABIBI - 'The Secret Life of Saeed', Arris, 1974/2003

M BULGAKOV - 'The Master and Margarita', Penguin, 1966/1997

M KUNDERA - 'The Unbearable Lightness of Being', Faber and Faber, 1984/1999

L RIEFENSTAHL - 'The Triumph of the Will', (Film) 1935

S EISENSTEIN - 'Ivan the Terrible', (Film; Part 1), 1944

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CP510 The Text: Approaches to Comparative Literature

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	Weller Prof S

Contact Hours

2-hour seminar and 1-hour lecture per week

Restrictions

This module is compulsory for Single Honours Comparative Literature students.
Not available as a Wild module

Method of Assessment

100% coursework

Synopsis

This module is designed to cultivate modes of critical reading and an understanding of the history and nature of literary production. Topics for discussion include: the nature and function of the literary text; genre; narrative; poetic form; realism and romance; and the avant-garde, modernist, and postmodernist text. Among the ways of reading explored in this module are Russian formalism, structuralism, psychoanalytic criticism, and deconstruction. Students will have the opportunity to study in a comparative manner short literary texts by a wide range of authors, including Artaud, Baudelaire, Beckett, Borges, Calvino, Dante, Gogol, E.T.A. Hoffmann, Kafka, Poe, Proust, Sterne, and Zola.

Preliminary Reading

S BASSNETT - 'Comparative Literature'
J CULLER - 'Literary Theory'

CP513 Comparative Literature Dissertation

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Stähler Dr A

Restrictions

Available to Stage Three Single Honours Comparative Literature students only

Method of Assessment

100% coursework

Synopsis

The Final-Year Dissertation (8000 words) is compulsory for Stage Three Single Honours Students so that they may gain experience of independent research. An individually chosen topic should be discussed with the prospective supervisor, who will check library resources. Formal approval must be gained from the Comparative Literature convenor. The Dissertation is supervised over two terms and must be submitted by week 25 of Summer Term in the Final Year. Candidates are issued with full details of the rules concerning format and submission.

CP518 The Book and the Film: Adaptation and Interpretation

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Ridley Dr J

Contact Hours

2-hour weekly seminar

Restrictions

Available to Stage Three students only

Method of Assessment

100% coursework

Synopsis

This module seeks to explore how novels and plays are adapted and interpreted for the screen. We shall be looking at how certain texts lend themselves to multiple reshaping such as Laclos' 'Dangerous Liaisons' and Henry James' 'The Turn of the Screw', both of which have been adapted for the screen more than once. We shall also analyse lesser known works that have gone on to become feature films, such as Arthur Schnitzler's short work 'Dream Story', filmed as Eyes Wide Shut. Adaptations directed by widely recognised filmmakers such as De Sica, Max Ophls, Kubrick and Pier Paolo Pasolini will also be examined with a view to eliciting and understanding their particular approach to, and filmic vision of, written texts. Amongst the texts and films for study are:

Preliminary Reading

G. BASSANI - 'The Garden of the Finzi-Continis', Penguin, 2007
A.C. CLARKE - '2001: A Space Odyssey', Orbit, 1990
T. HARDY - 'Tess of the D'Urbervilles', Oxford's World Classics, 1998
H. JAMES - 'The Turn of the Screw', Oxford's World Classics, 1998
C. de LACLOS - 'Les Liaisons Dangereuses', Oxford World's Classics, 1998
A. SCHNITZLER - 'Round Dance', Oxford World's Classics, 2004
A. SCHNITZLER - 'Dream Story', Penguin, 1999
St Matthew's Gospel (any edition with chapter and verse numbers)

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CP524 Fiction and Power

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	60% Coursework, 40% Exam	Stähler Dr A

Contact Hours

2-hour weekly seminar

Restrictions

Not available as a Wild module

Availability

Also available under code CP502 (Level H)

Synopsis

This module looks at a group of politically inspired novels and films, some of which were produced under the totalitarian regimes which held sway in Europe between 1917 and 1989, others deal with Latin American political unrest, the Middle East conflict and the Islamic revolution in Iran. Most explore ways of challenging and subverting authoritarian power structures and of articulating a critique in what Bertolt Brecht called 'dark times'. But we will also focus on less obvious negotiations of fiction with power, especially with respect to the various forms of power to which these texts are subject and in which they participate. The approach is comparative in two senses as the texts range historically and culturally as well as across genres and language barriers (Arab, Czech, English, French, German, Italian, Polish, Russian and Spanish).

Preliminary Reading

S RUSHDIE - 'Haroun and the Sea of Stories', Granta, 1990/2005
 E HABIBI - 'The Secret Life of Saeed', Arris, 1974/2003
 M BULGAKOV - 'The Master and Margarita', Penguin, 1966/1997
 M KUNDERA - 'The Unbearable Lightness of Being', Faber and Faber, 1984/1999
 L RIEFENSTAHL - 'The Triumph of the Will', (Film) 1935
 S EISENSTEIN - 'Ivan the Terrible', (Film; Part 1), 1944

CP526 The Novella: From Boccaccio to Bolaño

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	30 (15)	50% Coursework, 50% Exam	

Contact Hours

2-hour weekly seminar

Synopsis

The Novella is arguably one of the most distinctive and most ambitious forms of prose fiction. Too long for a short story yet not long enough to claim the status of a novel, it has developed through the centuries into a discrete literary genre with ambitions all of its own. This module will trace the history of the novella and then move on to a number of famous novellas and test their generic characteristics against the theory of novella writing. This will offer students an opportunity to engage in the comparative scrutiny of a fascinating array of novellas from a variety of cultures and periods.

The module begins with an examination of the founding fathers of the novella tradition (Boccaccio and Cervantes). The middle section is dedicated to the study of the development of the modern novella in nineteenth-century Germany, France, and North America, from Storm to Flaubert, Melville, and James. The final section of the module deals with novellas of the twentieth- and twenty-first-centuries in Europe and America (North and South), including Joyce, Mann, Lawrence, Hemingway, Bellow, García Márquez, and Bolaño. Attendant to the study of each novella the module also deals with the novella 'theory' such as it was developed by German critics in the nineteenth-century (Ludwig Tieck and Paul Heyse) and further developed by James and Conrad, amongst others.

Preliminary Reading

Giovanni Boccaccio, 'The Decameron'
 Miguel de Cervantes, 'Exemplary Stories'
 Marguerite de Navarre, 'The Heptameron'
 A. von Droste-Hülshoff, 'The Jew's Beech'
 Theodor Storm, 'The White Horse Rider'
 Gustave Flaubert, 'A Simple Heart'
 Henry James, 'The Turn of the Screw'
 Herman Melville, 'Bartleby'
 James Joyce, 'The Dead'
 William Faulkner, 'Spotted Horses'
 Thomas Mann, 'Death in Venice'
 D. H. Lawrence, 'The Fox'
 Ernest Hemingway, 'The Old Man and the Sea'
 Saul Bellow, 'Seize the Day'
 Gabriel García Márquez, 'Chronicle of a Death Foretold'
 Roberto Bolaño, 'Amulet'

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CP594 Travel Literature

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Grant Dr B

Contact Hours

2-hour weekly seminar

Method of Assessment

100% coursework

Synopsis

Everybody travels, in one way or another. This module asks what it means to 'travel'. In doing so, it addresses fundamental concerns, such as identity, foreignness, time, home, gender, power and ethics. By looking at texts from a wide range of periods and places, it will consider how these might be compared in their treatments of the shared theme of 'travel'. It will also address the ways in which this theme affects and is affected by the genre of writing.

Preliminary Reading

Basho, *The Narrow Road to the Deep North*
 Bernal Diaz, *The Conquest of New Spain*
 Lewis Carroll, *Alice in Wonderland*
 Amos Tutuola, *The Palm-Wine Drinkard*
 Gustave Flaubert, *Flaubert in Egypt* (extracts)
 Isabelle Eberhardt, *In the Shadow of Islam*
 D. H. Lawrence, *Mornings in Mexico* (extracts)
 Jack Kerouac, *On the Road*
 Italo Calvino, *Invisible Cities*

CP603 The Modernist Idiom

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	

Contact Hours

2 Hours per week

2 Hours per week

Availability

CP603 runs on the part-time programme and priority is given to part-time students. Full-time students may also take the module dependent upon the availability of places.

Synopsis

This module examines the development of Modernism and the European avant-garde in the years 1910-1930. Charles Baudelaire's essay, 'The Painter of Modern Life' (1859) establishes the basis for the exploration which will be pursued through manifestos (Wyndham Lewis, Mina Loy, F. T. Marinetti), poetry (including selections from Guillaume Apollinaire, H.D., V. I. Mayakovsky, Ezra Pound and Gertrude Stein), novels and one play from the period. The aim is to consider how these writers radically altered perceptions of writing and identity in relation to the experience of modernity.

Preliminary Reading

André Breton, *Nadja* (Penguin)
 Franz Kafka, *The Trial* (Vintage)
 R.M. Rilke, *The Notebooks of Malte Laurids Brigge* (Norton)
 Virginia Woolf, *Mrs Dalloway* (Penguin)

CP606 Magic Realism

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	

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CP609 From Dada to Kafka: The European Avant-Garde and Modernism

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Schaffner Dr A

Contact Hours

2-hour weekly seminar

Method of Assessment

100% coursework

Synopsis

The module will progress from the exploration of a series of major modernist writers from different national backgrounds towards the study of avant-garde texts, artworks and films. It will commence with the study of a selection of modernist short stories by Anton Chekhov, Franz Kafka, Ernest Hemingway, Katherine Mansfield and James Joyce. In the second section of the course, the focus will be on some of the most significant individual works of modernist literature (Franz Kafka's 'The Trial', Virginia Woolf's 'To the Lighthouse', T.S. Eliot's 'The Waste Land' and Marcel Proust's 'Swann's Way'). In the final part of the module, some of the major avant-garde movements (including Futurism, Dada, Cubism and Surrealism) that emerged in the first two decades of the twentieth century will be studied, as well as a selection of modernist poetry. Students will read a range of short manifestos and literary works by F.T. Marinetti, Hugo Ball, Tristan Tzara, André Breton, Ezra Pound, Gertrude Stein and others. In addition, critical/theoretical texts by major commentators on the modernist movement, such as Georg Lukács and Theodor Adorno, will constitute part of the primary reading. The aim throughout will be to strike a balance between close reading and the consideration of the more general theoretical and political issues at stake in the modernist 'revolution of the word'.

Preliminary Reading

TS ELIOT - 'The Waste Land', Faber, 2003

A BRETON - 'Manifestoes of Surrealism', Ann Arbor Paperbacks, 1972; 'Nadja', Penguin, 1999

J. JOYCE – 'Dubliners', Oxford World's Classics, 2008

M. PROUST – 'Swann's Way', Vintage Classics, 1996

T.S. ELIOT – 'The Waste Land', Faber, 2003

A. BRETON – 'Manifestoes of Surrealism', Ann Arbor, 1972; 'Nadja', Penguin, 1999

CP620 Literature and Fundamentalism

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	

Contact Hours

2-hour weekly seminar

Method of Assessment

100% coursework

Synopsis

Contending Samuel P. Huntington's notorious claim that our days are determined by the "clash of civilizations" (1996), Tariq Ali more recently suggested that instead we may be living in a time of the "clash of fundamentalisms" (2002). Events of the last two decades particularly – including the fatwah pronounced on Salman Rushdie, the destruction of the World Trade Center, the wars in Afghanistan and Iraq, and the still unresolved conflict in the Middle East – appear to confirm this view. Not surprisingly therefore, fundamentalism has become the focus of much scholarly attention. Yet, although a phenomenon commonly recognised to be centred on texts, the multi-faceted and at times paradoxical relationship of fundamentalism with literature remains as yet largely unexplored. In this module the focus will be not only on literary representations of fundamentalisms and the function of literature in fundamentalism but also on the underlying generic differences and incompatibilities as well as the (perhaps more unexpected) similarities and affinities of fundamentalism and literature. This module aims to further our understanding of a highly present but ill-defined phenomenon by identifying and analysing some of the recurrent mechanisms which determine the interrelation of fundamentalism and literature.

Preliminary Reading

Sydney Watson, *In the Twinkling of an Eye* (1904)

Flannery O'Connor, *The Violent Bear It Away* (1960)

Terry Pratchett, *Small Gods* (1992)

Tova Reich, *The Jewish War* (1995)

Hanif Kureishi, *The Black Album* (1995)

Tim LaHaye and Jerry B. Jenkins, *Left Behind* (1995)

Shashi Tharoor, *Riot* (2001)

Rohinton Mistry, *Family Matters* (2002)

John Updike, *Terrorist* (2006)

Mohsin Hamid, *The Reluctant Fundamentalist* (2007)

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CP621 Literature and Fundamentalism

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	

Contact Hours

2-hour weekly seminar

Synopsis

Contending Samuel P. Huntington's notorious claim that our days are determined by the "clash of civilizations" (1996), Tariq Ali more recently suggested that instead we may be living in a time of the "clash of fundamentalisms" (2002). Events of the last two decades particularly – including the fatwah pronounced on Salman Rushdie, the destruction of the World Trade Center, the wars in Afghanistan and Iraq, and the still unresolved conflict in the Middle East – appear to confirm this view. Not surprisingly therefore, fundamentalism has become the focus of much scholarly attention. Yet, although a phenomenon commonly recognised to be centred on texts, the multi-faceted and at times paradoxical relationship of fundamentalism with literature remains as yet largely unexplored. In this module the focus will be not only on literary representations of fundamentalisms and the function of literature in fundamentalism but also on the underlying generic differences and incompatibilities as well as the (perhaps more unexpected) similarities and affinities of fundamentalism and literature. This module aims to further our understanding of a highly present but ill-defined phenomenon by identifying and analysing some of the recurrent mechanisms which determine the interrelation of fundamentalism and literature.

Preliminary Reading

Sydney Watson *Scarlet and Purple*, McCall Barbour, 1913/1974
 Terry Pratchett *Small Gods*, Corgi, 1992
 Tim LaHaye and Jerry B. Jenkins *Left Behind*, Tyndale, 1995
 Hanif Kureishi *The Black Album*, Faber and Faber, 1995
 John Updike *Terrorist*, Penguin, 2006/2007
 Mohsin Hamid *The Reluctant Fundamentalist*, Hamish Hamilton, 2007

CP622 Jewish Writing from the Diaspora and Israel

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)		

Contact Hours

2-hour weekly seminar

Availability

Available to Stage 2 students under code CP622 (Level I) and Stage 3 students under code CP623 (Level H)
 At the end of the autumn term, students will be able to decide if they want to join the 30-credit version for spring term.

Synopsis

Secular Jewish writing lends itself exceptionally well to comparative study. Indeed, it demands a comparative approach because, as a largely diasporic literature of a stunning variety, it is inherently transnational and transcultural. Mainly developing since the early nineteenth century, secular Jewish literature is a literature of many languages; it evolves not least through the productive friction between changing conceptions of Jewishness and various often highly diverse cultural contact zones all over the world. In this module a choice of representative texts will be discussed so that students may appreciate the broad range and variety of Jewish writing since the late nineteenth century. The 15-credit version of the module is designed as an adjunct to the 30-credit version (CP634/635). Its schedule is identical with that of the first term (autumn) of the year-long module and covers, in addition to the Bible, diasporic Jewish writing from Russia, Austria, England, America, and Brazil.

Preliminary Reading

Achad Ha'am. *Selected Essays* (1912)
 Bible (various excerpts)
 Herzl, Theodor. *Old New Land* (1902)
 Jewison, Norman. *Fiddler on the Roof* (musical/film; 1971)
 Levy, Amy. *Reuben Sachs* (1888)
 Mendele Mocher Seforim. *Benjamin the Third* (1878)
 Roth, Joseph. *Job: The Story of a Simple Man* (1930)
 Schnitzler, Arthur. *The Road into the Open* (1908)
 Scliar, Moacyr. *The Centaur in the Garden* (1980)
 Sholem Aleichem. *Tevey, the Dairyman* (1894)

CP623 Jewish Writing from the Diaspora and Israel

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)		

Availability

Available to Stage 2 students under code CP622 (Level I) and Stage 3 students under code CP623 (Level H)

Synopsis

See entry for CP622

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CP626 Romance: From Classical to Postmodern Literature

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	March-Russell Dr P

Contact Hours

2-hour weekly seminar

Synopsis

We will explore the development of romance from classical fictions to postmodern literature. In particular, we will examine the usefulness of considering romance as a literary mode: a way of storytelling that introduces ideas and scenarios about the social conduct of men and women that have continued to influence contemporary writers. We will also explore the historical contexts for romance, especially its flourishing during the medieval period, and its relationship to the emerging form of the novel

Preliminary Reading

L ESQUIVEL - 'Like Water for Chocolate' (Black Swan)
 A RADCLIFFE - 'A Sicilian Romance' (Oxford World's Classics)
 LONGUS - 'Daphnis and Chloe' (Oxford World's Classics)
 C. de TROYES - 'Arthurian Romances' (Penguin).

CP627 Science Fiction: History and Innovation

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	March-Russell Dr P

Contact Hours

2-hour weekly seminar plus 1-hour weekly lecture

Method of Assessment

100% coursework

Synopsis

This module examines the development of science fiction from the second half of the nineteenth century to its current global status in both serious and popular culture. It explores how science fiction has developed via the interaction of different genres, different media and different national cultures. The module begins with the work of Jules Verne and H.G. Wells since their fiction is at the root of international variants of science fiction. Special attention will be paid to the comparative analysis of science fiction from the Americas, Western and Eastern Europe, and the former Soviet Union. Consideration will also be given to the relationship of literature to film, especially surrounding topics such as aliens and alienation, genetic engineering, artificial intelligence, dystopia and apocalypse.

Preliminary Reading

Adolfo Bioy CASARES - 'The Invention of Morel', NYRB Classics
 Arkady & Boris STRUGATSKY - 'Roadside Picnic', Gollancz
 H.G. WELLS - 'The First Men in the Moon', Penguin
 Yevgeny ZAMYATIN - 'We', Penguin
 Ursula LEGUIN - 'The Left Hand of Darkness', Gollancz
 Samuel R. DELANY - 'Babel-17' (Gollancz)
 LEM - 'Memoirs Found in a Bathtub' (Harcourt)
 VERNE - 'From the Earth to the Moon' (Wordsworth)

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CP629 Writing the Body: Women Writers and Gender

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	Pawlikowska Ms K

Contact Hours

2-hour seminar per week

Restrictions

Not available as a Wild module

Method of Assessment

100% coursework

Synopsis

This module investigates representations of love, desire and the body in a selection of texts by women writers from different temporal, cultural, and linguistic backgrounds. In particular, it seeks to explore the way in which representations of love, desire and the body reflect the respective socio-cultural contexts and the situation of women therein. Corporeal aesthetics, patterns of behaviour labelled as feminine and masculine, representations of transgressive conduct, and relations of power will be investigated by examining changes in representations of women drawing on general body theory (e.g. Descartes, Locke, Merleau-Ponty, Foucault) and on selected feminist texts (Woolf, Irigaray, Kristeva, Gubar, Paglia). Students will be asked to engage with the significance of images and representations of women proliferated through literature. These representations provide or question role models, perpetuate or problematise stereotypical versions of feminine goals and aspirations. Furthermore, emphasis will be placed on close readings of the various works, on cultural differences and variations, and on how the conceptions and representations of love, desire and the body changed in the course of time.

Preliminary Reading

D BARNES - 'Nightwood' (1936)
 A BANTI - 'Artemisia' (1947)
 V PANOVA - 'Evdokia' (1959)
 A CARTER - 'The Passion of New Eve' (1977)
 O TOKARCZUK - 'House of Day, House of Night' (2002)
 E JELINEK - 'The Piano Teacher' (1983)
 A ERNAUX - 'Simple Passion' (1991)
 C & E BRONTE - 'Jane Eyre' (1847) & 'Wuthering Heights' (1847)
 E TUSQUETS - 'Love Is a Solitary Game' (1979)

CP636 European Realism

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	March-Russell Dr P

Contact Hours

2-hour weekly seminar plus 1-hour fortnightly lecture

Synopsis

This module is concerned with the development of literary realism in nineteenth century Europe. A representative selection of writers is studied, including Balzac, Flaubert, Eliot, Tolstoy and Zola. We will explore realism not only as a set of techniques but also as an ideology: a particular way of viewing and re-presenting the world in literary form. As such, we will also explore contradictions in terms of the realist method, especially in its negotiation of gender, sexuality and desire. Although the focus is primarily textual, we will consider cultural and historical factors such as literary production, class and economic conditions, science and technology, religion and philosophy, and the social positions of men and women.

Preliminary Reading

Honoré de BALZAC - 'Old Goriot', Penguin
 George ELIOT - 'The Mill on the Floss', Penguin
 Guy de MAUPASSANT - 'Bel Ami', Oxford World's Classics
 Ivan TURGENEV - 'Fathers and Sons', Oxford World's Classics
 Leo TOLSTOY - 'Anna Karenina', Penguin
 Emile ZOLA - 'Germinal', Penguin
 Gustave FLAUBERT - 'Sentimental Education', Penguin
 Elizabeth GASKELL - 'Mary Barton' (Oxford World's Classics)

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CP641 SWIPE Undergraduate Conference

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

The module will be taught by means of six two-hour workshops, individual supervision meetings and a two-day conference.

Restrictions

Stage 3 students only

Synopsis

The SWIPE (Student Work-in-Progress Exposition) undergraduate conference module is designed particularly for undergraduate students working on their final-year dissertations or other extended coursework, but is open to all third year students. The conference will provide students with an opportunity to conduct independent research. In addition, it will give them a chance to discuss their and their fellow students' work and to test some of their ideas in a larger context. The conference aims to foster the ongoing academic dialogue within Comparative Literature, the disciplines joined in LLB and the School of European Culture and Languages as a whole as well as with the larger scholarly community of the University of Kent at Canterbury and its other campuses. By giving students an opportunity of being introduced to, and partaking in, one of the prevalent forms of professional academic dialogue, the SWIPE conference is designed as a preparation for students' further participation in exciting academic debates and to invite them to consider the challenges and opportunities of postgraduate studies. At the same time, it will serve to hone transferable skills useful in students' professional careers in other sectors of public life (organisation, presentation, communication and the demonstration of self-confidence). To ensure a certain thematic coherence and provide students with some orientation while still leaving them a wide-ranging spectrum of thematic concerns from which to choose their subjects, a specific, but not limiting, conference title will be chosen every year (to be advertised in the current stage 2 and 3 handbooks). Titles like "Violence", "Love", "Death", "Silence" or "Resistance" are envisaged. Students' participation will not be limited to the six workshops and the presentation of their paper but will also include the complete organisation of the conference; with respect to the latter, the module convenor's role is restricted to giving guidance, advice and, whenever necessary, help.

Preliminary Reading

Bradbury, Andrew (2000/2005). *Successful Presentation Skills*. 2nd ed. London: Kogan Page.

McCarthy, Patsy and Caroline Hatcher (2002). *Presentation Skills: The Essential Guide for Students*. London: SAGE.

Further texts corresponding to individual subjects.

CP642 The Epic: From Homer to Walcott

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	Novillo-Corvolan Dr P

Contact Hours

Also available under code CP643 (Level H)

2 hours per week

Method of Assessment

100% coursework

Synopsis

This module is designed to introduce students to the foundational epics of Western literature. It will explore the development of the genre from the Greeks to Virgil, Dante, and two of the most significant modern epics of the twentieth-century: Joyce's *Ulysses* and Walcott's *Omeros*. The module will encourage students to reflect on how the epic has survived as a literary form and the various ways in which writers across the centuries have engaged with and transformed this ambitious literary genre. The module will also examine the historical, religious, and cultural contexts out of which the epics originated, including Homer's gods and society; Virgil's creation of a national epic for the *civitas* of Rome; Dante's Christian epic of salvation and damnation; Joyce's experimental and controversial epic of the human body; and Walcott's postcolonial epic set on the Caribbean island of St. Lucia.

Preliminary Reading

Homer, 'The Iliad', trans. by Richmond Lattimore (University of Chicago Press)

Homer, 'The Odyssey', trans. by Robert Fitzgerald (Harvill).

Virgil, 'The Aeneid', trans. by Robert Fitzgerald (Harvill).

Dante, 'Divine Comedy', 3 vols (Inferno, Purgatorio, Paradiso), trans. by Mark Musa (Penguin).

James Joyce, 'Ulysses' (Bodley Head, ed. by Hans W. Gabler) – this is my first choice – otherwise any other edition.

Derek Walcott, 'Omeros' (Faber & Faber).

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CP644 **Creatures of the Night: Vampires in Literature and Film**

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

Contact Hours

2 hours per week

Availability

Available in both the Autumn and Spring term

Method of Assessment

100% coursework

Synopsis

This module introduces students to a range of nineteenth-, twentieth-, and twenty-first-century literary and cinematic representations of vampires from different cultural backgrounds. It explores the reasons for the abiding allure of the figure of the vampire both in popular culture and in literary fiction. The module examines the ways in which vampires function as polyvalent symbols of specifically modern preoccupations, for the emergence and popularity of vampire tales is intricately bound up with the advent and wider cultural ramifications of modernity. What do vampires represent in each of the works discussed, and what hidden desires and anxieties do they allow authors and filmmakers to express? The vampire is an allegorically highly potent figure which is suspended between life and death and between animal and human existence. The figure of the vampire is frequently used to address more contentious matters, in particular questions relating to sexuality, gender roles, class, cultural and racial others, and addiction.

Preliminary Reading

John Polidori, 'The Vampyre' (1819)

Théophile Gautier, 'The Dead in Love' (1836)

J. Sheridan Le Fanu, 'Carmilla' (1872)

Bram Stoker, 'Dracula' (1897)

Angela Carter, 'The Lady of the House of Love' (1979)

Stephenie Meyer, 'Twilight' (2005)

Indicative Viewing List:

F.W. Murnau, 'Nosferatu' (1922)

Werner Herzog, 'Nosferatu the Vampyre' (1979)

Neil Jordan, 'Interview with the Vampire' (1994)

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CP646		Prize Winners				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Stähler Dr A

Contact Hours

2 hours per week

Method of Assessment

100% coursework

Synopsis

The award of literary prizes is a highly potent tool of cultural policy that frequently determines the wider national and international impact of a literary work. As such it is of crucial relevance to the study of comparative literature in a number of ways: the award of literary prizes reflects the beginnings of the successful or, as the case may be, the (ultimately) abortive formation of literary canons; moreover, it affords insights into processes of cultural production and marketing and reveals in which ways political and economic agendas are tied up with these processes; it also offers a perspective on transnational and transcultural aspects of the production and reception of literature and indicates shifting notions of the social function of literature and the writer; literature is thus understood as a cultural product in ever changing contexts which is frequently subject to external forces of which literary prizes become indicators or even 'enforcers'. This module will investigate with the methods of literary and cultural studies the development of a number of major literary awards which have achieved global significance, among them the Nobel Prize for Literature, the Man Booker Prize, the Pulitzer Prize (for Fiction), the Prix Goncourt, and the Friedenspreis des Deutschen Buchhandels. (This list may be modified according to precedent to accommodate the topical relevance of individual award winners in the future.) Seminars will develop a historical perspective by scrutinising and analysing award winners of the past and their most recent counterparts in their different production and marketing contexts as well as in changing reception contexts: seminars will include the close reading of individual works as well as their critical reception, and the analysis of marketing strategies in various media (e.g. reports in culture magazines, reviews, displays in book shops, translations, etc.); final winners will be interpreted in the context of the respective long and short lists from which they emerged; historical developments will be taken into account, for instance by investigating 'forgotten' prize winners in comparison with those who, largely through the agency of academic intervention, 'made it' into the canon; the module thus also offers an insight into the history of the discipline of literary studies.

Preliminary Reading

Mario Vargas Llosa, *The War of the End of the World* (1981; Nobel Prize winner 2010)

Paul Johann Ludwig Heyse, *L'Arrabiata* (1853; Nobel Prize winner 1910)

Howard Jacobson, *The Finkler Question* (Man Booker Prize winner 2010)

Salman Rushdie, *Midnight's Children* (1981; Booker Prize winner 1981, "Booker of Bookers" 1993)

Atiq Rahimi, *Stone of Patience* (2008; Prix Goncourt winner 2008)

André Malraux, *Man's Fate* (1933; Prix Goncourt winner 1933)

Paul Harding, *Tinkers* (2009; Pulitzer Prize for Fiction winner 2010)

Edith Wharton, *The Age of Innocence* (1920; Pulitzer Prize for Novels winner 1921)

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CP647 Prize Winners

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

Contact Hours

2 hours per week

Method of Assessment

100% coursework

Synopsis

The award of literary prizes is a highly potent tool of cultural policy that frequently determines the wider national and international impact of a literary work. As such it is of crucial relevance to the study of comparative literature in a number of ways: the award of literary prizes reflects the beginnings of the successful or, as the case may be, the (ultimately) abortive formation of literary canons; moreover, it affords insights into processes of cultural production and marketing and reveals in which ways political and economic agendas are tied up with these processes; it also offers a perspective on transnational and transcultural aspects of the production and reception of literature and indicates shifting notions of the social function of literature and the writer; literature is thus understood as a cultural product in ever changing contexts which is frequently subject to external forces of which literary prizes become indicators or even 'enforcers'. This module will investigate with the methods of literary and cultural studies the development of a number of major literary awards which have achieved global significance, among them the Nobel Prize for Literature, the Man Booker Prize, the Pulitzer Prize (for Fiction), the Prix Goncourt, and the Friedenspreis des Deutschen Buchhandels. (This list may be modified according to precedent to accommodate the topical relevance of individual award winners in the future.) Seminars will develop a historical perspective by scrutinising and analysing award winners of the past and their most recent counterparts in their different production and marketing contexts as well as in changing reception contexts: seminars will include the close reading of individual works as well as their critical reception, and the analysis of marketing strategies in various media (e.g. reports in culture magazines, reviews, displays in book shops, translations, etc.); final winners will be interpreted in the context of the respective long and short lists from which they emerged; historical developments will be taken into account, for instance by investigating 'forgotten' prize winners in comparison with those who, largely through the agency of academic intervention, 'made it' into the canon; the module thus also offers an insight into the history of the discipline of literary studies.

Preliminary Reading

Mario Vargas Llosa, *The War of the End of the World* (1981; Nobel Prize winner 2010)

Paul Johann Ludwig Heyse, *L'Arrabiata* (1853; Nobel Prize winner 1910)

Howard Jacobson, *The Finkler Question* (Man Booker Prize winner 2010)

Salman Rushdie, *Midnight's Children* (1981; Booker Prize winner 1981, "Booker of Bookers" 1993)

Atiq Rahimi, *Stone of Patience* (2008; Prix Goncourt winner 2008)

André Malraux, *Man's Fate* (1933; Prix Goncourt winner 1933)

Paul Harding, *Tinkers* (2009; Pulitzer Prize for Fiction winner 2010)

Edith Wharton, *The Age of Innocence* (1920; Pulitzer Prize for Novels winner 1921)

CP650 Decadence in Fin-de-Siècle Europe

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	March-Russell Dr P

Method of Assessment

100% coursework

Synopsis

The module explores the development of decadence in late nineteenth-century Europe as an artistic response, a philosophic expression and a social critique. Taking the work of Charles Baudelaire and the failed revolutions of 1848 as its starting-points, the module examines decadence as both a symptom of political and artistic frustration and as a psychological investigation of what Max Weber would later term 'the disenchantment of the world'. Key themes will include the role of the artist, nature versus artifice, fantasy and desire, sexuality, social morality versus personal freedom, and death. The module will not only explore decadence in terms of different literary genres (fiction, drama, poetry) but also in the visual arts of the period.

Preliminary Reading

J.K. Huysmans, *Against Nature* (Penguin)

F.W. Wedekind, *Lulu* (Nick Hern Books)

Oscar Wilde, *The Picture of Dorian Gray* (Oxford World's Classics)

Knut Hamsun, *Hunger* (Canongate)

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CP651 Postmodernism

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Contact Hours

Availability

This module runs on the part-time programme and priority is given to part-time students. Full-time students may also take the module dependent upon the availability of places.

Synopsis

The module will begin by studying some of the major early postmodern writers such as Samuel Beckett, Vladimir Nabokov and Alain Robbe-Grillet. This will be followed by a comparative analysis of second-generation postmodern literature in both Europe and the United States, including writers such as Italo Calvino and Thomas Pynchon. The module will also reference postmodern texts in other media such as film (the 'Free Cinema' movement) and the visual arts (most notably, Pop Art). Almost from its inception, postmodernism has been subject to theorization and to a highly charged debate over its status as either a radical and liberating movement or as a mere symptom of 'late capitalism' and a media-saturated culture in which 'the medium is the message'. Students will study some of the key theoretical documents on the postmodern, including extracts from the work of Jean Baudrillard, Fredric Jameson and Jean-François Lyotard.

Preliminary Reading

Samuel Beckett, *The Unnameable* (Faber)
 Italo Calvino, *If on a Winter's Night a Traveller* (Vintage)
 Vladimir Nabokov, *The Real Life of Sebastian Knight* (Penguin)
 Thomas Pynchon, *The Crying of Lot 49* (Vintage)

CP652 Postcolonial Images of Africa and South Asia

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

FR546 Short Narrative Fiction in French

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	Fowler Dr J

Contact Hours

2 hours per week.

Pre-requisites

Seminars will normally be taught partly in French, partly in English

Synopsis

This module will introduce a selection of short narrative fiction in French drawn from the eighteenth and nineteenth centuries. It will reflect on the techniques and forms used by a number of authors and inquire whether short fictions tend to display common features. The authors chosen use the form in a wide variety of ways, from illustrating a philosophical position to dramatising an ethical dilemma or even questioning the conventions of fiction themselves. The texts will be considered with some reference to concepts drawn from general theory of narrative.

Preliminary Reading

DIDEROT - 'Supplément au Voyage de Bougainville'
 NERVAL - 'Sylvie'
 FLAUBERT - 'Un cœur simple'
 MAUPASSANT - 'Boule de suif', 'Le Horla'
 VOLTAIRE - 'Candide', 'L'Ingénu'

FR550 Images of Monarchy in French Classical Tragedy

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Fowler Dr J

Contact Hours

One 2-hour seminar per week

Pre-requisites

Seminars will normally be conducted partly in French, partly in English

Synopsis

This option aims to examine a number of French classical tragedies against their historical background and to analyse their shifting response to the figure of the monarch. French classical tragedy reflected the nature of royal power in the seventeenth century. The plays of Corneille evoke an age in the course of which tensions between the centralising tendencies of kings and their ministers and the centrifugal aspirations of the great nobility were finally resolved, to be replaced by the period of absolute monarchy embodied in the reign of Louis XIV, and mirrored, not always uncritically, in the plays of Racine.

Preliminary Reading

CORNEILLE - 'Cinna', 'Horace', 'Nicomède', 'Suréna'
 RACINE - 'Britannicus', 'Mithridate', 'Iphigénie', 'Athalie'

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FR551 Introduction to Autobiography in 20th Century France

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

Contact Hours

2 hours per week

Pre-requisites

Seminars will normally be taught mainly in French

Synopsis

Each text in this option is one of personal analysis of childhood tales and serves as witness to the great events that shook Europe in the mid- to late twentieth century. They also provide a variety of specific themes which illustrate the changes the French have faced during the 20th Century. Close attention will be paid to the underlying themes of the changing role of women in French society in general and in literary circles in particular.

Preliminary Reading

BEAUVOIR, 'Mémoires d'une jeune fille rangée'

LEDUC, 'L'Asphyxie'

MODIANO, 'Un pedigree'

ERNAUX, 'La femme gelée'

LACAN, S, 'Un père'

DJEBAR, 'L'Amour la fantasia'

SARTRE, 'Les Mots'

FR561 Contemporary French Cinema

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Baldwin Dr T

Contact Hours

2 hours per week

Pre-requisites

Seminars will normally be taught mainly in French

Synopsis

This module examines some of the key works of French cinema since 1990. The films in this module will be studied in terms of their cultural background and within the context of French cinema history. While all the films are studied in close detail, students will be invited to develop important themes such as race and national identity, changing perceptions of Paris and the banlieue, and symptoms of social crisis. The aim of the module is to show how French filmmakers have had to invent new forms and styles of film in order to be able to address the specific issues raised by life in contemporary France.

Preliminary Reading

S HAYWARD & G VINCENDEAU (eds.) - 'French Films: Texts and Contexts' (London: Routledge, 1990)

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

Films :

La Haine (Matthieu Kassovitz, 1995)

Chacun cherche son chat (Cédric Klapisch, 1996)

Irma Vep (Olivier Assayas, 1996)

Sous le sable (François Ozon, 2000)

Les Sentiments (Noémie Lvovsky, 2003)

Caché (Michael Haneke, 2005)

La Graine et le mulet (Abdellatif Kechiche, 2007)

FR566 French: Second Year Extended Essay

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	15 (7.5)	100% Project	Duffy Dr L

Synopsis

This module provides the opportunity to write a long essay (5,000 words) on an author, theme or (exceptionally) longer text relating to one of the other French modules (apart from FR589, FR590) being followed in the second year. It is compulsory for Single Honours students. Joint Honours students may also be allowed to take this module if their proposal is accepted by the convenor.

FR567 French: Final Year Dissertation

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Fowler Dr J

Synopsis

This module provides the opportunity to write a Dissertation (7,000 words) on an author or theme normally relating to one of the other French modules being followed in the final year (apart from FR591, FR592). It is compulsory for Single Honours students and available, provided other French units (apart from FR591, FR592) are being followed throughout the final year, to other categories of students as 30 credits out of a total of not less than 90 credits in French (apart from FR589, FR590, FR591 and FR592). Joint Honours students may also be allowed to take this module if their proposal is accepted by the convenor.

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FR589		Learning French 4				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	15 (7.5)	50% Coursework, 50% Exam	Tregouet Dr A

Contact Hours

3 contact hours per week:

Grammar lecture: exploration of key areas of grammar through theoretical explanations and examples.

Written skills seminar: written comprehension and written production activities, review of grammar exercises.

Oral/aural skills seminar: aural comprehension and oral production activities.

Pre-requisites

FR300, FR327 & FR328, FR330 or equivalent

Restrictions

This module is not open to native speakers and bilingual students, who should consult with the module convenor for an alternative module.

Synopsis

All students reading French must register for a language module in Stages 2 and 3. In the second year, all students reading French must take FR589. This module covers level B2 of the CEFR.

By the end of the module students are able to:

1. Understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.
2. Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
3. Produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
4. Appreciate aspects of contemporary French culture.

Materials:

Livret de l'Etudiant FR589

FR590		Learning French: Business French I				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	15 (7.5)	60% Exam, 40% Coursework	Gouspy Dr C

Contact Hours

1 hour per week + recommended private study in language lab

Pre-requisites

FR300, FR327 & FR328, FR330 or equivalent.

Co-requisite: FR589 Learning French 4.

This module is optional for all students reading French except joint Honours French and Business Administration.

Restrictions

It is not open to native French students and bilinguals; it is recommended that they replace it with a different French module.

Only available as a wild course to students who can satisfy these requisites. Not to be taken in conjunction with FR639.

Method of Assessment

40% coursework (including oral presentation); 60% exam

Synopsis

This year-long 15-credit module is optional for all students reading French except joint Honours French and Business Administration. It is not open to native French students and bilinguals; it is recommended that they replace it with a different French module.

By taking this module, you will acquire a general foundation in contemporary business and professional French language, both spoken and written, as well as the habit of accuracy in written French and in the application of business concepts.

It has a professional dimension in so far as it helps students prepare for the Diplôme de Français Professionnel B1 of the Chambre de Commerce et d'Industrie de Paris (CCIP). Students are taken through essential aspects of the conduct of business in France, both learning about those aspects and becoming familiar with specific features of the French language encountered in business practice. Topics such as company structure, human resources, applying for a job, marketing, etc., will be studied.

Private study, including use of the multimedia lab, is recommended (full details will be provided by the convenor).

Materials:

HACHETTE - 'Objectif Express 2', 2009 - ISBN 978-2-01-155509-0

HACHETTE - 'Grammaire'

COLLINS-ROBERT - 'French — English Dictionary'

ROBERT - 'Petit Robert 1'

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FR591 Learning French 5

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	15 (7.5)	50% Coursework, 50% Exam	Tregouet Dr A

Contact Hours

2 hours per week: translation (French into English; English into French) and conversation (contemporary aspects of the French culture)

Pre-requisites

FR589 or native speaker ability.

Synopsis

This year-long 15-credit module is compulsory for all final-year degree combinations involving French. This module covers level C1/C2 of the CEFR.

By the end of the module students are able to:

1. Identify and analyse concepts (both linguistic and cultural), and the relation between such concepts, in both French and English
2. Converse in French on a range of topics, including academic topics, at an advanced level

Materials:

Translation Dossier

Conversation Dossiers

FR592 Learning French: Business French II

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	15 (7.5)	60% Exam, 40% Coursework	Godfrey Mrs F

Contact Hours

1 hour per week + recommended private study in language lab

Pre-requisites

FR589 or native speaker ability.

Co-requisite FR591: Learning French 5

This year-long 15-credit module is optional for Single and Joint Honours French (other than French and Business Administration); compulsory as required by certain other degree combinations.

Restrictions

Only available as a 'wild' module to students who can satisfy the prerequisites; if taken as a 'wild' module must be combined with FR591: Learning French 5.

Method of Assessment

40% coursework (including oral presentation); 60% exam

Synopsis

By taking this module, you will acquire an advanced foundation in contemporary business and professional French language, both spoken and written; essential information about business practice in France; and the habit of accuracy in written French and in the application of business concepts.

FR592 has a professional dimension in that it helps students to prepare for an Advanced Diploma delivered by the Paris Chamber of Commerce and Industry (CCIP).

One written exercise will be handed in approximately every fortnight. The business-related materials may be exploited in a wide variety of ways, including 'Résumé', 'Analyse de document' or free composition. Private study, including use of the multimedia lab, is essential (full details will be provided by the convenor).

Materials:

Student Dossier

Affaires.com, CLE International - ISBN 209-033176-3

Collins-Robert French-English Dictionary

HACHETTE - 'Grammaire'

ROBERT - 'Petit Robert 1'

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FR593 Paris: Myth and Reality in the 19th century

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Duffy Dr L

Contact Hours

2 hours per week

Pre-requisites

Seminar will normally be taught partly in French, partly in English

Synopsis

Among the capital cities of Europe, Paris has a particularly rich and interesting history. In the revolution of 1789 and subsequent political upheavals in the course of the nineteenth century (1830, 1848, 1870-71), the city played a key role in deciding the fate of the nation. In the same period, it grew dramatically in size and emerged as a modern metropolis. Widely divergent views were expressed as to the wholesomeness of city living; opinion differed equally violently among writers as to the benefits to be derived from the explosive growth of the city. The module will examine conditions of life in the real Paris of the 19th Century and in particular the radical and highly controversial changes to the face of the city brought about during the Second Empire under the direction of Baron Haussmann. The main focus of the module, however, will be the images of the city as mediated in contemporary fiction (Balzac and Zola amongst others), poetry (Baudelaire) and painting (Manet's vision of city life).

Preliminary Reading

BALZAC - 'Le Père Goriot'

MAUPASSANT - 'Bel-Ami'

ZOLA - 'Nana'

BAUDELAIRE - 'Tableaux Parisiens' in 'Les Fleurs du Mal'

FR594 Paris: Myth and Reality in the 20th century

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	O'Meara Dr L

Contact Hours

2 hours per week

Pre-requisites

Seminar will normally be taught partly in French, partly in English

Synopsis

The module will explore Paris in the context of modernity and postmodernity, as mediated in poetry (Apollinaire), fiction (Modiano) and film (Truffaut) amongst others.

Preliminary Reading

GARY - 'La Vie devant soi'

JEUNET - 'Le Fabuleux destin d'Amélie Poulain'

MODIANO - 'La Petite Bijou'

NIMIER - 'Les Inséparables'

TRUFFAUT - 'Les 400 coups'

APOLLINAIRE - 'Alcools'

FR598 Occupation and Resistance in the French Novel

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

2 hours per week

Synopsis

The module will examine ways in which this turbulent and divisive period of French history is reflected in imaginative writing. Some texts are nearly contemporaneous with events; others reflect across generations. Questions raised will include: problems of realistic description and of narrative technique; the relationship of the individual to events beyond his/her control; conflicting loyalties and responsibilities; Resistance and occupation as metaphor; the 'mode rétro' in French fiction since the 1960s.

Preliminary Reading

MODIANO - 'Livret de famille'

CAMUS - 'Lettres à un ami allemand'

DURAS - 'La Douleur'

VERCORS - 'Le Silence de la mer'

GERMAIN - 'Le Livre des nuits'

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FR599 Description of Modern French

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

Contact Hours

2 hours per week.

Synopsis

Written and spoken French are now, arguably, so far apart as to constitute distinct varieties. Unlike most French modules, this module will take the latter as its starting point. The phonology (sound system) will first be explored, and basic transcription skills acquired, with consideration of recent and ongoing changes in the general system known as français standard. The module will then move on to consider the gap between written and spoken French grammar, notably in such areas as the tense/mood system, morphosyntax or pronouns, grammatical gender and agreement, and verb classification. The treatment of neologisms, and particularly the status of franglais in contemporary French, will also be considered. Although the module will provide students with some basic tools of linguistic description, no background in Linguistics is required or assumed.

Preliminary Reading

F CARTON et al - 'Les Accents des Français', Paris: Hachette

P LEON - 'La Prononciation du français standard'

B MULLER - 'Le Français d'aujourd'hui', Paris: Klincksieck

H WALTER - 'Le Français dans tous les sens', Paris: Laffont

FR600 Literary Trailblazers: Four Women Writers of the 20th Century

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	de Medeiros Dr A

Contact Hours

2 hours per week. This module will run in the Spring term

Pre-requisites

Seminar will normally be taught partly in French, partly in English

Synopsis

The four authors studied have all distinguished themselves as writers who are breaking new ground both by the topics they choose to address but also by the innovative style of their novels and therefore they have all had significant impact on the literary canon. Marguerite Yourcenar was the first woman to be elected to the French Academy and has just been followed in 2005 by Assia Djebar who is the first Algerian-born author to be elected to the Academy. Her texts deal with the complex relationship between France and its former colony: Algeria. She expands the way in which history is thought about and written so as to give voice to the women of Algeria. Simone de Beauvoir is known throughout the world as the mother of feminism and her texts are an open critique of the 1960's bourgeoisie in France in general, but are more particularly concerned with relation to the role of women in society. Annie Ernaux's texts deal with issues relating to social class, identity and gender.

Preliminary Reading

BEAUVOIR - 'Les Belles Images', Gallimard

DJEBAR - 'Oran, langue morte', Sud

ERNAUX - 'Une Femme', Gallimard

YOURCENAR - 'Denier du rêve', Gallimard

FR601 Mothers and Daughters in Women's Writing

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	de Medeiros Dr A

Contact Hours

2 hours per week

Pre-requisites

Seminars will normally be conducted mainly in French

Synopsis

The module is designed to introduce the work of major French women writers of the twentieth century through examination of the way in which they represent their ambivalent relationships with their mothers. Each novel chosen is one of personal analysis of the often violent relationship between mothers and their daughters who turn to writing in a search for identity and a liberation from the maternal presence of their youth. Further works of Beauvoir and Duras will be studied in order to evaluate how the representation of the mother evolves. Close attention will be paid to the underlying theme of the changing role of women in the twentieth century.

Preliminary Reading

COLETTE - 'Sido'

DURAS - 'L'Amant'

SARRAUTE - 'Enfance'

CARDINAL - 'Les Mots pour le dire'

SAGAN - 'Bonjour Tristesse'

DARRIEUSSECQ - 'Le Bébé'

MARIE NIMIER - 'La Reine du silence'

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FR613 The Reader and the Text

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Fowler Dr J

Contact Hours

2 hours per week

Pre-requisites

Seminars will normally be conducted partly in French, partly in English

Synopsis

This module aims to examine literature from an unusual angle by concentrating on the importance of the figure of the reader for the interpretation of novels. Often novels address the reader directly; some novels are written in the second person, as if the reader were a central character. Sometimes novels involve 'self-reflexive' or 'self-referential' elements that force the reader to reflect on his/her own expectations of literature. When novels invoke the reader in these various ways, they invite us to reflect on the text – how it comes to exist, who it is for, what is its message or purpose – in new and challenging ways. The module also concentrates on the 'nouveau roman', which involves sustained reflection on these and related questions.

Preliminary Reading

BALZAC - 'Le Colonel Chabert'

ROBBE-GRILLET - 'Pour un nouveau roman', 'La Jalousie'

BUTOR - 'La Modification'

SARRAUTE - 'Les Fruits d'Or'

GIDE - 'Les Faux-Monnayeurs', 'Le Journal des Faux-Monnayeurs'

FR615 French: Socio-Linguistics

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

Contact Hours

2 hours per week

Synopsis

This module is designed to make students aware of varieties of modern French other than the standard language. It will focus on issues associated with linguistic inequality and encourage students to investigate variation in contemporary French for themselves. There can be few countries where linguistic prescriptivism is as deep-rooted as it is in France. The Académie Française pronounces on le bon usage, while the education system is hostile to regional varieties. To focus exclusively on standard French, however, is to ignore a rich diversity of language at a number of levels. This module will attempt to redress the balance by considering such issues as regional and socio-situational variation within modern French, as well as variation according to sex, class, or age. Other issues to be considered will be the relationship between français régional and dialect, the rôle of français, language policy and attitudes, and the position of French outside France. A background in Linguistics will not be assumed.

Preliminary Reading

AGER- 'Sociolinguistics and Contemporary French'

DESIRAT & HORDE - 'La Langue française au vingtième siècle'

OFFORD - 'Varieties of Contemporary French'

FR616 African and Caribbean Francophone Writing

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

Contact Hours

2 hours per week

Pre-requisites

Seminars will normally be taught mainly in French

Synopsis

This module examines some of the most important texts produced in francophone West Africa and the Caribbean (notable Senegal and Martinique) during the last fifty years. Whether directly or indirectly they all tell of the movement towards independence and post-colonisation, a story often inflected by other, more recent events such as the rise of feminism. By studying the writers in the context of 'négritude', a concept proposed by Aimé Césaire, this module explores the political choices and positions facing African-Caribbean writers, revealing the contradictions inherent in the very act of writing in the colonisers' language. A brief background to the region will be provided at the start of the module.

Preliminary Reading

FANON – 'L'an V de la révolution Algérienne'

BA – 'Une si longue lettre'

CONDE - 'En attendant le bonheur'

BOUDJEDRA – 'Peindre l'Orient'

DJEBAR – 'La femme sans sépulture'

CESAIRE – 'Discours sur le colonialisme'

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FR620 Memory and Childhood in 20th Century French Fiction

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)		Baldwin Dr T

Contact Hours

2 hours per week

Pre-requisites

Seminars will normally be taught partly in French, partly in English

Synopsis

It is commonly accepted that identity or a sense of self is constructed by and through narrative – the stories we tell ourselves and each other about our lives. This module explores the complex relationships that exist between memory, nostalgia, writing and identity in a range of twentieth-century autobiographical and first- and third-person fictional works in French. These texts foreground issues of childhood, memory, history, and trauma in the construction of identity.

Preliminary Reading

ERNAUX - 'La Place'

GERMAIN - 'L'Enfant méduse'

PEREC - 'W ou le souvenir d'enfance'

PROUST - 'Combray'

NDIAYE - 'En famille'

FR621 The Painting as Phantom : Diderot to Proust

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

One 2-hour seminar per week

Pre-requisites

Seminars will normally be taught partly in French, partly in English

Synopsis

The eighteenth-century 'philosophe' Denis Diderot was the first major French author to write at length about painting, and he bequeathed to later writers such as Baudelaire a new literary genre, the 'salon'. The mutual influence of literature and the visual arts is a major theme of nineteenth-century French culture, and an important area of current research. The module will begin with a study of selection of passages from Diderot's 'Salon de 1767'. We will then examine Balzac's 'Le Chef d'oeuvre inconnu', Baudelaire's 'Le Peintre de la vie moderne', Zola's 'L'Oeuvre', and a selection from Proust's 'A la recherche du temps perdu'.

Preliminary Reading

DIDEROT - 'Salon de 1767' (selection to be provided)

BALZAC - 'Le Chef d'oeuvre inconnu'

BAUDELAIRE - 'Le Peintre de la vie moderne'

ZOLA - 'L'Oeuvre'

PROUST - 'A la recherche du temps perdu' (selection to be provided)

FR632 Modern French Theatre (1)

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

Contact Hours

2 hours per week

Pre-requisites

Seminars will normally be taught partly in French, partly in English

Synopsis

This module allows students to study plays by major French writers (such as Apollinaire, Cocteau and Giraudoux) and to explore the techniques they used, both verbal and visual, to renew the art of theatre during the early decades of the twentieth century. The syllabus will be approached in broadly chronological order, with emphasis given to diversity but also to continuing links and developments, such as the use and influence of popular culture, politics and classical mythology.

Preliminary Reading

COCTEAU - 'La Machine Infernale' (Classiques Larousse); 'Les Parents terribles' (Folio)

GIRAUDOUX - 'Electre' (Livre de poche); and 'La Folle de Chaillot' (Livre de poche)

APOLLINAIRE - 'Les Mamelles de Tirésias', 'Couleur du temps' (Gallimard "Poésie")

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FR633 Modern French Theatre (2)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	Arribert-Narce Mr F

Contact Hours

2 hours per week

Pre-requisites

Seminars will normally be taught partly in French, partly in English

Synopsis

This module will include plays in French by major authors such as Sartre, Anouilh, Genet and Ionesco. Taking one play each week, the syllabus will be approached in broadly chronological order, with emphasis given to diversity but also to continuing thematic links, such as politics, warfare, classical mythology, human identity, Existentialism and the Absurd.

Preliminary Reading

SARTRE - 'Huis Clos/Les Mouches' (Folio 807)

ANOUILH - 'Le Voyageur sans bagage' (Folio OR Methuen's Twentieth Century French Texts)

IONESCO - 'Rhinocéros' (Folio); 'La Cantatrice chauve' (Folio)

FR638 French Detective Fiction

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	O'Meara Dr L

Contact Hours

Two 1-hour classes per week

Pre-requisites

Seminars will normally be taught partly in French, partly in English

Method of Assessment

100% Coursework

Synopsis

Detective fiction is an extremely popular genre whose basic template can give rise to a multitude of approaches, settings, plots and values. This course is designed to give students an overview of the tradition of French crime fiction as it has evolved during the 20th century. Cinematic adaptations of a selection of the texts under study will also be analysed. Close attention will be paid to generic conventions: how do authors use them? To what extent do these conventions alter over time? We will also study the extent to which detective novels mount a critique of contemporary society.

Preliminary Reading

Leroux, Gaston. *Le Mystère de la Chambre jaune*

+ film *Le Mystère de la Chambre jaune* (dir. Bruno Podalydès)

Boileau-Narcejac *Celle qui n'était plus*

+ film *Les Diaboliques* (dir. Henri-Georges Clouzot)

Malet, Léo. *120, rue de la Gare*

+ bande dessinée adaptation by Jacques Tardi

Pennac, Daniel *La Fée carabine*

Poe, Edgar Allan. excerpts from *Selected Tales*

FR639 French Language: Descriptive Skills

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	15 (7.5)	100% Coursework	Duffy Dr L

Contact Hours

2 hours per week

Pre-requisites

FR300 or equivalent level. Co-requisite: FR589. Native French speakers or fully bilingual students in the Humanities will not normally be permitted to take this course.

Restrictions

Not to be taken in conjunction with FR590

Synopsis

'This course is designed to supplement FR589, for students who wish to develop their language skills by focussing on how descriptive structures are used in narrative texts. The main emphasis will be on the 'incipits' or descriptive beginnings of some very well-known French literary texts. How are descriptive structures used in such texts to set the scene for narration? What functions do these beginnings have, and how are these functions achieved through special uses of language?

Preliminary Reading

Michèle Boularès & Jean-Louis Frérot, *Grammaire progressive du français : niveau avancé* (Paris : CLE International, 1997)

Judge and Healey, *A Reference Grammar of Modern French*, London, Arnold, 1985.

Hawkins & Towell, *French Grammar and Usage*, 2nd ed, London, Arnold, 2001

Glanville Price, *A Comprehensive French Grammar* (Oxford: Blackwell, 2003) Library call no. PC2111. B95 2003

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GE500 Advanced German Translation

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	

Contact Hours

Two 1-hour classes per week

Restrictions

Cannot be taken with GE503 in the same year

Synopsis

This module is designed to suit the needs of short-term exchange students from Germany and German native or near-native speakers on full degree programmes involving German. It offers two hours of translation: one from German to English and one from English to German, with particular concentration on the translational difficulties and structural comparison of the two languages. Texts are taken from a wide variety of sources.

Preliminary Reading

HERVEY, HIGGINS & LOUGHRIDGE - 'Thinking German Translation', Routledge, 1995
 MACHEINER, J - 'Übersetzen. Ein Vademecum', Piper, 2004

GE503 Learning German 5

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	

Contact Hours

3 hours classroom teaching and one conversation hour with a German native speaker.

Restrictions

Cannot be taken with GE500 in the same year

Synopsis

The module is designed primarily for final-year students who have spent a year abroad. It aims to increase and develop at an advanced level a variety of language skills including translation from and into German, covering various styles and registers, written German composition and oral expression. German native speakers are extensively involved in the module, with the object of producing a high level of both oral and written proficiency, building on the experience gained during the year abroad.

Preliminary Reading

DUDEN - 'Deutsches Universalwörterbuch'
 HELBIG/BUSCHA - Deutsche Grammatik Ein Handbuch für den Ausländerunterricht, Langenscheidt, 2001
 HAENSCH G.et al - 'Kleines Deutschland Lexikon', Beck'sche Reihe 'Länder', 1994
 WAHRIG G. - 'dtv-Wörterbuch der deutschen Sprache', dtv, 1997
 MULLER J. - 'Langenscheidts Grundwortschatz Deutsch', München, 1997
 SCHMITT R. - 'Deutsche Redensarten,' München: Klett, 1993

GE506 German Dissertation

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Hutchinson Dr B

Contact Hours

1 hour per fortnight

Synopsis

The opportunity to write a final-year dissertation is available only to those students who, either before or during the year abroad, find and make a preliminary study of a subject in German literature, thought, language or cultural history, which is judged by the German Department to be suitable for this purpose. It is intended to provide students with experience in working on their own, as a preparation for possible graduate work. Students must submit to the Head of German the subject of their proposed dissertation by the end of June in their third year. The dissertation, which is written in English, must be handed in to the German Department in Cornwallis Northwest by 12.00 noon on Wednesday of Week 1 of the Summer term in the student's final year.

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GE507 Learning German 4

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	30 (15)	70% Exam, 30% Coursework	
1	Canterbury	Autumn and Spring	I	30 (15)	70% Exam, 30% Coursework	

Contact Hours

3 hours classroom teaching and one conversation hour with a German native speaker

Synopsis

This module, which consists of four contact hours per week, aims to bring students to a level of proficiency in both written and spoken German enabling them to participate effectively in university modules, placements abroad and to pursue careers involving fluent use of German. Attention is paid to developing fundamental linguistic skills (listening, speaking, reading and writing). Specific attention will also be paid to morphology and syntax. All students will receive a substantial part of their teaching from German native speakers.

Preliminary Reading

HELBIG/BUSCHA - Deutsches Universal-wörter-buch Neue Rechtschreibung, Duden, 2000

ARDAGH J.- 'Germany and the Germans', Penguin, 1996

CARRINGTON-WINDO T. & K KOLH - 'A Dictionary of Contemporary Germany', Hodder & Stoughton, 1996

LEWIS D. - 'Contemporary Germany: A Handbook', Arnold, 2001

GE547 Desire and Gender Identity in Modern Germany

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)		

Synopsis

See entry for GE552

GE552 Desire and Gender Identity in Modern Germany

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

3 hours per week

Synopsis

You might think that love, sex and the myriad ways human beings interact with one another in romantic or family relationships are pretty much constant quantities through history. But this is not so. The regime changes undergone by German-speaking Europe in the twentieth century accompanied by social transformations resulted in multiple upheavals in the ways the sexes related to and with one another. From bourgeois decadence in Freud's Vienna, nascent women's lib in the Weimar Republic, to attempts at sexual equality in the GDR and FRG and a growing awareness of men's issues in contemporary Germany, love and sex open windows onto history and society.

Preliminary Reading

A SCHNITZLER - 'Reigen', Fischer, 1960

I KEUN - 'Das Kunstseidene Mädchen', List/Ullstein, 2000

H DOMIN - 'Das zweite Paradies', Fischer, 1993

C HEIN - 'Der fremde Freund', Suhrkamp, 2002

I BACHMANN - 'Simultan', Harrap, 1980

E JELINEK - 'Die Klavierspielerin', Rowohlt, 1983

B SCHLINK - 'Liebesfluchten', Diogenes, 2000

ANONYMOUS - 'Eine Frau in Berlin', Eichborn, 2003

GE563 Looking into German 1

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

Contact Hours

3 hours per week

Synopsis

The module will begin by examining the sound structure of German Standard German, the Hochlautung, then compare it with those of the most salient dialect areas on the basis of the historical implementation of the two Sound Shifts. A similar approach will be taken to the syntactic structures and the lexicon of Hochdeutsch and the dialects.

Preliminary Reading

AMMON, U. et al. - 'Variantenwörterbuch des Deutschen', Berlin/New York: de Gruyter. (2004)

ZORACH, C. & MELIN, C. - 'English Grammar for students of German' 3rd. ed., London: Arnold. (1999)

BARBOUR, S. & STEVENSON, P.R. - 'Variation in German', Cambridge: CUP. (1990)

BOASE-BEIER, J. & LODGE, K. - 'The German Language: a Linguistic Introduction', Oxford: Blackwell (2003)

DURRELL, M. - 'Using German: a Guide to Contemporary Usage', Cambridge: CUP. (1992)

KONIG, W. - dtv Atlas zur deutschen Sprache, München: Deutscher Taschenbuch-Verlag. (1998)

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GE564 Looking into German 2

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

3 hours per week.

Synopsis

The module will build on a detailed examination of the structure of German Standard German to investigate the interplay of structure, lexis and intonation (prosody) in using German in specific social and functional contexts, e.g. vernacular, informal, formal: affective, persuasive, informative, authoritative to achieve specific results.

Preliminary Reading

* BARBOUR, S & STEVENSON, P.R - 'Variation in German', Cambridge: CUP (1990)
 * BOASE-BEIER, J. & LODGE, K. - 'The German Language: a Linguistic Introduction', Oxford: Blackwell (2003)
 *DURRELL, M - 'Using German: A Guide to Contemporary Usage', Cambridge: Cambridge UP (1992)
 PARTRIDGE, J. G. (ed) - 'Getting into German. Multidisciplinary Linguistic Approaches', GLCS 17, Bern: Peter Lang (2005)
 STEVENSON, P.R. - 'The German-Speaking World', London: Routledge (1997)

GE566 German Modernism

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)		

Contact Hours

3 hours per week

Synopsis

In the first half of the twentieth century German-speaking writers of High Modernism achieved an international influence in a variety of genres which their counterparts, since 1945, have never been able to match. Yet the world they wrote about was under threat, a fact they painfully appreciated, and is now gone. All the authors speak to us, nevertheless, with an immediacy and continuing relevance: Hofmannsthal and Musil question our use of language; Rilke the status of modern urban life, and Kafka our place in society and the world; Mann's *Der Tod in Venedig* links desire to decay, whilst Hesse's *Steppenwolf* represents the quintessential distillation of modern self-consciousness. These books will be studied in detail as representative of the era.

Preliminary Reading

Hugo von HOFMANNSTHAL - 'Ein Brief' (also known as the "Chandos Brief", can be found in his collected prose)
 T MANN 'Der Tod in Venedig', Fischer, 1991
 'F Kafka' - 'Die Erzählungen und andere ausgewählte', Prosa, Fischer, 1996
 H Hesse - 'Der Steppenwolf', Suhrkamp, 1974
 RM Rilke 'Die Aufzeichnungen des Malte Laurids Brigge', Fishcer, 1996
 R Musil - 'Die Verwirrungen des Zöglings Törless', Rowohlt, 1978

GE567 German Modernism

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)		

Synopsis

See entry for GE566

GE571 The Lyric Imagination

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Hutchinson Dr B

Contact Hours

One 2-hour seminar per week

Availability

Available under codes GE571 (Level I) and GE572 (Level H)

Method of Assessment

Level I: Two commentaries of 2,000 words each; Level H: One commentary (2000 wds), one longer essay (3000 wds).

Synopsis

This module explores the development of German-language poetry in the 20th century. It introduces students to a range of poetic styles and movements: starting with the *fin-de-siècle* and Impressionist poetry, the module moves through Expressionism, war poetry, anti-war poetry, holocaust poetry, political poetry of East and West German, the poetry of exile and return and the contemporary post-Wende period.

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Preliminary Reading

Set texts will include poems by the following: Hofmannsthal, Rilke, Trakl, Kaleko, Kolmar, Brecht, Benn, Eich, Celan, Bachmann, Domin, Enzensberger, Grünbein

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GE572 The Lyric Imagination

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Hutchinson Dr B

Availability

Available under codes GE571 (Level I) and GE572 (Level H)

Method of Assessment

Level I: Two commentaries of 2,000 words each; Level H: One commentary (2000 wds), one longer essay (3000 wds).

Synopsis

See entry for GE571

GE575 Learning German 1 (Beginners)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	

Contact Hours

2 hour seminar and 1 hour conversation per week

Pre-requisites

None

Method of Assessment

Assessment will be 20% coursework, 80% examination

Synopsis

This module introduces complete beginners to the basics of German grammar (cases, verb formation, rules of word order, declensions and endings). It concentrates on both written and oral skills, reading and aural comprehension. There are two taught hours per week and one hour of conversation practice with a language assistant. In addition students are expected to use other resources such as available computer programs, internet sources or the video lab for private study. The module leads either to Intermediate German or, for the highly motivated, to German Post 'A' level.

Learning Outcomes

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

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

Preliminary Reading

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

GE576 German Literature in Film

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Holmes Dr D

Contact Hours

Three contact hours per week

Method of Assessment

100% Coursework

Synopsis

German-language literature in film can take the form of either film adaptations of individual texts or of biographical films on writers. This module covers the literary 'originals' of film adaptations, and selected texts by authors who have been the subject of biopics. The corresponding films will also be viewed and analysed. Aspects of intermedial, adaptation and biography theory will be covered throughout. Other topics include why certain works or authors are chosen as the basis for feature or television films; the status of film adaptations (autonomous works of art? A way of encouraging audiences 'to go and read the book?'); the book and the film in their respective cultural and political context; the dynamics of literary film funding; the role of book and film within the phenomenon of cultural commemoration (Gedenkjahrfeier) in German-language countries.

Preliminary Reading

Elfriede Jelinek, *Die Klavierspielerin* (1983) / Michael Haneke, *Die Klavierspielerin* (2001)

Schiller – *Der Film* (ARD, 2005)

Harald Bergmann, *Brinkmanns Zorn* (2006)

Günter Grass, *Die Blechtrommel* (1959) / Volker Schlöndorff, *Die Blechtrommel* (1979)

Lion Feuchtwanger, *Jud Süß* (1925) / Veit Harlan, *Jud Süß* (1940) / Oskar Roehler, *Jud Süß* (2010)

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GE577 German Literature in Film

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Holmes Dr D

Contact Hours

Three contact hours per week

Method of Assessment

100% coursework

Synopsis

German-language literature in film can take the form of either film adaptations of individual texts or of biographical films on writers. This module covers the literary 'originals' of film adaptations, and selected texts by authors who have been the subject of biopics. The corresponding films will also be viewed and analysed. Aspects of intermedial, adaptation and biography theory will be covered throughout. Other topics include why certain works or authors are chosen as the basis for feature or television films; the status of film adaptations (autonomous works of art? A way of encouraging audiences 'to go and read the book?'); the book and the film in their respective cultural and political context; the dynamics of literary film funding; the role of book and film within the phenomenon of cultural commemoration (Gedenkjahrfeier) in German-language countries

Preliminary Reading

Lion Feuchtwanger, *Jud Süß* (1925) / Veit Harlan, *Jud Süß* (1940) / Oskar Roehler, *Jud Süß* (2010)

Elfriede Jelinek, *Die Klavierspielerin* (1983) / Michael Haneke, *Die Klavierspielerin* (2001)

Schiller – *Der Film* (ARD, 2005)

Harald Bergmann, *Brinkmanns Zorn* (2006)

Günter Grass, *Die Blechtrommel* (1959) / Volker Schlöndorff, *Die Blechtrommel* (1979)

GE578 Women's Writing in German

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Holmes Dr D

Contact Hours

three contact hours per week

Method of Assessment

100% coursework

Synopsis

This module studies texts written by women in the late 18th and 'long' 19th century up to 1918, the period during which female literacy gradually spread to all levels of the German-speaking population. It begins with an overview of the critical theory on gender and women's writing, and also covers the rise of the women's movement in German-speaking countries. Individual authors will be studied from the Age of Goethe onward, although particular attention is paid to the period 1860-1918, during which state structures in Germany, Austria and Switzerland gradually took over education provision for girls. Topics covered include: women's struggle for political and social emancipation; women in the world of work; issues of female solidarity versus class distinction; changing attitudes and representations of the family and women's role in the family; aesthetic strategies of political and social protest literature.

Preliminary Reading

Fanny Lewald, 'Clementine'

Marie Ebner-Eschenbach, 'Novellen'

Bertha Süttner, 'Die Waffen nieder'

Else Lasker-Schüler, 'Gedichte and Briefe'

Sophie von la Roche, 'Die Geschichte des Fräulein von Sternheim'

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GE579 Women's Writing in German

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Holmes Dr D

Contact Hours

Three contact hours per week

Method of Assessment

100% coursework

Synopsis

This module studies texts written by women in the late 18th and 'long' 19th century up to 1918, the period during which female literacy gradually spread to all levels of the German-speaking population. It begins with an overview of the critical theory on gender and women's writing, and also covers the rise of the women's movement in German-speaking countries. Individual authors will be studied from the Age of Goethe onward, although particular attention is paid to the period 1860-1918, during which state structures in Germany, Austria and Switzerland gradually took over education provision for girls. Topics covered include: women's struggle for political and social emancipation; women in the world of work; issues of female solidarity versus class distinction; changing attitudes and representations of the family and women's role in the family; aesthetic strategies of political and social protest literature.

Preliminary Reading

Fanny Lewald, 'Clementine'

Marie Ebner-Eschenbach, 'Novellen'

Bertha Süttner, 'Die Waffen nieder'

Else Lasker-Schüler, 'Gedichte and Briefe'

Sophie von la Roche, 'Die Geschichte des Fräulein von Sternheim'

GE580 German Extended Essay

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

IT503 Italian Dissertation

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Sforza Tarabochia Dr A

Synopsis

This module may only be taken provided that other Italian non-language units are being followed throughout the final year. The subject of the Essay will be agreed between the student and a supervisor appointed by the Section; it will normally arise from work done either in other Stage 2 and 3 modules or during the year abroad. It will be based on the student's own research under the guidance of a supervisor. The essay, which will normally be written in English, will count as one examination paper (100%). Its length should not exceed 8,000 words (excluding notes and bibliography). This will be submitted by 4.30pm on Friday, Week 2 of Summer term.

IT506 Learning Italian 5

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	Capello Dr F

Contact Hours

3 hours per week.

Synopsis

The module is designed to extend further a variety of language skills, written and oral, including translation from and into Italian and the oral presentation of set themes in Italian.

Preliminary Reading

M.Baker, "In other words; a coursebook on translation", London, Routledge, 1992, G. Lepschy and L. Lepschy, "The Italian Language Today", (London, Hutchinson, 1988," M. Sensini, La grammatica della lingua italiana" (Garzanti, Milano, 1997), L. Serianni, "Grammatica Italiana" (UTET, Torino, 1998), M. Zollo and A. Wesson, "Italian grammar made easy" (Hodder Arnold, Abingdon, 2006), S. Hervey, "Thinking Italian Translation" (Routledge, 2000)

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IT508 Italian: Intermediate

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	70% Exam, 30% Coursework	Sforza Tarabochia Dr A

Contact Hours

4 hours per week

Pre-requisites

IT301 Beginners Italian

Synopsis

The module aims at preparing you for more advanced work in Italian and for the year abroad. Grammar revision and vocabulary exercises are complemented by conversation, translation, written composition and aural comprehension.

Preliminary Reading

"Italian Espresso Volume 2", (ISBN : 9788889237755), Alma Edizioni, Firenze; "Student's workbook", (ISBN : 9788889237977), Alma Edizioni, Firenze; "Grammatica Italiana", ISBN: 9788886440097, Alma Edizioni Firenze; "Italian Grammar in Practice", ISBN: 9788886440899, Alma Edizioni Firenze.

IT531 Women Writers of the Twentieth Century

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Fiorucci Ms W

Contact Hours

Two-hour seminar per week.

Synopsis

This module explores the significance of gender and sexuality to systems of literary and cultural representations, looking at works by Grazia Deledda and Dacia Maraini, as well as by analysing the cases of Melissa Panarello's debated novel *Cento colpi di spazzola*, Donatella Maiorca's screenplay for *Viola di mare* and Lorella Zanardo's shocking book and documentary *Il corpo delle donne*. In so doing, it will allow students to study historical and cultural transformations in contemporary Italy, in relation to literary and cultural depictions of gender, the body and desire.

Preliminary Reading

G. Deledda, *Cenere* (Templeman PN 3018)

G. Deledda, *La Madre* (Templeman PN 3018)

D. Maraini, *La lunga vita di Marianna Ucrìa* (Templeman PN 3176.A5)

IT542 Italian Extended Essay

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	15 (7.5)	100% Project	Sforza Tarabochia Dr A

Synopsis

This module provides the opportunity to write a long essay (5,000 words) on an author, theme or (exceptionally) longer text relating to one of the other Italian modules being followed in the second year.

IT548 Italian Cinema and Literature

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

Contact Hours

Two-hour seminar per week.

Synopsis

This module discusses contemporary film adaptations (90s-2000s) taken from four different Italian textual sources (children's tale, monologue, novel and non-fiction) under the following main aspects:

1. as "parallel" works which supplement the original literary texts. Films expand, update and adjust the themes of the original literary texts to the historical, social and cultural context in which the adaptations are made.
2. as works of literary criticism. The way the narrative of a film adaptation is structured and the way a film chooses to selectively focus on some particular episodes and themes is evidence of how the film director critically analyses the literary text and "re-writes" it in the form of a screenplay and in the editing of the material filmed;
3. as an altogether "new" product that structurally differs from the original literary source. Cinema's language relies on signifying images or visual signs that are irreducible to those of written and spoken languages;
4. finally, we will analyse the impact that filmmaking had on the art of writing, assessing the extent to which contemporary novels are often already written with the big screen in mind.

We will focus on four emblematic contemporary adaptations: Collodi's *Pinocchio*, adapted by Roberto Benigni, Baricco's *Novecento* (a monologue), adapted by Tornatore (*La leggenda del pianista sull'oceano*), Ammaniti's *Io non ho paura*, adapted by Gabriele Salvatores, and finally Saviano's *Gomorra*, adapted by Matteo Garrone.

Preliminary Reading

M. MARCUS - 'Filmmaking by the Book', The Johns Hopkins University Press 1993

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IT552 Italian Short Story

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Capello Dr F

Contact Hours

Two hours per week

Synopsis

This module focuses on a number of Italian contemporary short stories. More specifically, this module discusses the literary treatment of love, and the love story, in the short stories of some of the most important Italian writers of the second half of the 20th century and early 21st century. Works by worldwide renowned authors such as Italo Calvino, Natalia Ginzburg, Cesare Pavese and Leonardo Sciascia, accomplished "postmodernist" writers belonging to a younger generation such as Antonio Tabucchi and Pier Vittorio Tondelli, as well as less celebrated authors such as Gianni Celati, Erri De Luca and Fabrizia Ramondino will be taken into consideration. While not underestimating the profound economic, social and political changes that Italy underwent during the last sixty years, particular emphasis will be given to the similar way in which all these writers seem to fictionally conceive of the love relationship as a missed encounter. In spite of the manifold forms of love being described in these texts (between husband and wife; wife and lover; young boy and ideal father; sister and brother; mother and daughter; two young men, etc.), all the short stories chronologically analysed in this module seem to rely on Calvino's provoking suggestion according to which the missed encounter is the "fundamental element" of love relationships.

Preliminary Reading

1) Mary Rohrberger, 'Origins, Development, Substance, and Design of the Short Story', in Per WInther, Jakob Lothe, and Hans Skei (eds.), *The Art of Brevity. Excursions in Short Fiction Theory and Analysis* (Columbia: USC Press, 2004) 2) Cesare Pavese, *Feria d'agosto, con una cronologia della vita dell'autore e dei suoi tempi di Antonio Pitamtz; un'introduzione all'opera, un'antologica critica e una bibliografia di Marco Forti* (Milan: Mondadori, 1971) 3) Natalia Ginzburg, *Cinque romanzi brevi e altri racconti* (Turin: Einaudi, 2005)

IT556 Catching the Tide: Cultural Renewal in 20th Century Italy

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Chiesa Dr L

Contact Hours

Two hours per week.

Synopsis

Despite her incomparable heritage, Italy experienced for many centuries a sense of cultural provincialism, with the world's intellectual curiosity switching to Paris, London, New York and other centres of innovation. This module focuses on the clear connections between rapid socio-economic and socio-political change and the thrust for cultural modernity that made 20th century Italy once more a key contributor to the literary and visual arts in Europe and beyond. A wide variety of Italian "texts" of the first seventy years of the 20th century will be taken into consideration, including novels, plays, short stories and films.

Preliminary Reading

L PIRANDELLO - 'Sei personaggi in cerca d'autore'
I SVEVO - 'La coscienza di Zeno'

IT563 Learning Italian 4

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	30 (15)	70% Exam, 30% Coursework	Giuffrida Ms AM

Contact Hours

4 hours per week

Pre-requisites

50% or above in IT308

Synopsis

The module aims to provide students with a very good knowledge of written and spoken Italian. It is designed to strengthen and widen the linguistic knowledge in the Stage 1 IT308 module, and it is intended as a preparation for the year abroad.

Preliminary Reading

M. Baker, "In Other Words; a Coursebook on Translation", (London, Routledge, 1992, P306); G. Lepschy and L. Lepschy, "The Italian Language Today" (London, Hutchinson, 1988, PN1073); Marcello Sensini, "La Grammatica Della Lingua Italiana" (Garzanti, Milano, 1997, PN1105); Luca Serianni, "Grammatica Italiana" (Torino, UTET, 1998, q PN1105); Mike Zollo & Alan Wesson, "Italian Grammar Made Easy" (Hodder Arnold, Abingdon, 2006)

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IT571 Learning Italian Through Literature

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

2 Per Week

Pre-requisites

IT508 or IT563 (alternatively consult the convenor). This module is intended to be taken in conjunction with IT506

Synopsis

Literature is an unrivalled tool to teach a language. As well as expanding language awareness, it provides authentic material, personal involvement, and cultural enrichment.

This module, primarily designed for last year students at an advanced level, integrates language and literature in order to provide learners with a chance to perfect their mastery of the Italian language and practice a variety of language skills, while introducing them to some among the most representative texts of contemporary Italian fiction.

The approach will be linguistic, thematic and intercultural. The chosen literary texts will be used in order to analyse the peculiar features of the Italian language as well as to encourage self-reflection, interaction, and cross-cultural confrontation. Texts to be dealt with include: Italo Calvino's *L'avventura di un lettore*, Leonardo Sciascia's *Il lungo viaggio*, Dino Buzzati's *Sette piani*, Giuseppe Pontiggia's *Vitali Antonio*, Dacia Maraini's *Il Bambino Grammofono e l'Uomo Piccione*, Luigi Malerba's *Le galline pensierose* and *Le pietre volanti* (extracts), Andrea Camilleri's *Il giudice Surra*.

Preliminary Reading

None required.

IT572 Italian Landscapes of Poetry: Nature, Eroticism and Poetics

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

Contact Hours

2 per week

Pre-requisites

This module requires a good knowledge of Italian and should be studied in conjunction with IT506. Students who are not taking IT506 but have a good knowledge of Italian should consult with the module convenor before enrolling.

Synopsis

The course examines the work of four key Italian authors that in different ways prefigured or defined the 'modern shift' of Italian poetry: Giacomo Leopardi, Giovanni Pascoli, Gabriele D'Annunzio, and Eugenio Montale. In reading each of these authors, the module focuses on the following main issues: the relationship between subjectivity and otherness; the representation of nature, landscape, and space; different forms of eroticism; the notion of poetry itself and, finally the ways in which all these elements are interconnected not only within the analysed texts but also within the broader tapestry of the modern Italian poetic discourse. Texts to be studied include: Leopardi's *Canti*; Pascoli's *Myricae* and *Canti di Castelvecchio*; D'Annunzio's *Alcyone*, *Intermezzo di Rime* and *Poema Paradisiaco*; Montale's *Ossi di Seppia*.

Preliminary Reading

Piero Cudini, *Breve storia della letteratura italiana. Il '900*, Milan, Bompiani, 1999, pp. 15-158

Pamela Williams, *An Introduction to Leopardi's Canti*, Market Harborough : Troubador, 1997.

LA300 Learning Portuguese 1A (Beginners)

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

Contact Hours

Three seminars per week

Synopsis

This module is for absolute beginners. It may only be taken as a Wild Module. It aims to give students a basic knowledge of reading, listening, and spoken skills in a dynamic and communicative way, through individual, pair and group work. You will be using authentic texts and media-lab resources as well as traditional grammar books with exercise supplements. The culture element of the module will focus on mainland Portugal and its role as an European Nation. The focus is on accuracy as well as communication. Students will be expected to use the range of resources available to them in the library and the media centre.

Preliminary Reading

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

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LA301 Learning Portuguese 1B (Beginners)

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

Contact Hours

Three seminars per week

Pre-requisites

LA300 Learning Portuguese 1A

Synopsis

This module is for those who have taken LA300 Learning Portuguese 1A in the Autumn term and wish to continue with the study of Portuguese language and culture. It may only be taken as a Wild Module. It aims to give students a basic knowledge of reading, listening, writing and spoken skills in a dynamic and communicative way, through individual, pair and group work. You will be using authentic texts and media-lab resources as well as traditional grammar books with exercise supplements. The culture element of the module will focus on Brazil and its role as a Portuguese Speaking nation in the wider context of South America. Students will be expected to use the range of resources available to them in the library and the media centre.

Preliminary Reading

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

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

3 hours per week

Synopsis

This module is for absolute beginners. It aims to give students a basic knowledge of listening, and speaking skills in a dynamic and communicative way, through individual, pair and group work. There is a balance between communicative activities, structure practice, reading and some writing skills. You will be using authentic texts and media-lab resources as well as traditional grammar books with exercise supplements. The focus is on accuracy as well as communication. Homework is set each week. Students will be expected to use the range of resources available to them in the library and the media centre.

Preliminary Reading

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

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

3 hours per week

Pre-requisites

LA302 Learning Mandarin 1A or equivalent

Synopsis

This module aims to give students a basic knowledge of listening, writing and speaking skills in a dynamic and communicative way, through individual, pair and group work. There is a balance between communicative activities, structure practice, reading and some writing skills. The focus is on accuracy as well as communication. Homework is set each week. You will be using authentic texts and media-lab resources as well as traditional grammar books with exercise supplements. Students will be expected to use the range of resources available to them in the library and the media centre.

Preliminary Reading

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

LA500 Learning Portuguese 2A - Intermediate Portuguese

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

Contact Hours

Three seminars per week

Pre-requisites

Learning Portuguese 1A and 1B or equivalent.

Synopsis

This module is for those who wish to continue with the study of Portuguese language and culture. By the end of the module you will be able to understand and write short messages and announcements, read short stories and find specific information, communicate in routine situations, maintain social conversation, recognize understand and elaborate different types of written text (messages, postcards, formal and informal letters, recipes, small newspaper articles, etc). You will practice your reading, listening, and spoken skills in a dynamic and communicative way, through individual, pair and group work. You will be using authentic texts and media-lab resources as well as traditional grammar books with exercise supplements. The culture element of the module will focus on mainland Portugal and its role as an European Nation. The focus is on accuracy as well as communication. Students will be expected to use the range of resources available to them in the library and the media center.

Preliminary Reading

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

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LA501 Learning Portuguese 2B - Intermediate Portuguese

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

Contact Hours

Three seminars per week

Pre-requisites

Learning Portuguese 1A, 1B and 2A or equivalent

Synopsis

This module is the continuation of Learning Portuguese 2A. By the end of the module you will be able to understand and write short messages and announcements, read short stories and find specific information, communicate in routine situations, maintain social conversation, recognize understand and elaborate different types of written text (messages, postcards, formal and informal letters, recipes, small newspaper articles, etc). You will practice your reading, listening, and spoken skills in a dynamic and communicative way, through individual, pair and group work. You will be using authentic texts and media-lab resources as well as traditional grammar books with exercise supplements. The culture element of the module will focus on Brazil and its role as a Portuguese Speaking nation in the wider context of South America. Students will be expected to use the range of resources available to them in the library and the media center.

Preliminary Reading

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

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

3 hours per week

Pre-requisites

Elementary Mandarin Chinese 1A/1B or equivalent

Method of Assessment

100% coursework - Research Project 20%, two in-class Progress Language Assessments 30% and 50%

Synopsis

This module is the first stage at post-beginners level. Students must already have a basic knowledge of Mandarin Chinese. This course may only be taken as a Wild Module. It aims to give students a further knowledge of listening, speaking, reading and writing skills in a dynamic and communicative way, through individual, pair and group work. There is a balance between communicative activities, structure practice, reading and writing skills and cultural awareness. You will be using authentic texts and media-lab resources as well as traditional grammar books with exercise supplements. The focus is on linguistic accuracy as well as communication ability. Homework is set each week. Students will be expected to use the range of resources available to them in the library and the media centre.

Preliminary Reading

ZHANG G, LI LM, Suen L, - 'Chinese in Steps: v. 2: For Speakers of Chinese as a Foreign Language', (Book and CD)

PHILIP YUNGKIN LEE - 'Chinese in a Flash', volume 2

CLAUDIA ROSS and JING-HENG SHENG MA, - 'Modern Mandarin Chinese Grammar'

LL510 Creative Writing: a stylistics approach

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Scott Dr J

Contact Hours

2 hours per week.

Synopsis

This module proceeds from the premise that the ambition to write creatively presupposes an interest in the 'expressive mechanics' of language. A more in-depth understanding of these processes will benefit the creative writer in many ways, for example by providing them with useful ways of describing various fictional, poetic and dramatic techniques and accounting for their effects, and by enhancing their understanding of the enormous creative and expressive possibilities of language. Students are at first introduced to various stylistic and narratological concepts, then expected to produce exercises which creatively explore these concepts (for example, using linguistic deviation to foreground themes and images or using varying points of view to tell a story from different perspectives). Various core 'input' texts (from all three genres: poetry, fiction and drama) will be used as examples of the techniques and concepts under discussion. This process culminates in the production of a portfolio of their creative work (which may be one or more complete stories, a selection of poems, a dramatic text, or a mixture), accompanied by a critical commentary which will focus on how an understanding of stylistics has impacted on the work. A selection of the students' work will be published at the end of the module, either in anthology form or as what will become an annual literary magazine.

Preliminary Reading

J BURROWAY & E STUCKLEY-FRENCH - 'On Writing: A Guide to Narrative Craft', Longman (2006)

S KING - 'On Writing', New English Library (2001)

J MCRAE - 'The Language of Poetry', Routledge (1998)

J NOVAKOVICH - 'The Fiction Writer's Workshop' Story Press (1998)

K SANGER - 'The Language of Fiction', Routledge (1998)

STRUNK & WHITE - 'The Elements of Style' (4th Edition), Longman (1999)

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LL511 First Language Acquisition

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	50% Coursework, 50% Exam	Janke Dr V

Contact Hours

3 hours per week. This module will run in the Autumn term.

Method of Assessment

100% Coursework

Synopsis

This course will introduce students to some of the most important theories of first language acquisition and familiarise students with the linguistic milestones reached by children from birth to about four years of age. Equipped with this knowledge, students will be able to respond to the linguistic theories in an informed manner. Focusing on the development of a child's vocabulary (lexicon) and computational system (syntax and morphology), the first part of the course will track his/her progression from the very first babbles, to the correct formation of negative- and question-structures. In the second part of the course, key issues include the rule-based nature of language and children's attention to structure, the purported innate component of language, its localisation and lateralisation (using evidence from atypical linguistic populations), the contribution of environmental input and the critical period hypothesis.

Preliminary Reading

J. AITCHISON - 'The Articulate Mammal: An Introduction to Psycholinguistics', London: Routledge, 1989

B. de BOYSSON-BARDIES - 'How Language Comes to Children: From Birth to Two Years', Cambridge MA: MIT Press, 2001

N. SMITH - 'Jackdaws, Sex and Language Acquisition', Glot International, Vol.3, Issue 7, 1998

R. CATTELL - 'Children's Language: Consensus and Controversy', London: Cassell, 2000

LL512 Language Processing

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Kolokonte Dr M

Contact Hours

3 hours per week.

Synopsis

This course will focus on the structure of lexical items, the way in which these different lexical items are stored and the nature of the relation between them. Relevant theoretical work in the fields of psycholinguistics and language processing is outlined and discussed. And students will evaluate the efficacy of these theories on the basis of experimental investigations which they themselves will construct and conduct, for example word association experiments, lexicon decision tasks and parsing phenomena.

Preliminary Reading

Aitchison, J. (1987) Words in the Mind: An Introduction to the Mental Lexicon. Oxford, Basil Blackwell Ltd.

Field, J. (2005) Language and the mind. London: Routledge

Field, J. (2005) Psycholinguistics: A Resource Book for Students. London: Routledge

Harley, Trevor A. (2007) (3rd ed.) The Psychology of Language: From Data to Theory: Psychology Press

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LL513 Language Variation and Change

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	Hornsby Dr D
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	

Contact Hours

3 hours per week.

Availability

Also available to Stage 3 students.

Synopsis

There are few certainties in life other than death, taxes and language change. This module explores the way languages change their sound system (phonology and phonetics), their grammar (morphology and syntax) and their vocabulary (lexicon), and demonstrates how sociolinguistics can shed light on this process by examining patterns of language variation in speech communities. We begin by exploring traditional dialectology and its limitations, and then examine some of the classic urban variationist studies from New York, Martha's Vineyard, Norwich and Belfast, and the correlations they reveal between language variation and extralinguistic or social factors, such as age, sex, ethnicity or social class. We consider the problems of interpreting these correlations, before investigating theories of language change, and in particular the claims of Trudgill, Milroy and others that certain kinds of change are predictable in specific types of social environment.

Preliminary Reading

Chambers, J. (2003; 2nd ed) Sociolinguistic Theory. Oxford: Blackwell.

Chambers, J.; Trudgill, P. & Schilling-Estes, N. (eds) (2002) The Handbook of Language Variation and Change. Oxford: Blackwell.

Fasold, R. (1990) The Sociolinguistics of Society. Oxford: Blackwell.

Trudgill, P. (2005) Sociolinguistics. Harmondsworth: Penguin.

LL515 Languages in the Classroom

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Ross Y Mrs

Contact Hours

two hours per week

Restrictions

Please note that acceptance into the module is subject to confirmation of a school placement. Applicants will be asked to submit a brief summary of their reasons for choosing the module, and will be interviewed by the course Convenor in order to discuss school placements, as well as other aspects relevant to the course.

Interviews will be during the summer term, or the autumn term in weeks 0-2 at the very latest.

Synopsis

This practical module will enable students to present relevant material to a targeted audience. Students will be provided with pedagogic support regarding language teaching and learning in schools and will observe sessions taught by their designated teacher or possibly other teachers. You will gain experience as a teaching assistance by helping individual students who are having difficulties or by working with small groups. In addition, you may have brief sessions with the whole class explaining a language topic or talking about aspects of University life. A special project must be devised by each student in consultation with the school teacher and with the module convenor. Students must implement and evaluate the project and keep a weekly log of their activities.

Preliminary Reading

Information on the National Curriculum: <http://www.nc.uk.net>

Department for Education: <http://www.education.gov.uk/>

The National centre for Languages: <http://www.cilt.org.uk/home.aspx>

About UAS: <http://www.uas.ac.uk>

About SETNET: <http://www.setnet.org.uk>

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LL516 Pragmatics

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Kolokonte Dr M

Contact Hours

3 hours per week.

Availability

Also available under code LL517 (Level H).

Synopsis

This module will focus on extending students' critical understanding of pragmatic meaning. Central areas of linguistic pragmatics, such as conversational implicature, maxims of conversation, and principles of politeness and speech acts are outlined, discussed and evaluated critically. The module also explores controversies over the universality of the aforementioned theories, looking more closely at how human interaction is based on different cultural scripts and encouraging students to reflect upon and discuss the cultural influences which impact meaning in a range of intercultural communicative settings. Students will also have the opportunity to evaluate the efficacy of pragmatic theories on the basis of empirical investigations which they themselves will conduct, using a range of methodological tools, such as audio and video recordings, discourse completion task questionnaires and recorded observations.

Preliminary Reading

Grundy, P. (2000) (2nd ed.) *Doing Pragmatics*. London: Arnold Publishing
Horn, L. & Ward, G. (2005) *The Handbook of Pragmatics*. Oxford: Blackwell
Huang, Y. (2006) *Pragmatics*. New York: Oxford University Press
Jaszczolt, K. (2002) *Semantics and Pragmatics: Meaning in Language and Discourse*. London: Longman
Leech, G. N. (1983) *Principles of Pragmatics*. Harlow: Longman
Peccei, J. S. (1999) *Pragmatics (Language Workbooks)*. London: Routledge
Sperber, D. & Wilson, D. (1995) (2nd ed.) *Relevance: Communication and Cognition*. Oxford: Blackwell
Watts, R. J. (2003) *Politeness*. Cambridge: Cambridge University Press

LL518 Stylistics: Language in Literature

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Scott Dr J

Contact Hours

3 hours per week. This module will run in the Autumn term.

Synopsis

This module is concerned with the stylistic analysis of literature and is based on the assertion that the decision to study literature is also a decision to study the expressive mechanics of language. It also asserts that the study of language should include and embrace the study of literature – and vice versa. Attention is given to all three main genres (poetry, prose fiction and drama); thus, the module is divided into three blocks according to the kind of text analysed. The first section examines poetry and considers topics such as patterns of lexis, phonetic and metrical organisation and the relationship to meaning; the second looks at fiction through narratology, style variation and speech and thought representation; the third examines drama through the lens of pragmatics, and considers topics such as the patterns in turn-taking and their relationship to the roles and functions of characters, speech act analysis and styles of politeness behaviour. At all stages of the module, the social and cultural context of the works studied will be an important consideration.

Preliminary Reading

Culpepper, J. M. Short and P. Verdonk, *Exploring the Language of Drama: from Text to Context* (London: Routledge, 1988)

Short, M.H. ed., *Exploring the Language of Poems, Plays and Prose* (London: Longman, 1996)

Verdonk, P. and J.J. Weber, *Twentieth Century Fiction: from Text to Context* (London: Routledge, 1996)

Verdonk, P., *Twentieth Century Poetry: from Text to Context* (London: Routledge, 1993)

Simpson, P., *Stylistics: a resource book for students* (London: Routledge 2004)

Short, M. and Leech, G., *Style in Fiction: a linguistic introduction to English fictional prose* (London: Longman, 2007)

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LL519 Syntax 1

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Janke Dr V

Contact Hours

2 hours per week.

Pre-requisites

See LZ524 - Case Studies in Language Acquisition (Level H)

Synopsis

This course will introduce students to one aspect of formal linguistics, specifically syntactic theory. Syntax will be defined as one aspect of a person's grammar, to be distinguished from the lexicon, semantics, morphology, and phonology. Focusing on the structure of sentences, the course will examine the principles according to which phrases and structures are formed, as well as speakers' knowledge about the structural well-formedness of the sentences they hear and produce. Students will gradually learn to draw syntactic trees that can represent the syntactic operations that they will be introduced to. They will learn to conduct syntactic tests on English and cross-linguistic data, thereby becoming versed with the empirical method. The course will combine both minimalist and earlier government and binding work. We will examine the competence/performance distinction, the notion of I-language, poverty of the stimulus arguments, levels of representation, phrase-structure rules, constituency tests as a means for testing phrase structure, case theory, theta theory, binding and movement.

Preliminary Reading

Chomsky, N. (2001) *Language and Problems of Knowledge: The Managua Lectures*. Cambridge Mass: MIT Press.

Haegeman, L. (1994) *Introduction to Government and Binding Theory*. Oxford: Blackwell.

Jackendoff, R (1993) *Patterns in the Mind*. New York: Harvester Wheatsheaf.

Radford, A (2009) *Syntax, A Minimalist Introduction*.

Smith, Neil. (2004) *Chomsky: Ideas and Ideals 2nd Edition*. Cambridge: Cambridge University Press.

Reiss, D and Isaac (2009) *I-Language*

Roberts, I (1997) *Comparative Syntax*. New York: St Martins Press Inc.

LL520 Theories of Discourse and Culture

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Scott Dr J

Contact Hours

3 hours per week.

Synopsis

This module will introduce students to some of the most influential, striking and challenging linguistic and cultural theory of the last fifty years or so. Through the study of academic critical thinking, this module aims to develop students' understanding of modern discourse, literature and culture and, crucially, their own reflective and critical abilities. The various key theoretical texts will be dealt with chronologically, and also thematically, where they will be compared and contrasted with each other so that students are able both to identify the development of the theoretical trajectories which the texts trace and examine the way in which the theories and their progenitors are in critical dialogue with one another. Students will be actively encouraged to engage critically with the ideas presented, and to interrogate their key premises with rigour. The key theoretical 'families' to be explored include formalism, structuralism, post-structuralism, postcolonialism, and feminist approaches to discourse. As well as extracts from the academic texts themselves, other key texts will be explored which in some way exemplify, demonstrate or interrogate the theories; these texts will be drawn from many sources, including both literature and the media. Key theorists who will appear on the module include Derrida, Barthes, Bakhtin, Foucault, Jakobson, and de Saussure.

Preliminary Reading

M BAKHTIN - 'The Dialogic Imagination: four essays', University of Texas Press (2001)

R BARTHES - 'Image – Music – Text', Fontana (1993)

J DERRIDA - 'Writing and Difference', Routledge (2001)

J LACAN - 'Ecrits: a selection', Routledge (2001)

C LEVI-STRAUSS - 'Myth and Meaning', Schocken (1995)

RJAKOBSEN - 'Fundamentals of Language', Open Court (1986)

F DE SAUSSURE - 'A Course in General Linguistics', Routledge (2003)

BURKE, CROWLEY & GIRVIN - 'The Routledge Language and Cultural Theory Reader', Routledge (2007)

LL521 Research Skills - ELL

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

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LS310 Ab initio Catalan - Learning Catalan 1A

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

Contact Hours

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

Restrictions

NOT RECOMMENDED FOR STUDENTS DOING LS302 INTENSIVE LEARNING SPANISH 1 (BEGINNERS)

Synopsis

The main aims of this module are: to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment), to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters and to describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. The content element of this module will enhance the understanding of Spanish and European culture acquired by students in other modules. This module will be of particular interest to any students wishing to widen their knowledge in Romance languages and to those intending to spend time in the Catalan countries. It will complement the LS515/LS538 Catalan Culture module in Stage 2 by providing a chance to develop Catalan language skills.

Preliminary Reading

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

LS311 Ab initio Catalan - Learning Catalan 1B

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

Contact Hours

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

Restrictions

NOT RECOMMENDED FOR STUDENTS DOING LS302 INTENSIVE LEARNING SPANISH 1 (BEGINNERS)

Synopsis

The main aims of this module are: to develop the basic skills learnt in ab initio Catalan with special emphasis on reading and understanding, to deal with most situations likely to arise whilst travelling in the Catalan speaking countries, to understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation and to use Catalan criticism as reference material in content courses. This module will be particularly good for any students interested in widening their knowledge in Romance languages and for those intending to spend time in the Catalan countries. It will complement the LS515/LS538 Catalan Culture module in Stage 2, by providing a chance to develop Catalan Language skills and to use Catalan criticism in essay writing and class presentations. The latter will widen student's ability to draw from a wider range of ideas which they can use in their content courses in Spanish and other subjects. Quadern de treball available from the Section Secretary in CNW Room 111

Preliminary Reading

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

LS504 Learning Spanish 3B(Intensive Post A-Level)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	Martinez-Garrido Ms G

Contact Hours

4 hours per week: 2 seminars, 1 oral class and 1 language lab class

Synopsis

This module is intended for students who have attained the equivalent of an 'A' Level pass in Spanish or who have taken LS302 Intensive Learning Spanish 1 (Beginners). The main aims of the module are to consolidate and expand knowledge of the grammar and structure of the language, and to promote a high level of skill in speaking, listening, reading and writing. A secondary aim is to increase awareness of the history and culture of Spain and Spanish America, through the study of appropriate texts. Regular written work will be required throughout the year.

Preliminary Reading

All course material is provided on WebCT.

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LS505 Learning Spanish 4

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	30 (15)	60% Coursework, 40% Exam	Martinez-Garrido Ms G

Contact Hours

4 hours per week: 2 seminars, 1 oral class and 1 language lab class

Synopsis

This module is intended for students who have attained a level of proficiency in Spanish equivalent to at least that of first year undergraduates. The main aim is to develop communicative skills with much of the emphasis being placed on speaking and listening but also involving a fair amount of writing. It will focus on the ability to operate in a variety of registers and respond adequately to different styles of discourse. There are four one-hour contact hours each week: two language seminars, one language lab class and one conversation class.

Preliminary Reading

All course material is provided on WebCT

LS506 Learning Spanish 5

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	80% Exam, 20% Coursework	Martinez-Garrido Ms G

Contact Hours

60 hours - 3 hours per week - 1 Translation Class, 1 Language Laboratory and 1 Oral Class

Synopsis

This is a final year language module based on translation and interpreting from Spanish into English and from English into Spanish. The aims of the module are to enhance knowledge and awareness of some of the subtleties of the Spanish language by a close study of a range of texts from different sources while developing new oral and aural skills by means of on-the-spot translation and interpreting.

Preliminary Reading

All course material is provided on WebCT

LS513 Spanish Literature: Identity

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Roser i Puig Dr M

Contact Hours

20

Synopsis

This module aims to explore the theme of identity in Spain with regard to the personal development of the individual, the assumed social roles of men and women, their sense of relevance within the world which they inhabit, and their reflection and expression through literature. This will entail the study of the cultural evolution of individual and collective identity in 20th Century Spanish society and of its particular manifestations in the Spanish literary context. A selection of texts both by men and by women from all genres will be studied, as will relevant literary criticism.

The readings are in Spanish but the module is taught in English

Preliminary Reading

Juan Goytisolo, *Juegos de manos*, Alianza bolsillo, Madrid, 1999
 Carmen Martín Gaité, *Entre visillos*, Planeta Agostini, Barcelona, 1999
 Miguel Mihura, *Maribel y la extraña familia*, Espasa Calpe, Madrid, 1996
 Antonio Machado, *Campos de Castilla*, Bristol Classical Press, 2001
 Miguel de Unamuno, *Amor y pedagogía*, Espasa Calpe, Madrid, 1999

LS515 Catalan Culture

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Roser i Puig Dr M

Contact Hours

20

Synopsis

This module aims to provide an introduction to Catalonia and to place it in the wider context of Spain. To this purpose students will be exploring different aspects of Catalan life and history, such as the language, the arts and the relationship between Catalonia and the rest of the country. The result of this exploration will be used as the basis for an analysis of the distinctive traits of Catalonia's own culture. The module will be structured around two main topics: a general introduction to Catalan culture and an analysis of a range of works of art and history which will provide a basis for the understanding of the position of Catalonia within the context of Spain. This module may be of particular interest to students thinking of spending their Year Abroad in Barcelona.

Preliminary Reading

Strubell, Toni - *What Catalans Want*, Barcelona, Catalonia Press, 2011.
 Fuster, Joan – *Dictionary for the Idle*, Nottingham: The Anglo-Catalan Society Occasional Publications / Five Leaves Publications, 2007.

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LS517 Spanish Literature: Sexuality

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

20

Synopsis

The course aims to explore the search for “the other” in Spain with regard to the use of gender preconceptions and sexual roles and their reflection and expression through literature. This will entail the study of the cultural evolution of genre in Spanish society and of its particular manifestations in the Spanish literary context.

A selection of texts both by men and by women from all genres will be studied as will relevant literary criticism.

This module will contribute to student's appreciation of Modern Spanish culture, by adding an intimate perspective to the historical information acquired in other modules. Apart from offering a chance to study a specific and always pressing subject in considerable detail, this course will also provide extra background to the cultural and literary trends which developed in Spain from the turn of the century and their evolution until the present day.

Preliminary Reading

Cernuda, Luis, *La realidad y el deseo*, Madrid: Castalia, 1983.

Marsé, Juan, *El amante biligüe*. Barcelona: Planeta, 1990.

Montero, Rosa, *Crónica del desamor*, Barcelona: Plaza & Janés, 1997.

Monzó, Quim *El porqué de las cosas*

Nieva, Francisco, *Delirio del amor hostil*, Madrid: Cátedra.

Tusquets, Esther, *El mismo mar de todos los veranos*, Barcelona: Lumen, 1978.

LS541 Women in Latin American Narrative and Film

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Sobrevilla-Perea Dr N

Contact Hours

20 (One 2-hour lecture per week)

Synopsis

This module will provide an in-depth analysis of the work of female filmmakers in Latin America, most of them at work today.

The module aims to understand the relationship between gender and filmmaking and examine whether it is possible to talk about ‘female filmmaking’. Although the film industry is dominated by male filmmakers there are important writers/directors who have managed over the years to produce their films, some to great popular and critical acclaim. Latin America and Argentina in particular, have a strong contingent of women filmmakers starting with Maria Luisa Bemberg who worked in the 1980s and 1990s. The module will look at her work as the new generation of directors at work today, some of the like Lucrecia Martel and Claudia Llosa winners of the Berlin Film Festival.

Preliminary Reading

L Martel - 'La Cienaga', 'La Niña Santa', 'La mujer sin cabeza'

C Llosa - 'Madeinusa', 'The milk of sorrow'

ML Bemberg - 'Camila', 'Miss Mary', 'Yo la Peor de todas'

LS542 The Carnavalesque in Modern Spanish Theatre I

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Roser i Puig Dr M

Contact Hours

20.

Synopsis

This module will examine the use of carnivalesque elements such as distortion, self-effacement, transgression, destruction of hierarchies, religion and superstition in the presentation and criticism of 20th Century Spanish social, political and cultural contexts. A brief summary of the use of Carnival elements in Spanish Golden Age and Romantic plays will act as background and set the framework for the study of their use in modern theatre. Topics of study will include the creation of a Spanish carnivalesque genre, the Esperpento, the use of carnivalesque elements to avert censorship during Francoism, the carnivalesque during the transition to Democracy and Spanish performance theatre as heir of the Carnival tradition.

Mainly taught in English with Spanish texts in translation.

Preliminary Reading

Sergi Belbel, *After the Rain*, Methuen Drama, 1996

Federico García Lorca, *The Love of Don Perlimplin*, Penguin Classics, 2000

Ramón del Valle-Inclán, *Mr Punch the Cuckold (Los cuernos de Don Friolera)* Manchester University Press

Antonio Buero Vallejo, *Dreamer for the People (Un soñador para un pueblo)*, Aris & Phillips.

Fernando Arrabal, *A Body-Builder's Book of Love (Original Title: Carta de amor)*, Estreno Plays.

A selection of recordings of Performance plays by Els Joglars, Comediants, La Fura dels Baus, La cubana, El tricicle, Dagoll Dagom, etc.

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LS543 The Carnavalesque in Modern Spanish Theatre II

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Roser i Puig Dr M

Contact Hours

Regular supervision.

Synopsis

This module allows you to pursue an area of research in Modern Spanish Theatre which is related to the taught course on the Carnavalesque but which goes beyond what is done in class. There are no formal meetings. You will be assigned to a supervisor who will give you guidance on your research. You will be required to make a proposal, consult staff about the suitability of the topic you wish to study and discuss the best way of presenting your outcomes. The deadline for submission of the project will be the first day of week 26.

LS548 Contemporary Spanish Cinema

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Lázaro-Reboll Dr A
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total of 20 contact hours, 2 per week - 1 lecture and 1 seminar

Synopsis

This module will cover aspects of contemporary Spanish history and culture with specific focus on post-1975 filmic production but in the wider context of pre- and post-Franco society, history and politics. Students will become familiar with important issues such as national stereotypes, gender and sexuality, social transformations, as well as relevant concepts in Film Studies such as cinematic genre, spectatorship, and representation. While the module will focus to some extent on the individual voice of each of the directors (Pedro Almodóvar, Bigas Luna, Icíar Bollaín, Alex de la Iglesia), it will also analyse how their work represents major currents of development in Spanish cinema, both in relation to form and content.

This module is taught in English

Preliminary Reading

BARRY JORDAN - 'Spanish Culture and Society', Arnold, 2002

BARRY JORDAN & RIKKI MORGAN-TAMOSUNAS - 'Contemporary Spanish Cinema', Manchester University Press, 2002

NURIA TRIANA-TORIBIO - 'Spanish National Cinema', Routledge, 2002

LS550 Reading Monstrosity in Iberian Culture

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

Contact Hours

One 2-hour seminar per week

Method of Assessment

100% coursework

Synopsis

This module will take a close look at the figure of the "monster" in Iberian culture, ranging from medieval considerations of the monster in bestiaries to eighteenth-century medical treatises on monstrous forms to twentieth-century depictions of monsters. We will focus on the historical context out of which a particular meaning of the monster emerges. In order to do so, the course will draw upon high and popular culture, a variety of disciplines, and a variety of media (literature, prints, paintings, films). Discussions will be supplemented with relevant historical, critical or theoretical readings. The monster in this course will be an interpretative model for an understanding of how notions such as 'normalcy', 'beauty', 'the classical body' are constructed and will enable us to look at issues of otherness, gender, and race.

Preliminary Reading

JJ COHEN (ed.) - 'Monster Theory', University of Minnesota Press, 1996

LL KNOPPERS & JB. LANDES (eds.) - 'Monstrous Bodies / Political Monstrosities in Early Modern Europe', Cornell University Press, 2004

JA LAFUENTE and J MOSCOSO (eds.) - 'Monstruos y seres imaginarios en la Biblioteca Nacional,' Biblioteca Nacional, 2000

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LS552 Learning Catalan 2A (Intermediate)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Total of 20 contact hours, 2 per week - 1 lecture and 1 seminar

Synopsis

This module will be of particular interest to any students interested in widening their knowledge in Romance languages and to those intending to spend time in the Catalan countries (At present we have students in ERASMUS exchanges with the universities of Alacant and Barcelona as part of our year abroad program. Some students also choose to apply for teaching posts in the Catalan countries and knowledge of the autochthonous language is an advantage for them). It will complement the LS515/LS538 Catalan Culture module in Stage Two, by providing a chance to develop Catalan language skills and to use Catalan criticism in essay writing and class presentations. The latter will widen student's ability to draw from a wider range of ideas which they can use in their content courses in Spanish and other subjects. Key grammatical structures will be taught through the means of purpose-designed Catalan language course-books. Cultural background will be provided by materials supplied by the Universitat d'Alacant, some works in English translation and some texts in Catalan. A range of critical materials will form the basis for discussions, translations and applied exercises. Development of understanding of Catalan texts will be done through reading comprehension, translation into English, and guided debates and discussions.

Preliminary Reading

MARTA MAS - 'Veus 2. Curs de catala. Llibre de gramàtica i exercicis', Publicacions de l'Abadia de Montserrat, 2005

LS553 Learning Catalan 2B (Intermediate)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total of 20 contact hours, 2 per week - 1 lecture and 1 seminar

Synopsis

This module will be of particular interest to any students interested in widening their knowledge in Romance languages and to those intending to spend time in the Catalan countries (At present we have students in ERASMUS exchanges with the universities of Alacant and Barcelona as part of our year abroad program. Some students also choose to apply for teaching posts in the Catalan countries and knowledge of the autochthonous language is an advantage for them). It will complement the LS515/LS538 Catalan Culture module in Stage Two, by providing a chance to develop Catalan language skills and to use Catalan criticism in essay writing and class presentations. The latter will widen student's ability to draw from a wider range of ideas which they can use in their content courses in Spanish and other subjects. Key grammatical structures will be taught through the means of purpose-designed Catalan language course-books. Cultural background will be provided by materials supplied by the Universitat d'Alacant, some works in English translation and some texts in Catalan. A range of critical materials will form the basis for discussions, translations and applied exercises. Development of understanding of Catalan texts will be done through reading comprehension, translation into English, and guided debates and discussions. However, students who have spent their year abroad in a Catalan speaking area are likely to want to take LS553 without taking 552, in order to expand their knowledge in Catalan language.

Preliminary Reading

MARTA MAS - 'Veus 2. Curs de catala. Llibre de gramàtica i exercicis', Publicacions de l'Abadia de Montserrat, 2005

Further course material is available on Moodle

LS554 Writing the Cuban Revolution

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Rowlandson Dr W

Contact Hours

20 - One 2-hour lecture/seminar per week

Synopsis

The module investigates a variety of films and texts produced by Cubans both in Cuba and in exile from the time of the Revolution to the present day. In analysing these texts, an impression will emerge of how different writers and artists respond to the powerful presence of the revolutionary regime and to the pressures inherent within that system. Textual analysis will run parallel to an investigation of the history and politics of the revolutionary period, highlighting key moments and issues that become decisive elements within the texts.

Preliminary Reading

C GARCIA - 'Soñar en cubano'

M BARNET - 'Biografía de un cimarrón'

R ARENAS - 'Antes que anochezca'

Film: 'Fresa y chocolate' – dir. TG ALEA & JC TABIO

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LS555 **Voices of a Continent - 20th Century Latin American Poets**

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

Contact Hours

20

Synopsis

This course will be of particular interest to any student who has completed LS313/312 Introduction to Hispanic Culture course, wherein aspects of Hispanic poets and aspects of Latin American history are introduced. The course will also anticipate Stage Three module LS540: The Spanish Avant-Garde. The module widens the Section's perspective in Latin American studies, in response to the increasing demand across HE institutions.

The module introduces the student to four key Latin American poets, representing different periods and different approaches to poetry. The course takes account of the relationships between poetry and the social, political and cultural context from which it emerges, while also allowing for discussion of particular critical and aesthetic issues relevant to poetry. Topics covered would include ultraísmo and the avant-garde, politically committed poetry, gender issues, negrismo, mulatismo, the particularities in the use of style and rhyme in Spanish verse, and the critical terms used in the discussion of poetry, both in Spanish and English.

Preliminary Reading

P NERUDA - Selected Poems

JL BORGES - Selected Poems

JL BORGES - 'Antología poética 1923-1977'

N MOREJON - 'Black Woman and other poems / mujer negra y otros poemas'

All Texts to be included in the course booklet, available from the Languages Office (CNW113)

LS556 **Voices of a Continent - 20th Century Latin American Poets**

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

Contact Hours

20.

Synopsis

This course will be of particular interest to any student who has completed LS313/312 Introduction to Hispanic Culture course, wherein aspects of Hispanic poets and aspects of Latin American history are introduced. The course will also anticipate Stage Three module LS540: The Spanish Avant-Garde. The module widens the Section's perspective in Latin American studies, in response to the increasing demand across HE institutions.

The module introduces the student to four key Latin American poets, representing different periods and different approaches to poetry. The course takes account of the relationships between poetry and the social, political and cultural context from which it emerges, while also allowing for discussion of particular critical and aesthetic issues relevant to poetry. Topics covered would include ultraísmo and the avant-garde, politically committed poetry, gender issues, negrismo, mulatismo, the particularities in the use of style and rhyme in Spanish verse, and the critical terms used in the discussion of poetry, both in Spanish and English.

Preliminary Reading

P NERUDA - Selected Poems

N MOREJON - 'Black Woman and other poems / mujer negra y otros poemas'

JL BORGES - 'Selected Poems' and 'Antología poética 1923-1977'

All Texts to be included in the course booklet, available from the Languages Office (CNW113)

LS562 **The Legacy of Inequality: Race and Ethnicity in Latin America**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Sobrevilla-Perea Dr N

Contact Hours

20 hours - One 2-hour lecture per week

Synopsis

This module will prove an examination of the incorporation of indigenous and slave populations to political life in different Latin American countries from the colonial period to the present. It will focus on two main issues: the relationship between the state and indigenous populations; and the process of abolition of slavery. These topics will be explored in a comparative perspective with an aim to understanding the legacies of unequal societies and their impact on current realities.

Preliminary Reading

P WADE - 'Race and Ethnicity in Latin America' (Templeman Library Classmark: HT 20011.5)

GR ANDREWS - 'Afro-Latin America, 1800-2000'

M RESTALL (ed) - 'Beyond Black and Red: Africa-Native Relations in Colonial Latin America'

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LS563 Terrorism and State Terror in Latin America

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Sobrevilla-Perea Dr N

Contact Hours

20

Restrictions

This module is taught in Spanish

Synopsis

This module explores the difficult experiences of terrorism and state terror in Latin America through films and documentaries. Between 1970s and 1990s Argentina, Chile, Central America and Peru lived through extreme instances of insurgency and state sponsored violence. The course will examine the tensions in society brought by these experiences as well as the efforts to come to terms with these memories. The reports produced by the various commissions that sought truth and redress from the 1980s to the present will be the main texts to accompany the course.

Preliminary Reading

Film La Historia Oficial

Film La Boca del Lobo

Film Voces Inocentes

Nunca Mas

Retting Report

Informe final CVR

Film La Batalla de Chile

LS564 Jorge Luis Borges: life in the literary labyrinth

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

Contact Hours

One 2-hour seminar per week

Synopsis

Borges is one of the best known writers of the 20th Century, acclaimed for his intriguing short stories that play with philosophical ideas such as identity, reality and language. His work, which includes poetry, essays, and reviews of imaginary books, has had great influence on magical realism, literary theory, contemporary fiction and film, and is still of great popularity today. He revelled in fable and imaginary worlds, blurring the boundaries between fact and fiction, memory and archive, dreams and reality.

This module considers a variety of Borges' writings, looking at his better-known short stories of the collections 'El Aleph' and 'The Garden of Forking Paths', his philosophical and metaphysical essays, a selection of his poetry, and certain of his numerous interviews.

LS567 Final Year Dissertation

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Lázaro-Reboll Dr A

Contact Hours

This Stage 3 module is optional for Hispanic Studies SH & JH students. This module is deliberately not a taught module. It builds on the skills and knowledge acquired by students in the earlier content modules and encourages their independent research work. An induction (lecture) will inform students of the necessary requirements and procedures. The module convenor organizes the induction lecture and provides general guidance on the module (for example, initial allocation of supervisors). Further contact hours consist in one-to-one supervision according to individual supervision plans tailored to the respective student's needs. A minimum of 6 contact hours is expected. Students will however need to abide by a number of internal deadlines: Nominate supervisor; provide working title; provide outline and primary sources for the bibliography; produce a draft of a section of about 25% of dissertation. The individual supervisors will receive this information and provide feedback at each of the stages prior to the student handing in the final version. Total study hours 300.

Synopsis

Final year students write a dissertation of 9,000-10,000 words on a topic of their own choice. The topic must be on a Hispanic (Peninsular or Latin American) literary, linguistic or cultural subject; it is expected that the topic will be related to other Hispanic Studies modules taken by the student. Throughout the two terms students are given guidance by a chosen supervisor. The supervisor and the student will establish a calendar of meetings / supervisions in Week 1 (at least 8 one-hour meetings) in which aims and objectives, critical approach, bibliography and drafts of the dissertation will be discussed.

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LS568 Second Year Extended Essay

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Roser i Puig Dr M

Synopsis

Stage 2 students write an Extended Essay of 4,000-5,000 words on a topic of their own choice. The topic must be on a Hispanic (Peninsular or Latin American) literary, linguistic or cultural subject; it is expected that the topic will be related to other Hispanic Studies modules taken by the student. Throughout the terms students are given guidance by a chosen supervisor. The supervisor and the student will establish a calendar of meetings / supervisions in Week 1 (at least 5 one-hour meetings) in which aims and objectives, critical approach, bibliography and drafts of the Extended Essay will be discussed.

Learning Outcomes

At the end of this module students will

- Have shown that they can identify and choose an appropriate topic for personal study;
- Have demonstrated that they can study without the discipline of regular classes;
- Have shown that they can work, study and undertake research independently;
- Be able to successfully organize the work involved in an extensive research project;
- Be able to marshal complex knowledge and present it clearly and logically in the substantive form of an Extended Essay.
- Submit the required work at a stated deadline without prevarication.

LS571 After Dictatorship: Spain and Latin America

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)		

Contact Hours

20 contact hours (one 1-hour lecture and one 1-hour seminar per week)

Synopsis

This module explores the different ways in which Spain and Latin American countries have attempted to make transitions from dictatorship to democracy. The course provides an overview of the political, social and cultural developments in Spain and Latin America after conditions of dictatorship, from 1975 onwards in the case of Spain and from the 1980s and 1990s in the case of specific Latin American countries (Chile, Argentina and Peru, among others). The course takes a comparative and interdisciplinary approach by combining history, literature, film, journalism and comics. The chosen texts provide an insight into the political, social and cultural attitudes of post-dictatorship societies as well as into the changing role and conditions of cultural production in post-dictatorial democracies. Issues such as historical trauma and historical memory, forgetting and collective memory, and justice and truth commissions cut across the module.

Learning Outcomes

Students who successfully complete this module will have knowledge of:

- a) The different ways in which Spain and Latin American countries have attempted to make transitions from dictatorship to democracy (12A Hispanic Studies Programme Outcomes);
- b) A variety of textual media, having synthesised information from a number of sources in order to gain a coherent understanding of the subject, whilst expanding their knowledge of critical and cultural theory (12A);
- c) Methods of analysing, criticising and assessing logical arguments, and studying and reaching conclusions independently (12B);
- d) Researching, planning and presenting orally to the group on a chosen topic (12B);
- e) Reading and listening to texts in Spanish (12B, 12C).

Preliminary Reading

La muerte y la doncella (Ariel Dorfman, 1990) – Chile.
La mujer sin cabeza (Lucrecia Martel, 2008) – Argentina.
Abril Rojo (Santiago Roncagliolo, 2006) – Peru
Asesinato en el Comité Central (Manuel Vázquez Montalbán, 1981) – Spain.
Postmodernos (Lidia Falcón, 1993) – Spain
Soldados de Salamina (Javier Cercas, 2001) - Spain
El laberinto del fauno (Guillermo del Toro, 2006) – Spain

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LZ500 An Introduction to English Language Teaching						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Hughes Dr M

Contact Hours

2 hours per week

Method of Assessment

100% coursework.

Synopsis

This module, while useful for those who may wish to teach English language, provides a rich variety of transferable skills that will be of value to any participant. The components of the module will provide a theoretical practical focus for the content and organisation of communicative language classes. Within this context participants will be guided towards good practice in basic theory of English language teaching and learning constructed from current theory methods and approaches and practices. There will be opportunities to observe, plan, prepare and teach classes under the guidance and supervision of experienced English language teachers.

Learning Outcomes

To give you an introductory training, based on theoretical and practical principles, in the content, methodology, materials, organisation and practice of classroom language teaching.

To develop, improve and refine your linguistic awareness depending on your previous knowledge and experience

To acquire the ability to assess student language competence and needs in the four skills of reading, writing, listening and speaking.

To learn to devise a syllabus, plan lessons and select materials and teaching strategies appropriate to the needs and interests of the students you teach.

To appreciate, through recorded and some 'live' classroom observation of experienced teachers, the content, methods, strategies and organisation of classroom work.

To demonstrate your practical skills by teaching groups of peers under the supervision of experienced teachers.

Preliminary Reading

J SCRIVENER - 'Learning Teaching', Heinemann, 2005

HARMER, J - 'How to Teach English', Longman 1998

LZ501 Language in Society						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Hall Dr D

Contact Hours

2 hours per week

Synopsis

This module will consider the interaction between individuals, groups and society based on language variety and use. Aspects to be explored will include accent, dialect, slang, style, register and standardisation. Relationships between language and culture, gender, age, ethnicity, class and education will also be examined. Participants will be able to draw on their experience of language from their individual national, geographical, cultural and societal positions and will be actively encouraged to engage critically with the ideas and theories presented, and to interrogate their key premises with rigour.

Preliminary Reading

DOWNES, W - 'Language and Society', Cambridge, 1998

HUDSON, R A - 'Sociolinguistics', Cambridge, 1980

MESTHRIE, R, J SWANN, A DEUMERT & W L LEAP - 'Introducing Sociolinguistics', Edinburgh, 2000

MONTGOMERY, M - 'An Introduction to Language and Society', 3rd edition, Routledge, 2008

ROMAINE, S - 'Language and Society', Oxford, 1994

STOCKWELL, P - 'Sociolinguistics: A Resource Book for Students', 2nd Edition, Routledge, 2007

WARDHAUGH, R - 'An Introduction to Sociolinguistics', 5th Edition, Blackwell, 2006

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LZ503 English Language in the Media

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	70% Coursework, 30% Exam	Scott Dr J

Contact Hours

2 hours per week

Restrictions

Restricted to students with a background in language study.

Synopsis

In this module, students will undertake analyses of media texts taken from a number of sources, in particular, advertising (on TV, in magazines, on bill-boards) and newspapers (both tabloid and broadsheet). Issues to be considered include words, signs, and grammar in context; how theoretical frameworks in semiotics can be applied to current media material; the connection between texts and their socio-cultural contexts; the interaction between a text and its accompanying image; bias and ideology, including how gender, race, religion, politics and social class are represented. Students will develop the ability to approach the language of the media critically and to read the press perceptively so as to understand the importance of the media in a democratic society and not to be deceived by newspaper proprietors with an agenda of their own or by editors and journalists with an axe to grind. The course is to include hands-on analysis throughout.

Preliminary Reading

AITCHISON, J & D LEWIS (eds) - 'New Media Language', Oxon: Routledge (2003)

BIGNELL, J - 'Media Semiotics', Manchester: MUP (2002)

DURANT, A & M LAMBROU - 'Language and Media: A Resource Book for Students', London: Routledge (2009)

REAH, DANUTA - 'The Language of Newspapers', London: Routledge (2002) (2nd)

LZ517 English Language Dissertation

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Pooley Prof T

Restrictions

This module is for Stage 3 English Language students and Stage 3 Business and English Language Studies students only.

Synopsis

This module enables students to research in depth an aspect of English Language of particular interest to them, or to compare English in one or more of its aspects with other languages. Potential areas for investigation are quite broad, and reflect the eclectic research interests of the department: your dissertation topic should be negotiated with your supervisor and normally linked to a module you have studied or are studying at Stage 2 or 3. With guidance from their supervisors, students will identify a research question and collect data, then apply appropriate methodologies for their analysis. While your supervisor will be there to guide you, you will take responsibility for setting your own deadlines, working at a pace that suits you, with the aim of submitting a dissertation of 8,000-10,000 words early in the Summer term. For many students this is a first taste of extended writing, and an excellent introduction to research in English language and linguistics for anyone contemplating postgraduate work.

Preliminary Reading

MCMILLAN, K & J WEYERS - 'How to Write Dissertations and Project Reports', London: Prentice Hall (2007)

WRAY, A and A BLOOMER - (2nd) 'Projects in Linguistics', London: Hodder Arnold (2006)

LZ520 Learning and Teaching Languages

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

Contact Hours

2 hours per week.

Synopsis

In this module we will analyse first and second language acquisition theories in the light of past and current developments in psychology and learning theory. We will discuss a range of language teaching methods and investigate ways in which they reflect acquisition theory.

You will have the opportunity to compare second language teaching methods from perspectives of: focus on form, function and meaning and student and teacher roles and evaluate their effectiveness against criteria of accuracy and fluency. You will have the opportunity to discuss the ways in which a variety of social, educational and cultural contexts directly influence the implementation of second language teaching methods, and will be able to follow your personal interests by investigating language teaching methods in context.

Although this module focuses primarily on learning and teaching English, the language acquisition theories and L2 teaching methods examined in this module will be equally applicable to teaching and learning other languages.

Preliminary Reading

BROWN, H.D - 'Principles of Language Learning and Teaching', New York, Longman (2006)

ELLIS, R - 'Second Language Acquisition', Oxford, Oxford University Press (1997)

MCLAUGHLIN, B - 'Theories of Second-Language Learning', London, Edward Arnold (1987)

WILLIAMS, M. & BURDEN R. L - 'Psychology for Language Teachers', Cambridge, Cambridge University Press (1997)

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LZ522 Writing in the Media

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Scott Dr J
1	Canterbury	Autumn	H	15 (7.5)		

Contact Hours

2 hours per week

Method of Assessment

100% Coursework: 60% 3000 word portfolio of original writing; 30% 1500 word critical commentary; 10% seminar contribution

Synopsis

This module is aimed towards students who are considering a career in journalism, freelance writing, publishing and related fields, but will also be of great use to those with a general interest in the area of media and language studies. It enables students to put into practice theories and methods of discourse analysis by producing their own portfolio of journalism and media-related writing. The course functions as a useful and complementary 'sister module' to LL510 Creative Writing: A Stylistic Approach, but can be taken independently. A consideration of the impact of new media ('multimodality') on the field will form a substantial component of the module's content. Students will carry out their own research, for example using Canterbury and its environs as their news area, collecting information, arranging and carrying out relevant interviews, and writing up projects. They will produce and submit a portfolio of original journalism in which they demonstrate their ability to use the English language and to structure their writing with the target audience in mind. Accompanying this, students will submit a critical commentary in which they will reflect on how an understanding of relevant discourse, stylistic and narratological theory has impacted on their writing. The module will be structured along both theoretical and practical lines, with 2-hour workshops based on 'input', analysis and practice.

Preliminary Reading

CAREY, J (ed.) - 'The Faber Book of Reportage', Faber (1989)
 FAIRCLOUGH, N - 'Media Discourse', Hodder Arnold (2002)
 MCKEE, R - 'Story', Methuen (1999)
 RICHARDSON, JE. - 'Analysing Newspapers', Palgrave Macmillan (2007)
 FULTON, H - 'Narrative and Media', CUP (2005)
 WOOLFE, T - 'The New Journalism', Picador

LZ524 Case Studies in Language Acquisition

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Janke Dr V

Contact Hours

2 hours per week

Pre-requisites

LZ523 or students with a background in generative grammar

Method of Assessment

100% coursework.

Synopsis

By focusing on a core set of linguistic case-studies, this course will equip students with the ability to: assess the extent to which linguistic capacities interact with psychological ones; recognise the relevance of the distinction between developmental and acquired disorders; critically analyse evidence for/against linguistic principles being operative in child grammars; with regard to developmental disorders, distinguish between language delay and language deviance; begin to understand the results of social, cognitive and linguistic tests against which capabilities are measured.

Preliminary Reading

FODOR, J - (1998) There and Back Again: A Review of Annette Karmiloff-Smith's Beyond Modularity in Fodor, Jerry (1998) In Critical Condition: Polemical Essays on Cognitive Science & the Philosophy of Mind Cambridge, Mass: MIT Press.
 KARMILOFF-SMITH, A - 'Beyond Modularity: A Developmental Perspective on Cognitive Science'. Cambridge, Mass: MIT Press (1992)
 SMITH, NEIL & IANTHI TSIMPLI - 'the Mind of a Savant: Language Learning and Modularity' London: Blackwell, (1995)
 PEROVIC, A - 'Syntactic Deficit in Down Syndrome: More Evidence for the Modular Organisation of Language Lingua' 116, 10, 1616- 1630. (2006)

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PL507 Philosophy Dissertation

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	

Contact Hours

Restrictions

It is not possible to take PL507 in conjunction with either PL520 or PL521. Available to Stage Three Single Honours students only

Synopsis

This module provides an opportunity for independent work within an area of philosophy chosen by the student. It must be taken in the final year, and is normally open only to Single Honours Philosophy students. (Others need to obtain special permission from the Module Convenor.) THOSE WHO WISH TO TAKE THIS MODULE MUST (1) ENSURE THAT THERE IS A MEMBER OF THE PHILOSOPHY BOARD OF STUDIES WILLING TO SUPERVISE THEIR WORK; (2) SUBMIT AN OUTLINE AND PROVISIONAL TITLE OF THE PROPOSED DISSERTATION, ENDORSED BY THE PROSPECTIVE SUPERVISOR, TO THE MODULE CONVENOR FOR APPROVAL BEFORE FINAL-YEAR REGISTRATION. The Dissertation should normally be about 9000 (maximum 10000) words long; it may consist either of an essay on a single theme, or of two or three Essays on complementary themes in Philosophy. Please note that the Dissertation is one of the most difficult modules. You should not apply to register for it unless you have a definite project to which you are seriously committed with the support of a member of staff who is willing to supervise you.

PL514 Knowledge and Metaphysics: Descartes to Kant

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	

Contact Hours

Weekly lecture, weekly seminar

Availability

Also available under code PL584 (Level I)

Synopsis

This course is concerned with the principal epistemological and metaphysical doctrines of great figures of European philosophy, namely: René Descartes (1596-1650), John Locke (1632-1704), Gottfried Leibniz (1646-1716), George Berkeley (1685-1753), David Hume (1711-1776), Thomas Reid (1710-1796), and Immanuel Kant (1724-1804).

Whilst each of these philosophers deserves to be studied in his own right, it is especially illuminating to study them in their historical sequence. In the first place, all but Descartes developed their views partly in response to his predecessors. In the second place, the views in question are extraordinarily diverse – so that the course provides a fairly broad grounding in both epistemology and metaphysics.

The course starts with Descartes, the founder of modern philosophy. We ask, with him, how we can face the challenge of scepticism. Can we have metaphysical, indeed any kind of, knowledge? Is the soul or mind independent of the body? Is the soul immortal? Is there a God and can we prove this? What makes me the same person I was ten years ago? What are ideas and how were they conceived of throughout modern philosophy?

Is everything an idea, an idea in my or in God's mind? Can I have direct knowledge about the world, or only of ideas objects cause in me? Are colours real properties of objects? Is causation a relation in the world, or only in my mind? What is the role of the senses in acquiring metaphysical knowledge? Can we have experience-independent knowledge about the world? Is Kant correct to claim that we can only know how objects appear to us, not how they are in themselves? Can we find conceptions, and misconceptions, prevailing throughout the Descartes-Kant tradition? What can we learn from these traditions?

Preliminary Reading

Anthony Kenny, *The Rise of Modern Philosophy* (OUP), or *A New History of Philosophy, Part Three* (OUP)

PL520 Philosophy Extended Essay

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Project	

Contact Hours

Students will normally have four meetings with their supervisor, at regular intervals and at times to be individually arranged.

Restrictions

It is not possible to take PL520 in conjunction with either PL507 or PL521.

Synopsis

This module provides an opportunity for students to produce a substantial piece of independent philosophical work, and at the same time to improve their skills in essay writing by getting one-to-one supervision and feedback on a specific piece of work. It is available to Single Honours and Joint Honours Philosophy students. It cannot be taken by other students as a 'wild module'. THOSE WISHING TO TAKE THE MODULE MUST ENSURE THAT THERE IS A MEMBER OF THE PHILOSOPHY BOARD OF STUDIES WILLING TO SUPERVISE THEIR WORK. THEY MUST SUBMIT AN OUTLINE OF THE PROPOSED AREA OF STUDY, ENDORSED BY THE PROSPECTIVE SUPERVISOR, TO THE MODULE CONVENOR FOR APPROVAL BEFORE REGISTERING FOR THE MODULE. The Extended Essay should not be more than 5000 words long and must be submitted by the first day of the following term. Please note that the extended essay is considered a difficult module. You should not apply to register for it unless you have a definite project to which you are seriously committed with the support of a member of staff who is willing to supervise you.

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PL521 Philosophy Extended Essay

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Project	

Contact Hours

Students will normally have four meetings with their supervisor, at regular intervals and at times to be individually arranged.

Restrictions

It is not possible to take PL521 in conjunction with either PL507 or PL520.

Synopsis

This module provides an opportunity for students to produce a substantial piece of independent philosophical work, and at the same time to improve their skills in essay writing by getting one-to-one supervision and feedback on a specific piece of work. It is available to Single Honours and Joint Honours Philosophy students. It cannot be taken by other students as a 'wild module'. THOSE WISHING TO TAKE THE MODULE MUST ENSURE THAT THERE IS A MEMBER OF THE PHILOSOPHY BOARD OF STUDIES WILLING TO SUPERVISE THEIR WORK. THEY MUST SUBMIT AN OUTLINE OF THE PROPOSED AREA OF STUDY, ENDORSED BY THE PROSPECTIVE SUPERVISOR, TO THE MODULE CONVENOR FOR APPROVAL BEFORE REGISTERING FOR THE MODULE. The Extended Essay should not be more than 5000 words long and must be submitted by the first day of the following term. Please note that the extended essay is considered a difficult module. You should not apply to register for it unless you have a definite project to which you are seriously committed with the support of a member of staff who is willing to supervise you.

PL526 Aesthetics

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Kirchin Dr ST

Contact Hours

Weekly 2-hour class

Availability

Also available under code PL610 (Level I)

Synopsis

The aim of this module is to provide students with an overview of contemporary work in philosophical aesthetics and an understanding of the central issues that this work addresses. The module will cover the following topics: The Definition of Art; Aesthetic Qualities; The Ontology of Art; Aesthetic Experience; Art, Emotion and Expression; Truth and Representation; Art, Society and Morality; The Evaluation of Art; Criticism and Interpretation.

Preliminary Reading

A NEILL & A RIDLEY (eds) - 'Arguing about Art' (Routledge)

PL527 Contemporary Theory of Knowledge

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

Contact Hours

Weekly lecture, weekly seminar

Availability

Also available under code PL585 (Level I)

Synopsis

The aim of this module is to introduce students to the central questions of the theory of knowledge – with the main emphasis upon the work of contemporary philosophers.

Preliminary Reading

J DANCY & E SOSA (eds.) - 'A Companion to Epistemology', Blackwell

J DANCY - 'Introduction to Contemporary Epistemology', Blackwell; D O'BRIEN - 'An introduction to the Theory of Knowledge'

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PL552 Metaphysics, Truth and Relativism

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Murzi Dr J

Contact Hours

Weekly lecture, weekly seminar

Availability

Also available under code PL588 (Level I)

Synopsis

What is it for a statement to be true? It seems that statements are only true if they correspond to the world correctly, and false if they do not. But what exactly does this 'corresponding' relationship consist of? We will begin the course with this issue, before moving on to challenge whether the 'correspondence' theory of truth is correct. Some people – deflationists – believe that statements can be true and false but, unlike correspondence theorists, believe that the property of truth is not very philosophically exciting and that little is learnt by assuming it to be a 'substantial' property. Others – coherentists – believe that statements are true only in so far as they cohere with other statements. At the end of the course we will consider the position of people – relativists – who believe that there is no property of truth at all. This course will tie in issues from metaphysics and the philosophy of language – particularly the idea of a 'truthmaker' – although this course has no pre-requisite modules.

Preliminary Reading

SI BLACKBURN & K SIMMONS (eds.) - 'Truth'

PASCAL ENGEL - 'Truth'

PL556 Philosophies of Art

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

2 hours per week: 1hr lecture, 1hr seminar

Availability

Also available under code PL590 (Level I)

Synopsis

In this course we will study some of the major works in the philosophical field of aesthetics. Texts to be studied will include extracts from major works by philosophers such as Kant, Hegel, Nietzsche and Heidegger. The approach will be philosophical and critical, and will involve the close reading of texts. Themes to be studied include: the epistemological status of aesthetic judgements, the nature of a work of art, the relation of art to morality and politics, beauty and truth in the arts.

Preliminary Reading

L. TOLSTOY - 'What is Art?'

PLATO - 'Republic', Book X

R.G. COLLINGWOOD, 'The Principles of Art'

PL569 Metaethics

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Kirchin Dr ST

Contact Hours

Weekly 2 hour lecture, weekly one hour seminar

Availability

Also available under code PL595 (Level I)

Synopsis

What makes it the case that certain actions, such as stealing and sharing, have ethical values, be those values positive or negative? Are ethical values such as goodness and badness, compassion and cruelty, mind-independent ethical properties, properties that exist no matter what anyone thinks, desires, aims at and the like? Or are there no such ethical properties at all and when we call something good we are just expressing our emotions and feelings about a nonethical world? Are there any other positions available? This course is designed to introduce you to some of the most exciting and interesting philosophical literature in recent years, which brings together ethics and metaphysics with a little epistemology and philosophy of language. The first half of this course will examine (what are often called) "metaethical" questions such as those above. We will then move on to discuss debates concerning moral psychology and motivation. When one says 'charity-giving is good' is it a matter of necessity that one will be motivated to some extent to give to charity? Or is it possible for one to make such a judgement and have no motivation at all (and for such a judgement to count as a legitimate moral judgement)? At the end we will see how these questions concerning psychology are integral to the earlier debates of metaphysics. Throughout, we will be examining these questions and issues by looking at work by authors from the start of the twentieth century (e.g. G. E. Moore) and by more recent writers (e.g. Simon Blackburn, Allan Gibbard, J. L. Mackie, John McDowell and Michael Smith).

Preliminary Reading

A. FISHER and S. KIRCHIN (eds.) - 'Arguing about Metaethics' (London: Routledge, 2006) – typical Seminar reading

A MILLER - 'An Introduction to Contemporary Metaethics' (Cambridge: Polity, 2003) - recommended

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PL570 Philosophy of Medicine

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Corfield Dr D

Contact Hours

3 hours per week

Availability

Also available under PL596 (Level I)

Synopsis

The aim of this module will be to students to find out about and discuss the application of central philosophical ideas – from ethics, metaphysics, philosophy of mind, philosophy of science, etc. – to the field of medicine. The module will address rival conceptions of health, illness, and disease, the mind-body problem in the context of medicine, and discuss medicine as a science. Students will also consider a number of ethical problems faced by medical practitioners.

Preliminary Reading

LENNART NORDENFELT (ed.) - 'Health, Science and Ordinary Language', Editions Rodopi, 2001.

HANS-GEORG GADAMER - 'The Enigma of Health', Polity Press, 1996

PL572 Greek Philosophy: Plato and Aristotle

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	

Contact Hours

3 hours per week

Availability

Also available under code PL598 (Level I)

Synopsis

This module, for Stage 2 / 3 philosophy students, addresses key issues in ancient Greek philosophy through close examination of primary texts. This is NOT an introductory module and assumes students are familiar with philosophical method and analysis. If you are not a philosophy student, please contact the convenor to discuss the suitability of this module. Our topics include moral philosophy, metaphysics and theory of knowledge (epistemology). Typical readings will include Plato's Republic and Aristotle's Nicomachean Ethics. Students should gain a critical overview of the main topics and writings foundational to the Western philosophical tradition

Preliminary Reading

F M CORNFORD - 'Before and After Socrates'

PL573 Wittgenstein

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Tanney Dr J

Contact Hours

3-4 hours per week

Availability

Also available under code PL599 (Level I)

Synopsis

Wittgenstein is widely thought to have been the greatest philosopher of the 20th Century. This module will concentrate in depth on some of Wittgenstein's work by focusing on selected passages of his writings. The actual passages or texts focused on from year to year may vary.

Preliminary Reading

L WITTGENSTEIN - 'The Blue and Brown Books', Blackwell

PL576 Philosophy of Language

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Goldstein Prof L

Contact Hours

3 hours per week

Availability

Also available under code PL602 (Level I)

Synopsis

Language is something we use every day, so it is easy not to notice what a complex and wonderful phenomenon it is. We use a name or a description to draw attention to some object. How does that work – what is the nature of reference? We utter words, but words are not just sounds; they typically have meaning. But meaning is not a physical property, like redness or hardness, so what is it; how do speakers succeed in meaning what they say? We stretch language when we create metaphors, we make all kinds of mistakes when we speak (such as malapropisms) yet are still understood. How? We acquire our mother tongues quickly and easily. How is that possible? We manage to speak concisely because we tailor our words to the shared conversational environment, taking into account what we believe about the knowledge and beliefs of our particular audiences. How can we do this so effortlessly? This module examines such questions.

Preliminary Reading

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PL578 **Advanced Topics in Mind and Language**

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

Contact Hours

3-4 hour

Availability

Available to Stage 2 students under code PL604 (Level I) and Stage 3 students under code PL578 (Level H).

Synopsis

The aim of this course is to engage in advanced study in the philosophy of mind and language, and engage with the criticism of contemporary approaches as it is found in the works of Wittgenstein and/or Ryle.

Preliminary Reading

Wittgenstein's 'Philosophical Investigations'

PL579 **Logic**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Williamson Prof J

Contact Hours

3 hours per week

Availability

Also available under code PL605 (Level I)

Synopsis

What makes a good argument? How can we tell whether an argument is valid? Logic aims to provide answers to questions such as these. In this module we shall discuss arguments and argument structure; notions such as validity, soundness and consistency; and procedures for testing the validity of arguments in both propositional and predicate logic.

Preliminary Reading

I. COPI & C. COHEN - 'Introduction to Logic', Prentice Hall, 2004

PL580 **Philosophy of Science**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Corfield Dr D

Contact Hours

3 hours per week

Availability

Also available under code PL606 (Level I)

Synopsis

Why is science successful? To what extent should we believe what scientists say? Is science a mechanical process? The philosophy of science addresses such questions as these. Themes to be studied in this module will include: the nature of scientific theory change, the status of scientific claims, the methodology of scientific reasoning, the prospects for automating scientific reasoning.

Preliminary Reading

D PAPINEAU (ed.) - 'The Philosophy of Science', Oxford University Press, 1996

C HOWSON & P URBACH - 'Scientific Reasoning: The Bayesian Approach', Open Court, 1989

D GILLIES - 'Artificial Intelligence and Scientific Method', Oxford University Press, 1996

PL582 **Paradoxes**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Contact Hours

2 hour lecture plus one hour seminar

Availability

Also available under code PL608 (Level I)

Synopsis

See entry for PL608

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PL583 Philosophy of Cognitive Science and Artificial Intelligence

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	30 (15)	100% Coursework	Menne Mr D
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Contact Hours

3 hours per week

Availability

Also available under code PL609 (Level I)

Synopsis

The cognitive sciences include disciplines such as psychology, linguistics, anthropology, neurology, computer sciences, artificial intelligence, and philosophy of mind. They are united in their attempt to discover the nature of cognition: what is it to be intelligent, to have the capacity for rational thought, to have the ability to form concepts? An underlying assumption of classical approaches to the cognitive sciences is the idea that intelligent creatures have 'mental representations' and that they manipulate these representations by rule-governed processes. This is challenged by non-classical approaches. The nature of cognitive science, A.I and the philosophical assumptions that ground traditional approaches in the cognitive sciences will be the main focus of this module. Readings will be announced at the beginning of class.

Preliminary Reading

M CARTER - 'Minds and Computers', Edinburgh University Press

MA BODEN (ed.) - 'The Philosophy of Artificial Intelligence', Oxford University Press, 1990

J COPELAND - 'Artificial Intelligence: A Philosophical Introduction', Blackwell, 1993

PL584 Knowledge and Metaphysics:Descartes-Kant

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	

Contact Hours

Weekly lecture, weekly seminar

Availability

Also available under code PL514 (Level H)

Method of Assessment

Synopsis

This course is concerned with the principal epistemological and metaphysical doctrines of great figures of European philosophy, namely: René Descartes (1596-1650), John Locke (1632-1704), Gottfried Leibniz (1646-1716), George Berkeley (1685-1753), David Hume (1711-1776), Thomas Reid (1710-1796), and Immanuel Kant (1724-1804).

Whilst each of these philosophers deserves to be studied in his own right, it is especially illuminating to study them in their historical sequence. In the first place, all but Descartes developed their views partly in response to his predecessors. In the second place, the views in question are extraordinarily diverse – so that the course provides a fairly broad grounding in both epistemology and metaphysics.

The course starts with Descartes, the founder of modern philosophy. We ask, with him, how we can face the challenge of scepticism. Can we have metaphysical, indeed any kind of, knowledge? Is the soul or mind independent of the body? Is the soul immortal? Is there a God and can we prove this? What makes me the same person I was ten years ago? What are ideas and how were they conceived of throughout modern philosophy?

Is everything an idea, an idea in my or in God's mind? Can I have direct knowledge about the world, or only of ideas objects cause in me? Are colours real properties of objects? Is causation a relation in the world, or only in my mind? What is the role of the senses in acquiring metaphysical knowledge? Can we have experience-independent knowledge about the world? Is Kant correct to claim that we can only know how objects appear to us, not how they are in themselves? Can we find conceptions, and misconceptions, prevailing throughout the Descartes-Kant tradition? What can we learn from these traditions?

Preliminary Reading

Anthony Kenny, *The Rise of Modern Philosophy* (OUP), or *A New History of Philosophy*, Part Three (OUP)

PL585 Contemporary Theory of Knowledge

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

Contact Hours

Weekly lecture, weekly seminar

Availability

Also available under code PL527 (Level H)

Synopsis

The aim of this module is to introduce students to the central questions of the theory of knowledge – with the main emphasis upon the work of contemporary philosophers.

Preliminary Reading

J DANCY & E SOSA (eds.) - 'A Companion to Epistemology', Blackwell

J DANCY - 'Introduction to Contemporary Epistemology', Blackwell; D O'BRIEN - 'An introduction to the Theory of Knowledge'

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PL588 Metaphysics, Truth and Relativism

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Murzi Dr J

Contact Hours

Weekly lecture, weekly seminar

Availability

Also available under code PL552 (Level H)

Synopsis

What is it for a statement to be true? It seems that statements are only true if they correspond to the world correctly, and false if they do not. But what exactly does this 'corresponding' relationship consist of? We will begin the course with this issue, before moving on to challenge whether the 'correspondence' theory of truth is correct. Some people – deflationists – believe that statements can be true and false but, unlike correspondence theorists, believe that the property of truth is not very philosophically exciting and that little is learnt by assuming it to be a 'substantial' property. Others – coherentists – believe that statements are true only in so far as they cohere with other statements. At the end of the course we will consider the position of people – relativists – who believe that there is no property of truth at all. This course will tie in issues from metaphysics and the philosophy of language – particularly the idea of a 'truthmaker' – although this course has no pre-requisite modules.

Preliminary Reading

PASCAL ENGEL - 'Truth'

SI BLACKBURN & K SIMMONS (eds.) - 'Truth'

PL590 Philosophies of Art

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

2 hours per week: 1hr lecture, 1hr seminar

Availability

Also available under code PL556 (Level H)

Synopsis

In this course we will study some of the major works in the philosophical field of aesthetics. Texts to be studied will include extracts from major works by philosophers such as Kant, Hegel, Nietzsche and Heidegger. The approach will be philosophical and critical, and will involve the close reading of texts. Themes to be studied include: the epistemological status of aesthetic judgements, the nature of a work of art, the relation of art to morality and politics, beauty and truth in the arts.

Preliminary Reading

L. TOLSTOY - 'What is Art?'

PLATO - 'Republic', Book X

R.G. COLLINGWOOD, 'The Principles of Art'

PL595 Metaethics

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Kirchin Dr ST

Contact Hours

Weekly two hour lecture, weekly one hour seminar

Availability

Also available under code PL569 (Level H)

Synopsis

What makes it the case that certain actions, such as stealing and sharing, have ethical values, be those values positive or negative? Are ethical values such as goodness and badness, compassion and cruelty, mind-independent ethical properties, properties that exist no matter what anyone thinks, desires, aims at and the like? Or are there no such ethical properties at all and when we call something good we are just expressing our emotions and feelings about a nonethical world? Are there any other positions available? This course is designed to introduce you to some of the most exciting and interesting philosophical literature in recent years, which brings together ethics and metaphysics with a little epistemology and philosophy of language. The first half of this course will examine (what are often called) "metaethical" questions such as those above. We will then move on to discuss debates concerning moral psychology and motivation. When one says 'charity-giving is good' is it a matter of necessity that one will be motivated to some extent to give to charity? Or is it possible for one to make such a judgement and have no motivation at all (and for such a judgement to count as a legitimate moral judgement)? At the end we will see how these questions concerning psychology are integral to the earlier debates of metaphysics. Throughout, we will be examining these questions and issues by looking at work by authors from the start of the twentieth century (e.g. G. E. Moore) and by more recent writers (e.g. Simon Blackburn, Allan Gibbard, J. L. Mackie, John McDowell and Michael Smith).

Preliminary Reading

A. FISHER and S. KIRCHIN (eds.) - 'Arguing about Metaethics' (London: Routledge, 2006) – typical Seminar reading

A MILLER - 'An Introduction to Contemporary Metaethics' (Cambridge: Polity, 2003) - recommended

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PL596 Philosophy of Medicine

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Corfield Dr D

Contact Hours

3 hours per week

Availability

Also available under PL570 (Level H)

Synopsis

The aim of this module will be to students to find out about and discuss the application of central philosophical ideas – from ethics, metaphysics, philosophy of mind, philosophy of science, etc. – to the field of medicine. The module will address rival conceptions of health, illness, and disease, the mind-body problem in the context of medicine, and discuss medicine as a science. Students will also consider a number of ethical problems faced by medical practitioners.

Preliminary Reading

LENNART NORDENFELT (ed.) - 'Health, Science and Ordinary Language', Editions Rodopi, 2001.
HANS-GEORG GADAMER - 'The Enigma of Health', Polity Press, 1996.

PL598 Greek Philosophy: Plato and Aristotle

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	

Contact Hours

3 hours per week

Availability

Also available under code PL572 (Level H)

Synopsis

This module, for Stage 2 / 3 philosophy students, addresses key issues in ancient Greek philosophy through close examination of primary texts. This is NOT an introductory module and assumes students are familiar with philosophical method and analysis. If you are not a philosophy student, please contact the convenor to discuss the suitability of this module. Our topics include moral philosophy, metaphysics and theory of knowledge (epistemology). Typical readings will include Plato's Republic and Aristotle's Nicomachean Ethics. Students should gain a critical overview of the main topics and writings foundational to the Western philosophical tradition.

Preliminary Reading

F M CORNFORD - 'Before and After Socrates'

PL599 Wittgenstein

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Tanney Dr J

Contact Hours

3-4 hours per week

Availability

Also available under code PL573 (Level H)

Synopsis

Wittgenstein is widely thought to have been the greatest philosopher of the 20th Century. This module will concentrate in depth on some of Wittgenstein's work by focusing on selected passages of his writings. The actual passages or texts focused on from year to year may vary.

Preliminary Reading

L WITGENSTEIN - 'The Blue and Brown Books', Blackwell

PL602 Philosophy of Language

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Goldstein Prof L

Contact Hours

3 hours per week

Availability

Also available under code PL576 (Level H)

Synopsis

Language is something we use every day, so it is easy not to notice what a complex and wonderful phenomenon it is. We use a name or a description to draw attention to some object. How does that work – what is the nature of reference? We utter words, but words are not just sounds; they typically have meaning. But meaning is not a physical property, like redness or hardness, so what is it; how do speakers succeed in meaning what they say? We stretch language when we create metaphors, we make all kinds of mistakes when we speak (such as malapropisms) yet are still understood. How? We acquire our mother tongues quickly and easily. How is that possible? We manage to speak concisely because we tailor our words to the shared conversational environment, taking into account what we believe about the knowledge and beliefs of our particular audiences. How can we do this so effortlessly? This module examines such questions.

Preliminary Reading

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PL604 **Advanced Topics in Mind and Language**

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

Contact Hours

3-4 hours per week

Availability

Available to Stage 2 students under code PL604 (Level I) and Stage 3 students under code PL578 (Level H).

Synopsis

The aim of this course is to engage in advanced study in the philosophy of mind and language, and engage with the criticism of contemporary approaches as it is found in the works of Wittgenstein and/or Ryle.

Preliminary Reading

Wittgenstein's 'Philosophical Investigations'

PL605 **Logic**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Williamson Prof J

Contact Hours

3 hours per week

Availability

Also available under code PL579 (Level H)

Synopsis

What makes a good argument? How can we tell whether an argument is valid? Logic aims to provide answers to questions such as these. In this module we shall discuss arguments and argument structure; notions such as validity, soundness and consistency; and procedures for testing the validity of arguments in both propositional and predicate logic.

Preliminary Reading

I. COPI & C. COHEN - 'Introduction to Logic', Prentice Hall, 2004

PL606 **Philosophy of Science**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Corfield Dr D

Contact Hours

3 hours per week

Availability

Also available under code PL580 (Level H)

Synopsis

Why is science successful? To what extent should we believe what scientists say? Is science a mechanical process? The philosophy of science addresses such questions as these. Themes to be studied in this module will include: the nature of scientific theory change, the status of scientific claims, the methodology of scientific reasoning, the prospects for automating scientific reasoning.

Preliminary Reading

D PAPINEAU (ed.) - 'The Philosophy of Science', Oxford University Press, 1996

C HOWSON & P URBACH - 'Scientific Reasoning: The Bayesian Approach', Open Court, 1989

D GILLIES - 'Artificial Intelligence and Scientific Method', Oxford University Press, 1996

PL608 **Paradoxes**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Contact Hours

3 hours per week

Availability

Also available under code PL582 (Level H)

Synopsis

This module is an introduction to a range of philosophical issues surrounding the nature of paradoxes and their resolution. Paradoxes have been discussed throughout the history of philosophy and students will develop an understanding of what would constitute a solution to a paradox. The Sorites, Liar and Surprise Examination paradoxes will be examined in detail and the philosophical progress on the solution of these paradoxes assessed. This module is a natural complement to Logic, Philosophy of Logic or Philosophy of Language

Preliminary Reading

M CLARK - 'Paradoxes from A to Z', Routledge

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PL609 Philosophy of Cognitive Science and Artificial Intelligence

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	30 (15)	100% Coursework	Menne Mr D

Contact Hours

3 hours per week

Availability

Also available under code PL583 (Level H)

Synopsis

The cognitive sciences include disciplines such as psychology, linguistics, anthropology, neurology, computer sciences, artificial intelligence, and philosophy of mind. They are united in their attempt to discover the nature of cognition: what is it to be intelligent, to have the capacity for rational thought, to have the ability to form concepts? An underlying assumption of classical approaches to the cognitive sciences is the idea that intelligent creatures have 'mental representations' and that they manipulate these representations by rule-governed processes. This is challenged by non-classical approaches. The nature of cognitive science, A.I and the philosophical assumptions that ground traditional approaches in the cognitive sciences will be the main focus of this module. Readings will be announced at the beginning of class.

Preliminary Reading

M CARTER - 'Minds and Computers', Edinburgh University Press

MA BODEN (ed.) - 'The Philosophy of Artificial Intelligence', Oxford University Press, 1990

J COPELAND - 'Artificial Intelligence: A Philosophical Introduction', Blackwell, 1993

PL610 Aesthetics

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

Contact Hours

Weekly 2-hour class

Availability

Also available under code PL526 (Level H)

Synopsis

The aim of this module is to provide students with an overview of contemporary work in philosophical aesthetics and an understanding of the central issues that this work addresses. The module will cover the following topics: The Definition of Art; Aesthetic Qualities; The Ontology of Art; Aesthetic Experience; Art, Emotion and Expression; Truth and Representation; Art, Society and Morality; The Evaluation of Art; Criticism and Interpretation.

Preliminary Reading

A NEILL & A RIDLEY (eds) - 'Arguing about Art' (Routledge)

PL611 Metaphysics

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Contact Hours

3 hours per week

Restrictions

This module alternates with PL605/579 Logic

Availability

Also available under code PL612 (Level H)

Synopsis

What is an event? a causal relation? a possible world?

Metaphysics aims to provide answers to questions such as these. In this module we shall cover key topics concerning the nature of reality: identity and change; necessity and essence; possible worlds and counterfactuals; causality, agency and events; space and time.

Preliminary Reading

H. BEEBEE & J. DODD (eds) - 'Reading Metaphysics', Blackwell, 2007

E.J. LOWE - 'A Survey of Metaphysics', OUP, 2002

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PL612 Metaphysics

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Contact Hours

3 hours per week

Restrictions

This module alternates with PL605/579 Logic

Availability

Also available under code PL611 (Level I)

Synopsis

What is an event? a causal relation? a possible world?

Metaphysics aims to provide answers to questions such as these. In this module we shall cover key topics concerning the nature of reality: identity and change; necessity and essence; possible worlds and counterfactuals; causality, agency and events; space and time.

Preliminary Reading

H. BEEBEE & J. DODD (eds) - 'Reading Metaphysics', Blackwell, 2007

E.J. LOWE - 'A Survey of Metaphysics', OUP, 2002

PL616 Philosophical Issues in Quantum Mechanics

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	

Contact Hours

3 hours, two weekly 1 hour lectures, 1 weekly seminar

Availability

Also available under code PL617 (level H)

Synopsis

Load up your favourite search engine and enter "quantum", followed by some combination of "reality", "consciousness", "holism", "free will", "philosophy", "metaphysics", "entanglement", more or less anything you like, and you will find a large number of intriguing ideas: quantum mechanics is philosophically interesting. In this course we will take a detailed, careful look at why that is (which will help distinguish the results of your search that are worth looking into from those that are overly hasty and downright bizarre).

We will start with a couple of basic facts about the mathematical structure of the theory. For this, a background in physics is not required – we will cover the relevant material in the course – but if you hated maths at school then you are advised to seek advice before signing up. (As a rough guide, can you recall, or look up and understand, the "dot product" between two vectors?) Please feel free to email the convenor on G.A.Darby@kent.ac.uk for guidance.

We will then turn to the philosophy, with some emphasis on metaphysics, which concerns itself with questions about the nature of causation, determinism, holism and reductionism, free will, properties, identity, and so on – areas in which quantum mechanics seems to raise interesting issues. We may also take this opportunity to consider the status of the metaphysical questions that we are asking, and the relationship between physics and metaphysics, and between philosophy and natural science in general.

Preliminary Reading

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PL617 Philosophical Issues in Quantum Mechanics

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	

Contact Hours

3 hours, two weekly 1 hour lectures, 1 weekly seminar

Also available under PL616 (level I)

Synopsis

Load up your favourite search engine and enter “quantum”, followed by some combination of “reality”, “consciousness”, “holism”, “free will”, “philosophy”, “metaphysics”, “entanglement”, more or less anything you like, and you will find a large number of intriguing ideas: quantum mechanics is philosophically interesting. In this course we will take a detailed, careful look at why that is (which will help distinguish the results of your search that are worth looking into from those that are overly hasty and downright bizarre).

We will start with a couple of basic facts about the mathematical structure of the theory. For this, a background in physics is not required – we will cover the relevant material in the course – but if you hated maths at school then you are advised to seek advice before signing up. (As a rough guide, can you recall, or look up and understand, the “dot product” between two vectors?) Please feel free to email the convenor on G.A.Darby@kent.ac.uk for guidance.

We will then turn to the philosophy, with some emphasis on metaphysics, which concerns itself with questions about the nature of causation, determinism, holism and reductionism, free will, properties, identity, and so on – areas in which quantum mechanics seems to raise interesting issues. We may also take this opportunity to consider the status of the metaphysical questions that we are asking, and the relationship between physics and metaphysics, and between philosophy and natural science in general.

Preliminary Reading

PL618 Political Philosophy

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Frowe Dr H

Contact Hours

3 hours per week, 2 hour lecture, 1 hour seminar

Availability

Also available under code PL619 (level H)

Synopsis

Is it right that the talented profit from their (undeserved) talents? Should the government provide compensation for people who find it hard to meet that special someone? Is the Bill and Melinda Gates Foundation a benevolent charity, or an unelected, unaccountable group wielding enormous political power?

This course is divided into two parts. The first part examines classic topics in political philosophy, such as the sources and scope of political authority, distributive justice, and the ideals of equality and freedom. The second part of the course will explore issues within contemporary political philosophy, such as our obligations to those in the developing world, the circumstances under which one might legitimately employ civil disobedience, rights of secession and self-determination, and the limits of free speech. We will look at these issues in the context of particular case studies, such as the debate over the showing of anti-Islam film in the House of Lords, and recent secessionist movements.

PL619 Political Philosophy

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

Contact Hours

3 hours per week, 2 hour lecture, 1 hour seminar

Availability

Also available under code PL618 (Level I)

Synopsis

Is it right that the talented profit from their (undeserved) talents? Should the government provide compensation for people who find it hard to meet that special someone? Is the Bill and Melinda Gates Foundation a benevolent charity, or an unelected, unaccountable group wielding enormous political power?

This course is divided into two parts. The first part examines classic topics in political philosophy, such as the sources and scope of political authority, distributive justice, and the ideals of equality and freedom. The second part of the course will explore issues within contemporary political philosophy, such as our obligations to those in the developing world, the circumstances under which one might legitimately employ civil disobedience, rights of secession and self-determination, and the limits of free speech. We will look at these issues in the context of particular case studies, such as the debate over the showing of anti-Islam film in the House of Lords, and recent secessionist movements.

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PL622 **Advanced Topics in Reasoning**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Contact Hours

2 hours lectures, and 1 hour of seminar each week

Pre-requisites

None, however, some familiarity with basic propositional logic (eg via the Stage 1 module Philosophical Thinking) would be helpful

Availability

Also available to H level students under code PL623

Synopsis

The module will cover some of the major topics of the theory of reasoning, with a focus on new and exciting research. The topics considered will vary from year to year. Example topics include: probability and probabilistic reasoning; causality and causal reasoning; assessing the plausibility of arguments. In 2012-13 the department begins a large research project on connections between epistemology and inductive logic, so the topic of the module this year will be inductive reasoning, i.e., reasoning in the presence of uncertainty. This will be an exciting opportunity to learn about some cutting-edge research in philosophy. There are no prerequisites for this module, though some familiarity with basic propositional logic (e.g., via the stage 1 module Philosophical Thinking) would be helpful.

Preliminary Reading

Donald Gillies 2000: Philosophical theories of probability. Routledge.

PL623 **Advanced Topics in Reasoning**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Contact Hours

2 hours lectures + 1 hour of seminar per week.

Pre-requisites

None, however some familiarity with basic propositional logic (e.g., via the stage 1 module Philosophical Thinking) would be helpful.

Availability

Also available to I level students under code PL622

Synopsis

The module will cover some of the major topics of the theory of reasoning, with a focus on new and exciting research. The topics considered will vary from year to year. Example topics include: probability and probabilistic reasoning; causality and causal reasoning; assessing the plausibility of arguments. In 2012-13 the department begins a large research project on connections between epistemology and inductive logic, so the topic of the module this year will be inductive reasoning, i.e., reasoning in the presence of uncertainty. This will be an exciting opportunity to learn about some cutting-edge research in philosophy. There are no prerequisites for this module, though some familiarity with basic propositional logic (e.g., via the stage 1 module Philosophical Thinking) would be helpful.

Preliminary Reading

Donald Gillies 2000: Philosophical theories of probability. Routledge.

TH515 **Theology and Religious Studies Dissertation**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Lynch Prof G

Contact Hours

Regular supervision plus occasional seminar

Synopsis

The Dissertation (100%) is a normal feature of the Single Honours programme (only in exceptional circumstances, with the approval of the Chairman, may the single permitted 'wild' module be substituted for the Dissertation). It counts as a final year module, and the dissertation must be submitted at the very beginning of the Summer Term, although earlier submission within the Spring Term is strongly recommended. Preparatory work for this study is undertaken in the latter part of the Summer Term of the second year and in the Long Vacation before the final year

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TH530 History and Literature in Early Christianity: Luke-Acts

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	H	30 (15)	50% Coursework, 50% Exam	

Contact Hours

3 hours per week

Availability

Also available under code TH591 (Level I)

Synopsis

This module is devoted to a study of Luke's Gospel and Acts of the Apostles. These two books (which account for almost one third of the New Testament literature) reveal a great deal about the culture of the early Christian Church, in historical, literary, and theological terms. Luke's Gospel and Acts (which are normally presumed to constitute a two-volume work by the same author) will be examined using the most up-to-date critical methods in an attempt to reveal their author's sources, interests and aims. This module will be of interest to anyone interested in the study of a colourful example of literature from the ancient world as well as to those who are looking for a good grounding in the historical and literary sources of the Western Christian traditions.

Preliminary Reading

POWELL, MA - 'Fortress Introduction to the Gospels', Minneapolis, 1998
 POWELL, MA - 'What are they Saying about Luke?', Mahwah, NJ 1989
 POWELL, AM - 'What are they Saying about Acts?', Mahwah, NJ 1991
 TUCKETT, CM - 'Luke', Sheffield, 1996

TH553 Issues in Religious Studies

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	Carrette Prof J

Contact Hours

3 hours

Availability

Core for Stage 2 students under code TH598 (Level I)

Synopsis

This module presupposes some factual knowledge of world religions, and an appetite to discuss religion and religions in a philosophical and comparative way. After a general introduction, the module concentrates on selected topics: e.g. problems about the definition of religion; the distinction between 'official' and 'popular' religion; the nature and interpretation of religious experience; sacred art and symbolism; questions about religious truth-claims; and the work of a selection of modern scholars.

Preliminary Reading

BOWIE, F - 'The Anthropology of Religion: An Introduction' (2nd ed.), Oxford: Blackwell, 2006.
 DAVIE, G - 'The Sociology of Religion', London: Sage, 2007
 LAMBEK, M (ed.) - 'A Reader in the Anthropology of Religion', Oxford: Blackwell Publishers, 2002.
 OLSON, C - 'Theory and Method in the Study of Religion: a Selection of Critical Readings', London: Thomson/Wadsworth, 2003.
 RUZO, J - 'Global Philosophy of Religion: A Short Introduction', Oxford: Oneworld, 2001.
 SEGAL, RA. (ed.) - 'The Blackwell Companion to the Study of Religion', Oxford: Blackwell, 2006.

TH555 Hindu Religious Thought

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	50% Coursework, 50% Exam	

Restrictions

Available under codes TH601 (Level I) and TH555 (Level H)

Synopsis

See entry for TH601

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TH558 Sociology of Religion

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Lynch Prof G

Contact Hours

3 hours per week

Availability

Also available under code TH608 (Level I)

Synopsis

This module aims to provide students with the skills to analyse how an individual's religious life can be understood in terms of broader social structures and processes. Classes will explore broad issues such as the study of 'lived religion', macro and micro-sociological approaches, inter-sectionality, and the debate concerning agency and structure, before going on to look at the significance of religious lives in relation to individualization, gender, class, emotion, materiality, and the relational basis of belief. Students will work towards writing a case study of the place of religion in an individual's life using approaches and concepts learned through the module, and classes will include both discussions of concepts and texts, as well as workshop activities which apply these to students' developing case material.

Preliminary Reading

D. GRACE - 'The Sociology of Religion', (Sage 2007: ISBN 978-0-7619-4892-6 pbk £22.99)
 BRUCE, S - 'Religion in the Modern World', OUP 1996 pbk
 DAVID, G - 'Religion in Modern Europe: A Memory Mutates', OUP 2000 pbk
 FENN, RK. (ed.) - 'The Blackwell Companion to Sociology of Religion', Blackwell: Oxford, 2003

TH570 I:Religion and Film

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Deacy Dr C

Contact Hours

3 hours per week

Availability

Also available under code TH574 (Level H).

Synopsis

This course will explore the growing field of religion and film. Students will become conversant in the language of cinema, and specific focus will be on the range of models by which film and religion may be employed as possible dialogue partners. Students will be provided with the tools necessary for exploring critical links between religion, theology and the medium of film. The course will begin with an examination of the methodological, conceptual and disciplinary issues that arise before exploring in critical depth the historical relationship between religion and film, with specific reference to the reception (ranging from prohibition to utilisation) of film by the Christian Churches. There will be a focus on particular categories of film and categories and models of theological understanding, allowing students to develop the critical skills helpful for film interpretation and for exploring possible theological approaches to film criticism.

Preliminary Reading

DEACY, C - 'Screen Christologies: Redemption and the Medium of Film', Cardiff: University of Wales Press, 2001.
 DEACY, C & ORTIZ, G - 'Theology and Film: Challenging the Sacred/Secular Divide', Oxford: Blackwell, 2008.
 MARSH, C & ORTIZ, G (eds.) - 'Explorations in Theology and Film: Movies and Meaning', Oxford: Blackwell, 1997.
 MARSH, C - 'Cinema and Sentiment: Film's Challenge to Theology', Carlisle: Paternoster Press, 2004
 MITCHELL, J & BRENT PLATE, S. - 'The Film and Religion Reader', London and New York: Routledge, 2007.

TH571 I:Death of God ? :Christianity and the Modern World

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	Deacy Dr C

Contact Hours

3 hours per week

Availability

Also available under code TH575 (Level H)

Synopsis

This module examines the significance and contribution of a number of leading nineteenth and twentieth century theologians from a variety of denominational backgrounds. The work of a number of leading theologians will be studied, and among those major movements investigated will be liberation, feminist and 'Death of God' theology. Central to the analysis will be a discussion of whether or not God still holds relevance to today's secular society.

Preliminary Reading

FORD, D - 'The Modern Theologians: An Introduction to Christian Theology Since 1918', Oxford: Blackwell, 2005
 GILL, R (ed.) - 'Readings in Modern Theology', London: SPCK, 1995
 JONES, G (ed.) - 'The Blackwell Companion to Modern Theology', Oxford: Blackwell, 2007
 MCGRATH, A - 'The Twilight of Atheism: The Rise and Fall of Disbelief in the Modern World', London: Random House, 2005
 MILLER L. & GRENZ, S.J. (eds.) - 'Fortress Introduction to Contemporary Theologies', Minneapolis: Fortress, 1998

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TH574 H:Religion and Film

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Deacy Dr C

Contact Hours

3 hours per week

Availability

Also available under code TH570 (Level I)

Synopsis

This course will explore the growing field of religion and film. Students will become conversant in the language of cinema, and specific focus will be on the range of models by which film and religion may be employed as possible dialogue partners. Students will be provided with the tools necessary for exploring critical links between religion, theology and the medium of film. The course will begin with an examination of the methodological, conceptual and disciplinary issues that arise before exploring in critical depth the historical relationship between religion and film, with specific reference to the reception (ranging from prohibition to utilisation) of film by the Christian Churches. There will be a focus on particular categories of film and categories and models of theological understanding, allowing students to develop the critical skills helpful for film interpretation and for exploring possible theological approaches to film criticism.

Preliminary Reading

DEACY, C - 'Screen Christologies: Redemption and the Medium of Film', Cardiff: University of Wales Press, 2001.
 DEACY, C & ORTIZ, G - 'Theology and Film: Challenging the Sacred/Secular Divide', Oxford: Blackwell, 2008.
 MARSH, C & ORTIZ, G (eds.) - 'Explorations in Theology and Film: Movies and Meaning', Oxford: Blackwell, 1997.
 MARSH, C - 'Cinema and Sentiment: Film's Challenge to Theology', Carlisle: Paternoster Press, 2004
 MITCHELL, J & BRENT PLATE, S. - 'The Film and Religion Reader', London and New York: Routledge, 2007.

TH575 H:Death of God ? :Christianity and the Modern World

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	Deacy Dr C

Availability

Also available under code TH571 (Level I)

Synopsis

This module examines the significance and contribution of a number of leading nineteenth and twentieth century theologians from a variety of denominational backgrounds. The work of a number of leading theologians will be studied, and among those major movements investigated will be liberation, feminist and 'Death of God' theology. Central to the analysis will be a discussion of whether or not God still holds relevance to today's secular society.

Preliminary Reading

FORD, D - 'The Modern Theologians: An Introduction to Christian Theology Since 1918', Oxford: Blackwell, 2005
 GILL, R (ed.) - 'Readings in Modern Theology', London: SPCK, 1995
 JONES, G (ed.) - 'The Blackwell Companion to Modern Theology', Oxford: Blackwell, 2007
 MCGRATH, A - 'The Twilight of Atheism: The Rise and Fall of Disbelief in the Modern World', London: Random House, 2005
 MILLER L. & GRENZ, S.J. (eds.) - 'Fortress Introduction to Contemporary Theologies', Minneapolis: Fortress, 1998

TH577 Christianity and Ethics

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Le Grys Rev. A

Contact Hours

3 hours per week

Availability

Also available under code TH594 (Level I)

Synopsis

Christianity has been a formative influence on the development of social and personal values in western society. With the rise of secularism in an increasingly multi-cultural society, the right of the Church to contribute to ethical debate has come under close scrutiny. At a more popular level, Christian personal morality is often seen as seriously out of step with contemporary thinking on such issues as human sexuality, abortion and euthanasia. This module will trace the way in which Christian ethics have developed, focusing specifically on the work of formative work of theologians such as Augustine, Aquinas and Luther. The theological and philosophical framework for Christian Ethics will be examined and applied not only to contemporary issues of personal morality but also to debates about war and peace, politics and social justice. All those taking this module will be expected to contribute to the discussions and reach their own conclusions in an informed and critical dialogue with contemporary Christian thinking.

Preliminary Reading

Neil Messer, Christian Ethics (SCM 2006)
 I. McDonald, Biblical Interpretation and Christian Ethics (CUP 1993)
 Nigel Biggar, Behaving in Public: how to do Christian Ethics (Eerdmans 2011)
 R. Bauckham, The Bible in Politics (SPCK 2009)

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TH591 History and Literature in Early Christianity: Luke-Acts

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	30 (15)	50% Coursework, 50% Exam	

Contact Hours

3 hours per week

Availability

Also available under code TH530 (Level H)

Synopsis

This module is devoted to a study of Luke's Gospel and Acts of the Apostles. These two books (which account for almost one third of the New Testament literature) reveal a great deal about the culture of the early Christian Church, in historical, literary, and theological terms. Luke's Gospel and Acts (which are normally presumed to constitute a two-volume work by the same author) will be examined using the most up-to-date critical methods in an attempt to reveal their author's sources, interests and aims. This module will be of interest to anyone interested in the study of a colourful example of literature from the ancient world as well as to those who are looking for a good grounding in the historical and literary sources of the Western Christian traditions.

Preliminary Reading

POWELL, MA - 'Fortress Introduction to the Gospels', Minneapolis, 1998

POWELL, MA - 'What are they Saying about Luke?', Mahwah, NJ 1989

POWELL, AM - 'What are they Saying about Acts?', Mahwah, NJ 1991

TUCKETT, CM - 'Luke', Sheffield, 1996

TH594 Christianity and Ethics

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Le Gry's Rev. A

Contact Hours

3 hours per week

Availability

Also available under code TH577 (Level H)

Synopsis

Why is the Church so deeply split over issues such as homosexuality, pacifism and political action? This module will set out to explore the history of Christian Ethics and review the basic theological resources used by Christians to make ethical decisions. It will consider the extent to which the Bible can contribute to modern debate about technological developments which were unknown in the biblical world, such as genetic engineering and the impact of industrialisation on the environment. It will examine the ethical reasoning of key Christian thinkers such as Augustine, Aquinas and Luther, and set up a debate between theological and secular philosophical reasoning. This theoretical framework will then be used to consider a range of topics on the contemporary Christian agenda, from abortion to terrorism, conflict and violence. Everyone taking this module will be expected to explore these issues from a critical perspective and contribute to the on-going debate about Christianity and ethics.

Preliminary Reading

C M FAIRWATER & J I H MCDONALD - 'The Quest for Christian Ethics', Handset, 1984

F C COPLESTON - 'Aquinas', Harper and Row, 1976

G MEILAENDER, Faith and Faithfulness: basic themes in Christian Ethics (Notre Dame, Indiana: Univ. of Notre Dame Press, 1991)

TH598 Issues in Religious Studies

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	Carrette Prof J

Contact Hours

3 hours per week

Availability

Compulsory for Stage 2 single honours Religious Studies students. Available to Stage 3 students under code TH553 (Level H).

Synopsis

This module presupposes some factual knowledge of world religions, and an appetite to discuss religion and religions in a philosophical and comparative way. After a general introduction, the module concentrates on selected topics: e.g. problems about the definition of religion; the distinction between 'official' and 'popular' religion; the nature and interpretation of religious experience; sacred art and symbolism; questions about religious truth-claims; and the work of a selection of modern scholars.

Preliminary Reading

BOWIE, F - 'The Anthropology of Religion: An Introduction' (2nd ed.), Oxford: Blackwell, 2006.

DAVIE, G - 'The Sociology of Religion', London: Sage, 2007

LAMBEK, M (ed.) - 'A Reader in the Anthropology of Religion', Oxford: Blackwell Publishers, 2002.

OLSON, C - 'Theory and Method in the Study of Religion: a Selection of Critical Readings', London: Thomson/Wadsworth, 2003.

RUZO, J - 'Global Philosophy of Religion: A Short Introduction', Oxford: Oneworld, 2001.

SEGAL, RA. (ed.) - 'The Blackwell Companion to the Study of Religion', Oxford: Blackwell, 2006.

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TH601 Hindu Religious Thought

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	

Contact Hours

3 hours per week

Availability

Available under codes TH601 (Level I) and TH555 (Level H)

Synopsis

The main emphasis of the module is on identifying and evaluating the alternative soteriological perspectives and paths to spiritual emancipation, which have shaped the development of the Hindu religious tradition. Among the themes discussed are: the relationship between mysticism and philosophy, mythology, magic and devotion; gnosis, action and devotion as paths to salvation; ontology and cosmology; cartographies of states of consciousness; theism, pantheism and non-dualism; types of contemplative practice; the role of the body in spiritual life; asceticism and pleasure as vehicles for spiritual liberation; the role of the guru and the nature of spiritual transmission. These themes will be approached through the study of Hindu texts in translation, but attention will also be given to some Sanskrit terminology.

Preliminary Reading

FLOOD, G - 'An Introduction to Hinduism', Cambridge, 1996

KLOSTERMAIER, K A - 'Survey of Hinduism', Albany, 1994

KOLLER, JM - 'The Indian Way', London, 1982

SIRVARAMAN, K (ed) - 'Hindu Spirituality; Vedas through Vedanta', London, 1989

SUNDARAJAN, K.R & MKERJI, B (ed.) - 'Hindu Spirituality; Postclassical and Modern', London 1997

TH606 William James: Philosopher, Psychologist and Scholar of Religion

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Contact Hours

3 hours per week

Availability

Available to Stage 2 students under code TH606 (Level I) and Stage 3 students under code TH607 (Level H).

Synopsis

William James (1842-1910) has arguably had a profound impact in the shaping of three contemporary disciplines: philosophy, psychology and the study of religion. This course aims to examine the life and work of William James in depth. It will examine the life of William James and the James family and show how this relates to his work. The course will examine his key texts: Principles of Psychology (1890), The Will to Believe (1897), The Varieties of Religious Experience (1902) and his studies of pragmatism, including Pragmatism (1907), The Pluralistic Universe (1909) and The Meaning of Truth (1909). It will also explore his long term and frustrated attempt to set up a scientific study of psychic phenomena.

Preliminary Reading

MYERS, G.E. - 'William James: His Life and Thought' (New Haven: Yale), 1986

PUTNAM, R. A. ed. - 'The Cambridge Companion to William James' (Cambridge: Cambridge University Press), 1997

RICHARDSON, R.D. - 'William James in the Maelstrom of American Modernism' (New York: Houghton Mifflin), 2007

TH607 William James: Philosopher, Psychologist and Scholar of Religion

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Availability

Available to Stage 2 students under code TH606 (Level I) and Stage 3 students under code TH607 (Level H).

Synopsis

See entry for TH606

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TH608		Sociology of Religion				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Lynch Prof G

Contact Hours

3 hours per week

Availability

Also available under code TH558 (Level H).

Synopsis

This module aims to provide students with the skills to analyse how an individual's religious life can be understood in terms of broader social structures and processes. Classes will explore broad issues such as the study of 'lived religion', macro and micro-sociological approaches, inter-sectionality, and the debate concerning agency and structure, before going on to look at the significance of religious lives in relation to individualization, gender, class, emotion, materiality, and the relational basis of belief. Students will work towards writing a case study of the place of religion in an individual's life using approaches and concepts learned through the module, and classes will include both discussions of concepts and texts, as well as workshop activities which apply these to students' developing case material.

Preliminary Reading

D. GRACE - 'The Sociology of Religion', (Sage 2007: ISBN 978-0-7619-4892-6 pbk £22.99)

BRUCE, S - 'Religion in the Modern World', OUP 1996 pbk

DAVID, G - 'Religion in Modern Europe: A Memory Mutates', OUP 2000 pbk

FENN, RK. (ed.) - 'The Blackwell Companion to Sociology of Religion', Blackwell: Oxford, 2003