

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

### 04 School of European Culture and Languages

<b>CL310 Greek for Beginners</b>						
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

4 hours per week

#### 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).

#### Learning Outcomes

Students will be able to demonstrate improvement in their competencies with the Ancient Greek Language  
 Students will be able to demonstrate the ability to read an adapted, unedited Greek text in prose  
 Students will be able to explain the features of grammar and expression that they encounter in their reading  
 Students will be able to demonstrate improvement in their ability to analyse language used by Greek authors  
 Students will be able to demonstrate improvement in their ability to plan and write an essay on themes related to the Ancient World by making use of sources in the original language  
 Students will be able to demonstrate knowledge of both English and Greek grammatical terms

#### Preliminary Reading

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

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

#### Contact Hours

4 hours per week

#### 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.

#### Learning Outcomes

Students will be able to show a knowledge of basic Latin accidence and syntax  
 Students will be able to show a grasp of grammatical terms and inflection systems, and the underlying principles of the Latin language  
 Students will be able to show a command of Latin vocabulary (including nouns, pronouns, adjectives, verbs, adverbs, prepositions and conjunctions)  
 Students will be able to show a capacity for translating simple sentences (Latin-English and English-Latin) and be able to read short passages of Latin text  
 Students will be able to translate short passages from Classical authors, both prose and verse

#### Preliminary Reading

F M WHEELLOCK - 'Wheelock's Latin', 7th ed., Harper Collins

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL504 Classical &amp; Archaeological Studies Dissertation</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Lavan Dr L

### Contact Hours

7 hours of lectures, 2 hours of seminars, 5 hours of supervision

### Availability

This is a core module for all Single Honours Stage 3 students in Classical & Archaeological Studies and Ancient History

### Synopsis

This module is intended to introduce undergraduate students to research. As such it provides an opportunity to work on a topic of their own choosing, in either archaeology, history or ancient literature. Originality and feasibility are important aspects of writing dissertations, and to avoid problems topics will be scrutinised and approved by CLAS before research can begin. Students can expect guidance from the module convenor and an academic supervisor throughout the process, varying from one-to-one tutorials to classes on how to edit your own prose. There will also 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.

The programme document with regulations is sent to all students at the end of spring term of Stage 2. Students are invited to suggest titles for comment, for which tutors are allocated. They are advised to do preliminary reading over the summer based on generic advice of the module convenor. They then choose precise topics in consultation with the convenor and personal tutors at the start of the autumn term.

### Learning Outcomes

Students will be able to demonstrate that they can choose a topic appropriate to their skills and interests, and where possible will be able to demonstrate originality in theme or approach

Students will be able to demonstrate pursuit of guided research into their chosen topic in classical and archaeological studies

Students will be able to demonstrate that they have been introduced into management of and standards pertinent to research publication in classics and archaeology

### Preliminary Reading

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

'The MLA Style Sheet', New York, 1970

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

'MHRA Style Guide', MHRA, 2001 - at [www.mhra.org.uk](http://www.mhra.org.uk)

<b>CL513 Intermediate Latin</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	30 (15)	60% Exam, 40% Coursework	Lowe Dr D

### Contact Hours

3 hours per week

### Pre-requisites

Successful completion of CL311 Latin for Beginners, or GCSE Latin or an equivalent qualification

### Synopsis

This module is designed (a) for students who have successfully taken Latin for Beginners (CL311), or (b) for students come to this university with GCSE Latin or an equivalent qualification, or (c) for research students who need support. Thus the Intermediate Latin module will continue the formal instruction in Latin grammar and syntax beyond the level achieved in the Beginners' module and will give students practice both in elementary unseen translation, usually from classical authors, and in the study of classical texts.

### Learning Outcomes

Students will be able to show a knowledge of basic Latin grammar and syntax (as covered in Wheelock's Latin up to lesson 40)

Students will be able to show a grasp of Latin grammatical terms and inflection systems, and the underlying principles of the Latin language

Students will be able to show a command of Latin vocabulary (including nouns, pronouns, adjectives, verbs, adverbs, prepositions and conjunctions) covered in SLO1 and in prepared texts

Students will be able to translate straight forward sentences (Latin-English and English-Latin)

Students will be able to translate unseen passages from Classical authors, both prose and verse

Students will be able to read, translate and comment on prepared passages from Latin texts

### Preliminary Reading

F M WHEELOCK - 'Wheelock's Latin', 7th ed., Harper Collins

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL550 Intermediate Greek Language</b>						
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

3 hours per week

### Pre-requisites

Successful completion of CL310 Greek for Beginners, or a qualification of an equivalent level

### Synopsis

This module gives an opportunity by a new method devised by Balme and Lawall to study Ancient Greek with a view to acquiring reading knowledge of such classical authors as Homer, Plato and the Greek dramatists, so as to give students a firm foundation in Classical Greek language. The texts used consist of two volumes, (i) grammar and syntax, and (ii) a reading volume of simple extracts based on Aristophanes, Plato and Demosthenes. The two are taken in parallel so that the reading is ensured from the very first lesson, and puts into practice the grammar learnt.

Schedule will follow the structured approach of 'Reading Greek' (CUP), covering: alphabet and pronunciation; present, imperfect, future and aorist tenses of verbs in active, middle and passive voice and in indicative mood; all the cases and all three declensions of the inflected noun; use of prepositions, adjectives, pronouns, conjunctions, imperatives and participles].

### Learning Outcomes

Students will be able to show a grasp of grammatical terms and inflection systems, and the underlying principles of the Greek language

Students will be able to show a command of Greek vocabulary (including nouns, pronouns, adjectives, verbs, adverbs, prepositions and conjunctions) as defined in LO1

Students will be able to show a capacity for translating simple sentences (Greek-English and English-Greek) and be able to read substantial passages of Greek text

Students will be able to show a knowledge of basic Greek accidence and syntax (up to c. Chapter 22 of 'Athenaze II')

### 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

JACT - 'Reading Greek', CUP, 2008

<b>CL574 City-State to World Empire</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	Keaveney Dr A

### Contact Hours

2 hours per week

### Availability

Also available under at Level H under code CL645

### Synopsis

This module examines in detail Greek history from the fall of Athens to the death of Alexander the Great. The main themes of the module are the Spartan hegemony over Greece, following the defeat of the power of Athens in the fifth century, the decline in importance of the Greek city-state when confronted by the rising power of Macedon and the role of the Persian Empire in Greek history in the fourth century. This module runs in sequence to CL589 The Rise and Fall of Athens.

### Learning Outcomes

Students will have surveyed the major developments in the history of the world in the fourth century

Students will have been introduced to the critical study of a body of ancient literary and epigraphical evidence

Students will be able to show a broad general knowledge of the emergence of common, panhellenic institutions within the existing framework of the world of the independent city-state and the rise of the Macedonian Kingdom

Students will be able to show an awareness of the limitation and possibilities of ancient literary and epigraphical evidence for the history of the fourth century BC, and will have an understanding of the uses of the different categories of evidence in the investigation of historical problems

Students will be able to construct historical arguments, orally and in writing, which will demonstrate analytical ability, independence of thought and knowledge of the ancient sources, literary and otherwise

### Preliminary Reading

W G FORREST - 'A History of Sparta', 2nd ed., Duckworth, 1980

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

J R HAMILTON - 'Alexander the Great', HUL, 1973

S HORNBLLOWER - 'The Greek World 479-323 BC', Methuen, 1983

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

XENOPHON - 'Anabasis', in 'Persian Expedition', Penguin

XENOPHON - 'A History of My Times'

A POWELL - 'Athens and Sparta'

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL584</b>		<b>History of the Roman Empire from Trajan to Constantine</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	Nightingale Mr D

### Contact Hours

2 hours per week

### Synopsis

This module examines in detail the history of the Roman Empire from the commencement of the principate of Trajan in AD97 to the conversion of the Emperor Constantine I in AD312, and provides both a survey of a major period of Roman imperial history and an opportunity to study in greater depth the administrative, social and economic and religious developments of this period. Students will read widely in the ancient sources, historical, literary and documentary, and will be introduced to the inscriptional evidence for imperial history.

### Learning Outcomes

Students will be able to articulate the main issues and themes in the history of the Roman Empire between AD 96 and 312

Students will be able to show an understanding of the complex processes relating to administrative, constitutional, social, economic and religious change in the Roman Empire during this period

Students will be able to demonstrate a grasp of the different kinds of evidence and their use, official, ecclesiastical, literary, visual and archaeological, for the developments treated in this module

Students will be able to demonstrate familiarity with the key documents, and will have an understanding of the uses of the different categories of evidence in the investigation of the historical problems

### Preliminary Reading

P GARNSEY & R SALLER - 'The Roman Empire', 1981

N LEWIS & M RHEINHOLD - 'Roman Civilisation, A Sourcebook, Vol. II: the Empire', Harper, 1966

F MILLAR - 'The Roman Empire and its Neighbours', Duckworth, 2nd ed., 1981

C M WELLS - 'The Roman Empire', Fontana, 2nd ed., 1992

<b>CL585</b>		<b>Egypt and the Classical World</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	La'da Dr C

### Contact Hours

2 hours per week

### Availability

Also available at Level I under code CL670

### 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.

### Learning Outcomes

Students will be able to show knowledge in depth of a selected theme, region or period in the ancient world

Students will be able to show knowledge of the contacts (material, artistic, cultural and intellectual) between the Greek World and Egypt during the Archaic and Classical periods (Egyptian Dynasties XXV-XXX)

Students will be able to assess the uses of different sorts of evidence (literary, epigraphic, papyrological, archaeological) in the study of an ancient civilisation, and show familiarity with the different methodologies employed

Students will have a critical perspective on the current debate about 'Orientalism' and the interaction between the Classical World and Middle East

Students will have knowledge of an appropriate and diverse range of primary source materials and appropriate methods of interpretation, and will be able to analyse, evaluate and interpret them in an independent and critical manner

Students will be able to assess and analyse the nature and extent of Egyptian influence on Classical Greece (e.g. in history writing, religion or the visual arts)

### 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 ed., London, 1999

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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL586	Graeco-Roman Egypt					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	La'da Dr C

### Contact Hours

2 hours per week

### Availability

Also available at Level I under code CL650

### Synopsis

This module is concerned with the impact of the Classical World on ancient Egypt between Alexander's invasion and the Arab conquest, and on the nature and permanence of the brilliant hybrid civilization which emerged under Greek and Roman rule. Alexander entered Egypt as a liberator, but he and his successors created a colonial regime with Greek as the ruling language and Greeks as the ruling elite under their own law. Mercenaries were settled on reclaimed land, Greek cities were founded, especially Alexandria, one of the glories of the ancient world. An elaborate system of economic regulation maximised production to support warfare, city-building and display. The temples became a department of state. New cults were created to unite the two peoples and strengthen the regime. Native Egyptians showed their resentment in disaffection and rebellion. Roman rule (after the spectacular end of the Ptolemaic dynasty) was if anything harsher and more remote, and the rise of the Copts is often interpreted as an anti-Roman, anti-Classical movement.

Yet it is a mistake to see the relationship as wholly negative. Art and architecture flourished – most temples surviving today are the work of the Ptolemies. In civil service, army, business the new regime offered avenues to advancement for native Egyptians. A genuinely bilingual upper class emerged, able to make significant contributions to Classical culture. The ancient religion retained its prestige and was adopted by many Greeks, spreading far outside Egypt. Coptic culture was as much Classical as Egyptian, and Greek language long survived the Arab conquest.

Sources for this vivid, complex and often neglected phase of Egyptian history are rich and varied: temples, tombs, remains of cities and villages, mummies, inscriptions, sculpture, coins, and an extraordinary range of papyrus documents, able to offer unique insights into an ancient civilization.

### Learning Outcomes

Students will be able to show knowledge in depth of a selected theme, region or period in the ancient world

Students will be able to show knowledge of the contacts (material, artistic, cultural) between the Classical World and Egypt during the Hellenistic and Roman periods (632BC-AD642)

Students will be able to assess the uses of different sorts of evidence (literary, epigraphic, papyrological, archaeological) in the study of an ancient civilisation, and show familiarity with the different methodologies employed

Students will be able to assess and analyse the nature and extent of Greek and Roman influence on Egyptian civilisation (e.g. in art and architecture, administration, cult, literacy, urbanism)

Students will have a critical perspective on the emergence and character of 'Coptic' religion and 'Coptic' culture, in relation to the current debate about the interaction between the Classical World and Egypt

Students will have knowledge of an appropriate and diverse range of primary source materials and appropriate methods of interpretation, and will be able to analyse, evaluate and interpret them in an independent and critical manner

### Preliminary Reading

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

R S BAGNALL - 'Egypt in Late Antiquity', Princeton, 1993

A K BOWMAN - 'Egypt after the Pharaohs, 322BC-AD642', London, 1986

S P ELLIS - 'Graeco-Roman Egypt', Shire, 1993

P GREEN - 'Alexander to Actium', London, 1990

G HOLBL - 'A History of the Ptolemaic Empire', London, 2001

N LEWIS - 'The Greeks in Ptolemaic Egypt: Case Studies in the Social History of the Hellenistic World', Oxford, 1986

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

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

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

S WALKER & M L BIERBRIER - 'Ancient Faces: Mummy Portraits from Roman Egypt', BMP, 1997

S WALKER & P HIGGS (eds.) - 'Cleopatra of Egypt: From History to Myth', BMP, 2001

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

### CL587 History of the Roman Empire from Augustus to Domitian

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

#### Contact Hours

2 hours per week

#### Synopsis

This module examines in detail the history of the Roman Empire from the commencement of the principate of Augustus in 30BC to the death of the Emperor Domitian in AD96, and provides both a survey of a major period of Roman imperial history and an opportunity to study in greater depth the administrative, social and economic and religious developments of this period. Students will read widely in the ancient sources, historical, literary and documentary, and will be introduced to the inscriptional evidence for imperial history.

#### Learning Outcomes

Students will be able to articulate the main issues and themes in the history of the Roman Empire between 30BC and AD96

Students will be able to show an understanding of the complex processes relating to administrative, constitutional, social, economic and religious change in the Roman Empire during this period

Students will be able to demonstrate a grasp of the different kinds of evidence and their use, official, ecclesiastical, literary, visual and archaeological, for the developments treated in this module

Students will be able to demonstrate familiarity with the key documents, and will have an understanding of the uses of the different categories of evidence in the investigation of the historical problems

#### Preliminary Reading

P GARNSEY & R SALLER - 'The Roman Empire', 1981

N LEWIS & M RHEINHOLD - 'Roman Civilisation, A Sourcebook, Vol. II: the Empire', Harper, 1966

F MILLAR - 'The Roman Empire and its Neighbours', Duckworth, 2nd ed., 1981

C M WELLS - 'The Roman Empire', Fontana, 2nd ed., 1992

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL590 The Foundations of Britain: Archaeology of the first Millenium B.C.</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Willis Dr S

### Contact Hours

3 hours per week

### Availability

Also available at Level I under code CL666

### Synopsis

Across much of Britain by around 1500 BC economic and social organisation was assuming forms which provided the foundations for subsequent proto- and early historical developments. The late 2nd and 1st millennium BC saw the emergence of technologies, subsistence patterns, social structures and belief systems of enduring influence. The story of this formative period, with its efficiently managed landscape dotted with farmsteads and hillforts, lavish metalwork and occasionally exotic burials, and its fluctuating and enigmatic relationships with mainland Europe, is accessible mostly through archaeological study alone. Only at the very end does limited historical information become available when we are told of the presence of chariot-borne warriors, kings and Druids. The module spans the late Bronze and Iron Ages, presenting the archaeological and historical data within current interpretative frameworks. All parts of the British Isles come into focus. Settlements, burials, material culture, environmental remains and monuments are explored revealing a richly nuanced matrix of cultural evidence which inspires interrogation and interpretation.

### Learning Outcomes

Students will have examined archaeological data available for the study of Later Prehistory in Britain in its various forms, including site evidence and location, excavation data, survey data, artefacts, environmental remains, results of scientific analyses, coins, ancient literary sources, and so forth

Students will have investigated the political, economic and cultural dynamics of the first millennium BC in Britain, and the extent to which the timing, pace and direction of change were influenced by internal (i.e. within Britain) initiatives and processes or external factors in Europe

Students will have explored how both historical and archaeological data can appropriately be used to further critical analysis of the formative period of antiquity

Students will have fostered skills in the close observation of examples of material culture, understanding of site and settlement location and morphology, map data, the interpretation of burial rites and traditions, and in the evaluation of historical writings, and in assessing the veracity of various sources of information

Students will have used historical and archaeological data on a comparative basis to discuss critically the nature of later prehistoric societies in Britain evaluating and challenging evidence and assumptions or embedded hypotheses, with a critical and independent perspective founded on analysis of relevant data

Students will have described the principal data types for the archaeology of the pre-Roman Iron Age, and be able to comment critically on the reliability of the different sources with contribute to an understanding of the formation of life-styles, 'identities', social structure and belief systems of this period

Students will have analysed contacts between the inhabitants of the British Isles and the peoples of the 'Celtic' and Classical worlds in terms of how these interactions influenced the processes of the political, economic and cultural change

Students will have developed both research and writing skills leading to a clear concise description and commentary

Students will have demonstrated knowledge of key relevant data and ideas about this era of fundamental transition from prehistoric cultural forms to arguably a set of communities displaying marked aspects of modernity in the forms and organisation, with an ability to critically discuss and contextualize the processes of changed

Students will have gained familiarity and confidence in planning, researching and delivering presentations that weigh historical evidence types and differing interpretations in a discerning manner

### Preliminary Reading

T CHAMPION & J COLLIS (eds.) - 'The Iron Age in Britain and Ireland: Recent Trends', 1996

B CUNLIFFE - 'Iron Age Communities in Britain', 2005

A FITZPATRICK & E MORRIS (eds.) - 'The Iron Age in Wessex: Recent Work', 1994

A GWILT & C HASELGROVE (eds.) - 'Reconstructing Iron Age Societies', 1997

C HASELGROVE - 'Iron Age Societies in Central Britain', in B BEVAN - 'Northern Exposure: Interpretative Devolution and the Iron Ages in Britain', 1999

C HASELGROVE - 'Iron Age Britain and its European Setting', in J COLLIS - 'Society and Settlement in Iron Age Europe', 2001

C HASELGROVE & T MOORE (eds.) - 'The Later Iron Age in Britain and Beyond', 2007

C HASELGROVE & T POPE (eds.) - 'The Earlier Iron Age in Britain and the Near Continent', 2007

J HILL - 'The pre-Roman Iron Age in Britain and Ireland', Journal of World Prehistory, 9/1, 1995

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL591</b>		<b>Barbarians in the West</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	30 (15)	100% Coursework	Swift Dr E

### Contact Hours

3 hours per week

### Availability

Also available at Level I under code CL659

### Synopsis

How did the Western Roman Empire undergo its transformation into the early medieval world? This course provides an overview of the period between 400 and 600 A.D., in particular, examining the collision between barbarian and Roman in late Antiquity and the development of the post-Roman and early medieval West, focusing on changes in culture and society through a critical evaluation of evidence from history, art, architecture and archaeology. There will be a focus on Italy, France and Britain which is intended to 1) provide a manageable and structured course at an appropriate level of detail, with the potential for some depth of analysis, and 2) concentrate on those geographical areas which mesh closely with the subject matter of other courses in Roman archaeology and late Antique and medieval history offered by colleagues in the Classical and Archaeological Studies and History departments.

### Learning Outcomes

Students will have been provided with a broad historical and archaeological framework from 400-600 A.D.

Students will have been presented with the wide range of archaeological, art historical and historical evidence available for the period

Students will have explored how both historical and archaeological data can most appropriately be used to further critical analysis in the context of current interpretations of the period

Students will have examined social and cultural change 400-600 A.D., particularly the nature of late Antique culture and society, the nature of barbarian societies, and the impact of the barbarian migrations on the late antique world

Students will have developed skills in concise and accurate description of material culture and its applications in archaeological investigation within an historical period

### Preliminary Reading

P BROWN - 'The World of Late Antiquity', Thames and Hudson, 1971

L WEBSTER & M BROWN (eds.) - 'The Transformation of the Roman World AD 400-900', British Museum Press, 1997

R REECE - 'The Later Roman Empire: An Archaeology AD 150-600', Tempus, 1999

J RANDERS-PEHRSON - 'Barbarians and Romans, the Birth Struggle of Europe', University of Oklahoma Press, 1983

K RANDSBORG - 'The First Millennium AD in Europe and Mediterranean', CUP, 1991

P HEATHER - 'The Fall of the Roman Empire: A New History', Macmillan, 2005

A CAMERON, B WARD-PERKINS & M WHITBY (eds.) - 'The Cambridge Ancient History Vol. 14: Late Antiquity, Empire and Successors, AD 425-600', 2nd ed., CUP, 2000

B WARD-PERKINS - 'The Fall of Rome and the End of Civilization', OUP, 2005

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL604</b>		<b>Roman and Medieval Artefacts</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Project	Swift Dr E

### Contact Hours

3 hours per week, including practical handling sessions

### Restrictions

Available to Stage 3 students 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.

### Learning Outcomes

The student will be familiar with issues relating to the wider presentation of artefacts in a heritage context

The student will have gained experience in gathering information, analysing selected primary source material by applying appropriate principles and methods, and communicating interpretations in an appropriate academic manner

The student will enhance their ability to work independently and carry out individual research using primary archaeological evidence

The student will be able to identify a range of the more common Roman and medieval artefacts and place them within the appropriate chronological period, thereby gaining an in-depth knowledge of the material culture of selected periods and familiarity with a wide range of primary source material

The student will have gained skills in archaeological recording methods, specifically archaeological illustration and description of material

The student will have an understanding of a broad range of methods used for the study of artefacts

### Preliminary Reading

'The Roman Imperial Coinage' (RIC) (Ten volumes)

A J MAINMAN & N S H ROGERS - 'Craft, Industry and Everyday Life: Finds from Anglo-Scandinavian York', Volume 17/14, CBA, 2000

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

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

P WEBSTER - 'Roman Samian Pottery in Britain: Practical Handbooks in Archaeology no. 13', CBA, 1996

WEBSTER & ALDHOUSE-GREEN (eds.) - 'Artefacts and Archaeology: Aspects of the Celtic and Roman Worlds', University of Wales Press, 2002

R HINGLEY & S WILLIS - 'Roman Finds: Contexts and Theory. Proceedings of a Conference held at the University of Durham, July 2002', Oxbow Books, 2007

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL608</b>		<b>Greek Art and Architecture</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Boutsikas Dr E

### Contact Hours

3 hours per week

### Synopsis

This module is designed to give students a thorough introduction to a well-studied aspect of Greek archaeology, that of its Art and Architecture. The class will begin with examinations into the Greek Bronze Age by looking at Cycladic, 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. Mythology 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 examinations will not only be made into 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.

### Learning Outcomes

Students will be able to demonstrate familiarity with the changes in Greek art and architecture from the Bronze Age to the fourth century

Students will be able to make critical archaeological interpretations of the material remains

Students will be able to demonstrate an understanding of the importance of using interdisciplinary source material, such as historical sources and epigraphic remains

Students will be able to demonstrate a knowledge of the different artists and architects of the periods studied

Students will be able to demonstrate a knowledge of how art and structures were perceived in the Greek world

### Preliminary Reading

S ALCOCK & R OSBORNE (eds.) - 'Classical Archaeology', Blackwell Press, 2007

J J BOARDMAN - 'Greek Art', Thames and Hudson, 1964

J G PEDLEY - 'Greek Art and Archaeology', University of Michigan Press

J WHITLEY - 'Archaeology of Ancient Greece', CUP, 2001

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL609</b>		<b>Roman Art and Architecture</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Swift Dr E

### Contact Hours

3 hours per week

### Synopsis

This module is designed to thoroughly introduce students to a well-studied aspect of Roman archaeology, that of its art and architecture. The module will cover the periods from the first century BC up to late Antiquity, including late Republican, Imperial and late Roman remains. The main areas of focus for the early part of the module will be the city of Rome and Italian sites such as Pompeii and Ostia. Sites in southern France and Spain will also be explored, as a means of questioning the influence of Roman styles in other areas. A multiplicity of types of sites will be examined for understanding Roman building techniques; these will include temples, fora, theatres, amphitheatres and housing. The art of painting, sculpture and mosaic work will be studied in conjunction with the sites. 'Minor arts' such as glass, cameos, jewellery, metal work and coins are examined in relation to their historical, spatial and social context. Throughout the module examinations will not only be made into 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 Roman society. Here specific issues of propaganda, mythology, erotica and gender will be discussed. Moreover, the historical events will be explored to see what significance and influence they played on artistic and architectural styles, as well as patronage. Thus, the module will supply students with a thorough grounding in the multiple issues raised in the study of Roman art and architecture.

### Learning Outcomes

Students will be able to demonstrate familiarity with changes in Roman Art and Architecture from the Late Republic to the fourth century

Students will be able to make critical archaeological and art historical interpretations of material remains

Students will be able to demonstrate an understanding of the importance of using interdisciplinary source material, such as historical textual sources and epigraphic remains

Students will be able to demonstrate a knowledge of the methods of dating remains through their styles

Students will be able to demonstrate a knowledge of how art and structures were perceived in the Roman world

Students will be able to demonstrate an understanding of the role historical event played on the development and styles of Roman material remains

### Preliminary Reading

E D'AMBRA - 'Art and Identity in the Roman World', Weidenfeld and Nicholson, 1998

J ELSNER - 'Art and Text in Roman Culture', CUP, 1996

J ELSNER - 'Imperial Rome and Christian Triumph', OUP, 1998

N RAMAGE & M RAMAGE - 'Roman Art', Laurence King, 1995

P STEWART - 'Roman Art', 2004

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL619</b>		<b>The Reign of Darius I</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)		Keaveney Dr A

### Contact Hours

3 hours per week

### Pre-requisites

Students should normally have taken or be taking CL353 (Civilisations of Greece and Rome) or CL570 (Archaic Greece and Achaemenid Persia).

### Availability

Also available at Level I under code CL644

### Synopsis

The module will present an account of the reign of Darius I (521-486 BC), the ruler largely responsible for what might be called the "classical" form of the Achaemenid Empire. Topics covered will include the themes of: source material and chronology; narrative of Darius' reign (accession, consolidation and expansion of empire); the administration of the Empire (tributary and military systems); Persian religion and society.

### Learning Outcomes

Students will be able to demonstrate that they are aware of Darius' reign

Students will be able to demonstrate that they appreciate the problems presented by the sources for his reign, both historical and epigraphic, and their treatment in technical literature

Students will be able to demonstrate that they understand the principal of the Achaemenid imperial system (both bureaucratic systems and the ideological underpinning)

Students will be able to demonstrate that they can discuss the similarities and differences between this environment and that of other ancient societies

Students will be able to demonstrate that they have knowledge in depth of a selected theme, region or period in ancient history

Students will be able to demonstrate that they have knowledge of an appropriate and diverse range of primary source materials and appropriate methods of interpretation, and are able to analyse, evaluate and interpret them in an independent and critical manner

### Preliminary Reading

P BRIANT - 'From Cyrus to Alexander'

M BROSIUS - 'The Persian Empire from Cyrus to Artaxerxes I', (LACTOR No. 16)

J M COOK - 'The Persian Empire'

M DANDAMAIEV - 'Political History of the Achaemenid Persia'

A KURHT - 'The Achaemenid Empire' in S E ALCOCK et al. (eds.), 'Empires', 93-124

A T OLMSTEAD - 'The Persian Empire'

J SASSONS (ed.) - 'Civilizations of the Ancient Near East', 1995

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

### CL621 Archaeological Fieldwork Methods and Techniques

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

#### Contact Hours

4 hours per week, including practical sessions 'in the field' most weeks

#### Availability

Also available at Level I under code CL687

#### Synopsis

This module covers the battery of up-to-date fieldwork techniques deployed in the discovery, recording and excavation of archaeological sites using a combination of lectures, small-group work and practical assignments in the field. Topics include strategies for finding and recording sites, from the analysis of historical sources and aerial photographs, to geophysics, field walking, and the survey of earthworks and standing buildings. The full range of excavation techniques is examined including approaches to the excavation of special deposits such as burials and cremations and sampling strategies for the recovery of artefacts and environmental remains. The module concludes with post-excavation analysis and strategies for publication and dissemination of archaeological reports covering both traditional and computer-based applications. (Students enrolling for this module should be aware that some of the fieldwork practicals will be outside, and occasionally off campus, and possibly conducted on Wednesday afternoons, Saturdays or during the Easter Vacation, the specific arrangements being dependent upon weather and site availability, etc.).

#### Learning Outcomes

Students will be able to demonstrate familiarity with the range of key field techniques and skills employed by archaeologists

Students will be able to demonstrate awareness of the main terms and concepts associated with archaeological fieldwork practice

Students will be able to demonstrate awareness of the principal methods used for the discovery and recording of sites and monuments in the landscape

Students will be able to demonstrate an appreciation of the ways in which different methods and scientific techniques are integrated in contemporary field archaeology with reference to both survey and excavation

Students will be able to demonstrate knowledge and understanding of the main recording techniques used in the field and the nature and structure of archaeological archives

Students will be able to demonstrate understanding of the issues necessary to prepare students for participation in fieldwork

Students will be able to demonstrate familiarity with the organisation of archaeological fieldwork in England and knowledge in how to participate in fieldwork and the benefits it can bring

Students will be able to demonstrate understanding of how planning guidance and legislation affects the excavation and management of sites and monuments

Students will be able to demonstrate understanding of post-excavation procedures and current and future trends in the archiving and dissemination of archaeological information

#### Preliminary Reading

P BARKER - 'Techniques of Archaeological Investigation', 3rd ed., Batsford, 1993

M BOWDEN - 'Unravelling the Landscape', Tempus, 1999

M CARVER - 'Archaeological Investigation', Routledge, 2009

A CLARKE - 'Seeing Beneath the Soil: Prospecting Methods in Archaeology', Batsford, 1991

P DREWETT - 'Field Archaeology: An Introduction', University College London, 1999

J GATER & C GAFFNEY - 'Revealing the Buried Past: Geophysics for Archaeologists', Tempus, 2003

S ROSKAMS - 'Excavation', (Cambridge Manuals in Archaeology), CUP, 2001

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL623</b>		<b>Minoan Art and Architecture</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	Kyriakidis Dr E

### Contact Hours

2 hours per week

### Availability

Also available at Level H under code CL653

### Synopsis

Aegean Art was arguably the most innovative and technically superior art of its time and can be seen to be a precursor to the naturalism of the later Greek classical art. It has given us small wonders like the Cycladic figurines, the frescoes of Santorini, Minoan rings and Mycenaean helmets. We shall visit the Aegean arts and crafts from their very beginning in the Neolithic times and will follow their development or emergence chronologically. Comparisons will be made between different styles and we will try to decipher their meaning when possible. Issues such as religion, politics, technique and preservation will be commented on.

### Learning Outcomes

Students will have a basic knowledge of the bibliography

Students will understand the main issues and terminology of Aegean Iconography

Students will be able to use the diverse sources of knowledge in a synthetic manner

Students will have sufficient knowledge in order to start research in one of the areas covered

Students will be able to prepare and give good oral power-point presentations, as well as to learn the relevant software

Students will be able to reflect on the relationship between art/craft and the particular period in terms of economy, politics and external relations

Students will have an awareness of what craft specialisation and the existence of artists mean for a given society

### Preliminary Reading

Good for introduction: [http://projectsx.dartmouth.edu/history/bronze\\_age/](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

<b>CL626</b>		<b>The Literature and Cultural Identity of the Imperial Period - Being Gre</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	50% Coursework, 50% Exam	Bartley Dr A

### Contact Hours

2 hours per week

### Availability

Also available at Level I under code CL649

### Synopsis

In this module students should have obtained 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. They will also have broadened their background in the areas of Greek philosophy and rhetoric, which underpin the literature of the period under consideration. Students will also have further developed 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.

### Learning Outcomes

Students will have acquired an understanding of some basic themes in the reception of Classical literature in the Roman Empire  
Students will have increased their understanding of the cultural identity of the Eastern provinces of the Roman Empire and the way that many of these cultures thrived

Students will be able to explicate the developments in Greek philosophy, rhetoric and the educational system that promulgated them in the period known as the Second Sophistic

Students will have improved their ability to analyse, criticise and assess logical arguments

Students will have improved their ability to plan and write an essay on the themes of literary and philosophical development and to organise it around a coherent argument

### Preliminary Reading

LUCIAN (ed. K Sidwell) - 'Chattering Courtesans', Penguin, 2004

FLAVIUS JOSEPHUS (trans. G A Williamson; ed. M Smallwood) - 'The Jewish War', 2nd ed., Penguin, 1981

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

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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL627</b>		<b>Advanced Ancient Greek Language</b>				
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

3 hours per week

### Pre-requisites

Successful completion of CL550 Greek for Beginners, or a qualification of an equivalent level

### 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.

### Learning Outcomes

Students will be able to demonstrate the ability to read an unedited Greek text, both prose and verse

Students will be able to explain the features of grammar and expression that they encounter in their reading

Students will be able to demonstrate improvement in their ability to analyse, criticise and assess language used by Greek authors

Students will be able to demonstrate improvement in their ability to plan and write an essay on themes related to the Ancient World by making use of sources in the original language

Students will be able to demonstrate improvement in their competencies with the Ancient Greek Language, including composition of short passages

### Preliminary Reading

M G MALME & G LAWALL - 'Athenaze, Books I-II', Special UK revised ed., OUP, 1995

H G LIDDELL & R SCOTT - 'An Intermediate English-Greek Lexicon', Benediction Classics, 2010

N RICHARDSON - 'Three Homeric Hymns: To Apollo, Hermes and Aphrodite', CUP, 2010

XENOPHON (ed. T Horn) - 'The Fall of Athens: Selections from the Hellenica of Xenophon, Books 1 and 2', Bristol Classical Press, 1991

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

### CL630 Hieroglyphs without Mystery: Introduction to the Study of Languages and

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	80% Exam, 20% Coursework	La'da Dr C

#### Contact Hours

2 hours per week

#### Pre-requisites

Successful completion of Beginners Greek or Latin, or an A-Level in a foreign language

#### Synopsis

This module consists of an introduction to the study of the various indigenous languages and scripts of ancient Egypt from the earliest times to the Arab conquest (641 AD). During this period of approximately four thousand years the development of the native Egyptian tongue may be divided into five distinct phases, each of which may be called a separate language in its own right, Old Egyptian, Middle Egyptian, New Egyptian, Demotic and, finally, Coptic. A variety of writing systems were developed to record texts in these languages, depending on the function, social and presentational context and time period of the text: hieroglyphic, hieratic, abnormal hieratic, demotic and Coptic. The module will first examine the origins of the ancient Egyptian language and its genetic relationship with other North-East African and Western Asian languages on the basis of the latest results of historical linguistics. It will then focus on the development of Egyptian itself through the ages, highlighting its different stages and their particular characteristics. It will also examine the earliest uses and functions of writing in Egyptian society and the role played by writing in the social, economic and cultural development of this unique ancient civilization. Finally, the module will concentrate on the Middle Egyptian language written in the hieroglyphic writing system and students will be taught to read and translate simple texts in this tongue and script.

#### Learning Outcomes

Students will be able to show knowledge in depth of the intellectual and written heritage of ancient Egyptian civilization

Students will be able to show basic familiarity with the key concepts and terms of Afroasiatic and Egyptian historical linguistics

Students will be able to show a grasp of the basic grammatical structure of each of the five main stages in the development of the ancient Egyptian language

Students will be able to identify and analyse the structure of each of the five different Egyptian writing systems used in antiquity

Students will show in-depth knowledge of the social, economic and cultural roles of writing in ancient Egypt

Students will have a good knowledge of the grammar and vocabulary of Middle Egyptian

#### Preliminary Reading

J P ALLEN - 'Middle Egyptian: an introduction to the language and culture of hieroglyphs', 2nd ed., Cambridge, 2010

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

M COLLIER & B MANLEY - 'How to Read Egyptian Hieroglyphs', London, 1998

A H GARDINER - 'Egyptian Grammar: Being an Introduction to the Study of the Hieroglyphs', 3rd ed. rev., Oxford, 1957

HERODOTUS - 'Histories', Wordsworth (Paperback, Book 2)

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

B OCKINGA - 'A Concise Grammar of Middle Egyptian', 2nd ed., Mainz, 2005

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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

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

### Availability

This module is core for Stage 3 Archaeology and Anthropology Joint Honours students

### Synopsis

Students 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

### Learning Outcomes

Students will be able to demonstrate in-depth knowledge of methods relevant to the collection and analysis of archaeological data (including the use of online databases as appropriate)

Students will be able to demonstrate a critical awareness of the issues, theories and debates relevant to the theme of the chosen project

Students will be able to demonstrate familiarity with at least one category of primary archaeological data

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL638	Late Antique Archaeology: The Mediterranean from Constantine to Muham					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	30 (15)	100% Coursework	Sarantis Dr A

### Contact Hours

3 hours per week

### Availability

Also available at Level I under code CL640

### Synopsis

This module will explore Mediterranean society in the period 283-650, from the time of Diocletian and Constantine to the Arab Conquests, especially in North Africa and the East. It will seek to separate the complex political and cultural changes of this period, which have often been lumped together in a single misleading model of 'decline'. Such a view is not justified by the evidence available today, which tends rather to emphasise the prosperity and cultural flowering of the East at this time. Even so, long-term changes of the period, such as the centralisation of power, the emergence of a Christian state, the collapse of the Eastern Empire, and the rise of Islam, remain legitimate topics of interest. Different aspects of society will be explored, using archaeological and some textual evidence, covering such themes as urban development, rural settlement, the economy, technology, politics, war and religion. These portraits will draw on the extraordinary preservation of sites and landscapes in North Africa and the East Mediterranean, where cities, villages and monasteries often stand as if they had only recently been abandoned. Rich stratigraphic evidence, from earthquake and abandonment deposits, also makes it possible to perceive the everyday life of the period in a way that is only true of Pompeii in earlier centuries. Students taking this course will develop an understanding of both the last flowering of Hellenistic culture and the political and cultural foundations of the Middle Ages (in Europe, Byzantium and Islam), revealing an important chapter in our history, which is often ignored but is vital to grasp, to understand the legacy of Antiquity to the modern West.

### Learning Outcomes

Students will be able to grasp the distinctive character of late antique society, as part of Hellenistic civilisation

Students will be aware of regional differences and chronological changes within late antique society

Students will understand biases in the use of archaeological and written sources in this period, both those intrinsic to the material, and those brought by different scholars

Students will understand the importance of Late Antiquity in shaping the later history of Europe and Western Islam, and the sources of modern interest in it

### Preliminary Reading

B WARD-PERKINS - 'The Fall of Rome and the End of Civilization', Oxford, 2005

S KINGSLEY & M DECKER - 'Economy and Exchange in the East Mediterranean in Late Antiquity', Oxford, 2001

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

A H M JONES - 'The Later Roman Empire', Oxford, 1964

C MANGO - 'Byzantine Architecture', London, 1985

J HAYES - 'A Handbook of Mediterranean Roman Pottery', London, 1997

J HAYES - 'Later Roman Pottery', London, 1972

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

### CL640 Late Antique Archaeology: Mediterranean Life from Constantine to Muhammm

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

#### Contact Hours

3 hours per week

#### Availability

Also available at Level H under code CL638

#### Synopsis

This module will explore Mediterranean society in the period 283-650, from the time of Diocletian and Constantine to the Arab Conquests, especially in North Africa and the East. It will seek to separate the complex political and cultural changes of this period, which have often been lumped together in a single misleading model of 'decline'. Such a view is not justified by the evidence available today, which tends rather to emphasise the prosperity and cultural flowering of the East at this time. Even so, long-term changes of the period, such as the centralisation of power, the emergence of a Christian state, the collapse of the Eastern Empire, and the rise of Islam, remain legitimate topics of interest. Different aspects of society will be explored, using archaeological and some textual evidence, covering such themes as urban development, rural settlement, the economy, technology, politics, war and religion. These portraits will draw on the extraordinary preservation of sites and landscapes in North Africa and the East Mediterranean, where cities, villages and monasteries often stand as if they had only recently been abandoned. Rich stratigraphic evidence, from earthquake and abandonment deposits, also makes it possible to perceive the everyday life of the period in a way that is only true of Pompeii in earlier centuries. Students taking this course will develop an understanding of both the last flowering of Hellenistic culture and the political and cultural foundations of the Middle Ages (in Europe, Byzantium and Islam), revealing an important chapter in our history, which is often ignored but is vital to grasp, to understand the legacy of Antiquity to the modern West.

#### Learning Outcomes

Students will be able to grasp the distinctive character of late antique society, as part of Hellenistic civilisation

Students will be aware of regional differences and chronological changes within late antique society

Students will understand biases in the use of archaeological and written sources in this period, both those intrinsic to the material, and those brought by different scholars

Students will understand the importance of Late Antiquity in shaping the later history of Europe and Western Islam, and the sources of modern interest in it

#### Preliminary Reading

J HAYES - 'Later Roman Pottery', London, 1972

B WARD-PERKINS - 'The Fall of Rome and the End of Civilization', Oxford, 2005

S KINGSLEY & M DECKER - 'Economy and Exchange in the East Mediterranean in Late Antiquity', Oxford, 2001

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

A H M JONES - 'The Later Roman Empire', Oxford, 1964

C MANGO - 'Byzantine Architecture', London, 1985

J HAYES - 'Later Roman Pottery', London, 1972

J HAYES - 'A Handbook of Mediterranean Roman Pottery', London, 1997

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL641</b>		<b>Virgil's Aeneid</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Alwis Dr A

### Contact Hours

2 hours per week

### Availability

This module is available to Stage 3 students only

### Synopsis

Virgil composed the Aeneid in order to provide Rome with an epic equal to any that Homer produced. Commonly regarded as one of 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.

### Learning Outcomes

Students will be able to demonstrate knowledge of Latin epic and how it reflects the society within which it developed  
 Students will be able to demonstrate knowledge and understanding of another culture, whether focused on literature or history  
 Students will be able to demonstrate development in the skills of close reading, academic debate and independent research whilst being aware of conflicting sources  
 Students will be able to read and critically evaluate primary and secondary sources in order to produce written and oral analysis

### Preliminary Reading

P ZANKER - 'The Power of Images in the Age of Augustus', Ann Arbor, 1988  
 VIRGIL (trans. D West) - 'The Aeneid', Penguin 2003  
 F CAIRNS - 'Virgil's Augustan Epic', Cambridge, 1990  
 W A CAMPS - 'Introduction to Virgil's Aeneid', Oxford, 1969  
 S HARRISON (ed.) - 'Oxford Readings in Vergil's Aeneid', Oxford, 1990  
 W R JOHNSON - 'Darkness Visible: A Study of Vergil's Aeneid', Berkeley, 1976

<b>CL644</b>		<b>The Reign of Darius I</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)		Keaveney Dr A

### Contact Hours

3 hours per week

### Pre-requisites

Students should normally have taken or be taking CL353 (Civilisations of Greece and Rome) or CL570 (Archaic Greece and Achaemenid Persia).

### Availability

Also available at Level H under code CL619

### Synopsis

The module will present an account of the reign of Darius I (521-486 BC), the ruler largely responsible for what might be called the "classical" form of the Achaemenid Empire. Topics covered will include the themes of: source material and chronology; narrative of Darius' reign (accession, consolidation and expansion of empire); the administration of the Empire (tributary and military systems); Persian religion and society.

### Learning Outcomes

Students will be able to demonstrate that they are aware of Darius' reign  
 Students will be able to demonstrate that they appreciate the problems presented by the sources for his reign, both historical and epigraphic, and their treatment in technical literature  
 Students will be able to demonstrate that they understand the principal of the Achaemenid imperial system (both bureaucratic systems and the ideological underpinning)  
 Students will be able to demonstrate that they can discuss the similarities and differences between this environment and that of other ancient societies  
 Students will be able to demonstrate that they have knowledge in depth of a selected theme, region or period in ancient history  
 Students will be able to demonstrate that they have knowledge of an appropriate and diverse range of primary source materials and appropriate methods of interpretation, and are able to analyse, evaluate and interpret them in an independent and critical manner

### Preliminary Reading

P BRIANT - 'From Cyrus to Alexander'  
 M BROSIUS - 'The Persian Empire from Cyrus to Artaxerxes I', (LACTOR No. 16)  
 J M COOK - 'The Persian Empire'  
 M DANDAMAEV - 'Political History of the Achaemenid Persia'  
 A KURHT - 'The Achaemenid Empire' in S E ALCOCK et al. (eds.), 'Empires', 93-124  
 A T OLMSTEAD - 'The Persian Empire'  
 J SASSONS (ed.) - 'Civilizations of the Ancient Near East', 1995

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL645</b>		<b>City-State to World Empire</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Keaveney Dr A

### Contact Hours

2 hours per week

### Availability

Also available at Level I under code CL574

### Synopsis

This module examines in detail Greek history from the fall of Athens to the death of Alexander the Great. The main themes of the module are the Spartan hegemony over Greece, following the defeat of the power of Athens in the fifth century, the decline in importance of the Greek city-state when confronted by the rising power of Macedon and the role of the Persian Empire in Greek history in the fourth century. This module runs in sequence to CL589 The Rise and Fall of Athens.

### Learning Outcomes

Students will have surveyed the major developments in the history of the world in the fourth century

Students will have been introduced to the critical study of a body of ancient literary and epigraphical evidence

Students will be able to show a broad general knowledge of the emergence of common, panhellenic institutions within the existing framework of the world of the independent city-state and the rise of the Macedonian Kingdom

Students will be able to show an awareness of the limitation and possibilities of ancient literary and epigraphical evidence for the history of the fourth century BC, and will have an understanding of the uses of the different categories of evidence in the investigation of historical problems

Students will be able to construct historical arguments, orally and in writing, which will demonstrate analytical ability, independence of thought and knowledge of the ancient sources, literary and otherwise

### Preliminary Reading

A POWELL - 'Athens and Sparta'

W G FORREST - 'A History of Sparta', 2nd ed., Duckworth, 1980

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

J R HAMILTON - 'Alexander the Great', HUL, 1973

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

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

XENOPHON - 'Anabasis', in 'Persian Expedition', Penguin

XENOPHON - 'A History of My Times'

<b>CL647</b>		<b>Advanced Latin</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Exam, 40% Coursework	Lowe Dr D

### Contact Hours

3 hours per week

### Pre-requisites

Successful completion of CL513, or AS or A Level Latin or an equivalent qualification

### Synopsis

This module is designed (a) for undergraduate and postgraduate taught students who have successfully taken CL513 Intermediate Latin, or (b) for students who come to this university with AS or A level Latin or an equivalent qualification, or (c) research students in category (a) or (b).

Students will practice grammatical work to maintain their familiarity with Latin grammar and syntax, but the main emphasis of their studies will be on prepared and unseen translation. Students will follow a graded programme of basic Latin unseen translation and of suitable Latin prose and verse authors for prepared translation.

### Learning Outcomes

Students will be able to show a knowledge of basic Latin grammar and syntax

Students will be able to show a grasp of Latin grammatical terms and inflection systems, and the underlying principles of the Latin language

Students will be able to show a command of Latin vocabulary

Students will be able to translate unseen passages from Classical authors, both prose and verse

Students will be able to read, translate and comment on prepared passages from Latin texts

### Preliminary Reading

CICERO (trans. J T Ramsey) - 'Philippics I-II', CUP, 2003

OVID (trans. E Fantham) - 'Fasti: Book IV', CUP, 1998

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL649 The Literature and Cultural Identity of the Imperial Period</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	50% Coursework, 50% Exam	Bartley Dr A

### Contact Hours

2 hours per week

### Availability

Also available at Level H under code CL626

### Synopsis

In this module students should have obtained 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. They will also have broadened their background in the areas of Greek philosophy and rhetoric, which underpin the literature of the period under consideration. Students will also have further developed 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.

### Learning Outcomes

Students will have acquired an understanding of some basic themes in the reception of Classical literature in the Roman Empire  
Students will have increased their understanding of the cultural identity of the Eastern provinces of the Roman Empire and the way that many of these cultures thrived

Students will be able to explicate the developments in Greek philosophy, rhetoric and the educational system that promulgated them in the period known as the Second Sophistic

Students will have improved their ability to analyse, criticise and assess logical arguments

Students will have improved their ability to plan and write an essay on the themes of literary and philosophical development and to organise it around a coherent argument

### Preliminary Reading

LUCIAN (ed. K Sidwell) - 'Chattering Courtesans', Penguin, 2004

FLAVIUS JOSEPHUS (trans. G A Williamson; ed. M Smallwood) - 'The Jewish War', 2nd ed., Penguin, 1981

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

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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL650</b>		<b>Graeco-Roman Egypt</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	La'da Dr C

### Contact Hours

2 hours per week

### Availability

Also available at Level H under code CL586

### Synopsis

This module is concerned with the impact of the Classical World on ancient Egypt between Alexander's invasion and the Arab conquest, and on the nature and permanence of the brilliant hybrid civilization which emerged under Greek and Roman rule. Alexander entered Egypt as a liberator, but he and his successors created a colonial regime with Greek as the ruling language and Greeks as the ruling elite under their own law. Mercenaries were settled on reclaimed land, Greek cities were founded, especially Alexandria, one of the glories of the ancient world. An elaborate system of economic regulation maximised production to support warfare, city-building and display. The temples became a department of state. New cults were created to unite the two peoples and strengthen the regime. Native Egyptians showed their resentment in disaffection and rebellion. Roman rule (after the spectacular end of the Ptolemaic dynasty) was if anything harsher and more remote, and the rise of the Copts is often interpreted as an anti-Roman, anti-Classical movement.

Yet it is a mistake to see the relationship as wholly negative. Art and architecture flourished – most temples surviving today are the work of the Ptolemies. In civil service, army, business the new regime offered avenues to advancement for native Egyptians. A genuinely bilingual upper class emerged, able to make significant contributions to Classical culture. The ancient religion retained its prestige and was adopted by many Greeks, spreading far outside Egypt. Coptic culture was as much Classical as Egyptian, and Greek language long survived the Arab conquest.

Sources for this vivid, complex and often neglected phase of Egyptian history are rich and varied: temples, tombs, remains of cities and villages, mummies, inscriptions, sculpture, coins, and an extraordinary range of papyrus documents, able to offer unique insights into an ancient civilization.

### Learning Outcomes

Students will be able to show knowledge in depth of a selected theme, region or period in the ancient world

Students will be able to show knowledge of the contacts (material, artistic, cultural) between the Classical World and Egypt during the Hellenistic and Roman periods (632BC-AD642)

Students will be able to assess the uses of different sorts of evidence (literary, epigraphic, papyrological, archaeological) in the study of an ancient civilisation, and show familiarity with the different methodologies employed

Students will be able to assess and analyse the nature and extent of Greek and Roman influence on Egyptian civilisation (e.g. in art and architecture, administration, cult, literacy, urbanism)

Students will have a critical perspective on the emergence and character of 'Coptic' religion and 'Coptic' culture, in relation to the current debate about the interaction between the Classical World and Egypt

Students will have knowledge of an appropriate and diverse range of primary source materials and appropriate methods of interpretation, and will be able to analyse, evaluate and interpret them in an independent and critical manner

### Preliminary Reading

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

R S BAGNALL - 'Egypt in Late Antiquity', Princeton, 1993

A K BOWMAN - 'Egypt after the Pharaohs, 322BC-AD642', London, 1986

S P ELLIS - 'Graeco-Roman Egypt', Shire, 1993

P GREEN - 'Alexander to Actium', London, 1990

G HOLBL - 'A History of the Ptolemaic Empire', London, 2001

N LEWIS - 'The Greeks in Ptolemaic Egypt: Case Studies in the Social History of the Hellenistic World', Oxford, 1986

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

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

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

S WALKER & M L BIERBRIER - 'Ancient Faces: Mummy Portraits from Roman Egypt', BMP, 1997

S WALKER & P HIGGS (eds.) - 'Cleopatra of Egypt: From History to Myth', BMP, 2001

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL652 Gods, Heroes and Mystery Cults: Religion in Ancient Greece</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)		Boutsikas Dr E

### Contact Hours

3 hours per week

### Synopsis

This module is an introduction to ancient Greek religion and Mystery cults. The module will offer an introduction to the major gods and goddesses of ancient Greece, spheres of influence, character, relationships, exploits, and worship. It is concerned with the analysis of religious festivals, cults, beliefs, and the development of religious architecture. The module will additionally briefly contrast Greek religion to Christianity, as an example of investigating how Greek religion differs from, and resembles, modern religions. The materials of the course are drawn from the ancient Greeks themselves—from archaeology, Greek poets, artists, playwrights, mythographers, and philosophers from the 10th–2nd centuries BC.

### Learning Outcomes

Students will be able to demonstrate independent learning skills and will be able to discuss with confidence aspects of ancient Greek religion, beliefs of the cosmos and the divine

Students will be able to demonstrate a broad knowledge of the archaeology and the historical sources on ancient Greek cults from the 10th-2nd centuries BC

Students will be able to demonstrate a thorough understanding of the development of Greek religious architecture in relation to the needs of religious rites and cult practices

Students will be able to assess the strengths and weaknesses of the archaeological evidence and historical sources dealing with religious practice and cult for the periods covered

Students will be able to identify artistic representations of the major gods, goddesses and heroes of ancient Greece, their spheres of influence, character, relationships, exploits and worship

Students will be able to demonstrate - both written and orally - awareness of the main types of evidence (archaeological, ancient historical, literary and iconographical) and how they may be combined to produce an understanding of the festivals, rituals and beliefs

### Preliminary Reading

S ALCOCK & R OSBORNE (eds.) - 'Placing the Gods. Sanctuaries and Sacred Space in Ancient Greece', Clarendon, 1999

C M ANTONACCIO - 'An Archaeology of Ancestors: Tomb, Cult and Hero Cult in Early Greece', Rowman and Littlefield Publishers, 1995

W BURKERT - 'Homo Necans. The Anthropology of Ancient Greek Sacrificial Ritual and Myth', University of California Press, 1983

W BURKERT - 'Greek Religion. Archaic and Classical', Blackwell/Harvard University Press, 1985

S G COLE - 'Landscapes, Gender and Ritual Space. The Ancient Greek Experience', University of California Press, 2004

P E EASTERLING & J V MUIR - 'Greek Religion and Society', CUP, 1985

R HAGG - 'Ancient Greek Cult Practice from the Archaeological Evidence', Proceedings of the 4th International Seminar on Ancient Greek Cult, organized by the Swedish Institute at Athens, 22–24 October 1993. Skrifter utgivna av Svenska Institutet i Athen, series altera in 8°, 15, Göteborg: Åström, 1998

M W MEYER - 'The Ancient Mysteries: A Sourcebook. Sacred Texts of the Mystery Religions of the Ancient Mediterranean World', University of Pennsylvania Press, 1999

D OGDEN - 'Greek and Roman Necromancy', Princeton University Press, 2004

F de POLIGNAC - 'Cults, Territory, and the Origins of the Greek City-State', University of Chicago Press, 1995

L B ZAIMAN & P S PANTEL - 'Religion in the Ancient Greek City', CUP, 1992

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL653 Minoan Art and Architecture</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Kyriakidis Dr E

### Contact Hours

2 hours 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 at Level I under code CL623

### Synopsis

Aegean Art was arguably the most innovative and technically superior art of its time and can be seen to be a precursor to the naturalism of the later Greek classical art. It has given us small wonders like the Cycladic figurines, the frescoes of Santorini, Minoan rings and Mycenaean helmets. We shall visit the Aegean arts and crafts from their very beginning in the Neolithic times and will follow their development or emergence chronologically. Comparisons will be made between different styles and we will try to decipher their meaning when possible. Issues such as religion, politics, technique and preservation will be commented on.

### Learning Outcomes

Students will have a basic knowledge of the bibliography

Students will have familiarity with the main issues and terminology of Aegean Iconography

Students will be able to use the diverse sources of knowledge in a synthetic manner

Students will have sufficient knowledge in order to start research in one of the areas covered

Students will be able to reflect on the relationship between art/craft and the particular period in terms of economy, politics and external relations

Students will be able to reflect on the relationship between art/craft and the particular period in terms of economy, politics and external relations

Students will have an awareness of what craft specialisation and the existence of artists mean for a given society

### Preliminary Reading

Good for introduction: [http://projectsx.dartmouth.edu/history/bronze\\_age/](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

<b>CL657 Topics in Advanced Latin</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Lowe Dr D

### Contact Hours

3 hours per week

### Restrictions

Only available to exchange students

### Synopsis

In this module students will expand their knowledge of Latin language and literature through the reading and analysis of a selection of Latin prose and verse. This is 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 and analysis of the content of the texts being read.

### Learning Outcomes

Read, translate and comment on prepared passages from Latin texts

Students will be able to show a knowledge of basic Latin grammar and syntax

Students will be able to show a grasp of Latin grammatical terms and inflection systems, and the underlying principles of the Latin language

Students will be able to show a command of Latin vocabulary

Students will be able to translate unseen passages from Classical authors, both prose and verse

### Preliminary Reading

CICERO (trans. J T Ramsey) - 'Philippics I-II', CUP, 2003

OVID (trans. E Fantham) - 'Fasti: Book IV', CUP, 1998

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL658</b>	<b>Topics in Advanced Ancient Greek</b>					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Bartley Dr A

### Contact Hours

3 hours per week

### Restrictions

Only available to exchange students

### 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.

### Learning Outcomes

Students will be able to demonstrate improvement in their competencies with the Ancient Greek Language, including composition of short passages

Students will be able to demonstrate the ability to read an unedited Greek text, both prose and verse

Students will be able to explain the features of grammar and expression that they encounter in their reading

Students will be able to demonstrate improvement in their ability to analyse, criticise and assess language used by Greek authors

Students will be able to demonstrate improvement in their ability to plan and write an essay on themes related to the Ancient World by making use of sources in the original language

### Preliminary Reading

M G MALME & G LAWALL - 'Athenaze, Books I-II', Special UK revised ed., OUP, 1995

H G LIDDELL & R SCOTT - 'An Intermediate English-Greek Lexicon', Benediction Classics, 2010

<b>CL659</b>	<b>Barbarians in the West</b>					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	30 (15)		Swift Dr E

### Contact Hours

3 hours per week

### Availability

Also available at Level H under code CL591

### Synopsis

How did the Western Roman Empire undergo its transformation into the early medieval world? This course provides an overview of the period between 400 and 600 A.D., in particular, examining the collision between barbarian and Roman in late Antiquity and the development of the post-Roman and early medieval West, focusing on changes in culture and society through a critical evaluation of evidence from history, art, architecture and archaeology. There will be a focus on Italy, France and Britain which is intended to 1) provide a manageable and structured course at an appropriate level of detail, with the potential for some depth of analysis, and 2) concentrate on those geographical areas which mesh closely with the subject matter of other courses in Roman archaeology and late Antique and medieval history offered by colleagues in the Classical and Archaeological Studies and History departments.

### Learning Outcomes

Students will have been provided with a broad historical and archaeological framework from 400-600 A.D.

Students will have been presented with the wide range of archaeological, art historical and historical evidence available for the period

Students will have explored how both historical and archaeological data can most appropriately be used to further critical analysis in the context of current interpretations of the period

Students will have examined social and cultural change 400-600 A.D., particularly the nature of late Antique culture and society, the nature of barbarian societies, and the impact of the barbarian migrations on the late antique world

Students will have developed skills in concise and accurate description of material culture and its applications in archaeological investigation within an historical period

### Preliminary Reading

P BROWN - 'The World of Late Antiquity', Thames and Hudson, 1971

L WEBSTER & M BROWN (eds.) - 'The Transformation of the Roman World AD 400-900', British Museum Press, 1997

R REECE - 'The Later Roman Empire: An Archaeology AD 150-600', Tempus, 1999

J RANDERS-PEHRSON - 'Barbarians and Romans, the Birth Struggle of Europe', University of Oklahoma Press, 1983

K RANDSBORG - 'The First Millennium AD in Europe and Mediterranean', CUP, 1991

P HEATHER - 'The Fall of the Roman Empire: A New History', Macmillan, 2005

A CAMERON, B WARD-PERKINS & M WHITBY (eds.) - 'The Cambridge Ancient History Vol. 14: Late Antiquity, Empire and Successors, AD 425-600', 2nd ed., CUP, 2000

B WARD-PERKINS - 'The Fall of Rome and the End of Civilization', OUP, 2005

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL666</b>		<b>Foundations of Britain</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)		Willis Dr S

### Contact Hours

3 hours per week

### Availability

Also available at Level H under code CL590

### Synopsis

Across much of Britain by the Late Bronze Age (from c. 1000 BC) economic and social organisation was beginning to assume forms which provided the foundations for subsequent fundamental transformations seen through the First Millennium BC: in population, in agriculture, in technology, in land holding and power and cultural forms. The period saw the emergence of technologies, manufacturing and craft skills, social structures and belief systems, husbandry and movement of enduring influence. The unfolding of this formative period, with its efficiently managed landscape dotted with farmsteads and hillforts, lavish metalwork and occasionally exotic burials, and its fluctuating and enigmatic relationships with mainland Europe, is accessible mostly through archaeological study alone: and what a rich resource that has proved to be, especially through recent studies and techniques. Only at the very end does limited historical information become available when we are told of the presence of chariot borne warriors, kings, queens and Druids. The module spans the late Bronze and Iron Ages, presenting the often dramatic and striking archaeological and historical data within current interpretative frameworks. All parts of the British Isles come into focus. Settlements, burials, material culture, environmental remains and monuments are explored revealing a richly nuanced matrix of cultural evidence which inspires interrogation and interpretation.

### Learning Outcomes

Students will have examined archaeological data available for the study of Later Prehistory in Britain in its various forms, including site evidence and location, excavation data, survey data, artefacts, environmental remains, results of scientific analyses, coins, ancient literary sources, and so forth

Students will have investigated the political, economic and cultural dynamics of the first millennium BC in Britain, and the extent to which the timing, pace and direction of change were influenced by internal (i.e. within Britain) initiatives and processes or external factors in Europe

Students will have explored how both historical and archaeological data can appropriately be used to further critical analysis of the formative period of antiquity

Students will have fostered skills in the close observation of examples of material culture, understanding of site and settlement location and morphology, map data, the interpretation of burial rites and traditions, and in the evaluation of historical writings, and in assessing the veracity of various sources of information

Students will have used historical and archaeological data on a comparative basis to discuss critically the nature of later prehistoric societies in Britain evaluating and challenging evidence and assumptions or embedded hypotheses, with a critical and independent perspective founded on analysis of relevant data

Students will have described the principal data types for the archaeology of the pre-Roman Iron Age, and be able to comment critically on the reliability of the different sources with contribute to an understanding of the formation of life-styles, 'identities', social structure and belief systems of this period

Students will have analysed contacts between the inhabitants of the British Isles and the peoples of the 'Celtic' and Classical worlds in terms of how these interactions influenced the processes of the political, economic and cultural change

Students will have developed both research and writing skills leading to a clear concise description and commentary

Students will have demonstrated knowledge of key relevant data and ideas about this era of fundamental transition from prehistoric cultural forms to arguably a set of communities displaying marked aspects of modernity in the forms and organisation, with an ability to critically discuss and contextualize the processes of changed

Students will have gained familiarity and confidence in planning, researching and delivering presentations that weigh historical evidence types and differing interpretations in a discerning manner

### Preliminary Reading

T CHAMPION & J COLLIS (eds.) - 'The Iron Age in Britain and Ireland: Recent Trends', 1996

B CUNLIFFE - 'Iron Age Communities in Britain', 2005

A FITZPATRICK & E MORRIS (eds.) - 'The Iron Age in Wessex: Recent Work', 1994

A GWILT & C HASELGROVE (eds.) - 'Reconstructing Iron Age Societies', 1997

C HASELGROVE - 'Iron Age Societies in Central Britain', in B BEVAN - 'Northern Exposure: Interpretive Devolution in the Iron Ages in Britain', 1999

C HASELGROVE - 'Iron Age Britain and its European Setting', in J COLLIS - 'Society and Settlement in Iron Age Europe', 2001

C HASELGROVE & T MOORE (eds.) - 'The Later Iron Age in Britain and Beyond', 2007

C HASELGROVE & T POPE (eds.) - 'The Earlier Iron Age in Britain and the Near Continent', 2007

J HILL - 'The pre-Roman Iron Age in Britain and Ireland', Journal of World Prehistory, 9/1, 1995

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL670</b>		<b>Egypt and the Classical World</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	La'da Dr C

### Contact Hours

2 hours per week

### Availability

Also available at Level H under code CL585

### 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.

### Learning Outcomes

Students will be able to show knowledge in depth of a selected theme, region or period in the ancient world

Students will be able to show knowledge of the contacts (material, artistic, cultural and intellectual) between the Greek World and Egypt during the Archaic and Classical periods (Egyptian Dynasties XXV-XXX)

Students will be able to assess the uses of different sorts of evidence (literary, epigraphic, papyrological, archaeological) in the study of an ancient civilisation, and show familiarity with the different methodologies employed

Students will be able to assess and analyse the nature and extent of Egyptian influence on Classical Greece (e.g. in history writing, religion or the visual arts)

Students will have a critical perspective on the current debate about 'Orientalism' and the interaction between the Classical World and Middle East

Students will have knowledge of an appropriate and diverse range of primary source materials and appropriate methods of interpretation, and will be able to analyse, evaluate and interpret them in an independent and critical manner

### 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 ed., London, 1999

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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL677 Fieldwork Practice</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Willis Dr S
1	Canterbury	Spring	I	30 (15)	100% Coursework	Willis Dr S

### Contact Hours

10 hours of lectures, 5 hours practical instruction, 115 hours supervised site work

### 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.)

### Learning Outcomes

Students will understand how to participate responsibly in archaeological field projects, with regard to their safety, that of others and towards the careful handling of archaeological evidence

Students will be able to demonstrate competence in a range of techniques of archaeological fieldwork or post-excavation analysis

Students will understand the principles of archaeological recording

Students will be able to provide an insightful written account of the work they undertook, with reference to publishes industry recording standards

### 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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL681</b>		<b>The Roman Family: from Birth to Old Age</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)		Laurence Prof R

### Contact Hours

3 hours per week

### Availability

Also available at Level H under code CL682

### Synopsis

The module will introduce students to the study of the Roman Family and through the study of the Roman family develop their skills in Roman social history. The module will begin by examining ancient definitions of the family and family formation through marriage, alongside the definition of both the nature of patriarchy and the role of the pater familias, and the nature of the Roman household. This initial section (to week 4) will lead to the first piece of assessment on how Roman historians have defined the nature of these social institutions in short piece of assessed work (2000 words maximum). The second section of the module will examine the development of the subject and academic approaches to the family and review how appropriate these are to the study of the Roman family, including that based on the study of demography, the life course and approaches to the study of childhood and gerontology (to week 6). The final section of the module will be focussed on the family as a key social institution subject to cultural, political and legal constraints placed upon family members. The second and third sections of the module form the basis of the second piece of written assessment (3000 words maximum) that will be based on the problem-solving of an essay question.

### Learning Outcomes

Students will develop a knowledge of the information on which to base conclusions with regard to the nature of the Roman Family (200 BC to AD 200), including an understanding of the development of the family as a social institution over time  
Students will develop the skills of close reading, academic debate and independent research on the subject of the Roman Family, whilst at the same time being aware of the partial and even conflicting nature of the surviving information from antiquity  
Students will be able to read and critically evaluate primary and secondary source in order to produce written and oral analysis  
Students will develop an understanding of the nature of Roman society through the study of the Roman family, and understand the role of politics in the development of legal constraints on family formation

### Preliminary Reading

Primary Sources:

J GARDNER & T WEIDEMANN - 'The Roman Household: A Sourcebook', Routledge

T PARKIN & A POMEROY - 'Roman Social History, A Sourcebook', Routledge, 2007

J-A SHELTON - 'As the Romans Did', Oxford, 1998

J EVANS GRUBBS - 'Women and the Law in the Roman Empire: A Sourcebook on Marriage, Divorce and Widowhood', London, 2002

Secondary Sources:

K BRADLEY - 'Discovering the Roman Family', Oxford, 1991

S DIXON - 'The Roman Family', Johns Hopkins University Press, 1992

S DIXON - 'Reading Roman Women', Duckworth, 2002

M HARLOW & R LAURENCE - 'Growing Up and Growing Old in Ancient Rome: A Life Course Approach', Routledge, 2002

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL682</b>		<b>The Roman Family: from Birth to Old Age</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)		Laurence Prof R

### Contact Hours

3 hours per week

### Availability

Also available at Level I under code CL681

### Synopsis

The module will introduce students to the study of the Roman Family and through the study of the Roman family develop their skills in Roman social history. The module will begin by examining ancient definitions of the family and family formation through marriage, alongside the definition of both the nature of patriarchy and the role of the pater familias, and the nature of the Roman household. This initial section (to week 4) will lead to the first piece of assessment on how Roman historians have defined the nature of these social institutions in short piece of assessed work (2000 words maximum). The second section of the module will examine the development of the subject and academic approaches to the family and review how appropriate these are to the study of the Roman family, including that based on the study of demography, the life course and approaches to the study of childhood and gerontology (to week 6). The final section of the module will be focussed on the family as a key social institution subject to cultural, political and legal constraints placed upon family members. The second and third sections of the module form the basis of the second piece of written assessment (3000 words maximum) that will be based on the problem-solving of an essay question.

### Learning Outcomes

Students will develop a knowledge of the information on which to base conclusions with regard to the nature of the Roman Family (200 BC to AD 200), including an understanding of the development of the family as a social institution over time  
Students will develop the skills of close reading, academic debate and independent research on the subject of the Roman Family, whilst at the same time being aware of the partial and even conflicting nature of the surviving information from antiquity  
Students will be able to read and critically evaluate primary and secondary source in order to produce written and oral analysis  
Students will develop an understanding of the nature of Roman society through the study of the Roman family, and understand the role of politics in the development of legal constraints on family formation

### Preliminary Reading

Primary Sources:

J GARDNER & T WEIDEMANN - 'The Roman Household: A Sourcebook', Routledge

T PARKIN & A POMEROY - 'Roman Social History, A Sourcebook', Routledge, 2007

J-A SHELTON - 'As the Romans Did', Oxford, 1998

J EVANS GRUBBS - 'Women and the Law in the Roman Empire: A Sourcebook on Marriage, Divorce and Widowhood', London, 2002

Secondary Sources:

K BRADLEY - 'Discovering the Roman Family', Oxford, 1991

S DIXON - 'The Roman Family', Johns Hopkins University Press, 1992

S DIXON - 'Reading Roman Women', Duckworth, 2002

S DIXON - 'Reading Roman Women', Duckworth, 2002

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL685	Torture and Sacrifice: the literature of early Christianity					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)		Alwis Dr A

### Contact Hours

3 hours per week

### Availability

Also available at Level H under code CL686

### Synopsis

The module is intended to give students an introduction to the literature of early Christianity.

A variety of texts will be read – the gospels, apocryphal gospels, early martyrdom texts, edifying tales and hagiography - to show the variety of genres that existed and the intertextual fluidity of these genres. The texts will be contextualised against the historical developments of the Roman Empire. Social and cultural issues will also be raised, such as the new roles of women and men in an emerging Christian world and the concepts of pain, sacrifice, authority, virginity and asceticism will be examined.

### Learning Outcomes

Students will have knowledge of the development of early Christianity, the literature this movement engendered and how this literature reflects the society within which it developed

Students will develop the skills of close reading, academic debate and independent research whilst being aware of conflicting sources

Students will be able to read and critically evaluate primary and secondary sources in order to produce written and oral analysis

Students will have knowledge and understanding of another culture, focused on literature

Students will be able to apply the political, cultural and historical aspects learned to other areas of study

Students will have knowledge and understanding of how the literature of early Christianity reflects the political, cultural and historical situation in the later Roman Empire

Students will have an understanding of a wide range of early Christian literature through the examination of primary and secondary sources

### Preliminary Reading

Primary Sources:

H MUSURILLO - 'The Acts of the Christian Martyrs', Oxford, 1972

'The Passion of SS. Perpetua and Felicitas' (trans. H Musurillo), in E A PETROFF - 'Medieval Women's Visionary Literature', Oxford, 1986 (abbreviated)

'Martyrdom of Polycarp' (trans. M Staniforth) in 'Early Christian Writings: The Apostolic Fathers', Penguin, 1987, 125-35

Secondary Sources:

H DELEHAYE - 'Les origines du culte des martyrs', Brussels, 1912/1930

H DELEHAYE - 'Les passions des martyrs et les genres litteraires', Brussels, 1921

W H C FRIEND - 'Martyrdom and Persecution in the Early Church', Oxford, 1965

P BROWN - 'The Cult of the Saints', Chapter IV

BISHOP KALLISTOS - 'What is a Martyr?' in 'Sobornost' 5, 1983, 7-18

M SARDI - 'The Christians and the Roman Empire', London, 1988

S MITCHELL - 'On Maxim's Edict of 312', in 'Journal of Roman Studies' 79, 1989

B SHAW - 'The Passion of Perpetua', in 'Past and Present' 139, 1993, 3-45

A R BIRLEY - 'Persecutors and Martyrs in Tertullian's Africa', in D CLARK (ed.) - 'The Later Roman Empire Today, Papers given in honour of Professor John Mann', London, 1993, 37-68

G W BOWERSTOCK - 'Martyrdom and Rome', CUP, 1995 (The Wiles Lectures given at the Queen's University of Belfast)

J B RIVES - 'The Decree of Decius and the Religion of the Empire', in 'Journal of Roman Studies' 89, 1999

D BOYARIN - 'Dying for God: Martyrdom and the Making of Christianity and Judaism', Stanford, 1999

R D YOUNG - 'In Procession Before the World: Martyrdom as Public Liturgy in Early Christianity', Marquette, 2001

E A CASTELLI - 'Martyrdom and Memory: Early Christian Culture Making', Columbia, 2004

G E M DE STE. CROIX (ed. M Whitby & J Streeter) - 'Christian Persecution, Martyrdom, and Orthodoxy', Oxford, 2006

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL686	Torture and Sacrifice: the literature of early Christianity					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)		Alwis Dr A

### Contact Hours

3 hours per week

### Availability

Also available at Level I under code CL685

### Synopsis

The module is intended to give students an introduction to the literature of early Christianity.

A variety of texts will be read – the gospels, apocryphal gospels, early martyrdom texts, edifying tales and hagiography - to show the variety of genres that existed and the intertextual fluidity of these genres. The texts will be contextualised against the historical developments of the Roman Empire. Social and cultural issues will also be raised, such as the new roles of women and men in an emerging Christian world and the concepts of pain, sacrifice, authority, virginity and asceticism will be examined.

### Learning Outcomes

Students will have knowledge of the development of early Christianity, the literature this movement engendered and how this literature reflects the society within which it developed

Students will develop the skills of close reading, academic debate and independent research whilst being aware of conflicting sources

Students will be able to read and critically evaluate primary and secondary sources in order to produce written and oral analysis

Students will have knowledge and understanding of another culture, focused on literature

Students will be able to apply the political, cultural and historical aspects learned to other areas of study

Students will have knowledge and understanding of how the literature of early Christianity reflects the political, cultural and historical situation in the later Roman Empire

Students will have an understanding of a wide range of early Christian literature through the examination of primary and secondary sources

### Preliminary Reading

Primary Sources:

H MUSURILLO - 'The Acts of the Christian Martyrs', Oxford, 1972

'The Passion of SS. Perpetua and Felicitas' (trans. H Musurillo), in E A PETROFF - 'Medieval Women's Visionary Literature', Oxford, 1986 (abbreviated)

'Martyrdom of Polycarp' (trans. M Staniforth) in 'Early Christian Writings: The Apostolic Fathers', Penguin, 1987, 125-35

Secondary Sources:

H DELEHAYE - 'Les origines du culte des martyrs', Brussels, 1912/1930

H DELEHAYE - 'Les passions des martyrs et les genres littéraires', Brussels, 1921

W H C FRIEND - 'Martyrdom and Persecution in the Early Church', Oxford, 1965

P BROWN - 'The Cult of the Saints', Chapter IV

BISHOP KALLISTOS - 'What is a Martyr?' in 'Sobornost' 5, 1983, 7-18

M SARDI - 'The Christians and the Roman Empire', London, 1988

S MITCHELL - 'On Maxim's Edict of 312', in 'Journal of Roman Studies' 79, 1989

B SHAW - 'The Passion of Perpetua', in 'Past and Present' 139, 1993, 3-45

A R BIRLEY - 'Persecutors and Martyrs in Tertullian's Africa', in D CLARK (ed.) - 'The Later Roman Empire Today, Papers given in honour of Professor John Mann', London, 1993, 37-68

G W BOWERSTOCK - 'Martyrdom and Rome', CUP, 1995 (The Wiles Lectures given at the Queen's University of Belfast)

J B RIVES - 'The Decree of Decius and the Religion of the Empire', in 'Journal of Roman Studies' 89, 1999

D BOYARIN - 'Dying for God: Martyrdom and the Making of Christianity and Judaism', Stanford, 1999

R D YOUNG - 'In Procession Before the World: Martyrdom as Public Liturgy in Early Christianity', Marquette, 2001

E A CASTELLI - 'Martyrdom and Memory: Early Christian Culture Making', Columbia, 2004

G E M DE STE. CROIX (ed. M Whitby & J Streeter) - 'Christian Persecution, Martyrdom, and Orthodoxy', Oxford, 2006

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

### CL687 Archaeological Fieldwork Methods and Techniques

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

#### Contact Hours

4 hours per week, including practical sessions 'in the field' most weeks

#### Availability

Also available at Level H under code CL621

#### Synopsis

This module covers the battery of up-to-date fieldwork techniques deployed in the discovery, recording and excavation of archaeological sites using a combination of lectures, small-group work and practical assignments in the field. Topics include strategies for finding and recording sites, from the analysis of historical sources and aerial photographs, to geophysics, field walking, and the survey of earthworks and standing buildings. The full range of excavation techniques is examined including approaches to the excavation of special deposits such as burials and cremations and sampling strategies for the recovery of artefacts and environmental remains. The module concludes with post-excavation analysis and strategies for publication and dissemination of archaeological reports covering both traditional and computer-based applications. (Students enrolling for this module should be aware that some of the fieldwork practicals will be outside, and occasionally off campus, and possibly conducted on Wednesday afternoons, Saturdays or during the Easter Vacation, the specific arrangements being dependent upon weather and site availability, etc.).

#### Learning Outcomes

Students will be able to demonstrate familiarity with the range of key field techniques and skills employed by archaeologists

Students will be able to demonstrate awareness of the main terms and concepts associated with archaeological fieldwork practice

Students will be able to demonstrate awareness of the principal methods used for the discovery and recording of sites and monuments in the landscape

Students will be able to demonstrate an appreciation of the ways in which different methods and scientific techniques are integrated in contemporary field archaeology with reference to both survey and excavation

Students will be able to demonstrate knowledge and understanding of the main recording techniques used in the field and the nature and structure of archaeological archives

Students will be able to demonstrate understanding of the issues necessary to prepare students for participation in fieldwork

Students will be able to demonstrate familiarity with the organisation of archaeological fieldwork in England and knowledge in how to participate in fieldwork and the benefits it can bring

Students will be able to demonstrate understanding of how planning guidance and legislation affects the excavation and management of sites and monuments

Students will be able to demonstrate understanding of post-excavation procedures and current and future trends in the archiving and dissemination of archaeological information

#### Preliminary Reading

P BARKER - 'Techniques of Archaeological Investigation', 3rd ed., Batsford, 1993

M BOWDEN - 'Unravelling the Landscape', Tempus, 1999

M CARVER - 'Archaeological Investigation', Routledge, 2009

A CLARKE - 'Seeing Beneath the Soil: Prospecting Methods in Archaeology', Batsford, 1991

P DREWETT - 'Field Archaeology: An Introduction', University College London, 1999

J GATER & C GAFFNEY - 'Revealing the Buried Past: Geophysics for Archaeologists', Tempus, 2003

S ROSKAMS - 'Excavation', (Cambridge Manuals in Archaeology), CUP, 2001

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL693</b>		<b>Alexander the Great &amp; the Hellenistic World</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	60% Coursework, 40% Exam	

### Contact Hours

3 hours per week

### Synopsis

No one in history has captured the imagination quite like Alexander the Great (356-323 BC). Before his thirty-third birthday, he had become in turn king of Macedonia; hegemon of the Greek world; commander-in-chief of a panhellenic campaign sworn to destroy the Persian empire; pharaoh of Egypt and thus by tradition a god-king; founder and namesake of a new city, Alexandria; king of kings of the Persian empire; overlord of Indian potentates; and ultimately a god to be worshipped by the Greeks. Who else in history can claim such honours? A brilliant general, charismatic but reckless to a fault, he remains an enigma to scholars then and now. Alexander the Great has many faces, and the ancient sources only add to the confusion. One thing is certain: the world after Alexander was radically different from that of his father, Philip II, and has earned the right to its own name, Hellenistic. This world stretched from the Balkans to the India, carrying Hellenic culture in the wake of the Macedonian armies. Alexandria of Egypt becomes the greatest metropolis of the era, attracting the finest poets, artists, astronomers, mathematicians and others to its fabulous library. Cleopatra provides a convenient end point to the age as the last of Alexander's successors. Alexander's incredible career marks the division between two historical periods; it is both end and beginning. By a close reading of the primary sources (literary, epigraphical, and papyrological) and the integration of the rich archaeological, artistic, and architectural evidence, this course will trace the career of Alexander, highlight the critical issues of his times, and explore his legacy in Hellenistic period (323-30 BC). We will not only pay attention to the political changes and cultural interaction, but see how these events played a role in the development of poetry, art, science and religion.

### Learning Outcomes

Students will be able to demonstrate a systematic and critical understanding of the reign of Alexander the Great and the subsequent Hellenistic Period (323-30 BC), and to assess the incorporation of various cultures into the Greek world that led to significant changes in Greek culture (art, science, philosophy and literature) and politics that was unlike anything prior to his reign

Students will be able to make critical textual, epigraphical, papyrological, archaeological and art-historical interpretations of remains, and to appreciate the uncertainty of these materials and the ability to use them in an interdisciplinary manner

Students will have a critical awareness of current academic debates on interaction between the diverse societies of the Hellenistic period, and to be able to develop academic arguments, both in oral and written form, around recent debates

Students will be able to demonstrate a coherent depth of knowledge of the various themes covered in the class: politics, art and science, religion and philosophy, poetry and epic

### Preliminary Reading

PLUTARCH - 'The Age of Alexander', 1973

P CARTLEDGE - 'Alexander the Great', 2004

R M ERRINGTON - 'A History of the Hellenistic World 323-30 BC', 2008

R BAGNALL & P DEROW - 'The Hellenistic Period: Historical Sources in Translation', 2004

B H FOWLER - 'Hellenistic Poetry, An Anthology', 1990

G R BUGH (ed.) - 'The Cambridge Companion to the Hellenistic World', 2006

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CL694</b>	<b>The City of Athens</b>					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	60% Coursework, 40% Exam	

### Contact Hours

3 hours per week

### Synopsis

The city-state (polis) has traditionally defined the characteristic form of community life for the ancient Greeks. The Greeks so valued the autonomy and freedom implicit within this term that its preservation often led to war, the most devastating being the Peloponnesian War in the last decades of the fifth century B.C. This course will require a close reading of Thucydides' famous account of this war. Paradoxically, these same Greeks shared a panhellenic bond that served to unify them through language, art and architecture, literature, religion, and athletics. To complicate matters further, there is a tendency today to imagine Athens as a paradigm for hundreds of other city-states. By tracing the history and culture of Athens from the Mycenaean period to the Roman, focusing particularly on the best documented classical and hellenistic periods, this course will demonstrate how truly atypical Athens was and how diverse the Greek city-states were in their histories and institutions. Athens is particularly rich in material culture, as exemplified by the excavations on the Acropolis and in the Agora, and in ancient texts. For example, the Constitution of the Athenians, attributed to Aristotle and our only surviving history of an ancient city-state, provides both a constitutional history of Athens and a detailed description of its democratic institutions in the 4th century B.C. Archaeology gives it form and substance. This course will challenge the students to become fully conversant with the primary sources of classical and hellenistic Athens, including historical, literary, philosophical, archaeological, epigraphical, artistic, architectural, and to learn that Athens cannot be reconstructed without crossing disciplines.

### Learning Outcomes

Students will be able to demonstrate an understanding of the history of the city of Athens from the Bronze Age to the Roman Period in terms of its history, politics, art and architecture (c. 1200 to 146BC)

Students will be able to show a knowledge of how Athens compared to other Greek City States

Students will be able to make critical textual, epigraphical, archaeological and art-historical interpretations of remains

Students will be able to demonstrate the importance of using a variety of source materials, such as historical treatises, ancient literature and art both in oral and written form

Students will be able to demonstrate a knowledge of the various themes covered in the class: politics, war; philosophy, and art

### Preliminary Reading

R OSBORNE - 'Greece in the Making, 1200-479 BC', 2nd ed.

P J RHODES - 'A History of the Classical Greek World 478-323 BC', 2nd ed.

THUCYDIDES (trans. R WARNER) - 'The Peloponnesian War'

ARISTOPHANES (trans. A H SOMMERSTEIN) - 'Lysistrata and Other Plays'

ARISTOTLE (trans. P J RHODES) - 'The Athenian Constitution', Penguin Classics, 1984

R E WYCHERLEY - 'The Stones of Athens', Princeton, 1978

<b>CL695</b>	<b>Romans in the West</b>					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	

<b>CL696</b>	<b>Romans in the West</b>					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CP510</b>		<b>The Text: Approaches to Comparative Literature</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	Weller Prof S

### Contact Hours

3 hours per week

### Availability

This module is core for Stage 2 Single Honours Comparative Literature students

### Synopsis

The module covers a variety of exercises from the close reading of poetic texts to the appraisal of a range of theoretical writings. Most material is drawn from European writing of the past two centuries, though the Bible and some medieval and Renaissance texts are also studied. Topics include: the holy text; the literary text; genre; poetic form; the fantastic; the avant-garde; postmodernism; text and image; psychoanalytic readings; and deconstruction.

### Learning Outcomes

Students will be able to consolidate literary-critical competence at a higher level than at Stage 1 (CP311 The Tale) in assessing aspects of textual transmission, literary archetypes, narrative form, strategies of interpretation, symbolism and the like through a linked series of comparative enquiries

Students will be able to further develop the ability to identify literary themes, motifs, structures, and authorial strategies and situate these within wider critical perspectives and apply technical terms as appropriate

Students will be able to acquire a good knowledge of the various types of interpretative tools

Students will be able to acquire a firm grasp of the essentials of comparatist methodology and to be able to develop independent critical arguments concerning a wide variety of literary material of varied linguistic and cultural origin

Students will be able to be able to define the fundamentals of a general comparative theory of literature and have specific knowledge of some important schools of criticism

### Preliminary Reading

Theoretical Texts:

J CULLER - 'Literary Theory', OUP, 1997

J HILLIS MILLER - 'On Literature', Routledge, 2002

D LODGE (ed.) - 'Modern Criticism and Theory', 2nd ed., Longman, 2000

Literary texts:

S BECKETT - 'Lessness', Grove Press, 1995

J L BORGES - 'Death and the Compass', Calder, 1995

N GOGOL - 'The Nose', Penguin, 1998

E T A HOFFMANN - 'The Sandman', Penguin 2004

F KAFKA - 'Before the Law', Penguin, 1972

S MALLARME - 'A Throw of the Dice', New Directions, 1996

<b>CP513</b>		<b>Comparative Literature Dissertation</b>				
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 3 Single Honours Comparative Literature students only

### Availability

The module is core for Stage 3 Single Honours Comparative Literature students

### 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.

### Learning Outcomes

Students will be able to demonstrate that they can study without the discipline of regular classes

Students will be able to demonstrate that they can work, study and undertake research independently

Students will be able to successfully organise the work involved in an extensive research project

Students will be able to marshal complex knowledge and present it clearly and logically in the substantive form of a dissertation

Students will be able to show that they can identify and choose an appropriate topic for personal study

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

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 hours per week

### Restrictions

Available to Stage 3 students only

### 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 Ophuls, 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.

### Learning Outcomes

Students will be able to distinguish why certain texts lend themselves to multiple interpretations

Students will be able to interrogate the power of the cinema to influence our appreciation of literary works

Students will be able to undertake independent research with a view to writing in extenso in both mono-disciplinary and comparative veins

Students will be able to refine and improve collaborative work skills through group presentations

Students will be able to take an original and informed approach to comparative contexts not widely covered by secondary sources

Students will acquire a firm grasp of the basic tools of film analysis

Students will be able to further develop the ability to make effective use of library resources to view films

Students will be able to grasp the basic tools of film criticism

Students will learn to analyse visual media alongside written media and develop the relevant modes of comparison

### Preliminary Reading

Preliminary Reading:

A SCHNITZLER - 'Round Dance', Oxford World's Classics, 2004

A SCHNITZLER - 'Dream Story', Penguin, 1999

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

C de LACLOS - 'Les Liaisons Dangereuses', Oxford World's Classics, 1998

St Matthew's Gospel (any edition with chapter and verse numbers)

H JAMES - 'The Turn of the Screw', Oxford's World Classics, 1998

Preliminary Viewing:

M OPHULS - 'La Ronde', 1950

S KUBRICK - 'Eyes Wide Shut', 1999

V DE SICA - 'The Garden of the Finzi-Continis', 1970

S KUBRICK - '2001: A Space Odyssey', 1968

R POLANSKI - 'Tess', 1979

S FREARS - 'Dangerous Liaisons', 1988

R KUMBLE - 'Cruel Intentions', 1999

P P PASOLINI - 'The Gospel According to St Matthew', 1964

J CLAYTON - 'The Innocents', 1961

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

2 hours per week

### Synopsis

The period between the decline of the Western Roman Empire and the Renaissance, roughly embracing the fifth to the fifteenth centuries, is generally referred to as the Middle Ages. The intermediary character suggested by this term reflects the frequently pejorative evaluation this period has received. However, the medieval period produced many lasting material monuments, such as the great European cathedrals (including Canterbury Cathedral) and castles, and literary monuments, such as Chaucer's 'Canterbury Tales', Boccaccio's 'Decameron', the many Arthurian legends, the saints' lives, and the epic 'Song of the Cid'. This module is designed to introduce students to a range of important literary works from the period, alongside highly influential religious and philosophical works. These works are placed in their historical context, and are explored through a focus on topics such as book and manuscript production, the allegorical tradition, art and architecture, and religious experience. The module also includes excursions to Canterbury Cathedral and the British Library to enable students to experience the material culture of the Middle Ages directly.

### Learning Outcomes

Students will achieve an overview of medieval literature and culture, including an appreciation of major literary works in different genres, as well as the art and architecture, and the major philosophical and religious movements of the period  
Students will acquire a familiarity with the allegorical tradition and key genres such as the fabliau and Arthurian romance  
Students will develop a sense of the broader historical context within which medieval literature emerged  
Students will achieve an understanding of book and manuscript production and dissemination during the Middle Ages  
Students will appreciate the problems of periodization that are encapsulated in the label 'medieval'

### Preliminary Reading

AUGUSTINE - 'Confessions'  
G BOCCACCIO - 'The Decameron'  
G CHAUCER - 'The Canterbury Tales' and 'The House of Fame'  
W von ESCHENBACH - 'Parzival'  
ISIDORE OF SEVILLE - 'Etymologies'  
JULIAN OF NORWICH - 'Revelations of Divine Love'  
G de LORRIS & J de MEUN - 'The Romance of the Rose'  
J de VORAGINE - 'The Golden Legend'

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

CP528		The Renaissance				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Stähler Dr A

### Contact Hours

2 hours per week

### Synopsis

The Renaissance is generally seen as a cultural movement which, through the rebirth of the achievements of Antiquity, launched the modern era. Originating in late thirteenth-century Florence, by the sixteenth century the Renaissance had spread across Europe and profoundly influenced the development of all areas of cultural and intellectual life – among them literature, philosophy, art, music, politics, science, and religion. This module is designed to focus on the Renaissance as a wider cultural phenomenon, and focuses in particular on: the question of its periodization; religion, philosophy, and science; court culture and popular culture; architecture and music; emblems; drama; poetry; the epic; and the essay, which became a particularly important genre during the Renaissance. Major authors studied on this module include: dramatists such as Marlowe and Shakespeare; essayists such as Bacon and Montaigne; poets such as Ariosto and Petrarch; as well as key political and religious writers such as Machiavelli and Luther. The module also includes excursions to the Globe Theatre and the Victoria and Albert Museum, London, so that students can encounter the material culture of the Renaissance directly.

### Learning Outcomes

Students will achieve an overview of Renaissance literature and culture, including an appreciation of major literary works, as well as the art, architecture and music, and the major philosophical and religious movements of the period

Students will develop a sense of the broader historical context within which Renaissance literature emerged, and of the social, political, and scientific forces that shaped this period

Students will achieve an understanding of the ways in which major genres such as the sonnet, the epic, tragedy, and the essay developed during the Renaissance

Students will acquire a sense of the material culture of the Renaissance through two excursions

Students will appreciate the problems of periodization when engaging with the concept of the Renaissance, and to acquire a sense of the similarities and differences in Renaissance culture across Europe

### Preliminary Reading

L ARIOSTO - 'Orlando Furioso'

F BACON - 'Essays'

B CASTIGLIONE - 'The Book of the Courtier'

M LUTHER - 'Ninety-Five Theses'

N MACHIAVELLI - 'The Prince'

C MARLOWE - 'Doctor Faustus'

M de MONTAIGNE - 'Essays'

F PETRARCH - 'Canzoniere'

F RABELAIS - 'Gargantua' and 'Pantagruel'

W SHAKESPEARE - 'Sonnets'

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

CP530		Marriage, Adultery and Divorce in 19th Century Fiction				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	March-Russell Dr P

### Contact Hours

2 hours per week

### Synopsis

Marriage, adultery and, to a lesser extent, divorce are central subjects of European fiction during the 19th century. The texts studied are all by major writers and have been chosen as representative examples of the treatment of these subjects in a range of countries (Britain, France, Germany, Russia). The chosen texts include not only several of the classic texts of adultery, notably by Goethe, Flaubert and Fontane, but also novels which focus on the need for, or actual depiction of, separation and divorce. All the texts will be studied against the background of the differing and evolving legal and social histories of marriage and divorce in the various countries. The study of the novels will also shed light on the nature and importance of love, self-realization, male and female sexuality, sexual morality, gender roles, and family and class structures in the fiction of the period.

### Learning Outcomes

Students will gain a knowledge of the evolving legal and social history of marriage and divorce in Europe during the 19th century

Students will study a representative sample of works that deal with the subjects of marriage, adultery, and divorce, and will be able to appreciate the changing nature of that depiction during the period

Students will be able to critically assess changing perceptions of the nature and importance of love, self-realization, male and female sexuality, sexual morality, gender roles, and family and class structures in the fiction of the period

Students will be able to compare the similarities and differences in the depiction of marriage, adultery and divorce in the literatures of different countries and be able to account for differences by reference to the differing legal and social histories in those countries

Students will develop close reading and analytical skills, including the application of critical thinking to the study of literature

The module will encourage independent research, including critical responses to the primary reading list for the module

### Preliminary Reading

H de BALZAC - 'Eugenie Grandet', Oxford World's Classics

A BRONTE - 'The Tenant of Wildfell Hall', Penguin

G FLAUBERT - 'Madame Bovary', Penguin

T FONTANE - 'Effi Briest', Penguin

J W von GOETHE - 'Elective Affinities', Oxford World's Classics

L TOLSTOY - 'The Kreutzer Sonata', Penguin

E ZOLA - 'Therese Raquin', Penguin

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CP609 From Dada to Kafka: The European Avant-Garde and Modernism</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Schaffner Dr A
3	Canterbury	Autumn and Spring	H	30 (15)		

### Contact Hours

2 hours per week

### Synopsis

This module explores important works by a series of major modernist writers from different national backgrounds together with avant-garde manifestoes, artworks and films. Beginning with a brief introduction to the relevant artistic and cultural currents that influenced these movements, the course explores prose texts from major modernists such as Thomas Mann, Franz Kafka, James Joyce, Virginia Woolf and Marcel Proust alongside selected poetry and plays by T.S. Eliot, Luigi Pirandello and Samuel Beckett. Students will also study some of the main avant-garde movements of the early twentieth century, such as Futurism, Dada and Surrealism. 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'.

### Learning Outcomes

Students will become aware of the cultural contexts out of which Modernism and the European avant-garde emerged in the late nineteenth and early twentieth centuries

Students will be able to grasp the various formal characteristics of avant-garde and modernist texts, including interior monologue, allusion, fragmentation, impersonality, and the transgression of established genre conventions

Students will be able to identify the reasons for, and the precise nature of, the avant-garde reaction against nineteenth century realism

Students will be able to understand the specifically avant-garde and modernist treatment of a range of topics, including sexuality, identity, the unconscious, the primitive, and myth and history

### Preliminary Reading

T MANN – 'Tonio Kröger', in 'Death in Venice and Other Stories', Vintage, 1998

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

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

F KAFKA – 'The Trial', Vintage Classics, 2005

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

A BRETON – 'Manifestoes of Surrealism', Ann Arbor, 1972

A BRETON - 'Nadja', Penguin, 1999

V WOOLF – 'Mrs Dalloway', Penguin Classics, 2000

<b>CP611 Postmodernism</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	March-Russell Dr P

### Contact Hours

2 hours per week

### 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.

### Learning Outcomes

Students will become aware of the cultural contexts from which postmodernism has emerged and the nature of its relation to those contexts

Students will be familiar with the range of theories regarding the precise nature of the postmodernist turn and its relation to the modernism against or through which it defines itself

Students will be able to understand to specifically postmodernist treatment of a range of key topics, including identity, gender difference, history, image and reality, and the simulacrum

Students will be able to grasp the various formal characteristics of postmodernist texts, including the use of mise-en-abyme, self-referentiality, play, pastiche, and the deconstruction of meta-narratives and meta-languages

### Preliminary Reading

I CALVINO - 'If on a Winter's Night a Traveller', Vintage

V NABOKOV - 'Pale Fire', Penguin

T PYNCHON - 'The Crying of Lot 49', Vintage

A ROBBE-GRILLET - 'In the Labyrinth', Oneworld Classics

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

CP624	The Shoah in Literature, Film and Culture					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Stähler Dr A

### Contact Hours

2 hours per week

### Synopsis

In the immediate aftermath of the cataclysmic events of the Shoah the philosopher and sociologist Theodor W. Adorno interrogated the meaning of 'culture' after the failure of culture. In contemporary discourse, the Shoah – or the Holocaust, as the National Socialist extermination plans are more commonly, yet controversially, labelled – has long since turned into a marketable icon of suffering. Indeed, the encroachment on the victims' memory of what has contentiously been called the 'Holocaust industry' or, with a gruesome pun, 'Shoah business', is frequently perceived as threatening to pervert remembrance of this singular event in history. Ever since Adorno's often quoted and frequently misunderstood 'dictum' that it is barbaric to write poetry 'after Auschwitz' (1949), a discussion about the value and the significance of the representation of the Shoah in cultural production has been engaged in. Many of the concerns focused on in this debate remain controversial, among them the questions of the memory of the Shoah and its medial representations, and of the potentially therapeutic value of confronting the trauma of genocide in cultural production.

In this module, students will enter into these debates by enquiring into the ability of narrative, in literature, film and other forms of memorialisation, to represent the 'unrepresentable', by exploring the use of these narratives as 'history', and by investigating the so-called 'Americanisation' of the Shoah. In addition, they will enquire into the historical and cultural contexts of the Shoah.

In the first term particular emphasis will therefore be placed on the cultural and historical context of the 'Jewish question', including nationalism, race theory and anti-Semitism. Source material to be discussed in seminars will include theoretical, (pseudo-) scientific writings, literary and legal texts and films which document the paradigm change from religious anti-Judaism to a primarily racially motivated anti-Semitism. This will be followed by discussions of the literature of testimony by survivors of the Shoah, of poetic responses to the Shoah and of 'fabricated' memory. The first term will be concluded by a discussion of early media coverage of the liberation of the concentration camp of Buchenwald and by Allied efforts of representing the Shoah as a means of implementing their policy of re-education in post-war Germany.

The second term will be focused on more recent forms of representation and memorialisation of the Shoah, concentrating especially on formal and medial variety and innovation as well as shifts of perspective.

### Learning Outcomes

Students will become aware of the cultural contexts out of which nationalism, racism and anti-Semitism emerged in the nineteenth and early twentieth centuries

Students will be able to understand the Shoah and its representations in cultural production in its various cultural and historical contexts

Students will be able to theorise the therapeutic effects of literary and artistic representations of traumatic events

Students will be able to identify the reasons for, and the precise nature of, literary and artistic negotiations of memory, remembrance and memorialisation

Students will be able to address theoretical debates on the interrelation of 'fact' and 'fiction' and the nature of 'literature'

Students will be able to engage in a discussion of generic definition of 'Holocaust Literature', the 'Literature of Atrocities', etc.

Students will be able to grasp the various formal characteristics as well as the literary, artistic and ethical conundrums of representations of the Shoah

### Preliminary Reading

E WIESEL - 'Night'

J KOSINSKI - 'The Painted Bird'

A SPIEGELMAN - 'The Complete Maus'

D GROSSMAN - 'See Under: Love'

A MICHAELS - 'Fugitive Pieces'

J S FOER - 'Everything is Illuminated'

P LEVI - 'If This Is A Man'

B WILKOMIRSKI - 'Fragments'

P WEISS - 'The Investigation'

T REICH - 'My Holocaust'

Y KATZENELSON - 'The Song of the Murdered Jewish People'

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CP627</b>		<b>Science Fiction: History and Innovation</b>				
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

3 hours per week

### 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.

### Learning Outcomes

Students will have studied key works of science fiction in relation to their national, cultural and historical contexts

Students will have developed a set of interdisciplinary approaches to the study of a global art-form

Students will have explored the development of science fiction in relation to other genres and theories of genre

### Preliminary Reading

J G BALLARD - 'The Atrocity Exhibition', Harper Perennial

A BIOY CASARES - 'The Invention of Morel', NYRB Classics

O E BUTLER - 'Dawn', in 'Lilith's Brood', Warner Books

S R DELANY - 'Babel-17', Gollancz

R HOBAN - 'Riddley Walker', Bloomsbury

A & B STRUGATSKY - 'Roadside Picnic', Gollancz

H G WELLS - 'The First Men in the Moon', Penguin

Y ZAMYATIN - 'We', Penguin

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

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	Haustein K Ms

### Contact Hours

2 hours per week

### Synopsis

This module investigates representations of gender and identity 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 "self" and "other", love and desire, madness and motherhood reflect the respective socio-cultural contexts and the situation of women therein. Corporeal aesthetics, patterns of behaviour labelled as feminine or masculine, representations of transgressive conduct, and relations of power will be investigated, drawing on classic feminist theory and historiography (Wollstonecraft, Beauvoir, Irigaray, Butler, Moi, Badinter), psychoanalytical thought (Freud), narratology (Genette), genre-theory (Bakhtin) subject-theory (Sartre, Levinas, Derrida) and studies in visual culture (Barthes, Sontag, Mulvey).

Students will be asked to engage with the significance of images and representations of women and men proliferated through literature. These representations provide or question role models and perpetuate or problematise stereotypical versions of female/male goals and aspirations. Furthermore, emphasis will be placed on close readings of the selected literary works, on cultural differences and variations, and on how conceptions of sex and gender are changing in the course of time.

### Learning Outcomes

Students will become aware of diverse aesthetic strategies for representing love, desire and the body in a number of different texts written by women from various cultural and linguistic backgrounds

Students will be able to grasp the importance of the specific cultural, linguistic and historic contexts from which the texts spring and their impact upon the particular representational choices

Students will have an understanding of the complexities which inform the treatment of issues of love, desire, gender, sexual morality, sexuality and representations of the body in the respective texts

Students will be able to understand the importance of prose fiction as a mirror of ideologies in general

Students will be able to understand the significance of images and representations of women proliferated through literature in particular

Students will be able to grasp key concepts of feminist theory

### Preliminary Reading

J AUSTEN - 'Sense and Sensibility'

C BRONTE - 'Jane Eyre'

E BRONTE - 'Wuthering Heights'

V WOOLF - 'To the Lighthouse'

I KEUN - 'The Artificial Silk Girl'

D BARNES - 'Nightwood'

E TUSQUETS - 'Love is a Solitary Game'

M DURAS - 'The Lover'

E JELINEK - 'The Piano Player'

A ERNEAUX - 'A Frozen Woman'

D MARAINI - 'The Silent Duchess'

Films:

ANNAUD - 'The Lover'

HANEKE - 'The Piano Player'

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CP632 Reason and Passion in 18th Century European Fiction</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Tonbridge Centre	Autumn	I	30 (15)	100% Coursework	March-Russell Dr P

### Contact Hours

2 hours per week

### Synopsis

The 18th century witnessed the growth of the European novel as both a source of entertainment for the emerging middle classes, and as a vehicle for the spread of Enlightenment values. A key concern in fiction was the tension between reason and passion, which would become more acute as the century progressed, eventually culminating in the Romantic movements. Some of the most notable novels of this period mediate these tensions and shed light on issues of gender, sexual morality, seduction, wealth, class and family structures. Prévost's 'Manon Lescaut' exemplifies an early manifestation of these developments and offers a touchstone for the discussion of the Europe-wide success and influence of Richardson's 'Pamela' on subsequent novels. Consideration will be given to the way authors were aware of each other's writings and students will be invited to consider the cultural variations these narratives present on the common concerns of the age.

### Learning Outcomes

Students will have knowledge and critical understanding of how concepts such as 'reason' and 'passion' shape eighteenth century fiction

Students will have cogent understanding of how these concepts interact with other factors such as gender, class, moral conduct and family structures

Students will have a critically-informed awareness of how these concepts become significant in the surrounding discourse of Enlightenment

Students will have an ability to describe in rigorous terms how the novel becomes an important vehicle not only for social commentary but also for debating enlightened ideals

Students will have an awareness of their own preconceptions about the novel form and ways in which these preconceptions have modified their interpretations of key texts

### Preliminary Reading

C de LACLOS - 'Dangerous Liaisons', Penguin

A PREVOST - 'Manon Lescaut', Oxford World's Classics

S RICHARDSON - 'Pamela', Oxford World's Classics

M WOLLSTONECRAFT - 'Mary and the Wrongs of Woman', Oxford World's Classics

<b>CP636 European Realism</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	70% Coursework, 30% Exam	March-Russell Dr P

### Contact Hours

2 hour seminar per week, plus 1 hour lecture every other week.

### 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.

### Learning Outcomes

Students will be familiar with significant examples of nineteenth-century European realism

Students will be introduced to the intellectual and historical contexts for an understanding of 'realism'

Students will be able to critically assess different versions of literary realism by European writers

Students will be able to compare realism with the legacy of Romanticism and the beginnings of Modernism

Students will develop close reading and analytical skills, including the application of critical thinking to the study of literature

The module will encourage independent research, including critical responses to the primary reading list for the module

### Preliminary Reading

H de BALZAC - 'Old Goriot', Penguin

G ELIOT - 'The Mill on the Floss', Penguin

G FLAUBERT - 'Sentimental Education', Oxford World's Classics

H IBSEN - 'Ghosts' in 'Plays: One', Methuen

G de MAUPASSANT - 'Bel Ami', Oxford World's Classics

L TOLSTOY - 'Anna Karenina', Penguin

I TURGENEV - 'Fathers and Sons', Oxford World's Classics

E ZOLA - 'Germinal', Penguin

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

CP641		SWIPE Undergraduate Conference				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Stähler Dr A

### Contact Hours

Six 2-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.

### Learning Outcomes

Students will be able to identify and choose an appropriate topic for personal study

Students will be able to demonstrate the ability to study without the discipline of regular classes

Students will be able to successfully organise the work involved in an extensive research project

Students will be able to show the ability to work, study and undertake research independently

Students will be able to marshal complex knowledge and present it clearly and logically in the form of a conference paper

Students will improve oral communication and presentation skills through participation in workshops and through the delivery of one formal conference paper

Students will refine written communication skills, including the structuring of an original argument, through the writing of one conference paper proposal and one conference paper

The module will enhance the potential for critical thought and expression

Students will develop the ability to read closely and critically

Students will acquire organisational skills

The module will hone the ability to undertake the (comparative) analysis of literature

### Preliminary Reading

A BRADBURY - 'Successful Presentation Skills', 2nd ed., Kogan Page, 2000/2005

P MCCARTHY & C HATCHER - 'Presentation Skills: The Essential Guide for Students', SAGE, 2002

Further texts corresponding to individual subjects

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

2 hours per week

### 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.

### Learning Outcomes

The module will familiarise students with the major epics of the Western tradition from classical antiquity to major twentieth-century exponents such as James Joyce and Derek Walcott

Students will be introduced to the cultural, literary, religious, and historical contexts for an understanding of the evolution of the epic across the centuries

Students will be able to critically assess the distinctive literary features of the epic in its migration through history, culture, and language

Students will be able to evaluate how a traditional epic compares and contrasts with the subsequent development of the genre

### Preliminary Reading

HOMER (trans. R Lattimore) - 'The Iliad', University of Chicago Press

HOMER (trans. R Fitzgerald) - 'The Odyssey', Harvill

VIRGIL (trans R Fitzgerald) - 'The Aeneid', Harvill

DANTE (trans. M Musa) - 'Divine Comedy, 3 vols. (Inferno, Purgatorio, Paradiso)', Penguin

J JOYCE (ed. H W Gabler) - 'Ulysses', Bodley Head

D WALCOTT - 'Omeros', Faber & Faber

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CP644      Creatures of the Night: Vampires in Literature and Film</b>						
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

### 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.

### Learning Outcomes

Students will be introduced to a range of different nineteenth-, twentieth- and twenty-first-century representations of vampires in literature and film

The module will familiarize students with the cultural, literary, political and historical contexts which shape the representations of vampires in specific works

Students will be able to reflect on the persistent metaphorical allure of the figure of the vampire in popular culture

Students will be able to assess critically the distinctive features and symbolical meanings of nineteenth-, twentieth-, and twenty-first-century representations of vampires

Students will be able to examine the ways in which writers and directors have deployed the figure of the vampire to explore questions relating to a diverse range of subjects, including sexuality, immortality, being an outsider, addiction and monstrosity

### Preliminary Reading

Indicative Reading List:

J POLIDORI - 'The Vampyre', 1819

T GAUTIER - 'Clarimonde', 1836

J SHERIDAN LE FANU - 'Carmilla', 1872

B STOKER - 'Dracula', 1897

A CARTER - 'The Lady in the House of Love', 1979

S MEYER - 'Twilight', 2005

Indicative Viewing List:

F W MURNAU - 'Nosferatu', 1922

W HERZOG - 'Nosferatu the Vampyre', 1979

N JORDAN - 'Interview with the Vampire', 1994

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

### Contact Hours

2 hours per week

### Availability

Also available at Level H under code CP647

### 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.

### Learning Outcomes

Students will be able to recognise and analyse the cultural contexts from which notions of literary quality emerge

Students will be able to appreciate the problems of successful, respectively abortive, canon formation in its earliest stages

Students will be able to follow critical debates in the most influential national and international feuillets and to form an opinion of their own by critically engaging with them

Students will be able to gain confidence in talking about recent literary texts and in joining literary debates

Students will be able to understand the politics of literary production and marketing, and the economic, social and cultural forces by which it is driven

Students will learn to analyse literary texts in their individual production and changing reception contexts (including the shifting appreciation of aesthetic and moral values)

Students will be able to apply literary and cultural theories to the study of literature

Students will gain a perspective on the history of the discipline of literary studies

### Preliminary Reading

Due to the nature of the literary material to be discussed, the reading list will change, at least partially, from year to year, taking into account recent nominations and awards of literary prizes. In addition to the texts below the most recent winners of the Prix Goncourt (as available in translation), of the Man Booker Prize (as well as a selection of long and short listed books) and a representative text of the latest winner of the Nobel Prize in Literature will be studied. The finalised reading list will be made available as soon as possible.

K HAMSUN - 'Hunger'

A MALRAUX - 'Man's Fate'

S RUSHDIE - 'Midnight's Children'

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CP647</b>		<b>Prize Winners</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Stähler Dr A

### Contact Hours

2 hours per week

### Availability

Also available at Level I under code CP646

### 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.

### Learning Outcomes

Students will be able to recognise and analyse the cultural contexts from which notions of literary quality emerge

Students will be able to appreciate the problems of successful, respectively abortive, canon formation in its earliest stages

Students will be able to follow critical debates in the most influential national and international feuillets and to form an opinion of their own by critically engaging with them

Students will gain confidence in talking about recent literary texts and in joining literary debates

Students will be able to understand the politics of literary production and marketing, and the economic, social and cultural forces by which it is driven

Students will learn to analyse literary texts in their individual production and changing reception contexts (including the shifting appreciation of aesthetic and moral values)

Students will be able to apply literary and cultural theories to the study of literature

### Preliminary Reading

Due to the nature of the literary material to be discussed, the reading list will change, at least partially, from year to year, taking into account recent nominations and awards of literary prizes. In addition to the texts below the most recent winners of the Prix Goncourt (as available in translation), of the Man Booker Prize (as well as a selection of long and short listed books) and a representative text of the latest winner of the Nobel Prize in Literature will be studied. The finalised reading list will be made available as soon as possible.

K HAMSUN - 'Hunger'

A MALRAUX - 'Man's Fate'

S RUSHDIE - 'Midnight's Children'

Students will gain a perspective on the history of the discipline of literary studies

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

CP650	Decadence in Fin-de-Siecle Europe					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)		March-Russell Dr P

### Contact Hours

2 hours per week

### 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.

### Learning Outcomes

The module will familiarise students with significant examples of decadent art and literature from late nineteenth-century Europe. Students will be introduced to the intellectual and historical contexts for an understanding of literary and artistic decadence. Students will be able to critically assess different versions of decadence in the work of European artists and writers. Students will be able to evaluate decadence in terms of the Romantic legacy and the beginnings of Modernism.

### Preliminary Reading

K HAMSUN - 'Hunger', Canongate

J K HUYSMANS - 'Against Nature', Penguin

F W WEDEKIND - 'Lulu', Nick Hern Books

O WILDE - 'The Picture of Dorian Gray', Oxford World's Classics

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

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	Ridley Dr J

### Contact Hours

2 hours per week

### Synopsis

This is a module about the intersection of colonial power relations, anti-colonialism, postcolonialism, feminism, and identity politics in literature from 1940 to 2010 which interrogates the influence of imperialism on a sense of self. It considers the writing of a number of women and men from Algeria, Morocco, Nigeria, Zimbabwe, India and Sri Lanka in a range of genres from the Francophone and Anglophone traditions (short story, essay, novel, autobiography). In light of the complex relationship between coloniser and colonised, we consider the political activism of many of these writers, as well as the ways in which their politics are articulated in their writing, whether fiction or non-fiction. We also examine to what extent this literature is representative of other postcolonial concerns such as nationhood and national consciousness, hybridity and assimilation, and exile and alienation within the larger context of cultural theory. Particularly significant is our interrogation of the violence inscribed in both the colonial system and the colonised's fight for independence as seen from the psychoanalytical perspectives of Frantz Fanon in 'Black Skin, White Masks' (1952), 'A Dying Colonialism' (1959), 'The Wretched of the Earth' (1961). Studying the primary and secondary texts in English, we bring awareness to the reading scene of the translation process as an important development in the transnational study of comparative literature in our global world. In so doing, we acknowledge the significance of indigenous languages and dialects as signifiers of subjecthood in conflict with the coloniser's language. By exploring a variety of anti-colonial resistance and liberation discourses in relation to the development of current postcolonial thinking, the module also offers and insight into the history of the discipline of Colonial and Postcolonial studies.

### Learning Outcomes

Students will appreciate the central concepts of Postcolonial reading perspectives and theories and to understand their origin in anti-colonial liberation discourses

Students will be able to follow critical debates in Postcolonial studies and to form an opinion of their own by critically engaging with them

Students will gain confidence in distinguishing why certain literature of Africa and South Asia lends itself to Postcolonial readings

Students will learn to analyse selected literary texts in their individual contexts within a collective image that is paradigmatic of the Postcolonial condition: alienation, marginalisation, dislocation

Students will be able to interrogate the intersection of feminism, postcolonialism and the writing act

Students will be able to examine colonial power relations in the light of patriarchy and women's rights

Students will be able to consider the particularities of each writer in terms of race, class, gender, historical context and writing language to observe the mode of translation as a space of historical, cultural, political and philosophical exchange

Students will hone their ability to undertake the comparative analysis of literature and will enhance their ability to undertake independent research

Students will develop the ability to read closely and critically, and to apply a range of critical terms to literary texts

Students will be able to recognise and analyse the political and cultural contexts from which notions of identity, gender and empire emerge in relation to their influence in selected writings

### Preliminary Reading

A CAMUS (trans. J LAREDO) - 'The Outsider', Penguin, 1983

H CIXOUS - 'My Algeriance, in other words: to depart not to arrive from Algeria', in 'Stigmata: Escaping Texts', Routledge, 2005

A DJEBAR - 'Women of Algiers in Their Apartment', University of Virginia Press, 1999

C ACHEBE - 'Things Fall Apart', Penguin, 2001

T DANGAREMBGA - 'Nervous Conditions', Ayebia Clarke, 1988

A ROY - 'The God of Small Things', Flamingo, 1998

R TEARNE - 'Bone China', Harper Perennial, 2009

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>CP653 Comparative Literature and English &amp; Linguistics in the Classroom</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Ross Mrs Y

### Contact Hours

2 hours per week of classes, plus time spent in placement school

### Restrictions

Only available to Stage 3 students

### Synopsis

This module will provide the opportunity for third year undergraduates to gain valuable transferable skills by giving them some first-hand teaching experience in a secondary school classroom. Each student will spend half a day each week for one term in a local school under the supervision of a specific teacher, who will act as a mentor, and decide the tasks and responsibilities of the student. The weekly school based work and university based work will complement each other.

### Learning Outcomes

Students will be able to demonstrate the ability to present language material and subject related ideas concisely and coherently to a variety of audiences

Students will be able to demonstrate understanding the role of literature as a tool to engage students and improve their grasp of their own language or target language

Students will be able to demonstrate the ability to create, put into practice and evaluate a specific idea or project

Students will be able to demonstrate knowledge and understanding of the needs of different learners in secondary school settings and how a variety of appropriate teaching methods might address these

Students will be able to demonstrate understanding of the National Curriculum and the role of English and Literature within the Curriculum

Students will be able to demonstrate knowledge of the organisation within schools and the management of people within them

### Preliminary Reading

S A CAPEL, M LEASK & T TURNER - 'Learning to Teach in the Secondary School: A Companion to School Experience', Routledge, 2012

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

CP656		Shakespeare's Afterlives				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Novillo-Corvolan Dr P

### Contact Hours

2 hours per week

### Synopsis

How have twentieth-century writers across the world negotiated and appropriated Shakespeare's omnipresent cultural influence? How have they revised, reinvented, and reimagined his legacy in Europe, Asia, and the Americas (North, Central, and South)? This module focuses on a selection of Shakespeare's most influential plays ('Hamlet', 'King Lear', 'Macbeth', and 'The Tempest') in order to examine how their thematic, historical, and cultural concerns have been transplanted to a wide range of global locations including the Caribbean, Germany, Japan, a farm in the USA, and the Argentine Pampas. The module also engages with theoretical notions related to the act of appropriating Shakespeare, including the theory of intertextuality, the Benjaminian concept of the 'afterlife' of a text, and Genette's study of the 'palimpsest' as a text derived from a pre-existent text. In addition, the module will reflect on issues of race, gender, and cultural identity embedded in the adaptations of the bard in the various world contexts in which his work has been complexly modernized and redeployed.

### Learning Outcomes

Students will be able to accurately deploy techniques of close reading and textual analysis in order to come to a systematic understanding of a range of Shakespeare's plays and their twentieth-century appropriations

Students will obtain a systematic understanding of key aspects of recent critical approaches to Shakespeare's plays and adaptations of his plays

Students will be able to engage critically with and comment upon these critical approaches as well as to understand the specific cultural, historical and political contexts from which these approaches emerge

Students will attain detailed and high-level understanding of the intertextual relations between texts, and how Shakespeare's plays have been adapted to new historical and cultural circumstances across the world

Students will be able to evaluate the various ways in which world writers 'talked back' to Shakespeare, and how they responded to his canonical discourse with reverence and irreverence, sympathy and antipathy, and homage and parody

Students will be able to demonstrate an ability to assess comparatively the literary, political, historical, and cultural legacy of Shakespeare's plays in different world-wide locations

Students will acquire cogent understanding of the theory of intertextuality and broader approaches to the 'translation' of literary works as cultural acts of adaptation and appropriation, and to appreciate the complexities and limitations of these approaches

### Preliminary Reading

SHAKESPEARE - 'Hamlet', 'King Lear', 'Macbeth' and 'The Tempest'

T STOPPARD - 'Rosencrantz and Guildenstern Are Dead'

H MULLER - 'Hamletmachine'

J SMILEY - 'A Thousand Acres'

A KUROSAWA - 'Throne of Blood'

J L BORGES - 'Everything and Nothing', 'Shakespeare's Memory' and 'The Pattern'

M WARNER - 'Indigo'

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

### 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	Baldwin Dr T

#### 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.

#### Learning Outcomes

Students who successfully complete the module will:

- (1) have gained an appreciation of a range of a range of narrative fiction from the eighteenth and nineteenth centuries;
- (2) have developed their analytical skills relating to the study of narrative technique and structure;
- (3) have developed their analytical skills relating to close reading and evaluation of literary texts;
- (4) have developed their ability to communicate effectively in French and English;
- (5) have developed their reading speed in French;

#### Preliminary Reading

DIDEROT - 'Supplément au Voyage de Bougainville'

NERVAL - 'Sylvie'

FLAUBERT - 'Un cœur simple'

VOLTAIRE - 'Candide', 'L'Ingénu'

MAUPASSANT - 'Boule de suif', 'Le Horla'

### 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	Riva-Ganofsky Ms M

#### 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.

#### Learning Outcomes

Students who successfully complete the module will:

- (1) have gained an appreciation of a range of French drama of the Classical period;
- (2) have developed analytical skills for the study of structure, dramatic technique, the portrayal of character and the dramatization of political issues;
- (3) have developed their skills relating to close reading and evaluation of literary texts;
- (4) participate in discussion (in French), make their own contributions to the discussion and listen to and respect the contributions of others;
- (5) have developed their ability to communicate effectively in French and in English;
- (6) have developed their reading speed in French;

#### Preliminary Reading

CORNEILLE - 'Cinna', 'Horace', 'Nicomède', 'Suréna'

RACINE - 'Britannicus', 'Mithridate', 'Iphigénie', 'Athalie'

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>FR561</b>		<b>Contemporary French Cinema</b>				
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 partly in French, partly in English

### 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.

### Learning Outcomes

Students who successfully complete this module will:

- have developed their understanding and appreciation of some of the key issues raised in contemporary French cinema and cinematic discourse;
- have developed an understanding of the relationship between cinematographic form and content;
- have developed their knowledge of technical terms relating to cinema;
- have improved their ability to analyse and describe filmic narratives and the ways in which they are made;
- have developed their appreciation of the differences/similarities between the filmic and the literary;
- have developed their ability to communicate effectively in French and in English;
- have developed their reading speed in French;
- have gained an appreciation of cultural diversity;
- have improved their ability to search for vividness and detail – to plan and write an essay and to organise it in terms of a coherent argument.

### 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)

Les Glaneurs et la glaneuse (Agnès Varda, 2000)

Les Chansons d'amour (Christophe Honoré, 2007)

<b>FR566</b>		<b>French: Second Year Extended Essay</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	15 (7.5)	100% Project	Duffy Dr L

### Pre-requisites

Students must have achieved at least 60% average at Stage 1

### 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.

### Learning Outcomes

These will be different for each student since the topics are individually chosen. These subject-specific learning outcomes will contribute to achieving the following French programme learning outcomes: A. 2-10; B.1-7; C.5.

Students who successfully complete the module will:

- (a) have a first opportunity, as a stage two student already committed to extensive reading in French literature and culture, to undertake a longer piece of analytical and critical writing.
- (b) have the opportunity to concentrate and deepen analysis of an author, cultural theme or works, related to, but not part of, another stage two non language module.
- (c) engage in close reading and evaluation of films, literary works or historical texts in French;
- (d) engage in independent research in the library collections and perhaps beyond;
- (e) have the opportunity for one-to-one discussion with an expert supervisor.

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>FR567</b>		<b>French: Final Year Dissertation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Fowler Dr J

### Pre-requisites

Students must have achieved at least 60% average at Stage 2

### 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.

### Learning Outcomes

These will be different for each student since the topics are individually chosen. These subject-specific learning outcomes will contribute to achieving the following French programme learning outcomes: 12A (a), (b), (c), and (g).

<b>FR589</b>		<b>Learning French 4</b>				
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

### Learning Outcomes

- To enable students to perfect their grammatical skills;
- To raise level of written French by means of writing summaries;
- To raise level of spoken French by means of oral presentations;
- To develop understanding of French culture by means of oral presentations based on current events;
- To improve translation skills both (into French).

### Preliminary Reading

Nouvelle Grammaire Du Français: Cours De Civilisation Française De La Sorbonne

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

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	Godfrey Mrs F

### 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 Ile-de-France (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:

Dubois A. & Tauzin B., Objectif Express 2 (Livre de l'élève), Hachette 2009.

ISBN : 978-2-01-155509-0

HACHETTE - 'Grammaire'

COLLINS-ROBERT - 'French — English Dictionary'

ROBERT - 'Petit Robert 1'

### Learning Outcomes

By the end of the course students will have developed the habit of accuracy in written French and in the application of business concepts; improved oral presentational ability in French, and increased familiarity with the vocabulary of French business.

Successful students will:

- Be able to function in French on a social and general professional level within a general business context.
- Be familiar with the vocabulary and forms of expression of the contemporary general French business context.
- Be prepared for the Certificat de Français Professionnel 2ème degré examination of the Chambre de Commerce et d'Industrie de Paris Ile-de-France (CCIP).

The course aims:

- To provide essential information about business practice in France.
- To provide a general foundation in contemporary business and professional French language, both spoken and written.
- To provide preparation for the Certificat de Français Professionnel 2ème degré (CFP2) examination of the Chambre de Commerce et d'Industrie de Paris Ile-de-France (CCIP).

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>FR591</b>		<b>Learning French 5</b>				
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

### Learning Outcomes

- To build on students' translation skills, as developed in the first and second years. This is done via exposure to a selection of texts covering a range of registers and topic areas, including the journalistic and the literary.
- To increase the ability to recognise and use a range of registers in French, and to enhance sensitivity to the equivalent English registers.
- To perfect linguistics skills by means of studying grammatical and lexical subtleties of the French language
- To provide regular oral practice in French.

### Preliminary Reading

Le Petit Larousse Illustré 2012

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

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 Chambre de Commerce et d'Industrie de Paris Ile-de-France (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'

### Learning Outcomes

By the end of the course students will have developed the habit of accuracy in written French and in the application of business concepts; improved oral presentational ability in French, and increased familiarity with the vocabulary of French business.

Successful students will:

- Be able to function in French on a social and general professional level within a general business context.
- Be familiar with the vocabulary and forms of expression of the contemporary general French business context.
- Be prepared for the Diplôme de Français des Affaires 1er degré (DFA1) examination of the Chambre de Commerce et d'Industrie de Paris Ile-de-France (CCIP).

The course aims:

- To provide essential information about business practice in France.
- To provide an advanced foundation in contemporary business and professional French language, both spoken and written.
- To provide preparation for the Diplôme de Français des Affaires 1er degré (DFA1) examination of the Chambre de Commerce et d'Industrie de Paris Ile-de-France (CCIP).

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>FR593</b>		<b>Paris: Myth and Reality in the 19th century</b>				
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).

### Learning Outcomes

Students who successfully complete the module will:

- (1) have gained an appreciation of a wide range of literary and visual works produced in France during the nineteenth century;
- (2) have explored the literary, artistic and historical background of the works studied, and have assessed the complex links between Paris as a real city and its representation by writers and artists;
- (3) have developed their analytical skills relating to close reading and evaluation of literary texts;
- (4) have developed their ability to communicate effectively in French and English;
- (5) have developed their reading speed in French;

### Preliminary Reading

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

BALZAC - 'Le Père Goriot'

MAUPASSANT - 'Bel-Ami'

ZOLA - 'Nana'

<b>FR594</b>		<b>Paris: Myth and Reality in the 20th century</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	Riva-Ganofsky Ms M

### 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 exciting history. It played, for example, a key role during the revolution of 1789 and subsequent political upheavals in the course of the 19th century. This module follows on from FR593 – 'Paris: Myth and Reality I' (which is NOT a prerequisite for FR594). It explores the different and evolving representations of Paris of the 20th century in the context of modernity and postmodernity. We will examine the changing cityscape as it is represented in poetry, fiction and film. How do our authors and filmmakers choose to represent the city? Which aspects of urban life do they focus on, and why? These are among the questions we will explore.

### Learning Outcomes

Students who successfully complete the module will

- (a) have gained a critical appreciation of a wide range of literary and filmic works produced in France during the twentieth century;
- (b) have explored the literary, filmic and historical background of the works studied, and have assessed and critically analysed the complex links between Paris as a real city and its representation by writers and filmmakers;
- (c) have developed their analytical skills relating to close reading and evaluation of literary texts;
- (d) have developed their reading speed in French.

### Preliminary Reading

Film: Paris, je t'aime (various directors)

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'

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

### 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	Duffy Dr L

#### 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.

#### Learning Outcomes

Students who successfully complete the module will:

- (1) have gained an appreciation of a range of literary works inspired by the period of the Occupation and the Resistance in France;
- (2) have explored the literary and historical background of the works studied, and have assessed the complex links between events and the fiction itself;
- (3) have developed their analytical skills relating to close reading and evaluation of literary texts;
- (4) have developed their ability to communicate effectively in French and English;
- (5) have developed their reading speed in French.

#### Preliminary Reading

CAMUS - 'Lettres à un ami allemand'  
 DURAS - 'La Douleur'  
 VERCORS - 'Le Silence de la mer'  
 NEMIROVSKY – 'Suite française'  
 MODIANO - 'Livret de famille'

### 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.

#### Learning Outcomes

Students who successfully complete the module will:

- (1) have gained an appreciation of issues raised by women writers;
- (2) have explored the role of the family in French society;
- (3) have developed their analytical skills relating to close reading and evaluation of literary texts;
- (4) have developed their ability to communicate effectively in French and English;
- (5) have developed their reading speed in French.

#### Preliminary Reading

YOURCENAR - 'Denier du rêve, Gallimard  
 BEAUVOIR - 'Les Belles Images', Gallimard  
 BEAUVOIR - 'la Femme Rompue'  
 DJEBAR - 'Oran, langue morte', Sud  
 ERNAUX - 'La Honte'  
 ERNAUX - 'L'Autre fille' Nil

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

### 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.

#### **Learning Outcomes**

Students who successfully complete the module will:

- (1) have gained an appreciation of issues raised by women writers;
- (2) have explored the role of the family in French society;
- (3) have developed their analytical skills relating to close reading and evaluation of literary texts;
- (4) have developed their ability to communicate effectively in French and English;
- (5) have developed their reading speed in French.

#### **Preliminary Reading**

COLETTE - 'Sido'

DURAS - 'L'Amant'

SARRAUTE - 'Enfance'

CARDINAL - 'Les Mots pour le dire'

ERNAUX - 'Une Femme', Gallimard

MARIE NIMIER - 'La Reine du silence'

### 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.

#### **Learning Outcomes**

Students who successfully complete the module will:

- (1) have assimilated concepts such as the ideal, the real and the implied reader;
- (2) have explored and relativized author-centred methods of literary interpretation by taking account of reader-response theory;
- (3) have gained an appreciation of a range of experimental literature of the twentieth century;
- (4) have developed their analytical skills relating to close reading and evaluation of literary texts;
- (5) have developed their ability to communicate effectively in French and English;
- (6) have developed their reading speed in French.

#### **Preliminary Reading**

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'

BALZAC - 'Le Colonel Chabert'

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

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)	100% Coursework	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.

### Learning Outcomes

Students who successfully complete the module will:

- have developed an understanding of the fascination held by memory, childhood and memories of childhood for twentieth-century French authors;
- have developed an understanding of the narratological import of the relationship between the fictional and the autobiographical;
- have developed an appreciation of the ways in which memory can bear upon literary form;
- have developed their ability to communicate effectively in French and in English;
- have developed their reading speed in French;
- have gained an appreciation of cultural diversity;
- have improved their ability to analyse and describe fictional narratives;
- have improved their ability to search for literary detail – to plan and write an essay and to organise it in terms of a coherent argument;
- Participate in discussion (in French and in English), make their own contributions to the discussion and listen to and respect the contributions of others.

### Preliminary Reading

ERNAUX - 'La Place' (Paris: Gallimard, 2007)

LEIRIS - 'L'Age d'homme' (Paris: Gallimard, 1973)

PEREC - 'W ou le souvenir d'enfance' (Paris: Denoël/Gallimard, 1975)

KOFMAN – 'Rue Ordener, rue Labat' (Paris: Galilée, 2005)

PROUST - 'Combray' (first part of Du côté de chez Swann [Paris: Gallimard, 1976])

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

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	Baldwin Dr T

### Contact Hours

One 2-hour seminar per week

### Pre-requisites

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

### Synopsis

This module explores some of the ways in which French writers of the late eighteenth, nineteenth and twentieth centuries seek to populate their texts with works of art, particularly paintings. The enlightenment philosophe Denis Diderot was the first major French author to write in depth about painting, and he founded a new literary genre, the 'Salon'. This was developed by later writers such as Baudelaire. Throughout the nineteenth and into the twenty first century, the mutual influence of literature and the visual arts continues to be a major theme of French culture, and has remained an important area of research.

### Learning Outcomes

Students who successfully complete the module will:

- have reflected on the differences and similarities between the manner in which French writers of the eighteenth, nineteenth and twentieth centuries seek to populate their texts with works of art, particularly paintings;
- have developed an understanding of the literary guises in which works of art, particularly, paintings, can be made to appear;
- have examined some of the ways in which the literary and the non-literary can intersect;
- have developed analytical skills for the study of narrative technique and structure;
- have engaged in close reading and evaluation of literary texts;
- have engaged in independent research in the library collections;
- have participated in oral presentations, group discussion and critical assessment.

### Preliminary Reading

BALZAC - 'Le Chef d'œuvre inconnu et autres nouvelles' (Paris: Gallimard 1994)

BALZAC - 'Sarrasine' (available in Roland Barthes's S/Z (Paris : Seuil, 1970))

BAUDELAIRE - 'Le Peintre de la vie moderne'

ZOLA - 'L'Œuvre' (Paris: Gallimard, 2006)

PROUST - 'A la recherche du temps perdu'

PEREC - 'Un cabinet d'amateur: histoire d'un tableau'

DIDEROT - 'Salon de 1767' (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	Barnes Dr L

### 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. Plays are written to be read but also to be performed, seen and heard, combining dialogue and stagecraft in a work of moving, three-dimensional architecture. 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.

### Learning Outcomes

Students who successfully complete the module will:

- (1) have enhanced their knowledge and understanding of representative works produced by major playwrights working in France during the first half of the twentieth century;
- (2) have developed their analytical skills relating to close reading and evaluation of literary texts;
- (3) have developed knowledge and awareness of stagecraft, performance and the history and founding principles of theatre, in order to enrich and diversify their appreciation and analysis of texts written for the theatre;
- (4) have developed their ability to communicate effectively in French and English;
- (5) have developed their reading speed in French.

### Preliminary Reading

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

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

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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>FR633</b>		<b>Modern French Theatre (2)</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	Barnes Dr L

### 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 in French by major writers such as Anouilh, Sartre, Genet and Ionesco and, reading in a broadly chronological order, to explore the techniques they used, both verbal and visual, to renew the art of theatre during the middle decades of the twentieth century. Modern theatre may be comical, tragic or a mixture of both; it may take the themes and techniques of the theatre of classical antiquity and explore their relevance to the modern world; it may encompass contemporary issues and express concerns of universal relevance. The plays on this module are marked by existentialism and a sense of the Absurd and engage with a period shaped by wars, ideological conflict and the rise of totalitarian regimes.

### Learning Outcomes

Students who successfully complete the module will:

- (1) have enhanced their knowledge and understanding of representative works produced by major playwrights working in France during the second half of the twentieth century;
- (2) have developed their analytical skills relating to close reading and evaluation of literary texts;
- (3) have developed knowledge and awareness of stagecraft, performance and the history and founding principles of theatre, in order to enrich and diversify their appreciation and analysis of texts written for the theatre;
- (4) have developed their ability to communicate effectively in French and English;
- (5) have developed their reading speed in French.

### Preliminary Reading

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

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

GENET 'Le Balcon' (Folio 1149)

IONESCO - 'Rhinocéros' (Folio 816); 'La Cantatrice chauve' (Folio 236)

<b>FR637</b>		<b>Japan in 19th and 20th century French Writing</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)		Riva-Ganofsky Ms M
2	Canterbury	Spring	H	15 (7.5)		

### Contact Hours

The module will be taught by means of a weekly lecture (one hour), and a weekly seminar (one hour) for 10 weeks.

Total contact hours 20.

### Synopsis

This course examines the portrayal of Japan in French, Swiss and Belgian writing and culture from the 19th, 20th and 21st centuries. Since Japan was opened to the West in the mid-19th century, there has been a tradition of French literary japonophilia. The course will permit a critical evaluation of the evolution of French 'japonisme', from its exoticist beginnings in the work of Pierre Loti, through the travel writing of early- and mid- 20th century authors, to the portrayal of contemporary Japan in Amélie Nothomb's work. 'Japoniste' images by French Impressionist painters will also be studied, and there may be some incorporation of films also. The study of these texts and images will involve the exploration of themes such as: intercultural understanding (or the lack thereof); the idealisation or demonisation of the other; the way in which French writers turn to the foreign culture in order to critique their own culture; the nature of 'Orientalism'; genre (what is travel writing? what are its limits?).

### Learning Outcomes

Students who successfully complete the module will:

1. have gained a detailed and critical appreciation of a range of cultural products in French from the 19th and 20th centuries (novels, travel-writing, paintings, cinema)
2. have developed analytical skills for the study of structure, prose and cinematic technique, the portrayal of national cultures and the nature of intercultural understanding as expressed in literature;
3. have developed and consolidated their skills relating to close reading and evaluation of literary texts and of images;
4. have improved their ability to deploy conceptual and critical arguments effectively in French and in English;
5. have developed their reading and listening speeds in French.

### Preliminary Reading

LOTI, Pierre - Madame Chrysanthème

CLAUDEL, Paul - L'Oiseau noir dans le soleil levant

BARTHES, Roland - L'Empire des signes

BOUVIER, Nicolas - Chronique japonaise

NOTHOMB, Amélie - Stupeurs et tremblements

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>FR638</b>		<b>French Detective Fiction</b>				
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 from the mid-19th century to the early 21st century. Short crime fiction, full crime novels, and a film will be analysed. The texts include a classic 'locked room' mystery, a post-war 'roman à suspense', a politically engaged historical crime novel, and a 21st century bestseller set in contemporary Paris. Close attention will be paid to generic conventions, and how they alter over time. Questions of social order and disorder will be central to our enquiry. We will also study the extent to which detective novels mount a critique of contemporary society. All texts are studied in French and teaching is partly in English, partly in French.

### Learning Outcomes

Students who successfully complete the module will

- (a) have gained an appreciation of French detective writing and the development of this genre from the 19th century onwards
- (b) have developed analytical skills for the study of structure, prose technique, cinema, and the rules of genre
- (c) have developed their skills relating to close reading and evaluation of literary texts and of films;
- (d) participate in discussion (in French), make their own contributions to the discussion and listen to and respect the contributions of others;
- (e) have developed their ability to communicate effectively in French and in English;
- (f) have developed their reading speed in French;

### 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)

Daeninckx, Didier - *Meurtres pour memoire* (Gallimard/Folio)

Vargas, Fred – *Pars vite et reviens tard* (Editions j'ai lu)

Poe, Edgar Allan - *Histoires extraordinaires*, transl. by Charles Baudelaire, preface by Cortazar (Gallimard/Folio)

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FR640	Trainspotting					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Duffy Dr L

### Contact Hours

Two hours (1 one-hour lecture & 1 one-hour seminar)

### Pre-requisites

Prerequisite: FR589; Corequisite: FR591

### Synopsis

This course examines the way in which transport and communications infrastructure is represented in writing and cinema in French of the nineteenth and twentieth centuries, and discusses links between modern forms of cultural representation and the modernity which they represent. From the mid-nineteenth century onwards, networks of movement and communication, as signifiers of modernity and of a much more closely connected national territory, become a privileged subject of representation in French culture. Taking as its starting point naturalist fiction of the late nineteenth century and concluding with the postmodern representation of virtual networks, this module identifies the infrastructural network as an enduring preoccupation in French literature, visual art and cinema, and as a strategy for representing contemporary scientific, sociological and medical discourses, along with anxieties about national territory and identity, the pervasive presence of technology in modern life, and indeed about the (post)modern condition of the human subject.

### Learning Outcomes

Students who successfully complete the module will:

- have gained an appreciation of a range of cultural products in French from the 19th and 20th centuries (novels, poetry, journalism, travel writing, cinema); [this corresponds with programme learning outcomes 12A 1, 2, 4, 9, 10 and 12C 1, 2, 5, 6.]
- have developed analytical skills for the study of structure, prose, poetic and cinematic technique, the portrayal of the infrastructural environment and its connections to culture; [12A 1, 2, 4, 9, 10; 12B 1-7; 12C 1, 2, 5, 6]
- have developed their skills relating to close reading and evaluation of literary texts and of images; [12A 1, 2, 4, 9, 10; 12B 1-7; 12C 1, 2, 5, 6]
- participate in discussion (in French), make their own contributions to the discussion and listen to and respect the contributions of others; [12C 1, 5, 8a, 8b; 12D 1, 4, 7, 9, 10, 11]
- have developed their ability to communicate effectively in French and in English; [12C 1, 5, 8a, 8b; 12D 1, 4, 7, 9, 10, 11]
- have developed their reading and listening speeds in French; [12C 1, 2]

### Preliminary Reading

Renoir, Jean - La Bête humaine (DVD)

Maspero, François - Les Passagers du Roissy-Express

Besson, Luc - Subway (DVD)

Ernaux, Annie - Journal du dehors

Houellebecq, Michel - Les Particules élémentaires

Zola, Émile - La Bête humaine

Perec, Georges – La Vie mode d'emploi

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

FR641	French Language: Descriptive and Narrative Skills					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)		

### Contact Hours

2 hours per week

### Pre-requisites

Prerequisite FR300 or equivalent level; co-requisite FR589; NB students registered for FR590 will not be able to register for this module.

### Synopsis

This module equips students to use narrative and descriptive structures in French. Through the study of a variety of types of texts and audiovisual materials, students will improve their general proficiency in the French language and specifically their ability to engage in narrative and descriptive discourse. The module is delivered in French and complements the core language progression for French. Rather than using a language-learning methodology with integrated grammar explanations, the module takes a task-based, diagnostic and analytical approach to language learning using only authentic texts: mainly narrative and descriptive passages from nineteenth- and twentieth-century French fiction, as well as excerpts from recent French films.

### Learning Outcomes

Students who successfully complete the module will

- recognise, analyse and (re-)use narrative and descriptive structures in French [corresponds with programme learning outcomes 12A1, B1-7, C1-3, 8a, 8b; D1, 3, 6, 7];
- describe the 'same' object, person, place, abstract entity, emotion (etc.) in different ways in order to achieve different goals [12A1, B1-7, C1-3, 8a, 8b; D1, 3, 6, 7];
- use different narrative structures in order to narrate the same events in different ways to achieve different goals [12A1, B1-7, C1-3, 8a, 8b; D1, 3, 6, 7]
- use adjectives, adverbs and other descriptive structures correctly [12A1, B1-7; C1-3, 8a, 8b; D6];
- use verb tenses, subordinate clauses, temporal connectors and other narrative tools correctly [12A1, B1-7; C1-3, 8a, 8b; D6]
- communicate in the French language more effectively and understand authentic French better than previously [12A1, B1-7, C1-3, 8a, 8b; D1, 3, 6, 7];
- analyse authentic French texts from the point of view of grammar and syntax in order to re-use key structures [12A1, B1-7, C1-3, 8a, 8b; D1, 3, 6, 7];
- Identify key information in narrative and descriptive texts in order to produce concise answers to specific grammatical and factual questions, and to produce concise summaries [12A1, B1-7, C1-3, 8a, 8b; D1, 3, 4, 6, 7];
- work effectively in a team towards the writing of the contextualising descriptive introduction to a work of narrative fiction [12 A1, B1, 4, 5, C1-3, 8b, D1, 3, 4, 5, 7, 8, 9, 11, 12].
- work effectively in a team towards the plotting, writing and editing of a short work of narrative fiction [12 A1, B1, 4, 5, C1-3, 8b, D1, 3, 4, 5, 7, 8, 9, 11, 12]

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

FR642		Libertine Literature in Eighteenth-Century France				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Duffy Dr L

### Contact Hours

Two hours per week contact time. 150 hours total study time (inc. independent study, preparation of written assignments, and seminar presentations).

### Synopsis

In France, 'libertine literature' is a generic term used to refer to the numerous erotic and pornographic productions of the seventeenth and eighteenth centuries. However, as the module aims to reveal, these texts were much more than plain and brutal pornography. Their authors sought to stimulate not only the senses of their readers but above all their minds. Libertine literature indeed fully belongs to the Enlightenment and to its philosophical ambitions. Both libertinism and the Enlightenment promote emancipation from prejudices. The texts listed in the indicative reading list exemplify this dual nature of libertine literature by showcasing its erotic and intellectual ambitions.

Another aspect of libertine literature which this module aims to highlight is the active part which libertine authors played in the rise of the French novel in the eighteenth century.

### Learning Outcomes

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

- To develop the ability to read and to evaluate information closely and critically;
- To improve oral communication skills through participation in seminars and through the delivery of an oral presentation;
- To refine written communication skills, including the structuring of an original and logically coherent argument;
- To develop the ability to engage in independent research and writing;
- To enhance library and bibliographical research skills;
- To take responsibility for personal and professional learning and development;
- To hone the ability to produce a piece of writing which is appropriately presented and referenced in accordance with professional standards.

These generic learning outcomes will contribute to achieving the following programme learning outcomes: 12A1; 12B 1-7; 12C1, 5, 8a, 8b; 12D 1, 2, 4, 5, 7-12.

### Preliminary Reading

SADE - *La Philosophie dans le boudoir* (1795)

LACLOS - *Les Liaisons dangereuses* (1782)

CASANOVA - *Histoire de ma vie* (selected passages) (1790s)

CREBILLON - *Les Egarements du cœur et de l'esprit* (1735-1738)

DIDEROT - *Les Bijoux indiscrets* (1748)

BOYER D'ARGENS - *Thérèse philosophe* (1748)

BOUCHER AND FRAGONARD

DORAT - *Les Malheurs de l'inconstance* (1772)

DENON - *Point de lendemain* (1777)

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<b>FR643</b>		<b>French Language: Argumentation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	80% Coursework, 20% Exam	

### Contact Hours

The module will be taught by means of a weekly two-hour seminar (20 hours in total, excluding reading weeks).

### Pre-requisites

Prerequisite FR639 or equivalent level; co-requisite FR591; NB students registered for FR592 will not be able to register for this module.

### Synopsis

This module equips students to use rhetorical and other basic structures in French for the purpose of argumentation. Through the study of a variety of types of texts and audiovisual materials, students will improve their general proficiency in the French language and specifically their ability to engage in argumentative discourse. The module is delivered in French and complements the core language progression for French. Rather than using a language-learning methodology with integrated grammar explanations, the course takes a task-based, diagnostic and analytical approach to language learning using only authentic texts: mainly extracts from classic French rhetorical texts from Montaigne to Houellebecq. Students will work mainly on written competency and will gain further appreciation of intercultural understanding through the examination of authentic texts. The focus will be on texts which develop philosophical, political or historical arguments according to a logical structure, and which exploit clearly identifiable rhetorical devices to advance their point.

### Learning Outcomes

Students who successfully complete the module will

- recognise, analyse and (re-)use rhetorical and argumentation structures in French [corresponds with programme learning outcomes 12A1, B1-7, C1-3, 8a, 8b; D1, 3, 6, 7];
- use different rhetorical structures in order to articulate the same arguments in different ways to achieve different goals [12A1, B1-7, C1-3, 8b; D1, 3, 6, 7]
- use adjectives, adverbs, verb tenses, subordinate clauses, temporal connectors and other structures essential to argumentation correctly [12A1, B1-7; C1-3, 8b; D6]
- communicate in the French language more effectively and understand authentic French better than previously [12A1, B1-7, C1-3, 8b; D1, 3, 6, 7];
- analyse authentic French texts from the point of view of grammar and syntax in order to re-use key structures [12A1, B1-7, C1-3, 8a, 8b; D1, 3, 6, 7];
- analyse authentic French texts from the point of view of rhetorical construction and expression in order to re-use key structures, rhetorical devices and idioms [12A1, B1-7, C1-3, 8a, 8b; D1, 3, 6, 7];
- Identify key information in rhetorical texts in order to produce concise answers to specific grammatical and factual questions, and to produce concise summaries [12A1, B1-7, C1-3, 8a, 8b; D1, 3, 4, 6, 7];
- work effectively in a team towards the writing of a political or philosophical tract/pamphlet [12 A1, B1, 4, 5, C1-3, 8b, D1, 3, 4, 5, 7, 8, 9, 11, 12]
- write a logically organised essay (= dissertation) based on the classic thèse-antithèse-synthèse structure [12A1, B1-7, C1, 3, 6; 8b; D4-7, 11, 12]

<b>GE500</b>		<b>Advanced German Translation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	Holmes Dr D

### 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.

### Learning Outcomes

Students who successfully complete this module will have:

- extended their active knowledge of both English and German, in particular of whichever is not their native tongue, including grammar, idiom, lexis, and linguistic register (A1, C1, C2, C3, )
- furthered their experience of translating at a high level authentic texts drawn from a range of sources, such as literature, media, and business, both using dictionaries and other aids and under examination conditions (C4, C5, C7, C8)
- gained in ability to identify translation problems and to design strategies for addressing them. (C7, C8)

### Preliminary Reading

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

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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	Cooper Dr I

### Contact Hours

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

### Pre-requisites

B2/C1-Level knowledge of German or previous completion of GE507

### 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.

### Learning Outcomes

Students will be able to:

- produce German texts that render their English equivalents in appropriate, correct and idiomatic German. By this process they will have enlarged and consolidated their vocabulary and improved grammatical correctness and power of expression. A1, A3, A7-8, B1-7, C1-8, D1, D5-7, D9-10, D13-14
- handle advanced grammatical structures, including word order, passive and moods A1, B1-7, C1-4, C6-8, D1, D5-7, D-10, D13-14
- apply techniques for approaching translation and for learning: recalling vocabulary, working with monolingual/bilingual dictionaries. A1, B1-7, C1-8, D1, D3, D5-7, D9-11, D13-14
- produce polished English translations of advanced German originals, looking at translation as a product, first matching the intentions of the author of the source text to the demands and expectations of the addressee/reader/client; e.g. who is being addressed, what is his/her intellectual background, what is the purpose and nature of the text, what is the nature of its source, then looking at the text itself: its presentation, style, structural complexity, frequency of lexis, cohesion, semantic field, imagery, etc. - strategic decisions (See Hervey, Higgins and Loughridge (1995)). A1, B1-7, C1-8, D1, D3, D5-7, D9-11, D13-14
- examine the source text to address decisions of detail to be addressed - what type of translation fits these criteria, and what are the tools of the target language best suited to deal with them, what translation best brings out the sense of the original, what compromises have to be made and thus extract the maximum of nuance from the source text and render it accurately in terms of style and content in the target language, in this case English as mother tongue, as is the norm for professional translators. A1, B1-7, C1-8, D1, D3, D5-7, D9-11, D13-14
- deal with a variety of texts and registers, ranging from the literary to the factual from the persuasive to the coercive, from the instructive to the provocative and from the lively to the (sometimes) tedious. A1, B1-7, C1-8, D1, D3, D5-7, D9-11, D13-14
- apply analytical and critical awareness of the subjunctive, indirect speech, modals and the expression of passive sense, as well as grammatical points arising from the source texts. A1, B1-7, C1-4, C7, D1, D3, D5-7, D9-11, D13-14
- display an advanced ability to analyse and write in German with ease, confidence and accuracy on given materials. A1, D1
- express themselves in written German in a variety of styles and registers. A1, C1, C6, D1, D10
- display and advance the ability to speak German confidently and effectively that they have acquired whilst abroad. A1, B5-8, C1, C7, D1
- discuss demanding and sophisticated topics relating to topical incidents and developments in the German-speaking world. A1 -9, C1, C7, D1
- display a knowledge of and ability to use German in the academic as well as everyday context. A1, C1, C7, D1, D10
- be able to research topics individually and in teams and present their work and findings in the language. B1-8, C1-8, D5-7, D10, D14

### Preliminary Reading

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

DUDEN - 'Deutsches Universalwörterbuch'

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<b>GE506</b>		<b>German Dissertation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Holmes Dr D

### Contact Hours

1 hour per fortnight

### Restrictions

Stage 3 Only

### 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 (8-9,000 words), 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.

### Learning Outcomes

Students taking this module will be encouraged to identify an area of enquiry that coincides with their interests and to collect and collate relevant material during their 3rd year (spent abroad). Any of the areas listed under 12.A will be appropriate as topics and will enhance their overall learning outcomes. They will be obliged to work independently, setting their own pace and objectives through self-directed learning; (12.A). They will acquire library skills and will learn about the formatting of research papers and the proper presentation of bibliographies. Critical reflection will be required (12.B). They will be required to process information from a number of sources in order to gain a coherent understanding of the subject, to utilise problem-solving skills, to develop and maximise communication skills for the coherent expression and transfer of knowledge, to analyse, evaluate and interpret a variety of evidence and to reach conclusions independently (12.C. especially 3,6,7).

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<b>GE507</b>		<b>Learning German 4</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	30 (15)	70% Exam, 30% Coursework	Kunzelmann Dr H

### Contact Hours

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

### Pre-requisites

B1/B2-Level knowledge of German or previous completion of GE301

### 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.

### Learning Outcomes

Students will:

- be able to render the content of an English original in accurate and comprehensible German. A1, A3, B1-7, B5, B4,C1, C4, C7,D1, D5-7,D10;
- have an enlarged vocabulary through producing German actively and will have become more acutely aware of differences in sentence structure and improve grammatical correctness, enhanced by concentration on specific points of grammar. C3, D5-7;
- be able to use both bi- and monolingual dictionaries effectively. B3, D5-7, D14;
- have a knowledge of German culture deepened by the texts from the dossier to the extent that they are ready to handle a year abroad in a German-speaking country. A8, C1-6, C8;
- be able to perform close analysis and demonstrate accurate understanding of written German, to use appropriate and accurate English and demonstrate a wide range of vocabulary and structure in both languages. B1-4C1, C3, D5-7, D14;
- show an advanced command of German syntax. A1,C5, C8 ;
- be able to handle various registers, particularly that of academic German, from the range of German textual material employed. A1, B1-7, C3-4, C8;
- have an enhanced ability to express themselves effectively in written German and will be acquainted with different forms of text. A1 C3, C5, D14;
- be able to write formal German in the form of applications, cvs, letters; prepare and write essays in German; prepare and structure a presentation to be delivered in German in front of the class. A1, C7-8, D10;
- display an improved ability to speak and understand German confidently. They will have been confronted with different topics related to what they will encounter during their stay in a German-speaking country and encounter spoken German through different media: films, tapes and the native speakers who run their conversation classes. B5, C1,C7,D3;
- To help students manage their time and prioritise workloads. display a knowledge of and ability to use German in the academic as well as everyday context. A1, B1-7, C1-4,C7-8,D1, D14;
- be able to research topics individually and in teams and present their work and findings in the language. A1, A8, C7-8, D1, D4 -7, D10;
- be able to apply what they have learned about life in German-speaking countries and appreciate its relevance during the year abroad in Germany. A5-8, C1-4, C7, D1.

### 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

<b>GE516</b>		<b>German Post 'A' Level</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	70% Exam, 30% Coursework	Holmes Dr D

### Learning Outcomes

Students who successfully complete this module will be able to:

- a) Demonstrate revision and development of German grammar to an advanced (post A-Level) level
- b) Demonstrate extensive vocabulary building
- c) Demonstrate the ability to read increasingly difficult texts in German
- d) Demonstrate the ability to conduct meaningful conversations in German and acquire knowledge about the country

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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	Bisiada Mr M

#### 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.

#### Learning Outcomes

students should understand the principles and practice of linguistic analysis and be able to apply them to German both receptively and productively. As well as being a course in linguistic methodology the module will reveal insights into the German language which will improve their active and passive performance in German [A1,A3,C1,C3C5,C6,C8c].

#### 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)	50% Coursework, 50% Exam	Cooper Dr I

#### 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.

#### Learning Outcomes

Students will gain a familiarity with one of the most important periods in modern German literature, and will be introduced to the key problems and concepts of the era.

By the end of the course, students should:

- (C 2) Develop reading speed in German;
- (C 3) Demonstrate detailed knowledge and effective understanding of the various structures and registers of the German language;
- (C 5) Analyse critically a variety of texts of linguistic, historical and literary significance (Numbers and letters refer to German programme specifications).

#### 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

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<b>GE567</b>		<b>German Modernism</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Cooper Dr I

### Synopsis

See entry for GE566

### Learning Outcomes

Students will gain a familiarity with one of the most important periods in modern German literature, and will be introduced to the key problems and concepts of the era.

By the end of the course, students should:

(C 2) Develop reading speed in German;

(C 3) Demonstrate detailed knowledge and effective understanding of the various structures and registers of the German language;

(C 5) Analyse critically a variety of texts of linguistic, historical and literary significance (Numbers and letters refer to German programme specifications).

<b>GE575</b>		<b>Learning German 1 (Beginners)</b>				
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

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<b>GE580 German Extended Essay</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Holmes Dr D

### Contact Hours

This is a non-compulsory, non-core module. A number of supervision sessions will take place during the course of the student's research, particularly near the beginning of the process. Feedback will be given on all submitted work, including drafts and plans. As students become more confident, these sessions may concentrate less on content and argument, and more on improving structure and presentation. Total study hours will be c. 150.

### Synopsis

Each extended essay will require a different programme of study, depending on the topic (chosen by the student in close consultation with the supervisor). Typically, the work will be divided into three periods: (1) gathering information and identifying the essay's exact focus, (2) writing up individual chapters and discussing these with a supervisor, and (3) putting the extended essay into its final form and observing the conventions necessary for this type of work.

### Learning Outcomes

- Students taking this module will be encouraged to identify an area of enquiry that coincides with their interests. Any of the areas listed under 12.A will be appropriate as topics and will enhance their overall learning outcomes.
- They will be obliged to work independently, setting their own pace and objectives through self-directed learning (12.A).
- They will acquire library skills and will learn about the formatting of research papers and the proper presentation of bibliographies. Critical reflection will be required (12.B).
- They will also be expected to process information from a number of sources in order to gain a coherent understanding of the subject, to utilise problem-solving skills, to develop and maximise communication skills for the coherent expression and transfer of knowledge, to analyse, evaluate and interpret a variety of evidence and to reach conclusions independently (12.C. especially 3,6,7).

<b>GE581 Romanticism to Realism: Literature and Visual Culture</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	Cooper Dr I

### Contact Hours

The module will be taught by means of a weekly two-hour seminar for 10 weeks.  
Total Contact Hours: 20

### Synopsis

From the Romantic landscapes of Caspar David Friedrich onward, nineteenth-century German painting offers reflections on the place of the self in the world which extend our understanding of major literary texts. Problems of perspective, the question of man's relation to nature, and the interior life of the human subject define both visual art and some of the most significant German poetry of the nineteenth century (Hölderlin, Eichendorff). Furthermore, German short prose of the period incorporates framing techniques, and references to specific traditions in painting, in order to address the place of art in modern society (Büchner). Along the way we find playful visual depictions of German provincial life (Carl Spitzweg), the tone of which darkens when we look at similar treatments in literature (Mörike, Droste). Finally, the realist novel presents us with 'makeshift constructions' (Fontane) which harbour deep truths about contemporary experience, and this is a principle it shares with late-century visual representations of the city. In this module we will investigate how German literature and painting of the nineteenth century pursue related questions of modern selfhood, as well as some of the uses to which literature puts visual art.

### Learning Outcomes

By the end of the module, I and H students will have:

- (12.1) improved their oral and interpersonal skills through seminar presentation and small-group work
- (12.2) refined their communication skills and reasoned argumentation through one piece of written coursework and a two-hour examination
- (12.3) carried out independent research, including critical responses to the primary reading list for the module
- (12.4) devised and sustained arguments and solved problems by engaging with recent critical ideas and approaches

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<b>GE582 Romanticism to Realism: Literature and Visual Culture</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	Cooper Dr I

### Contact Hours

The module will be taught by means of a weekly two-hour seminar for 10 weeks.  
Total Contact Hours: 20

### Synopsis

From the Romantic landscapes of Caspar David Friedrich onward, nineteenth-century German painting offers reflections on the place of the self in the world which extend our understanding of major literary texts. Problems of perspective, the question of man's relation to nature, and the interior life of the human subject define both visual art and some of the most significant German poetry of the nineteenth century (Hölderlin, Eichendorff). Furthermore, German short prose of the period incorporates framing techniques, and references to specific traditions in painting, in order to address the place of art in modern society (Büchner). Along the way we find playful visual depictions of German provincial life (Carl Spitzweg), the tone of which darkens when we look at similar treatments in literature (Mörke, Droste). Finally, the realist novel presents us with 'makeshift constructions' (Fontane) which harbour deep truths about contemporary experience, and this is a principle it shares with late-century visual representations of the city. In this module we will investigate how German literature and painting of the nineteenth century pursue related questions of modern selfhood, as well as some of the uses to which literature puts visual art.

### Learning Outcomes

By the end of the module, I and H students will have:

- (12.1) improved their oral and interpersonal skills through seminar presentation and small-group work
- (12.2) refined their communication skills and reasoned argumentation through one piece of written coursework and a two-hour examination
- (12.3) carried out independent research, including critical responses to the primary reading list for the module
- (12.4) devised and sustained arguments and solved problems by engaging with recent critical ideas and approaches

In addition, H level students will be able to:

- (12.5) demonstrate the acquisition of an independent learning style when engaging with the course content, for example in the preparation and presentation of coursework, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments in both oral and written form
- (12.6) analyse, discuss and demonstrate cogent understanding of central texts and, subsequently, assemble and present arguments based on this analysis
- (12.7) approach problem solving creatively, and form critical and evaluative judgments about the appropriateness of these approaches
- (12.8) present the outcomes of the research and learning in a form appreciable by both specialist and non-specialist audiences in a variety of settings and contexts

<b>GE583 Writing German - Applied Language Skills 1</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	Kunzelmann Dr H

### Contact Hours

The module will be taught by means of a weekly two-hour seminar (20 hours in total, excluding reading weeks).

### Pre-requisites

Students should either be taking or have successfully completed Learning German 4, or German Post 'A' Level.

### Synopsis

This module introduces students to the forms and varieties of modern written German through engagement with a wide variety of print and digital media. It explores the similarities and differences between different dimensions of German as it is used today, for example in the media, in teaching and in business. Students taking this module will examine the rhetorical patterns underlying all of these forms of communication, and will thereby improve their own language skills. Emphasis is placed on using a variety of resources (news media, websites, blogs) to build up a thorough awareness of the modern German language in context, and on encouraging students to work together in using up to date resources in producing German texts. In particular, the module aims to prepare students for their year abroad and for the uses of written German that will be expected of them on work placements, Erasmus placements and in the classroom as language assistants.

### Learning Outcomes

Students who successfully complete the module will:

- (11.1) recognise and apply writing styles and communicative patterns in different professional contexts, e.g. in academic registers, in the classroom, in a commercial environment and in a media/journalistic context
- (11.2) deploy a range of established critical knowledge in the production of idiomatic texts
- (11.3) identify and critically analyse different linguistic criteria and aspects of the German language (for example register, sentence structure, tonal range) including an array of rhetorical and genre strategies necessary to produce idiomatically correct German texts
- (11.4) recognise and apply linguistic & stylistic criteria of electronic/digital text production in German
- (11.5) work effectively in a team to communicate information and arguments effectively

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

### **GE584 Order and Madness: Classical German Literature**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Coursework, 40% Exam	Cooper Dr I

#### **Contact Hours**

The module will be taught by means of a weekly two-hour seminar for ten weeks.  
Total Contact Hours: 20

#### **Synopsis**

This module examines a selection of essential texts drawn from the period from 1775 to the first years of the nineteenth century, in which German literature achieved European stature. It looks at innovation and newly emerging confidence in the treatment of the major literary forms (prose fiction, drama, lyric poetry). But it also studies the currents of violence, passion and madness which these forms were used to convey in an era defined by the iconoclasm of the Sturm und Drang movement and by revolutionary upheaval in France. We will look at the original angry young men of German literature (Werther, Die Räuber), dramas of love and betrayal (Faust), as well as prose fiction which retains its power to shock and puzzle even today (Kleist). The texts studied treat desire, problematic relationships of power and gender, and the crisis of individuals caught up in the painful birth of European modernity.

#### **Learning Outcomes**

By the end of the module, I and H students will have:

- (12.1) improved their oral and interpersonal skills through seminar presentation and small-group work
- (12.2) refined their communication skills and reasoned argumentation through one piece of written coursework and a two-hour examination
- (12.3) carried out independent research, including critical responses to the primary reading list for the module
- (12.4) devised and sustained arguments and solved problems by engaging with recent critical ideas and approaches

### **GE585 Order and Madness: Classical German Literature**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	Cooper Dr I

#### **Contact Hours**

The module will be taught by means of a weekly two-hour seminar for ten weeks.  
Total Contact Hours: 20

#### **Synopsis**

This module examines a selection of essential texts drawn from the period from 1775 to the first years of the nineteenth century, in which German literature achieved European stature. It looks at innovation and newly emerging confidence in the treatment of the major literary forms (prose fiction, drama, lyric poetry). But it also studies the currents of violence, passion and madness which these forms were used to convey in an era defined by the iconoclasm of the Sturm und Drang movement and by revolutionary upheaval in France. We will look at the original angry young men of German literature (Werther, Die Räuber), dramas of love and betrayal (Faust), as well as prose fiction which retains its power to shock and puzzle even today (Kleist). The texts studied treat desire, problematic relationships of power and gender, and the crisis of individuals caught up in the painful birth of European modernity.

#### **Learning Outcomes**

By the end of the module, I and H students will have:

- (12.1) improved their oral and interpersonal skills through seminar presentation and small-group work
- (12.2) refined their communication skills and reasoned argumentation through one piece of written coursework and a two-hour examination
- (12.3) carried out independent research, including critical responses to the primary reading list for the module
- (12.4) devised and sustained arguments and solved problems by engaging with recent critical ideas and approaches

### **GE586 Medien und Oeffentlichkeit**

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

### **GE587 Life After Modernism? An Introduction to Postmodernist Literature in Ge**

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

### **GE588 Life After Modernism? An Introduction to Postmodernist Literature in Ge**

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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>IT503</b>		<b>Italian Dissertation</b>				
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.

### Learning Outcomes

Training in independent research, cogent presentation of the chosen subject, showing knowledge of primary Italian sources.

<b>IT506</b>		<b>Learning Italian 5</b>				
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.

### Learning Outcomes

To attain greater accuracy and confidence in command of the grammar studied in preparation for this final year's study.  
 To build on familiarity with Italian culture in consolidating language skills suitable for either postgraduate research or vocational applications.  
 To maintain fluency and cultivate oral presentational skills in preparation for the November oral exam and long term vocational use

### 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)

<b>IT508</b>		<b>Italian: Intermediate</b>				
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
2	Canterbury	Autumn and Spring	I	30 (15)		

### 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.

### Learning Outcomes

This module is intended for students who have completed IT301 Beginners Italian or equivalent. The main aims of the module are:

to consolidate and expand knowledge of the grammar and structure of the language  
 to promote a high level of skill in speaking, listening, reading and writing and translation.  
 The course also aims to increase your awareness of the history and culture of Italy through the study of appropriate texts.

### 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.

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>IT542</b>		<b>Italian Extended Essay</b>				
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.

### Learning Outcomes

Whilst not compulsory (as opposed to IT503), students will be encouraged to use as far as possible primary sources in Italian.

<b>IT548</b>		<b>Italian Cinema and Literature</b>				
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 contact hours per week (one lecture and one seminar).

### 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 pianist sull'oceano), Ammaniti's Io non ho paura, adapted by Gabriele Salvatores, and finally Saviano's Gomorra, adapted by Matteo Garrone.

### Learning Outcomes

Students who take this module will:

- Receive an overview of the contemporary panorama of Italian directors and writers;
- Become familiar with the contemporary use of the Italian language;
- Acquire the critical instruments to analyse films as texts;
- Understand different periods of the Italian history

### Preliminary Reading

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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

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, it 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.

### Learning Outcomes

At the end of the module, students will

- possess a broad understanding of the context & background of the short story genre in Italy.
- have a thorough understanding of the Italian literary scene in the second half of the 20th century, without which it would be impossible to assess and comprehend the literary achievements of the writers studied.
- have been introduced to close reading and analysis of the set texts

### 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 Prof 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.

### Learning Outcomes

Students taking this module will:

- 1 Acquire a sense of the European spirit of cultural innovation in the early 1900s and Italy's contribution to it.
- 2 Gain insight into key works of modern Italian literary and visual arts.
- 3 Learn to relate particular authors, not studied elsewhere in the curriculum, to their historical period by analysis of their works.
- 4 Better understand the artistic imperative to review even the most celebrated heritage in response to social and cultural renewal in Europe and beyond.
- 5 Assess the contribution of the visual arts and in particular cinema, to the social and cultural debates which have taken place in 20th century Italy.

### Preliminary Reading

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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>IT563</b>		<b>Learning Italian 4</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	30 (15)	70% Exam, 30% Coursework	
3	Canterbury	Autumn and Spring	I	30 (15)		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 previously acquired in the Stage 1 IT308 module, and it is intended as a preparation for the year abroad.

### Learning Outcomes

By taking this module students will:

Increase vocabulary and improve their knowledge of Italian grammar and language. Develop the ability to write in a good and grammatically correct Italian, using a variety of registers and a complex vocabulary.

Develop translation skills both into English and into Italian.

Be able to produce clear, detailed texts on a wide range of subjects and explain a viewpoint on a variety of topics.

Acquire experience of working in a group and of initiating and participating in group discussion of issues raised.

### 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)

<b>IT571</b>		<b>Learning Italian Through Literature</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Giuffrida Ms AM

### 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 Grammfono e l'Uomo Piccione*, Luigi Malerba's *Le galline pensierose* and *Le pietre volanti* (extracts), Andrea Camilleri's *Il giudice Surra*.

### Learning Outcomes

Extend and enhance reading skills in Italian through a number of narrative texts

Reach a more detailed knowledge and understanding of the Italian language in its variety of structures and registers.

Critically analyse a number of short stories by Italian contemporary writers, extracting arguments, summarizing and expressing opinions

Increase their awareness of the distinctive aspects of Italian culture looking at it through an intercultural perspective.

To refine language awareness through creative and critical use of literary texts

To develop interpretative power and analytical skills applied to narrative texts

### Preliminary Reading

None required.

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

### 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	Capello Dr F

#### 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.

### IT573 Italian Gangsters: Literary and Cinematic Representations of Crime in T

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

### 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 introduces students to basic skills of Portuguese language and allows students to learn Portuguese at a non-specialist level. Students will be taught key grammatical structures, vocabulary and the use of spoken Portuguese. By the end of this course, students will have learned to ask and answer simple questions in areas of immediate need or on very familiar topics, describe people, places, things and to read and write short texts relating to matters in familiar areas. The culture element of the module will focus on the different Afro-Luso-Brazilian cultures. This module is available as a wide module for any undergraduate with an interest in Afro-Luso-Brazilian countries as well as CCS students.

#### Learning Outcomes

By the end of the module students should be able to perform at Level A1/A2 of the Common European Framework and:

- 1) understand short, simple messages and announcements;
- 2) read short simple texts and find specific information;
- 3) communicate in simple, routine situations.

#### Preliminary Reading

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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

### Synopsis

This module is for those who have taken LA300 Learning Portuguese 1A in the Autumn term and wish to continue with the study of Portuguese language and culture. Students will expand their basic language skills through different writing, listening, reading, and speaking exercises. The cultural element of the module will focus on the different Afro-Luso-Brazilian cultures. By the end of this module, students will have a basic knowledge of grammatical structures, including different grammar tenses and vocabulary, and have enough vocabulary to 'survive' and deal with predictable and/or specific information in simple everyday situations. Students will be expected to use the range of resources available to them on Moodle.

### Learning Outcomes

By the end of the module students should be able to perform at Level A2 of the Common European Framework. Upon successful completion of the module students should be able to:

- 1) understand short, simple messages and announcements;
- 2) read short simple texts and find specific information;
- 3) communicate in simple, routine situations;
- 4) write simple notes, messages and short personal letters

### 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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

### 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 will help you develop your ability to interact in Portuguese in a wider range of everyday situations while gaining an increased awareness of everyday life and the diversity of cultures in Brazil and other Portuguese-speaking countries. A wide range of materials is used on this course. You will be introduced to media in Portuguese and will be expected to understand the gist of news and other radio and TV programmes. You will begin to learn the uses of the subjunctive tenses, relative pronouns and indirect speech, basic idioms and expressions as well as some of the differences between Brazilian Portuguese and Portuguese spoken in other countries.

#### Learning Outcomes

By taking this module, you will be able to:

- understand points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc;
- understand texts that consist mainly of high frequency everyday or job-related language;
- communicate in most situations likely to arise whilst travelling in an area where Portuguese is spoken;
- briefly give reasons and explanations for opinions and plans;
- write simple connected text on topics which are familiar or of personal interest.

#### Preliminary Reading

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

### 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 builds on Portuguese 2A to expand your language skills at an intermediate level through writing, listening, reading and speaking exercises. The cultural element of the module focuses on the different Lusophone cultures. The course uses a wide range of materials. You will continue learning the uses of the subjunctive tenses and other grammatical structures appropriate to the level, more idioms and expressions as well as differences between Brazilian Portuguese and Portuguese spoken in other countries. The module will also offer an introduction to Brazilian music, history, cinema and folk.

#### Learning Outcomes

By taking this module, you will be able to:

- understand the main point of different radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear;
- understand the description of events, feelings and wishes in personal letters;
- enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events);
- narrate a story or relate the plot of a book or film and describe my reactions;
- write personal letters describing experiences and impressions.

#### Preliminary Reading

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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

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'

## LA515 Gender and Sexuality in Afro-Luso-Brazilian Cinema

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

### Contact Hours

20 hours - One 2-hour class per week (Lecture and Seminar)

### Synopsis

This module will introduce students to a wide range of films produced in different Portuguese speaking countries in recent years. The module will examine the set films to provide an insight into various aspects connected to representations of gender and sexuality in the Portuguese-speaking-world cinema such as masculinity, femininity, motherhood, child sexploitation, HIV/AIDS, heterosexuality/ homosexuality/bisexuality, transgenderism, physical disability, incest and 'abject sexual' practices. The course is also designed to provide students with film terminology, as well as with tools for cultural analysis. Students will gain experience in critical reading and viewing, in close analysis of films, texts and other issues. This module is taught in English. All the films have English subtitles

### Learning Outcomes

Students who successfully complete this module will be able to:

- Demonstrate development in their understanding and appreciation of Afro-Luso-Brazilian cinema (A3, A4, A5, A6, A7);
- Demonstrate an understanding of the relationship between cinematographic form and content (A6, A7, B1, B2);
- Demonstrate knowledge of technical terms relating to cinema (A6, B1);
- Demonstrate an appreciation of cultural diversity (C6, C7);
- Demonstrate an understanding of the political and social contexts in which these films were made (A3, A4, A5);
- Demonstrate an ability to analyse examples of Afro-Luso-Brazilian cinema (A6, A7, B1, B2, B3, C5, C6);
- Demonstrate an understanding of narrative processes and modes of representation at work in film (A6, B7, C5);
- Demonstrate skills in the field of comparative study (C6, C7).

### Preliminary Reading

AARON, M. - *The Body's Perilous Pleasures: Dangerous Desires and Contemporary Culture*. Edinburgh: Edinburgh University Press. 1999.

FOSTER, D.W. - *Gender and Society in Contemporary Brazilian Cinema*. Austin, Texas, USA: University of Texas Press. 1999.

KRZYWINSKA, T. - *Sex and the Cinema*. London & New York: Wallflower. 2006

PARKER, R.G. - *Bodies, Pleasures and Passions: Sexual Culture in Contemporary Brazil*. Boston: Beacon Press. 2009.

QUINLAN, S.C. & ARENAS, F. - *Lusosex: Gender and Sexuality in the Portuguese-Speaking World*. Minneapolis: University of Minnesota Press. 2002.

#### Films:

Anjos do Sol/ Angels of the Sun (Rudi Lagemann, 2006, Brazil)

Central do Brasil/ Central Station (Walter Salles, 1998, Brazil)

Cidade de Deus/ City of God (Fernando Meirelles and Kátia Lund, 2002, Brazil)

Crime delicado/ Delicate Crime (Beto Brant, 2005, Brazil)

Deserto Feliz/ Happy Desert (Paulo Caldas, 2007, Brazil)

começo ao fim/ From Beginning to End (Aluisio Abranches, 2009, Brazil)

Morrer como homem/ To Die Like a Man (João Pedro Rodrigues, 2009, Portugal)

O fantasma/ Phantom (João Pedro Rodrigues, 2000, Portugal)

O herói/ The Hero (Zezé Gambo, 2004, Angola)

O jardim do outro homem/ Another Man's Garden (Sol de Carvalho, 2007, Mozambique)

Do

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>LA516 Women Writers in the Portuguese Speaking World</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	da Silva Mr A

### Contact Hours

20 hours - One 2-hour class per week (Lecture and Seminar)

### Synopsis

This module will engage with representative literary texts of different genres produced by women writers from Brazil, Cape Verde, Goa, Mozambique, and Portugal, between the 1930s and 1990s. The module will examine the set texts to provide an insight into strategies deployed by these women authors to explore various themes in their writing such as representations of social class, industrialization, gender, family relations, political conflicts, Postcolonialism, among others. The course is also designed to provide students with key literary and sociological concepts/theories, particularly the feminist theory and criticism, as well as with tools for cultural analysis. By using the set readings and exploring tools of literary analysis students will gain experience in critical reading and close textual analysis.

### Learning Outcomes

Students who successfully complete this module will be able to:

- Demonstrate development in their understanding and appreciation of Afro-Luso-Brazilian literature (A3, A4, A5, A6, A7);
- Demonstrate a more general knowledge of the history of literature in Portuguese (A3, A4);
- Demonstrate an appreciation of cultural diversity (C6, C7);
- Demonstrate an understanding of the political and social contexts in which these women writers produced literature (A3, A4, A5);
- Demonstrate an understanding of the importance and complexities of cultural representations for individuals and national societies (A3, A4, A5);
- Demonstrate an improvement in their ability to analyse examples of literary texts (A6, A7, B1, B2, B3, C5) ;
- Demonstrate an understanding of narrative processes and modes of representation at work in the literary texts studied (A3, A4, A6, B7, C5);
- Demonstrate development in their skills in the field of comparative study (C6, C7).

### Preliminary Reading

GERSAO, T. 1996. *The Word Tree*. Translated by M.J. Costa, 2010. Dedalus. Sawtry, UK (Portugal)

JORGE, L. - 1998. *Migrant Painter of Birds*. Translated by M. J. Costa, 2001. New York: Harcourt. (Portugal)

LISPECTOR, C. 1960. *Family Ties*. Giovanni Pontiero, 2004. Austin, Texas: University of Texas Press. (Brazil)

GALVAO, P. 1933, *Industrial Park*. Translated by E. Jackson and K.D. Jackson, 1993. Lincoln: University of Nebraska Press (Brazil)

MAGAIA, L. 1987. *Dumba Nengue/Run for your life: peasant tales of tragedy in Mozambique*. Translated by M. W. Trenton, 1988. N. J.: Africa World Press. (Mozambique)

MOMPLE, L. 1995. *Neighbours: The story of a murder*. Translated by I. de Oliveira and R. Bartlett, 2001. Oxford: Heinemann. (Mozambique)

ORLANDA AMARILIS (short stories selection) (Cape Verde)

VIMALA DEVI (selection of short stories) (Goa)

<b>LA520 Learning Portuguese (Advanced A)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

### Contact Hours

Three seminars per week

### Pre-requisites

Learning Portuguese 2A and 2B or equivalent

### Synopsis

The module aims to develop students' language skills in Portuguese (listening, speaking, reading and writing) to an advanced level of ability and help them gain further insight into aspects of the culture and society of the Portuguese-speaking countries. They will consolidate their knowledge of tenses in the indicative and the subjunctive and learn to use more complex sentences and structures as well as idioms and expressions. They will be working with longer texts from a range of media, including lectures, TV news and current affair programmes and films, and short literary texts.

### Learning Outcomes

By taking this module, you will be able to:

- To increase the ability to recognise and use a range of registers in Portuguese (A2, B2, B3, C2, C3)
- To refine listening comprehension skills (A2, B2, B3, C2, C3)
- To enhance linguistics skills by means of studying more complex grammatical structures and expanding their lexical in Portuguese through reading texts from a variety of genres and registers (A2, B2, B3, C1, C2)
- To communicate in Portuguese more effectively (A2, B2, B3, C1, C2)
- To analyse texts in Portuguese from a variety of genres in order acquire key structures (A2, B2, B3, B6, B7, C2, C3);
- To converse in Portuguese on a range of topics, including academic topics, at a low advanced level (A2, B3, C2)
- To improve oral and written skills (A2, B2, B3, B6, B7, C1, C2, C3)

### Preliminary Reading

Lima, E. E. O. F. & Lunes, S. A., 2005. *Português via Brasil: um curso avançado para estrangeiros*. São Paulo: EPU.

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<b>LA521</b>		<b>Learning Portuguese (Advanced B)</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

### Contact Hours

Three seminars per week

### Pre-requisites

Learning Portuguese Advanced A or equivalent

### Synopsis

The module aims to develop students' language skills in Portuguese (listening, speaking, reading and writing) to a higher advanced level of ability and help them gain further insight into aspects of the culture and society of the Portuguese-speaking countries. They will learn to use more complex sentences and structures such as the passive voice and compound sentences and will further expand their vocabulary. By the end of this module they will be expected to understand in more detail a variety of texts from a range of genres, from the media, including TV programmes and films, and short literature texts.

### Learning Outcomes

By taking this module, you will be able to:

- To increase the ability to recognise and use a range of registers in Portuguese (A2, B2, B3, C2, C3)
- To refine listening comprehension skills (A2, B2, B3, C2, C3)
- To enhance linguistics skills by means of studying more complex grammatical structures and expanding their lexical in Portuguese through reading texts from a variety of genres and registers (A2, B2, B3, C1, C2)
- To communicate in Portuguese more effectively (A2, B2, B3, C1, C2)
- To analyse texts in Portuguese from a variety of genres in order to acquire key structures, rhetorical devices and idioms (A2, B2, B3, B6, B7, C2, C3);
- To converse in Portuguese on a range of topics, including academic topics, at an advanced level (A2, B3, C2)
- To improve oral and written skills (A2, B2, B3, B6, B7, C1, C2, C3)

### Preliminary Reading

Lima, E. E. O. F. & Lunes, S. A., 2005. *Português via Brasil: um curso avançado para estrangeiros*. São Paulo: EPU.

<b>LL510</b>		<b>Creative Writing: a stylistics approach</b>				
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.

### Learning Outcomes

Students will be able to:

- a) select and deploy precise linguistic and stylistic terminology in the production of fiction and/or poetry and/or dramatic texts
- b) analyse and account for the results and implications of their stylistic and methodological choices as writers in terms of their precise effects on the reader
- c) extrapolate from stylistic examples in order to analyse those characteristics that contribute to individual authorial 'style' and world view
- d) use linguistic and stylistic concepts and analytical techniques to make informed judgments about literary genre

### 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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<b>LL511</b>		<b>First Language Acquisition</b>				
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

<b>LL512</b>		<b>Language Processing</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Janke Dr V

### 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.

### Learning Outcomes

1. Ability to describe and evaluate psycholinguistic concepts
2. Examine the structure of the lexicon in terms of phonological and morphological components
3. Distinguish between comprehension and production in linguistic processing
4. Develop practical linguistic research skills by undertaking independent research experiments and analysing and discussing their findings according to scientific protocol

### 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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

LL513 Language Variation and Change						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Hornsby Dr D

### 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.

### Learning Outcomes

On successful completion of this module, students will:

1. Understand and use the basic conceptual terminology of variationist sociolinguistics (e.g. variable, variant, style, indicator, hypercorrection, age-grading)
2. Show how language and social factors are inter-related
3. Be familiar with theories of language change
4. Be able to understand the significance of sociolinguistic data as presented in charts and graphs
5. Evaluate critically the social bases for linguistic value judgements
6. Understand the technical (and ethical) problems of sociolinguistic data collection

### 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.

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>LL515</b>		<b>Languages in the Classroom</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Ross Mrs Y

### 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.

### Availability

This module has been recoded SCL501

### 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 assistant 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.

### Learning Outcomes

- S1. Ability to present language material succinctly and clearly to a variety of audiences.
- S2. Implementation and evaluation of a specific idea or project.
- S3. Understanding the importance of professional responsibility and of following professional guidelines.
- S4. Understanding of the National Curriculum and the role of languages within it.
- S5. Knowledge of the organisation within schools and the management of people within them.

### 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>

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>LL516</b>		<b>Pragmatics</b>				
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) (Not running 2013/14)

### 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.

### Learning Outcomes

1. Understand concepts and terminology used to account for the way in which meanings are conveyed, focusing on context-dependent interpretation (pragmatics)
2. Tackle significant contributions to pragmatic theory, including Austin, Searle, Grice and Sperber & Wilson
3. Investigate varying relationships between speaker and addressee in different kinds of speech events
4. Develop an awareness of the nature of theory and what constitutes an explanation
5. Develop practical linguistic research skills by undertaking independent research experiments and analysing and discussing their findings according to scientific protocol

### 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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>LL518</b>		<b>Stylistics: Language in Literature</b>				
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.

### Learning Outcomes

Students will be able to:

- select and apply precise linguistic, stylistic and narratological terminology to the study of poetry, prose and drama texts
- analyse the linguistic and stylistic choices a writer makes which are connected with meaning and effect on the reader
- extrapolate from linguistic examples and evidence those characteristics that contribute to individual authorial 'style' and world view, including the effect of social and cultural context on the production of literary meaning
- develop their understanding of the interconnections and interfaces between English literature and language
- present, evaluate and interpret both qualitative and quantitative stylistic and linguistic data to develop lines of argument and make sound judgements about literary discourse
- come to a detailed understanding of concepts relating to literary genre

### 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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<b>LL519</b>		<b>Syntax 1</b>				
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.

### Learning Outcomes

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

1. Students will have a solid understanding of core concepts in formal linguistic theory, as well as the fundamentals of empirical enquiry
2. They will have developed the skill of constructing phrase-structure markers, the purpose of which is to provide a comprehensive representation of syntactic constituency and operations
3. Their formal knowledge will enable students to conduct theoretically informed cross-linguistic analyses of data
4. In terms of intellectual skills, students will be able to develop lines of argument and make informed judgements on the basis of cross-linguistic evidence that they will assess the validity of throughout the course
5. Through classroom discussion and pair work, they will develop their capacity for critical thought, their ability to express these thoughts accurately and to analyse cross-linguistic data
6. Working on exercises given out in class, students will learn how to assess the extent to which the linguistic theory they have been introduced to can both describe and explain the syntactic properties of the data they have been presented with to literary genre

### 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.

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<b>LL521</b>		<b>Research Skills - ELL</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Marti Dr L

### Contact Hours

2 hours per week

### Method of Assessment

The course will be assessed via coursework.

### Synopsis

This course will equip students with the necessary training in a broad range of research skills, with the express aim of preparing them for their final-year dissertation. Key topics will include hypothesis formation; falsifiability; ethical procedures; experimental versus naturalistic settings; questionnaire designs for sub-disciplines within linguistics; corpus research; introduction to quantitative and qualitative methods; conducting and presenting descriptive statistics; formal theory-based and applied methodologies; case study research; empirical validity and reliability issues.

### Learning Outcomes

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

- Understanding of hypothesis formation and the ability to choose an appropriate experimental design for a research question
- Ability to employ precision in the description and evaluation of a broad range of linguistic concepts
- Understanding of ethical considerations which need addressing prior to the undertaking of any experimental procedure
- Develop practical linguistic research skills by undertaking independent research experiments and analysing and discussing their findings according to scientific protocol

### Preliminary Reading

Field, A and G.J. Hole (2003) How to design and report experiments, Sage Publications Ltd.

Litosseliti, L (2009) Research Methods in Linguistics London: Continuum International Publishing Group Ltd.

<b>LL522</b>		<b>Morphology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Marti Dr L

### Contact Hours

2 hours per week

### Method of Assessment

The course is assessed through coursework (problem sets) and seminar participation.

### Synopsis

This course is an introduction to morphology and to the practice of morphological analysis. By focusing on a range of phenomena, including those falling under inflection, derivation, and compounding (both in English and in other languages), the course helps students develop tools for pattern observation in data, description and analysis of word structure, and hypothesis testing. Students will also gain an understanding of the role of morphology in the grammar and how it relates to other components, such as phonology, syntax and semantics.

### Learning Outcomes

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

- a) Students will gain a solid understanding of the fundamentals of empirical inquiry in morphology and of core concepts in morphology
- b) They will develop the skill of discovering and describing patterns in given data sets, from a variety of languages, in a theoretically-informed way
- c) They will gain an understanding of the relationship between morphology and other components of the grammar, such as phonology, syntax and semantics
- d) They will be able to develop lines of argumentation, make informed judgements on the basis of cross-linguistic evidence, and decide between competing analyses of data
- e) They will understand the relevance and usefulness of the cross-linguistic method as a tool to better understand the properties of their own native language (e.g., English)

### Preliminary Reading

First few chapters of Honda, M and W. O'Neil (2008) Thinking Linguistically. A Scientific Approach to Language, Blackwell

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>LL523</b>		<b>Semantics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Marti Dr L

### Contact Hours

2 hours per week

### Method of Assessment

The course is assessed through coursework (problem sets) and seminar participation.

### Synopsis

This course is an introduction to formal semantics. Students will be provided with a small set of formal tools for the analysis of linguistic meaning. Students will learn to use these tools to probe into the nature of meaning in natural language and into different types of semantic phenomena. Specific topics that will be dealt with include predication, argumenthood, entailment, presupposition, definiteness and quantification.

### Learning Outcomes

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

- a) Students will gain a solid understanding of the fundamentals of empirical and formal inquiry in formal semantics
- b) They will gain a solid understanding of some of the mathematical methods that underpin the investigation of linguistic meaning in formal semantics, such as set theory and functions
- c) They will be able to develop lines of argumentation, make informed judgements, provide analyses of data, and decide between competing analyses of data

### Preliminary Reading

Chapters 1 and 2 of Partee, B. et al. (1990) *Mathematical Methods in Linguistics*, Kluwer

Chapter 1 of Chierchia, G., and S. McConnell-Ginet (2000) *Meaning and Grammar. An Introduction to Semantics*, MIT Press.

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>LS310</b>		<b>Ab initio Catalan - Learning Catalan 1A</b>				
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.

### Learning Outcomes

Course specific skills:

Languages global scale level A2.

Students will acquire reading knowledge of Catalan and develop basic communicative skills.

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

- understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment);
- communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters;
- describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

This course 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 (At present we have 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). It will complement the LS515/LS538 Catalan Culture course in Part IIA by providing a chance to develop Catalan language skills.

Generic skills:

- Through class presentations, conversation classes and guided debates, students will develop communication, problem solving and group working skills;
- They will improve their confidence in the use of information technology through the use of Web-based language exercises and the submission of high-quality word-processed essays;
- The portfolio system will ensure that all students reflect on their learning performance and devise ways of improving their results.

### Preliminary Reading

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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>LS311 Ab initio Catalan - Learning Catalan 1B</b>						
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

### Pre-requisites

A pass in LS310 Ab initio Catalan 1A or equivalent.

### 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

### Learning Outcomes

Course specific skills:

Languages global scale level B1/B2 with emphasis on reading and understanding.

Students will develop the basic skills learnt in ab initio Catalan so that by the end of the course they can:

- Deal with most situations likely to arise whilst travelling in the Catalan speaking countries;
- Understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation;
- Use Catalan criticism as reference material in their content courses;

This course 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 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).

It will complement the LS515 Catalan Culture course in Part IIA, Level H, 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.

Generic skills:

- Through class presentations, conversation classes and guided debates, students will develop communication, problem solving and group working skills;
- They will improve their confidence in the use of information technology through the use of Web-based language exercises and the submission of high-quality word-processed essays;
- The portfolio system will ensure that all students reflect on their learning performance and devise ways of improving their results.

### Preliminary Reading

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

<b>LS504 Learning Spanish 3B(Intensive Post A-Level)</b>						
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 Moodle.

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>LS505</b>		<b>Learning Spanish 4</b>				
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

### Pre-requisites

Must have already completed LS300-LS504 or have an equivalent level of Spanish language

### 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.

### Learning Outcomes

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.

### Preliminary Reading

All course material is provided on Moodle

<b>LS506</b>		<b>Learning Spanish 5</b>				
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

### Pre-requisites

Must have completed LS505 or have an equivalent level of Spanish language

### 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 Moodle

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>LS513</b>	<b>Spanish Literature: Identity</b>					
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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

2 hours per week

### Pre-requisites

Standard pre-requisites for Spanish Part II courses.

Good reading knowledge of Spanish. To be taken in conjunction with Spanish Post A-Level

LS504 or Spanish Advanced I LS505.

### 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

### Learning Outcomes

Ability to:

- a) Extract essential information from oral presentations (lectures and seminar presentations of other students);
- b) Analyse and respond to written texts, both critical and literary, conduct individual research using available resources (library, Internet, course materials);
- c) organise ideas and express them in a logical and convincing manner (orally and in writing).

### 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

<b>LS515</b>	<b>Catalan Culture</b>					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Ferrero-Lloret Miss S

### 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.

### Learning Outcomes

In this module, by exposure to various artistic manifestations and historical documents, students will develop individual views on the worth of Catalan culture and thus widen their general understanding of modern Spain.

### 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.

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

LS517		Spanish Literature: Sexuality				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)		Roser i Puig Dr M

### 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.

### Learning Outcomes

Languages global scale level B2.

This course aims at improving the student's reading and understanding skills (PLO A.1; B.4, 5; C.2, 6).

Students will develop the skills learnt in Learning Spanish 2A so that they will:

- Consolidate expressions/syntactical structures related to areas of environmental concern/social relevance and develop aural skills.
- Learn how to debate in a competent manner views on material of academic interest.
- Perfect writing skills in Spanish by writing on themes of academic interest.
- Enhance active communicative competence in Spanish.
- Further develop written expressive competence in Spanish through advanced study of Spanish syntax and grammar structures.
- Further develop reading speed, fluency and oral accuracy, and ability to interpret complex specialised Spanish texts over a wide range of registers and genres, including technical discussions in his/her field of specialisation.
- Further develop thematic framework for language study by analysing texts related to cultural and socio-linguistic Spanish issues.

This course will be of particular interest to any students wishing to widen their knowledge of Romance languages and to those intending to spend time in Spanish-speaking countries.

### Preliminary Reading

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.

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.

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>LS541</b>		<b>Women in Latin American Narrative and Film</b>				
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.

### Learning Outcomes

Students who successfully complete the module will:

- Have acquired a knowledge and understanding of issues of gender in Latin American film. We will explore the work of women filmmakers as well as some cases of the way in which women have been portrayed in film, as well as some work that has been adapted from literature to film. (particularly related to Argentina, Chile, Cuba, Mexico, Peru, and Venezuela) (12A Hispanic Studies Programme Outcomes);
- Have analysed a variety of textual media, synthesising information from a number of sources in order to gain a coherent understanding of the subject, whilst expanding their knowledge of critical and cultural theory (12A);
- Have improved their ability to analyse, criticise and assess logical arguments, and to study and reach conclusions independently (12B).

### 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'

<b>LS548</b>		<b>Contemporary Spanish Cinema</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Lázaro-Reboll Dr A

### 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

### Learning Outcomes

At the end of this module students will have a deep awareness of the main trends and issues which have characterised Spanish cinema since 1975, through the works of directors who began their professional careers in or after 1975 (Pedro Almodóvar, Bigas Luna, Icíar Bollaín, Alex de la Iglesia, Gracia Querejeta). One of the main aims of this course is to understand films as cultural artefacts – both in their production and reception contexts – that reflect cultural, artistic, social and political debates within Spain. Thus the module will raise questions about representations of gender, sexuality, national identity, and subjectivity. The course is also designed to provide students with concepts and terminology in the field of Film and Gender Studies and, more generally, Cultural Theory. Students will also become familiar with basic film terminology as well as with basic tools for cultural analysis. The course will combine the discussion of specific structural and formal concepts, and close analysis of individual texts.

All these subject-specific outcomes correspond to Programme Outcomes. In terms of knowledge and understanding, students will have a broad knowledge of and the analytical skills to understand the cultural and historical contexts in which film is produced and consumed; in terms of intellectual skills, students will be able to understand the significance of film in Spain and to reflect on the importance and complexities of cultural representations for individuals and for national societies.

### 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

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<b>LS550</b>		<b>Reading Monstrosity in Iberian Culture</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Lázaro-Reboll Dr A

### 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.

### Learning Outcomes

Course specific skills:

- Students will consider evidence, isolate issues and critically evaluate their historical and contemporary significance;
- They will develop critical, analytical and problem solving skills in the consideration of the construction of Iberian identity;
- Students will develop an understanding of the debates surrounding the notion of monstrosity within a political, religious and historical context;
- Students will develop skills in the analysis and evaluation of contextual material;
- Students will have the opportunity to build upon their critical skills by comparing and contrasting a variety of media (literature, prints, painting, films);
- The course is also designed to provide students with concepts and terminology in the fields of Critical and Cultural Theory;
- Students will gain an appreciation of intercultural diversity;
- Students will develop an ability to mediate and display qualities of empathy in an intercultural context.

All these subject specific outcomes correspond to Programme Outcomes. In terms of knowledge and understanding, students will develop a critical awareness of the broad canon of Iberian cultures and societies and have a broad knowledge of and the analytical skills to understand the cultural and historical contexts in which specific literary and visual discourses on monstrosity are produced; in terms of intellectual skills, students will be able to analyse, evaluate and interpret a variety of texts and other cultural texts in a critical manner, and to reflect on the importance and complexities of cultural representations for individuals and for national societies.

### 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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<b>LS552</b>		<b>Learning Catalan 2A (Intermediate)</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Ferrero-Lloret Miss S

### Contact Hours

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

### Pre-requisites

A pass in Ab initio Catalan - Learning Catalan 1A - LS310 and Ab initio Catalan - Learning Catalan 1B - LS311 or equivalent.

### 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.

### Learning Outcomes

Languages global scale level B1/B2 with emphasis on reading and understanding.

Students will develop the skills learnt in Catalan for University Use so that by the end of the course the students will have:

1. Improve communicative competence in Catalan.
2. Develop written expressive competence in Catalan through study of Catalan syntax and grammar structures.
3. Improve ability to develop reading speed, fluency and oral accuracy, and capacity to interpret educated written Catalan. Develop translation skills.
4. Provide a thematic framework for language study by analysing texts related to cultural and socio-linguistic Catalan issues.

### Preliminary Reading

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

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<b>LS553 Learning Catalan 2B (Intermediate)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	15 (7.5)	100% Coursework	Ferrero-Lloret Miss S

### Contact Hours

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

### Pre-requisites

The student must have completed Learning Catalan 2A (Intermediate) - LS553 or have an equivalent knowledge of Catalan to this course.

### 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.

### Learning Outcomes

Languages global scale level B1/B2 with emphasis on reading and understanding.

The intensive pace of the course relies on students' demonstrated competence in developing the skills learnt in Catalan Intermediate (a) so that by the end of the course students will have:

1. Progressed to active self-expression and communicative competence in Catalan.
2. Extended written expressive competence in Catalan through study of Catalan complex syntax and grammar structures.
3. Acquired reading speed, fluency and oral accuracy, and the ability to interpret and translate specialised Catalan texts over a wide range of registers and genres, including technical discussions in their field of specialisation.
4. Acquired a focus for the treatment of both linguistic and cultural matters by analysing specialised contemporary texts.
5. Ability to use Catalan criticism as reference material in their content courses and personal interests.

### 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

<b>LS554 Writing the Cuban Revolution</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

### 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.

### Learning Outcomes

Students who successfully complete the module will:

- Have acquired a knowledge of a variety of textual media – essay, diary, novel, film – from a variety of Cuban artists. (12A4 Hispanic Studies Programme Outcomes).
- Have investigated how these works are situated in, and relate to, the historical, cultural, social and political events of the Cuban revolutionary era. (12A5)
- Have improved their ability to analyse, criticise and assess logical arguments.
- Have improved their ability to research, plan and present orally to the group a chosen topic.
- Have improved their ability to read texts in Spanish. (12B)

### 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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

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

#### 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.

#### Learning Outcomes

Students who successfully complete the module will:

- Have acquired a knowledge of diverse elements of the poetic writings of four key poets of Latin America, (12A4 Hispanic Studies Programme Outcomes).
- Have acquired an understanding of the cultural, historical and geographical situation in which these poets were living and writing. This will include investigating concepts relating to regional, national and continental identities, poetic and artistic movements and genres, artistic schools, etc. (12A5)
- Have investigated key concepts relating to the study of poetry and poetics: poetic language, metaphor, rhetoric, rhyme and metre, form, etc. (12A6/7)
- Have improved their ability to research, plan and present orally to the group a chosen topic. (12B2/3/4/5)
- Have improved their ability to plan and write an essay and to organise it around a coherent argument. (12B6)
- Have improved their ability to read texts in Spanish. (12B)
- Have improved their ability to analyse, criticise and assess logical arguments. (12B)

#### 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)

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

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

#### 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

#### Learning Outcomes

Students who successfully complete the module will:

- Have acquired a knowledge of diverse elements of the poetic writings of four key poets of Latin America, (12A4 Hispanic Studies Programme Outcomes).
- Have acquired an understanding of the cultural, historical and geographical situation in which these poets were living and writing. This will include investigating concepts relating to regional, national and continental identities, poetic and artistic movements and genres, artistic schools, etc. (12A5)
- Have investigated key concepts relating to the study of poetry and poetics: poetic language, metaphor, rhetoric, rhyme and metre, form, etc. (12A6/7)
- Have improved their ability to research, plan and present orally to the group a chosen topic. (12B2/3/4/5)
- Have improved their ability to plan and write an essay and to organise it around a coherent argument. (12B6)
- Have improved their ability to read texts in Spanish. (12B)
- Have improved their ability to analyse, criticise and assess logical arguments. (12B)

#### 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.

#### Learning Outcomes

Students who successfully complete the module will:

- Have acquired a knowledge and understanding of Latin American history and culture from the colonial period to the present (12A Hispanic Studies Programme Outcomes)
- Have analysed a variety of textual media, synthesising information from a number of sources in order to gain a coherent understanding of the subject, whilst expanding their knowledge of critical and cultural theory (12A)
- Have improved their ability to analyse, criticise and assess logical arguments, and to study and reach conclusions independently (12B)
- Have improved their ability to research, plan and present orally to the group a chosen topic
- Have improved their ability to read texts in Spanish. (12B)

#### 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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<b>LS563</b>		<b>Terrorism and State Terror in Latin America</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	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.

### Learning Outcomes

Students who successfully complete the module will:

- Have acquired a knowledge and understanding of 20th Century Latin American history and culture, particularly regarding 1970s and 1990s Argentina, Chile, Central America and Peru (12A Hispanic Studies Programme Outcomes)
- Have analysed a variety of textual media, synthesising information from a number of sources in order to gain a coherent understanding of the subject, whilst expanding their knowledge of critical and cultural theory (12A)
- Have improved their ability to analyse, criticise and assess logical arguments, and to study and reach conclusions independently (12B)
- Have improved their ability to research, plan and present orally to the group a chosen topic
- Have improved their ability to read texts in Spanish. (12B)

### 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

<b>LS567</b>		<b>Final Year Dissertation</b>				
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.

### 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 a dissertation
- Submit the required work at a stated deadline without prevarication.

These generic learning outcomes will contribute to achieving the Hispanic Studies programme (SH & JH) learning outcomes: 12A (4 & 5), 12B (all points), 12C (6 & 7) 12D (all points minus 9 & 10).

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<b>LS568 Second Year Extended Essay</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Lázaro-Reboll Dr A

### 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.

These generic learning outcomes will contribute to achieving the Hispanic Studies programme (SH & JH) learning outcomes: 12A (4 & 5), 12B (all points), 12C (6 & 7) 12D (all points minus 9 & 10).

<b>LS571 After Dictatorship: Spain and Latin America</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Lázaro-Reboll Dr A

### 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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

### LS574      Key Texts in Spain and Latin America - 20th Century

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

#### Contact Hours

Total - 20 hours (One 1-hour lecture & one 1-hour seminar per week)

#### Synopsis

This module accompanies Key Texts in Spain and Latin America – 15thC-18thC (LS573). It is co-taught amongst members of Hispanic Studies. The module explores a selection of key texts considered canonical in Spanish and Latin American cultural history of the 20th Century. The students are encouraged to read and discuss such significant authors as Lorca and Cela (Spain), Rulfo and Vargas Llosa (Latin America). The course provides an overview of the political, social and cultural developments in Spain and Latin America and evaluates how these historical contexts are represented through the literature. In particular the texts chosen represent not only differing geographies and historical periods, but different approaches to the role of literature within society.

#### Learning Outcomes

Students who have successfully completed the module will:

- a) Have acquired a knowledge of key aspects of literary analysis: the roles of author, narrator, character and reader; the problematic of interpretation; and theoretical approaches to the canon (12A Hispanic Studies Programme Outcomes);
- b) Have gained a knowledge of the relationship between text and context in key moments in Spanish and Latin American cultural history (12A);
- c) Have read and discussed a variety of key (canonical) texts of Spain and Latin America (12A & 12B);
- d) Have improved their ability to analyse, criticise and assess logical arguments, and to study and reach conclusions independently (12B);
- e) Have improved their ability to research, plan and present orally to the group on a chosen topic (12B);
- f) Have improved their ability to read and listen to texts in Spanish (12B).

#### Preliminary Reading

Federico García Lorca – *Bodas de Sangre* (1932)  
 Carmen Laforet – *Nada* (1945)  
 Camino José Cela – *La Colmena* (1951)  
 Juan Rulfo – *Pedro Páramo* (1955)  
 Mario Vargas Llosa – *Conversación en la Catedral* (1969)

### 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 who might be thinking of any kind of teaching or training role in the future. The components of the module will provide a theoretical and 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, 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 theory and good practice, 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
- To understand and develop strategies for teaching the four language skills
- 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 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, 2011  
 HARMER, J - 'How to Teach English', Longman 1998

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<b>LZ503 English Language in the Media</b>						
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.

### Learning Outcomes

Students will be able to:

- demonstrate their understanding of some key semiotic theories (de Saussure, Peirce and Barthes), coming to a systematic understanding of key aspects of this field
- assess the applicability of these theories to current media outputs; for example, in terms advertising, broadsheets, tabloids and other genre
- accurately deploy detailed analysis of a range of advertisements and newspaper texts, demonstrating cogent application of the particular language theory under discussion
- use semiotic theory and related scholarly apparatus to make informed critical and evaluative judgments about a wide range of media
- understand how theoretical approaches to the media impact on a wide range of themes and topics, for example: genre, narrative, concepts of culture and community, gender, politics and ideology, identity

### 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)

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<b>LZ517 English Language Dissertation</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	

### Pre-requisites

Must have taken LL521 at Stage 2

### 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.

### Learning Outcomes

As a result of taking this module, students will be able to:

- Demonstrate knowledge of qualitative and quantitative data collection methods for language research including, recording and transcribing, observation and field notes, action research, questionnaires and surveys, discourse completion task questionnaires, role plays and simulations
- Understand the technical and ethical issues in the collection, handling and storing of data
- Present linguistic data appropriately by means of charts, graphs, tables, matrices, diagrams and quotations
- Evaluate and interpret data, develop lines of argument, and make sound judgments in accordance with the central theories and analytical concepts in linguistics and its sub-fields
- Demonstrate knowledge of the main methods of enquiry and analysis in linguistics.
- Demonstrate in-depth subject knowledge of a particular area of linguistics or language research e.g. the structure and variety of language, stylistics, language learning and teaching, intercultural and intercommunity language issues, discourse analysis, conversation analysis, lexicology, textual analysis, the use of language as a tool other than for communication purposes
- Engage in critical reflection, verbal discussion and written and interpretative analysis of key material
- Assess the merits of contrasting theories and explanations, including those from other disciplines

### 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)

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

### 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.

#### Learning Outcomes

Students who successfully complete this module will be able to:

- compare and critically evaluate L1 and L2 language acquisition models
- critically analyse a range of L2 teaching methods, strategies and techniques
- analyse the relationship between L2 learning models and second language teaching methods
- examine the relationship between L2 teaching methods and their social and educational contexts
- identify and critically analyse issues in second language teaching with reference to research and good practice

#### Preliminary Reading

BROWN, H.D - 'Principles of Language Learning and Teaching', New York, Pearson Longman, 2007

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)

### LZ522 Writing in the Media

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

#### 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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

LZ524	Case Studies in Language Acquisition					
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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)

PL507	Philosophy Dissertation					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Tanney Dr J

### 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.

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<b>PL514 Knowledge and Metaphysics: Descartes to Kant</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Kanterian Dr E

### Contact Hours

Weekly lecture, weekly seminar

### Availability

Also available under code PL584 (Level I)

### Synopsis

This course introduces the principal epistemological and metaphysical doctrines of the giants of European philosophy: 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). The course follows the rise of modern philosophy, and provides a broad grounding in epistemology and metaphysics.

The course starts with Descartes, the founder of modern philosophy. Can we 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 his existence? Can there be a science of the mind? What makes me the same person as the one I was ten years ago? Is everything an idea? Can I have direct knowledge about the world, or only of ideas objects cause in my mind? Are objects really coloured? What is matter? Do atoms exist? Is causation a relation in the world, or only in my mind? Can we have a priori 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? What is the relation between philosophy and science? Can we find conceptions, and misconceptions, prevailing throughout the Descartes-Kant tradition? What can we learn from this tradition?

This course is an introduction into the history of modern philosophy, without which much of contemporary philosophy, and indeed the modern world, cannot be understood. Special attention is given to the scientific revolution and its metaphysical implications. This course is taught only at very few other universities in the UK. The emphasis is on reading and discussing the original texts themselves, written by thinkers like Galilei, Descartes, Newton, Locke, Berkeley, Hume, Leibniz, Reid, Kant. You will impress any dinner party with your in-depth knowledge of the Copernican Revolutions!

Edward Kanterian has a longstanding research interest in the history of philosophy. He is working on Kant's metaphysics at present and is in the Steering Committee of the Later German Philosophy project.

### Preliminary Reading

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

<b>PL520 Philosophy Extended Essay</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Project	Tanney Dr J

### Contact Hours

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

### Restrictions

Stage 3 only. 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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<b>PL521</b>	<b>Philosophy Extended Essay</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Project	Tanney Dr J

<b>PL521</b>	<b>Philosophy Extended Essay</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Project	Tanney Dr J

### Contact Hours

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

### Restrictions

Stage 3 only. 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.

<b>PL526</b>	<b>Aesthetics</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Marjoribanks Mr D

<b>PL526</b>	<b>Aesthetics</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Marjoribanks Mr D

### 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)

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

### PL527 Contemporary Theory of Knowledge

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

#### Contact Hours

2-hour lecture, 1-hour seminar and 1-hour module office hour

#### Availability

Also available under code PL585 (Level I)

#### Synopsis

We typically value justified belief more than simple belief, for very good reasons: a justified belief is more likely to be true than a randomly selected one. Indeed, we value knowledge even more, since, arguably, a belief that qualifies as knowledge is true.

But when is a belief justified? And what is knowledge? Is any of our beliefs justified? Do we know anything at all? Do you know that it's 8 o'clock if at 8 o'clock you see a broken watch indicating 8 o'clock? Do you know that your cat is sleeping on the sofa, if you don't know that you're not a brain in a vat? In this module, we'll investigate these and other epistemological questions, mostly by looking at some deeply puzzling sceptical arguments, some of which are probably as old as Philosophy is, and all of which have sprung very lively debates in the recent philosophical literature.

The aim of this module is to introduce you to some of the most exciting and important debates in contemporary epistemology—debates over the structure of justification, the nature of knowledge, scepticism, and rationality.

For this module, you will be asked to write two short (2000 words) essays, to be handed in during week 7 and 12 respectively. The essays will account for 90% of your final grade. The remaining 10% will be determined by seminar participation and discussion.

Julien Murzi works primarily on the intersection between the philosophies of logic and language and metaphysics, but he also specialises in epistemology—especially the epistemology of logic. He has published papers on logical revision, logical knowledge, and the epistemology of inference, and he is co-editing a special issue of *Topoi* on the question whether the semantic paradoxes give us reasons to adopt a non-classical logic. He has also published papers on understanding—our knowledge of what linguistic expressions mean—and his first PhD thesis was on an epistemological paradox, the Paradox of Knowability, that many philosophers have interpreted as a proof that semantic anti-realism is false.

#### Preliminary Reading

For this module, we'll be using one textbook, M. Williams' *Problems of Knowledge: A Critical Introduction to Epistemology* (Oxford University Press, 2001), and a reader, S. Bernecker's *Reading Epistemology: Selected Texts with Interactive Commentary* (Blackwell, 2000).

### 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

2-hour lecture, 1-hour seminar and 1-hour module office hour

#### 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.

Julien Murzi specializes in the philosophies of logic and language and in metaphysics, as well as in epistemology and proof-theory. He has published papers on the realism/anti-realism debate, the manifestability of understanding, the paradox of knowability, and, last but not least, relative truth. He is presently working on the semantic paradoxes and their logical, and indeed metaphysical, consequences.

#### Preliminary Reading

SI BLACKBURN & K SIMMONS (eds.) - 'Truth'  
 PASCAL ENGEL - 'Truth'

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

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).

Simon Kirchin specializes in metaethics and is the author of a number of articles and books in this and related areas. His *Metaethics* (Palgrave, 2012) is an argumentative textbook designed to introduce upper-level undergraduates and postgraduates to the field. Simon has also edited *Arguing about Metaethics* (with Andrew Fisher; Routledge, 2006) and *A World Without Values: Essays on John Mackie's Error Theory* (with Richard Joyce; Springer 2010). He is currently writing a book and editing another on the topic of 'thick concepts'.

Simon is President of the British Society for Ethical Theory, which is the leading UK-based society devoted to moral philosophy. He is also Assistant Editor of *Ethical Theory and Moral Practice*, one of the top ethics journals.

### 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

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.

David Corfield's interest in this subject began when he was asked to co-author a book whose aim was to question the mind-body distinction in the context of medicine. Publication of the book – *Why Do People Get Ill?* (Hamish Hamilton, 2007) – led to an invitation to appear at the Guardian Hay-On-Wye Literature Festival. It has been, or is being, translated into six foreign languages.

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. In this module we question the nature of disease. Is it merely a biological concept, or must it inevitably be used normatively? Next we consider the importance of the patient's experience of medical practice in the treatment process from the viewpoint of phenomenologists. We then consider how best to think about the causal relationship between mind and body in illness, asking, for example, in what sense we should understand how social and psychological factors may be said to cause ill health.

### Preliminary Reading

LENNART NORDENFELT (ed.) - 'Health, Science and Ordinary Language', Editions Rodopi, 2001.  
HANS-GEORG GADAMER - 'The Enigma of Health', Polity Press, 1996

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL572	Greek Philosophy: Plato and Aristotle					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Rudolph Dr K

**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.

**Wittgenstein**

Julia Tanney's interest in Wittgenstein began as an undergraduate when she was introduced to the ideas of Wittgenstein through the teachings of Philippa Foot, David Pears, and Rogers Albritton, and, as a graduate student, of Crispin Wright. She has taught the Philosophical Investigations for over 20 years in England and in France. She has produced several articles, including "Real Rules", "Reason-Explanation and the Contents of the Mind", "On the Conceptual, Psychological, and Moral Status of Zombies, Swamp-Beings, and other 'Behaviorally Indistinguishable' Creatures", and "Self-Knowledge, Normativity, and Construction", reprinted in Rules, Reason, and Self-Knowledge (Cambridge, MA, Harvard University Press, 2012) which bring to bear Wittgenstein's later philosophy on today's theorizing in the philosophy of mind and action. This module uses the virtual world of Second Life to bring Wittgenstein's primitive language games to life and to help students reflect on questions such as what it is to understand, think, intend, act for reasons, and to mean what we say.

**Preliminary Reading**

L WITTGENSTEIN - 'The Blue and Brown Books', Blackwell

PL575	Philosophy of Religion					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	

**Contact Hours**

Weekly lecture, weekly seminar

**Availability**

Also available under code PL601 (Level I)

**Synopsis**

This module constitutes an introduction to the Philosophy of Religion. This branch of philosophy has two complementary aims: to examine the significance of religious concepts (e.g. the concept of 'God') and to inquire into the rational foundations of religious beliefs (e.g. The belief that God exists).

**Preliminary Reading**

R LE POIDEVIN - 'Arguing for Atheism: An Introduction to the Philosophy of Religion', Routledge

B DAVIES - 'An Introduction to the Philosophy of Religion', OUP

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>PL576</b>		<b>Philosophy of Language</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Goldstein Prof L

### Contact Hours

4 hours, counting the drop-in session

### 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.

Laurence Goldstein is currently writing a book called *The Liar, the Bald Man and the Hangman*, which is about three groups of paradoxes. He thinks that he has solved them. He has also written books on Logic and on General Philosophy, and has written a book, a play, and several articles on Wittgenstein. He is also the editor of a recent collection of essays called *Brevity*, which brings together the work of philosophers of language, linguists and cognitive scientists.

### Preliminary Reading

<b>PL578</b>		<b>Advanced Topics in Mind and Language</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	30 (15)	100% Coursework	Tanney Dr J

### 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.

The author of several articles on the philosophy of Gilbert Ryle, including "Re-Thinking Ryle: A Critical Introduction to The Concept of Mind in Ryle, *The Concept of Mind* (London, Routledge, 2009); Prefaces to Ryle, *Collected Papers*, volume 1 and 2 (Routledge, 2009); and the Stanford Encyclopedia entry on Gilbert Ryle, Julia Tanney is considered an international expert on Ryle's contribution to the philosophy of mind and language. This module, for students who have taken the Wittgenstein module, shows how Wittgenstein and Ryle independently criticized the presuppositions of the classic, analytic approach to philosophy and paved the way for a form of philosophical theorizing, "conceptual cartography", which is ill-understood today.

### Preliminary Reading

Wittgenstein's 'Philosophical Investigations'

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>PL579</b>		<b>Logic</b>				
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.

Convenor: Jon Williamson

Jon Williamson works on various topics connected with reasoning, inference and scientific method, including logic. He is currently working on a project to develop a new kind of inductive logic (a logic of reasoning under uncertainty), and this module will conclude by introducing some of the exciting new research in this area. Jon has co-edited *Key Terms in Logic* (Continuum 2010), co-authored *Probabilistic logics and probabilistic networks* (Springer 2011) and has co-edited three journal special issues on Combining probability and logic.

### Preliminary Reading

I. COPI & C. COHEN - 'Introduction to Logic', Prentice Hall, 2004

<b>PL582</b>		<b>Paradoxes</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Goldstein Prof L

### Contact Hours

4 hours, counting the drop-in session

### Availability

Also available under code PL608 (Level I)

### Synopsis

See entry for PL608

<b>PL583</b>		<b>Philosophy of Cognitive Science and Artificial Intelligence</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	30 (15)	100% Coursework	Tanney Dr J

### 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.

Julia Tanney is the author of several articles, such as "How to Resist Mental Representations", "Ryle's Regress and the Philosophy of Cognitive Science", and "Conceptual Analysis, Theory Construction, and Philosophical Elucidation in the Philosophy of Mind", (re)printed in *Rules, Reason, and Self-Knowledge* (Cambridge, MA, Harvard University Press, 2012), which criticise the key assumption of the cognitive sciences. This is the idea that in thinking, reasoning, and deliberating, we are processing information in accordance with systematic rules. This course looks carefully at the philosophical rationale for positing "mental representations" and construing our cognitive abilities by analogy with the syntactic structures of computational devices. In the course of the module, we consider the vexed question whether machines process representations and whether they can be construed as intelligent. Both philosophy and computing students are welcome.

### 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

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<b>PL584 Knowledge and Metaphysics:Descartes-Kant</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	Kanterian Dr E

### Contact Hours

Weekly lecture, weekly seminar

### Availability

Also available under code PL514 (Level H)

### Method of Assessment

### Synopsis

This course introduces into the principal epistemological and metaphysical doctrines of the giants of European philosophy: 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). The course follows the rise of modern philosophy, and provides a broad grounding in epistemology and metaphysics.

This course is an introduction into the history of modern philosophy, without which much of contemporary philosophy, and indeed the modern world, cannot be understood. Special attention is given to the scientific revolution and its metaphysical implications. This course is taught only at very few other universities in the UK. The emphasis is on reading and discussing the original texts themselves, written by thinkers like Galilei, Descartes, Newton, Locke, Berkeley, Hume, Leibniz, Reid, Kant. You will impress any dinner party with your in-depth knowledge of the Copernican Revolutions!

Edward Kanterian has a longstanding research interest in the history of philosophy. He is working on Kant's metaphysics at present and is in the Steering Committee of the Later German Philosophy project.

### Preliminary Reading

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

<b>PL585 Contemporary Theory of Knowledge</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Murzi Dr J

### Contact Hours

2-hour lecture, 1-hour seminar and 1-hour module office hour

### Availability

Also available under code PL527 (Level H)

### Synopsis

We typically value justified belief more than simple belief, for very good reasons: a justified belief is more likely to be true than a randomly selected one. Indeed, we value knowledge even more, since, arguably, a belief that qualifies as knowledge is true. But when is a belief justified? And what is knowledge? Is any of our beliefs justified? Do we know anything at all? Do you know that it's 8 o'clock if at 8 o'clock you see a broken watch indicating 8 o'clock? Do you know that your cat is sleeping on the sofa, if you don't know that you're not a brain in a vat? In this module, we'll investigate these and other epistemological questions, mostly by looking at some deeply puzzling sceptical arguments, some of which are probably as old as Philosophy is, and all of which have sprung very lively debates in the recent philosophical literature.

The aim of this module is to introduce you to some of the most exciting and important debates in contemporary epistemology—debates over the structure of justification, the nature of knowledge, scepticism, and rationality.

For this module, you will be asked to write two short (2000 words) essays, to be handed in during week 7 and 12 respectively. The essays will account for 90% of your final grade. The remaining 10% will be determined by seminar participation and discussion.

Julien Murzi works primarily on the intersection between the philosophies of logic and language and metaphysics, but he also specialises in epistemology—especially the epistemology of logic. He has published papers on logical revision, logical knowledge, and the epistemology of inference, and he is co-editing a special issue of *Topoi* on the question whether the semantic paradoxes give us reasons to adopt a non-classical logic. He has also published papers on understanding—our knowledge of what linguistic expressions mean—and his first PhD thesis was on an epistemological paradox, the Paradox of Knowability, that many philosophers have interpreted as a proof that semantic anti-realism is false.

### Preliminary Reading

For this module, we'll be using one textbook, M. Williams' *Problems of Knowledge: A Critical Introduction to Epistemology* (Oxford University Press, 2001), and a reader, S. Bernecker's *Reading Epistemology: Selected Texts with Interactive Commentary* (Blackwell, 2000).

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>PL588 Metaphysics, Truth and Relativism</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Murzi Dr J

### Contact Hours

2-hour lecture, 1-hour seminar and 1-hour module office hour

### 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.

Julien Murzi specializes in the philosophies of logic and language and in metaphysics, as well as in epistemology and proof-theory. He has published papers on the realism/anti-realism debate, the manifestability of understanding, the paradox of knowability, and, last but not least, relative truth. He is presently working on the semantic paradoxes and their logical, and indeed metaphysical, consequences.

### Preliminary Reading

SI BLACKBURN & K SIMMONS (eds.) - 'Truth'

PASCAL ENGEL - 'Truth'

<b>PL595 Metaethics</b>						
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).

Simon Kirchin specializes in metaethics and is the author of a number of articles and books in this and related areas. His *Metaethics* (Palgrave, 2012) is an argumentative textbook designed to introduce upper-level undergraduates and postgraduates to the field. Simon has also edited *Arguing about Metaethics* (with Andrew Fisher; Routledge, 2006) and *A World Without Values: Essays on John Mackie's Error Theory* (with Richard Joyce; Springer 2010). He is currently writing a book and editing another on the topic of 'thick concepts'.

Simon is President of the British Society for Ethical Theory, which is the leading UK-based society devoted to moral philosophy. He is also Assistant Editor of *Ethical Theory and Moral Practice*, one of the top ethics journals.

### 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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>PL596</b>		<b>Philosophy of Medicine</b>				
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.

David Corfield's interest in this subject began when he was asked to co-author a book whose aim was to question the mind-body distinction in the context of medicine. Publication of the book – *Why Do People Get Ill?* (Hamish Hamilton, 2007) – led to an invitation to appear at the Guardian Hay-On-Wye Literature Festival. It has been, or is being, translated into six foreign languages.

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. In this module we question the nature of disease. Is it merely a biological concept, or must it inevitably be used normatively? Next we consider the importance of the patient's experience of medical practice in the treatment process from the viewpoint of phenomenologists. We then consider how best to think about the causal relationship between mind and body in illness, asking, for example, in what sense we should understand how social and psychological factors may be said to cause ill health.

### Preliminary Reading

LENNART NORDENFELT (ed.) - 'Health, Science and Ordinary Language', Editions Rodopi, 2001.

HANS-GEORG GADAMER - 'The Enigma of Health', Polity Press, 1996.

<b>PL598</b>		<b>Greek Philosophy: Plato and Aristotle</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Rudolph Dr K

### 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'

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>PL599</b>		<b>Wittgenstein</b>				
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.

### Wittgenstein

Julia Tanney's interest in Wittgenstein began as an undergraduate when she was introduced to the ideas of Wittgenstein through the teachings of Philippa Foot, David Pears, and Rogers Albritton, and, as a graduate student, of Crispin Wright. She has taught the Philosophical Investigations for over 20 years in England and in France. She has produced several articles, including "Real Rules", "Reason-Explanation and the Contents of the Mind", "On the Conceptual, Psychological, and Moral Status of Zombies, Swamp-Beings, and other 'Behaviorally Indistinguishable' Creatures", and "Self-Knowledge, Normativity, and Construction", reprinted in *Rules, Reason, and Self-Knowledge* (Cambridge, MA, Harvard University Press, 2012) which bring to bear Wittgenstein's later philosophy on today's theorizing in the philosophy of mind and action. This module uses the virtual world of *Second Life* to bring Wittgenstein's primitive language games to life and to help students reflect on questions such as what it is to understand, think, intend, act for reasons, and to mean what we say.

### Preliminary Reading

L WITTGENSTEIN - 'The Blue and Brown Books', Blackwell

<b>PL601</b>		<b>Philosophy of Religion</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	

### Contact Hours

Weekly lecture, weekly seminar

### Availability

Also available under code PL575 (Level H)

### Synopsis

This module constitutes an introduction to the Philosophy of Religion. This branch of philosophy has two complementary aims: to examine the significance of religious concepts (e.g. the concept of 'God') and to inquire into the rational foundations of religious beliefs (e.g. The belief that God exists).

### Preliminary Reading

B DAVIES - 'An Introduction to the Philosophy of Religion', OUP

R LE POIDEVIN - 'Arguing for Atheism: An Introduction to the Philosophy of Religion', Routledge

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>PL602</b>	<b>Philosophy of Language</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Goldstein Prof L

**Contact Hours**

4 hours, counting the drop-in session

**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.

Laurence Goldstein is currently writing a book called *The Liar, the Bald Man and the Hangman*, which is about three groups of paradoxes. He thinks that he has solved them. He has also written books on Logic and on General Philosophy, and has written a book, a play, and several articles on Wittgenstein. He is also the editor of a recent collection of essays called *Brevity*, which brings together the work of philosophers of language, linguists and cognitive scientists.

**Preliminary Reading**

<b>PL604</b>	<b>Advanced Topics in Mind and Language</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	30 (15)	100% Coursework	Tanney Dr J

**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.

The author of several articles on the philosophy of Gilbert Ryle, including “Re-Thinking Ryle: A Critical Introduction to The Concept of Mind in Ryle, *The Concept of Mind* (London, Routledge, 2009); Prefaces to Ryle, *Collected Papers*, volume 1 and 2 (Routledge, 2009); and the Stanford Encyclopedia entry on Gilbert Ryle, Julia Tanney is considered an international expert on Ryle’s contribution to the philosophy of mind and language. This module, for students who have taken the Wittgenstein module, shows how Wittgenstein and Ryle independently criticized the presuppositions of the classic, analytic approach to philosophy and paved the way for a form of philosophical theorizing, “conceptual cartography”, which is ill-understood today.

**Preliminary Reading**

Wittgenstein’s ‘Philosophical Investigations’

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<b>PL605</b>		<b>Logic</b>				
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.

Convenor: Jon Williamson

Jon Williamson works on various topics connected with reasoning, inference and scientific method, including logic. He is currently working on a project to develop a new kind of inductive logic (a logic of reasoning under uncertainty), and this module will conclude by introducing some of the exciting new research in this area. Jon has co-edited *Key Terms in Logic* (Continuum 2010), co-authored *Probabilistic logics and probabilistic networks* (Springer 2011) and has co-edited three journal special issues on Combining probability and logic.

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### Preliminary Reading

I. COPI & C. COHEN - 'Introduction to Logic', Prentice Hall, 2004

<b>PL608</b>		<b>Paradoxes</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Goldstein Prof L

### Contact Hours

4 hours, counting the drop-in session

### 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.

Laurence Goldstein is currently writing a book called *The Liar, the Bald Man and the Hangman*, which is about three groups of paradoxes. He thinks that he has solved them. He has also written books on Logic and on General Philosophy, and has written a book, a play, and several articles on Wittgenstein. He is also the editor of a recent collection of essays called *Brevity*, which brings together the work of philosophers of language, linguists and cognitive scientists.

### Preliminary Reading

M CLARK - 'Paradoxes from A to Z', Routledge

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

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	Tanney Dr J

### 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.

Julia Tanney is the author of several articles, such as "How to Resist Mental Representations", "Ryle's Regress and the Philosophy of Cognitive Science", and "Conceptual Analysis, Theory Construction, and Philosophical Elucidation in the Philosophy of Mind", (re)printed in *Rules, Reason, and Self-Knowledge* (Cambridge, MA, Harvard University Press, 2012), which criticise the key assumption of the cognitive sciences. This is the idea that in thinking, reasoning, and deliberating, we are processing information in accordance with systematic rules. This course looks carefully at the philosophical rationale for positing "mental representations" and construing our cognitive abilities by analogy with the syntactic structures of computational devices. In the course of the module, we consider the vexed question whether machines process representations and whether they can be construed as intelligent. Both philosophy and computing students are welcome.

### 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)

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

### PL611 Metaphysics

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

#### 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

### PL612 Metaphysics

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

#### 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

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## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

### PL616 Philosophical Issues in Quantum Mechanics

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

#### Contact Hours

3 hours: two weekly 1 hour lectures, 1 weekly seminar (plus 1 weekly module office hour - non-compulsory)

#### 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

### PL617 Philosophical Issues in Quantum Mechanics

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

#### Contact Hours

3 hours: two weekly 1 hour lectures, 1 weekly seminar (plus 1 weekly module office hour - non-compulsory)

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).

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#### Preliminary Reading

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>PL618</b>		<b>Political Philosophy</b>				
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.

Convenor: Helen Frowe

Helen Frowe works primarily on the intersection between moral and political philosophy. Her work focuses political violence, particularly war and terrorism. She is interested in the relationship between the citizen and the state, notions of collective responsibility and ideas of legitimate authority. Her recent book, *The Ethics of War and Peace* (Routledge, 2011) is a critical introduction to just war theory.

### Preliminary Reading

Jonathan Wolff, *An Introduction to Political Philosophy*, (Oxford: OUP, 1996).

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### 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?

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#### Preliminary Reading

Jonathan Wolff, *An Introduction to Political Philosophy*, (Oxford: OUP, 1996).

### PL620 Justice, Violence and the State

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

#### Contact Hours

3 hours per week, 2 hour lecture, 1 hour seminar

#### Availability

Also available under PL621 (Level H)

#### Synopsis

Under what circumstances might it be permissible to use violence to further political goals? What distinguishes different sorts of political violence? Ought the state to have a monopoly on political violence? Are there some methods that should never be used to further political goals? In this course, we will look at the various forms of political violence, and consider how political and legal theorists have tried to regulate violent interaction between states and within states. We will examine the conceptual difficulties that arise when postulating international laws, and consider the role of the United Nations as international mediator and law enforcer. We will also look at the rights of self-determination amongst sub-national groups, and at the obligations of the international community to intervene to prevent humanitarian abuses.

#### Preliminary Reading

COADY, T 'Morality and Political Violence', Cambridge, CUP, 2008

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<b>PL621</b>	<b>Justice, Violence and the State</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Frowe Dr H

**Contact Hours**

3 hours per week, 2 hour lecture, 1 hour seminar  
 Also available under PL620 (Level I)

**Method of Assessment**

100% coursework

**Synopsis**

Under what circumstances might it be permissible to use violence to further political goals? What distinguishes different sorts of political violence? Ought the state to have a monopoly on political violence? Are there some methods that should never be used to further political goals? In this course, we will look at the various forms of political violence, and consider how political and legal theorists have tried to regulate violent interaction between states and within states. We will examine the conceptual difficulties that arise when postulating international laws, and consider the role of the United Nations as international mediator and law enforcer. We will also look at the rights of self-determination amongst sub-national groups, and at the obligations of the international community to intervene to prevent humanitarian abuses.

**Preliminary Reading**

COADY, T, 'Morality and Political Violence', Cambridge, CUP, 2008

<b>PL626</b>	<b>Philosophical Text 2</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Kirchin Dr ST
2	Canterbury	Autumn	H	30 (15)		

**Contact Hours**

2 hour lecture, 1 hour seminar

**Availability**

Also available at I level (PL627)

**Synopsis**

Text 2: On What Matters: vol I, by Derek Parfit

On What Matters is the latest work by the renowned philosopher Derek Parfit, which has already been much debated and discussed. In this module we will be studying the first volume. The module will revolve around careful reading of the text, with some reference to commentary that has already been published. The key questions discussed by Parfit are: What is a reason? What is a principle? And - crucially, in part three - are the best versions of consequentialism, deontology and contractualism really just ways of getting at the same sort of moral justification?

**Preliminary Reading**

On What Matters: vol I, by Derek Parfit (OUP, 2011)

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### PL627 Philosophical Text 2

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

#### **Contact Hours**

2 hour lecture, 1 hour seminar

#### **Availability**

Also available at H level (PL626)

#### **Synopsis**

Text 2: On What Matters: vol I, by Derek Parfit

On What Matters is the latest work by the renowned philosopher Derek Parfit, which has already been much debated and discussed. In this module we will be studying the first volume. The module will revolve around careful reading of the text, with some reference to commentary that has already been published. The key questions discussed by Parfit are: What is a reason? What is a principle? And - crucially, in part three - are the best versions of consequentialism, deontology and contractualism really just ways of getting at the same sort of moral justification?

#### **Preliminary Reading**

On What Matters: vol I, by Derek Parfit (OUP, 2011)

### PL628 Continental Philosophy: Subject, Identity and the Political

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

#### **Contact Hours**

3 per week, a 2 hour lecture and 1 hour seminar

#### **Availability**

also available as PL629 (H)

#### **Synopsis**

This module will begin by thinking about what is meant by Continental philosophy and how this differs from analytical approaches. Having considered this we will then move on to consider some of the key thinkers that are generally placed under the Continental umbrella and how the concepts of the subject, identity and, indeed, the political are dealt with by them.

#### **Preliminary Reading**

Continental Philosophy: A Very Short Introduction Simon Critchley

### PL629 Continental Philosophy: Subject, Identity and the Political

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

#### **Contact Hours**

3 per week, a 2 hour lecture and 1 hour seminar

#### **Availability**

also available as PL628 (I)

#### **Synopsis**

This module will begin by thinking about what is meant by Continental philosophy and how this differs from analytical approaches. Having considered this we will then move on to consider some of the key thinkers that are generally placed under the Continental umbrella and how the concepts of the subject, identity and, indeed, the political are dealt with by them.

#### **Preliminary Reading**

Continental Philosophy: A Very Short Introduction Simon Critchley

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>PL630</b>		<b>Social Epistemology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Ahlstrom Dr K

### Contact Hours

2 hour lecture and 1 hour seminar per week

### Pre-requisites

PL302/312 Introduction to Philosophy: Knowledge and Metaphysics

Recommended but not a prerequisite: PL585/PL527 Contemporary Theory of Knowledge

### Synopsis

Much of modern epistemology—i.e., the theory of knowledge—has taken its cue from Descartes in focusing on the individual knower, striving to attain knowledge through solitary meditation. Still, knowledge is typically attained in cooperation with others. This module provides an introduction to some of the main topics in social epistemology, a new and increasingly influential field that takes seriously this social character of knowledge. Questions to be addressed within the framework of the module include but are not limited to: What are the conditions under which we can come to know things by relying on the word of others? What experts should we trust? When we encounter people that disagree with us, to what extent should that lead us to abandon our own convictions? And are the ways in which we are socially situated, e.g., as people of a particular race or gender, relevant to what we can be said to know? The module will also consider a number of topics in applied social epistemology, e.g., as it pertains to the epistemic merits and problems with Wikipedia, the epistemology of free of speech, and epistemological questions arising within the law.

### Preliminary Reading

Alvin Goldman and Dennis Whitcomb (eds.) *Social Epistemology: Essential Readings* (OUP, 2011)

Richard Feldman and Ted Warfield (eds.) *Disagreement* (OUP, 2010)

Jennifer Lackey and Ernest Sosa (eds.) *The Epistemology of Testimony* (OUP, 2005)

<b>PL631</b>		<b>Social Epistemology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Ahlstrom Dr K

### Contact Hours

2 hour lecture and 1 hour seminar per week

### Pre-requisites

PL302/312 Introduction to Philosophy: Knowledge and Metaphysics

[Recommended but not a prerequisite: PL585/PL527 Contemporary Theory of Knowledge]

### Synopsis

Much of modern epistemology—i.e., the theory of knowledge—has taken its cue from Descartes in focusing on the individual knower, striving to attain knowledge through solitary meditation. Still, knowledge is typically attained in cooperation with others. This module provides an introduction to some of the main topics in social epistemology, a new and increasingly influential field that takes seriously this social character of knowledge. Questions to be addressed within the framework of the module include but are not limited to: What are the conditions under which we can come to know things by relying on the word of others? What experts should we trust? When we encounter people that disagree with us, to what extent should that lead us to abandon our own convictions? And are the ways in which we are socially situated, e.g., as people of a particular race or gender, relevant to what we can be said to know? The module will also consider a number of topics in applied social epistemology, e.g., as it pertains to the epistemic merits and problems with Wikipedia, the epistemology of free of speech, and epistemological questions arising within the law.

### Preliminary Reading

Alvin Goldman and Dennis Whitcomb (eds.) *Social Epistemology: Essential Readings* (OUP, 2011)

Richard Feldman and Ted Warfield (eds.) *Disagreement* (OUP, 2010)

Jennifer Lackey and Ernest Sosa (eds.) *The Epistemology of Testimony* (OUP, 2005)

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>TH515 Theology and Religious Studies Dissertation</b>						
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

<b>TH553 Issues in Religious Studies</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	King Prof R

### 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.

<b>TH558 Sociology of Religion</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Strhan Ms A

### 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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>TH570</b>		<b>I:Religion and Film</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	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.

<b>TH571</b>		<b>I:Death of God ? :Christianity and the Modern World</b>				
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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>TH574</b>		<b>H:Religion and Film</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	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.

<b>TH575</b>		<b>H:Death of God ? :Christianity and the Modern World</b>				
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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>TH577</b>		<b>Christianity and Ethics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)		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 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)

<b>TH594</b>		<b>Christianity and Ethics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)		Le Grys 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', Handsel, 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)

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>TH598</b>		<b>Issues in Religious Studies</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	King Prof R

### 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.

<b>TH608</b>		<b>Sociology of Religion</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Strhan Ms A

### 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

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

### TH617 Continental Philosophy of Religion

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

#### **Contact Hours**

2 hour lecture, 1 hour seminar

#### **Pre-requisites**

There are no pre-requisites for this module, however, a familiarity with existentialism and/or philosophical methods and analysis are/is recommended.

#### **Availability**

Also available at I level (TH618)

#### **Synopsis**

This module provides an introduction to Continental philosophy as well as an examination of the way in which prominent twentieth-century philosophers from this tradition approach fundamental questions to understanding religion. We will look at such movements and schools of thought as phenomenology, hermeneutics, and deconstruction in relation to religion and themes of presence, being, the body, gender, alterity and narrative identity and understanding. There are no pre-requisites for this module, however, a familiarity with existentialism and/or philosophical methods and analysis are/is recommended.

#### **Preliminary Reading**

Simon Critchley, *Continental Philosophy: A Very Short Introduction* (Oxford UP: 2001).

### TH618 Continental Philosophy of Religion

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

#### **Contact Hours**

2-hour lecture, 1-hour seminar

#### **Pre-requisites**

There are no pre-requisites for this module, however, a familiarity with existentialism and/or philosophical methods and analysis are/is recommended.

#### **Availability**

Also available at H level (TH617)

#### **Synopsis**

This module provides an introduction to Continental philosophy as well as an examination of the way in which prominent twentieth-century philosophers from this tradition approach fundamental questions to understanding religion. We will look at such movements and schools of thought as phenomenology, hermeneutics, and deconstruction in relation to religion and themes of presence, being, the body, gender, alterity and narrative identity and understanding. There are no pre-requisites for this module, however, a familiarity with existentialism and/or philosophical methods and analysis are/is recommended.

#### **Preliminary Reading**

Simon Critchley, *Continental Philosophy: A Very Short Introduction* (Oxford UP: 2001).

### TH619 Religious Studies and Philosophy in the Classroom

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

#### **Contact Hours**

Two hours per week, 2 hour lecture

#### **Synopsis**

This module is aimed at those students who would like to follow a career as Secondary School teachers, but is also suitable to those who would like to combine an academic course with work experience. Placements in a school environment will enhance the students' employment opportunities as they will acquire a range of skills. It will also provide the students with the opportunity to develop their knowledge and understanding of Religious Education and Philosophy in the secondary school context. The weekly school based work and university based work will complement each other.

#### **Preliminary Reading**

Capel, Susan Anne, Leask Marilyn, Turner Tony, *Learning to Teach in the Secondary School: A Companion to School Experience*, (London: Routledge, 2012)

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

<b>TH620 Anthropology of Religion</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	Day Dr A

### Contact Hours

1-hour lecture, 2-hour seminar

### Synopsis

The aim of the course is to provide students with an understanding of the history and practice of the anthropology of religion through the past 150 years. Students will explore the 'anthropology of religion' to provide an historical and contemporary understanding of how anthropological studies of religion enrich knowledge of what it means to be religious. The course will examine and students will practise the anthropological method of rich participant observation and comparative analysis. Course content focuses on foundational and contemporary issues of religious definition, ritual, belief, embodiment, rationality and relationships in both Western and non-western contexts.

### Preliminary Reading

Bowie, F. 2006. The anthropology of religion. Oxford: Blackwell.

Day, A. 2011 Believing in Belonging: Belief and Social Identity in the Modern World. Oxford: Oxford University Press.

Hammersley, M. and P. Atkinson 1995. Ethnography: principles in practice. London: Routledge.

Lambeck, M. (ed.) 2002. A reader in the anthropology of religion. Malden, Mass.: Blackwell.

<b>TH621 Anthropology of Religion</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	Day Dr A

### Contact Hours

1hour lecture, 2-hour seminar

### Synopsis

The aim of the course is to provide students with an understanding of the history and practice of the anthropology of religion through the past 150 years. Students will explore the 'anthropology of religion' to provide an historical and contemporary understanding of how anthropological studies of religion enrich knowledge of what it means to be religious. The course will examine and students will practise the anthropological method of rich participant observation and comparative analysis. Course content focuses on foundational and contemporary issues of religious definition, ritual, belief, embodiment, rationality and relationships in both Western and non-western contexts.

### Preliminary Reading

Bowie, F. 2006. The anthropology of religion. Oxford: Blackwell.

Day, A. 2011 Believing in Belonging: Belief and Social Identity in the Modern World. Oxford: Oxford University Press.

Hammersley, M. and P. Atkinson 1995. Ethnography: principles in practice. London: Routledge.

Lambeck, M. (ed.) 2002. A reader in the anthropology of religion. Malden, Mass.: Blackwell.

## 2013-14 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH623	<b>Crackling Biblical Codes: Prophecy, Apocalyptic and Wisdom</b>					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	Sherwood Prof Y

### Contact Hours

two hour lecture and one hour seminar

### Synopsis

This module will explore the theme of 'Biblical Codes' from two angles:

- 1) How has the Bible been read as code?
- 2) How can we read/ 'decode' biblical mysteries (prophecy, apocalyptic, or 'wisdom')

Under heading 1) we will be exploring how different writers and groups (some of them inside the Bible, some of them outside it) have read the Bible as temporal or political code. For example, the biblical book of Daniel attempts to decode the book of Jeremiah, which had already become deeply mysterious to ancient readers. Similarly, the New Testament 'deciphers' biblical prophecy and motifs by applying them to Jesus or the Roman Empire. At the other end of the time spectrum, we find bestsellers like Michael Drosnin's *The Bible Code* (1997), Hal Lindsey and Tim LaHaye's attempts to decrypt biblical visions of the end of time by way of contemporary global politics, or recent readings of the book of Ezekiel as prophecies about UFO's. Techniques of decryption are also built into central developments within Jewish and Christian traditions. In fact, what is often called the history of 'hermeneutics' could also be described as the history of 'How not to read literally'. We will be looking at a range of examples of such developments by focusing on readers like Philo of Alexandria, Augustine of Hippo, or Jewish Kabbalah.

Under heading 2, we will undertake some in-depth readings of prophecy, apocalyptic, or wisdom texts—the ones that readers of the Bible find most difficult to 'decode'. Texts to be studied will be taken from the Old Testament/Hebrew Bible, the New Testament, and the Pseudepigrapha. We will be exploring the contexts that produced these literatures and thinking about how to read (decipher?) them across the abyss of time.

### Preliminary Reading

From the Bible: Texts studied could include the book of Revelation, Daniel, Ecclesiastes, Job...

Other suggested reading:

Richard Bauckham, *The Theology of the Book of Revelation* (Cambridge University Press, 1993)

Gerald Bruns, *Hermeneutics Ancient and Modern* (Yale University Press, 1995)

Malcolm Bull (ed.), *Apocalypse Theory and the Ends of the World* (Oxford: Basil Blackwell, 1995)

Michael Drosnin, *The Bible Code* (Phoenix: 1997)

Christopher A. Frilingos, *Spectacles of Empire: Monsters, Martyrs and the Book of Revelation* (University of Pennsylvania Press: 2004)

Louis F. Hartman, Alexander A. Di Lella, *Daniel* (Anchor Bible Commentaries; Yale University Press: 2007)

Tim LaHaye, *Left Behind: A Novel of the Earth's Last Days* (Cambridge: Tyndale House, 1996)

Bernard McGinn, John J. Collins, Stephen J. Sein (eds.) *The Encyclopaedia of Apocalypticism* (New York: Continuum, 1998-2000), 3 vols.

Tina Pippin, *Apocalyptic Bodies: The Biblical End of the World in Text and Image* (London and New York: Routledge, 1999)

Hugh Pyper, 'Reading in the Dark: Zechariah, Daniel and the Difficulty of Scripture', *Journal for the Study of the Old Testament* 29.4 (2005), pp. 485-504.

TH624	<b>Indian Philosophy of Religion</b>					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	King Prof R

TH625	<b>Indian Philosophy of Religion</b>					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	King Prof R