

2014-15 Humanities Undergraduate Stage 2 & 3 Module Handbook

04 School of European Culture and Languages

CL310		Greek for Beginners				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	70% Coursework, 30% Exam	Rudolph Dr K

Contact Hours

4 hours per week

Synopsis

This course is designed for students who have not been exposed to any other highly inflected language. It aims at teaching students to read and understand ancient Greek within the context of fifth century BCE Greek civilisation and culture, by providing them with knowledge of ancient Greek grammar, syntax and culture. Grammatical theory is taught as a tool for dealing with the texts, understanding and gradually translating them. At the same time, productive use of the ancient Greek language, i.e. composition of simple sentences in ancient Greek is also taught.

Students will gain sufficient understanding of Greek grammar and syntax to enable them to translate Greek prose and verse. In addition, the study of ancient Greek will enrich the students' vocabulary.

Learning Outcomes

On successful completion of the module students will have:

Acquired a basic command of Ancient Greek accentuation and syntax,

Acquired a basic knowledge of grammatical terms and underlying principles of Ancient Greek,

Demonstrated basic reading skills and strategies,

Acquired basic abilities to translate Greek-to-English and English-to-Greek sentences

Acquired basic abilities to identify and solve problems with the appropriate tools in short translation passages in prose and verse from Ancient Greek authors.

Preliminary Reading

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

CL311		Latin for Beginners				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	60% Exam, 40% Coursework	Pollmann Prof K

Contact Hours

4 hours per week

Synopsis

The aim of the module is to give students a firm foundation in Classical Latin, both vocabulary and grammar (accentuation and syntax), using a modern course devised precisely with that objective in mind.

The schedule will follow the structured approach of Wheelock's Latin, covering: verbs: all four conjugations, indicative (both active and passive), present infinitive and imperative active; nouns, all five declensions, singular and plural, pronouns, demonstratives, relatives; adjectives, prepositions, the uses of the cases, simple sentence construction.

Learning Outcomes

Students will be able to show a knowledge of basic Latin accentuation 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 WHEELOCK - 'Wheelock's Latin', 7th ed., Harper Collins - please do NOT use an earlier edition

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

Contact Hours

8 hours of lectures, 7 hours of seminars

Availability

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

Method of Assessment

Assessment is 100% coursework, comprising:

90% assessed by an 8,000 word dissertation, to be typed or word-processed and submitted in 2 copies, and to be equipped with bibliography and references.

10% assessed by engagement, measured through the nominal or successful completion of 5 different tasks throughout the year: 2% for the submission of title and abstract, 2% for the submission of a literature review, 2% for the submission of a plan, 2% for the submission of proof of engagement (a commented first draft), 2% for the completion of an in-class editing exercise.

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

CL513 Intermediate Latin						
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

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CL517 Roman Britain

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	Baker Dr P (SECL)

Contact Hours

One two-hour lecture per week for ten weeks and one one-hour seminar per week for ten weeks

Availability

Available under code CL517 (H Level) or CL648 (I Level)

Synopsis

The module will deal with the history of the province from the time of Caesar's invasion down to the final Roman withdrawal. Attention will be paid to the military, social, economic and cultural aspects of the Roman conquest.

Preliminary Reading

S S FRERE - 'Britannia', Routledge, 3rd ed., rev. 1987 1
 S IRELAND - 'Roman Britain, A Sourcebook', Routledge, 2nd ed., 1996
 M MILLETT - 'The Romanization of Britain', CUP, 1990
 P SALWAY - 'Roman Britain', OUP, 1981
 M TODD - 'Roman Britain', Harvester Press, 1981

CL550 Intermediate Greek Language

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

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

CL571 Early Greece and the Formation of the Classical World

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

Contact Hours

One 1-hour lecture and one 2-hour seminar per week for twelve weeks

Synopsis

This module is concerned with the history of Greece down to the end of the Persian invasions. Among the subjects examined in detail are the growth of the city-state and its constitution and the impact of colonisation on the Greek world.

Preliminary Reading

A R BURN - 'Persia and the Greeks', Arnold, 1962
 C W FORNARA - 'Archaic Times to the End of the Peloponnesian War', Johns Hopkins, 1977
 R SEALEY - 'A History of the Greek City States', California, 1975

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CL573		Love and Sex in Roman Society				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	30 (15)	100% Coursework	Alwis Dr A

Contact Hours

1-hour lecture and a 2-hour seminar weekly for ten weeks

This module reviews texts relating to sexual behaviour attitudes and relationships throughout Latin Literature, raising questions both about the perception of sexuality in antiquity and how perception was translated into social and political relationships. Because of the nature of its coverage it can be counted as either a literature or a social history course, and is intended as a wide ranging complement to both. The module relies on primary texts from a variety of literary genres, from Epic and poetry to private letters, legal texts and inscriptions.

Availability

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

Learning Outcomes

By the end of the module, I and H students should have:

- 12.1 demonstrated the ability to engage in academic debate
- 12.2 demonstrated an understanding of material relevant to a particular question
- 12.3 displayed understanding of the usefulness of secondary sources
- 12.4 extended their knowledge of primary and secondary sources in order to produce written and oral analysis
- 12.5 developed their ability to make complex ideas understandable in their writing.

Preliminary Reading

- R Ancona & E. Greene (eds), *Gendered Dynamics in Latin Love Poetry* (Baltimore, 2005)
 S. Bartsch, *The mirror of the self: sexuality, self-knowledge, and the gaze in the early Roman Empire* (Chicago, 2006)
 K. Hersch, *The Roman wedding: ritual and meaning in antiquity* (Cambridge, 2010)
 R. Kraemer, *Unreliable Witnesses: Religion, gender, and history in the Greco-Roman Mediterranean* (Oxford, 2011).

CL582		Rome: The Imperial Republic				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Laurence Prof R

Contact Hours

One two-hour seminar for ten weeks.

Synopsis

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

Preliminary Reading

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

CL583		The Crisis of the Roman Republic				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

One two-hour seminar for ten weeks.

Synopsis

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

Preliminary Reading

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

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CL588	Heads, Heroes and Horses in Search of the Ancient Celts					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Willis Dr S

Contact Hours

11 x 2 hour seminars and 11 x 1 hour lectures

Availability

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

Synopsis

See entry for CL651

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

CL589	The Rise and Fall of Athens					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	La'da Dr C

Contact Hours

One two-hour seminar for twelve weeks.

Synopsis

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

Preliminary Reading

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

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

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

CL607	Greek and Roman Medicine					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Baker Dr P (SECL)

Availability

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

Synopsis

See entry for CL663

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CL609 Roman Art and Architecture						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Baker Dr P (SECL)

Contact Hours

2 hours a week plus Saturday day class/museum visits

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

CL627 Advanced Ancient Greek Language						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Coursework, 40% Exam	Alwis Dr A

Contact Hours

3 hours per week

Pre-requisites

Successful completion of CL550, or AS or A Level Latin or an equivalent qualification

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

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CL634 Hellenistic Literature and Culture						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	30 (15)	50% Coursework, 50% Exam	Kanellou Dr M

Contact Hours

2 hours per week

Availability

Also available under code CL654 (Level I)

Synopsis

In this module students will examine the literature and culture of the period of Hellenistic kingdoms following the death of Alexander of Macedon, with a strong focus on the role of the libraries that developed in the Hellenistic kingdoms and the changes to Greek material culture that arise from the contact with Near Eastern cultures. There will also be discussion of developments in religion and philosophy in that period and its impact on literature and culture and on Roman society.

Learning Outcomes

Students who successfully complete the module will

- Have acquired an understanding of some basic themes in the reception of Classical literature in the Hellenistic period;
- Have increased their understanding of the cultural identity of the Hellenistic kingdoms and the major developments in literature and philosophy;
- Be able to explicate the developments in Greek philosophy and literature, the impact of the creation of libraries and an analytical approach to literature;
- Be able to understand the challenges of examining literature that is often poorly preserved and the techniques of interpreting fragments;
- Have improved their ability to analyse, criticise and assess logical arguments;
- 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

APOLLONIUS OF RHODES - 'Jason and the Golden Fleece', trans. R HUNTER, Oxford, 1998

T MORGAN - 'Literate Education in the Hellenistic and Roman Worlds', CUP, 2000

M M AUSTIN - 'The Hellenistic World from Alexander to the Roman Conquest', CUP, 2006

B GENTILI - 'Theatrical Performances in the Ancient World', Gieben, 1979

B INWOOD & L P GERSON (trans.) - 'Hellenistic Philosophy: Introductory Readings', Hackett, 1998

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

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

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

Contact Hours

3 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 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

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
 P ZANKER - 'The Power of Images in the Age of Augustus', Ann Arbor, 1988

CL647		Advanced Latin				
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

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CL648		Roman Britain				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	Baker Dr P (SECL)

Contact Hours

One two-hour lecture per week for ten weeks and one one-hour seminar per week for ten weeks

Availability

Available under code CL517 (H Level) or CL648 (I Level)

Synopsis

The module will deal with the history of the province from the time of Caesar's invasion down to the final Roman withdrawal. Attention will be paid to the military, social, economic and cultural aspects of the Roman conquest.

Preliminary Reading

S S FRERE - 'Britannia', Routledge, 3rd ed., rev. 1987
 S IRELAND - 'Roman Britain, A Sourcebook', Routledge, 2nd ed., 1996
 M MILLETT - 'The Romanization of Britain', CUP, 1990
 P SALWAY - 'Roman Britain', OUP, 1981
 M TODD - 'Roman Britain', Harvester Press, 1981

CL651		Heads, Heroes and Horses: in search of the Ancient Celts				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Willis Dr S

Contact Hours

11 x 2 hour seminars and 11 x 1 hour lectures

Availability

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

Synopsis

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

Preliminary Reading

C HASELGROVE & R POPE (eds.) and C HASELGROVE & T MOORE (eds.) - 'The Earlier and Later Iron Age' volumes
 J COLLIS - 'The European Iron Age', 1998
 J COLLIS (ed.) - 'Society and Settlement in Iron Age Europe', 2001
 B CUNLIFFE - 'The Ancient Celts', 1997
 M GREEN (ed.) - 'The Celtic World', 1995
 S MOSCATI (ed.) - 'The Celts', 1991

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CL652 Gods, Heroes and Mystery Cults: Religion in Ancient Greece						
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 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 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

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

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 ZIDMAN & P S PANTEL - 'Religion in the Ancient Greek City', CUP, 1992

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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
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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/

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

CL654	Hellenistic Literature and Culture					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	50% Coursework, 50% Exam	Kanellou Dr M

Contact Hours

2 hours per week

Availability

Also available under code CL634 (Level H)

Synopsis

In this module students will examine the literature and culture of the period of Hellenistic kingdoms following the death of Alexander of Macedon, with a strong focus on the role of the libraries that developed in the Hellenistic kingdoms and the changes to Greek material culture that arise from the contact with Near Eastern cultures. There will also be discussion of developments in religion and philosophy in that period and its impact on literature and culture and on Roman society.

Learning Outcomes

Students who successfully complete the module will

- Have acquired an understanding of some basic themes in the reception of Classical literature in the Hellenistic period;
- Have increased their understanding of the cultural identity of the Hellenistic kingdoms and the major developments in literature and philosophy;
- Be able to explicate the developments in Greek philosophy and literature, the impact of the creation of libraries and an analytical approach to literature;
- Be able to understand the challenges of examining literature that is often poorly preserved and the techniques of interpreting fragments;
- Have improved their ability to analyse, criticise and assess logical arguments;
- 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

APOLLONIUS OF RHODES - 'Jason and the Golden Fleece', trans. R HUNTER, Oxford, 1998

T MORGAN - 'Literate Education in the Hellenistic and Roman Worlds', CUP, 2000

M M AUSTIN - 'The Hellenistic World from Alexander to the Roman Conquest', CUP, 2006

B GENTILI - 'Theatrical Performances in the Ancient World', Gieben, 1979

B INWOOD & L P GERSON (trans.) - 'Hellenistic Philosophy: Introductory Readings', Hackett, 1998

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CL663		Greek and Roman Medicine				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Baker Dr P (SECL)

Contact Hours

3 hours per week – 2 lectures and 1 seminar

Availability

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

Synopsis

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

Preliminary Reading

W. G. SPENCER (Trans.) *Celsus. De Medicina*. Cambridge MA and London: Harvard University Press and William Heinemann Ltd. 1971. (Loeb)

W. H. S. JONES (Trans.) - 'Hippocrates', London and Cambridge, MA: William Heinemann Ltd and Harvard University Press, 1953, (Loeb).

'Galen', Oxford University Press

G. LLOYD (ed). - 'Hippocrates Hippocratic Writings', Penguin Classics

A CRUSE - 'Roman Medicine', Stroud, 2004

R JACKSON - 'Doctors and Diseases in the Roman Empire', London: British Museum Press, 1988

Ph. J. VAN DER EIJK, H. F. J. HORSTMANNHOFF & P. H. SCHRIJVERS (eds.) - 'Ancient Medicine in its Socio-cultural Context', Amsterdam and Atlanta: Rodopi Press

O. TEMKIN (Trans.) - 'Soranus Gynecology', Baltimore: The Johns Hopkins University Press. 1956

CL667		Love and Sex in Roman Society				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	30 (15)	100% Coursework	Alwis Dr A

Contact Hours

1 hour lecture and 2 hour seminar, for ten weeks.

Availability

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

Synopsis

This module reviews texts relating to sexual behaviour attitudes and relationships throughout Latin Literature, raising questions both about the perception of sexuality in antiquity and how perception was translated into social and political relationships. Because of the nature of its coverage it can be counted as either a literature or a social history course, and is intended as a wide ranging complement to both. The module relies on primary texts from a variety of literary genres, from Epic and poetry to private letters, legal texts and inscriptions.

Learning Outcomes

By the end of the module, I and H students should have:

12.1 demonstrated the ability to engage in academic debate

12.2 demonstrated an understanding of material relevant to a particular question

12.3 displayed understanding of the usefulness of secondary sources

12.4 extended their knowledge of primary and secondary sources in order to produce written and oral analysis

12.5 developed their ability to make complex ideas understandable in their writing.

Preliminary Reading

R Ancona & E. Greene (eds), *Gendered Dynamics in Latin Love Poetry* (Baltimore, 2005)

S. Bartsch, *The mirror of the self: sexuality, self-knowledge, and the gaze in the early Roman Empire* (Chicago, 2006)

K. Hersch, *The Roman wedding: ritual and meaning in antiquity* (Cambridge, 2010)

R. Kraemer, *Unreliable Witnesses: Religion, gender, and history in the Greco-Roman Mediterranean* (Oxford, 2011).

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CL669 The Crisis of the Roman Republic

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

Availability

Available under codes CL583 (Level I) and CL669 (Level H)

Synopsis

See entry for CL583

CL670 Egypt and the Classical World

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

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 (Saiite) 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 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

CL671 The Rise and Fall of Athens

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

Availability

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

Synopsis

See entry for CL589

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CL674 Everyday Life in the Roman Empire						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Lavan Dr L

Contact Hours

One weekly 1 hour lecture and 2 hour seminar.

Availability

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

Method of Assessment

100% Coursework

Synopsis

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

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

Preliminary Reading

L CASSON - 'Everyday Life in Ancient Rome', Baltimore, Revised and Expanded Edition, 1999
R LAURENCE - 'Roman Pompeii. Space and Society', London, 2nd edition, 2007
R LAURENCE - 'Roman Passions. A History of Pleasure in Imperial Rome', London, 2009
P CONNOLLY & H DODGE - 'The Ancient City: Life in Classical Athens and Rome', Oxford, 1998
L LAVAN, E SWIFT & T PUTZEYS (eds.) - 'Objects in Context, Objects in Use', Leiden, 2007

Also recommended:

P ZANKER - 'Pompeii: Public and Private Life', Cambridge (Mass.), 1999
G HERMANSEN - 'Ostia: Aspects of Roman City Life', Edmonton, 1981

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CL675 Everyday Life in the Roman Empire						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Lavan Dr L

Contact Hours

One weekly 1 hour lecture and 2 hour seminar.

Availability

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

Method of Assessment

100% Coursework

Synopsis

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

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

Preliminary Reading

L CASSON - 'Everyday Life in Ancient Rome', Baltimore, Revised and Expanded Edition, 1999
R LAURENCE - 'Roman Pompeii. Space and Society', London, 2nd edition, 2007
R LAURENCE - 'Roman Passions. A History of Pleasure in Imperial Rome', London, 2009
P CONNOLLY & H DODGE - 'The Ancient City: Life in Classical Athens and Rome', Oxford, 1998
L LAVAN, E SWIFT & T PUTZEYS (eds.) - 'Objects in Context, Objects in Use', Leiden, 2007

Also recommended:

P ZANKER - 'Pompeii: Public and Private Life', Cambridge (Mass.), 1999
G HERMANSEN - 'Ostia: Aspects of Roman City Life', Edmonton, 1981

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CL677		Fieldwork Practice				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Lavan Dr L

Contact Hours

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

Restrictions

This module is exempted from the randomised selection criteria.
Students who wish to do it must apply for a fieldwork bursary in CLAS.
Please contact Luke Lavan - l.a.lavan@kent.ac.uk for more information.

Availability

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.

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.

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 published 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

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

2 hours per week, plus 1 half-day per week on placement

Synopsis

This module gives students the opportunity to apply the knowledge they have obtained in their Classical and Archaeological Degree to a work-place situation. It will enhance the student experience and allow them to take responsibility for their learning and development. In addition, it will give the students work experience which enhances their employability and improves their CV.

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

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

Learning Outcomes

Students will be able to demonstrate the ability to present material succinctly and clearly to a variety of audiences

Students will be able to demonstrate the implementation and evaluation of a specific idea or project

Students will be able to understand the importance of professional responsibility and of following professional guidelines

Students will be able to understand the National Curriculum and the role of Classical Studies and Ancient History within it

Students will be able to demonstrate knowledge of the organisation and the management of people within it

Students will be able to demonstrate a sound understanding of a range of approaches to learning and teaching and knowledge of how these approaches relate to practice

Students will be able to demonstrate an understanding of the principles of assessment and evaluation and how these relate to teaching in practice

Students will be able to develop (and reflect on) practical teaching skills

Preliminary Reading

S CAPEL - 'Learning to Teach in the Secondary School', Routledge, 2009

B ROGERS - 'Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support', Sage Publications Ltd, 2011

D WILLIS - 'Doing task-based teaching', OUP, 2007

S CAPEL - 'Getting the Buggers to Behave', Continuum Publishing Corporation, 2010

<http://www.nc.uk.net>

<http://www.dcsf.gov.uk/everychildmatters/about/>

<http://www.mflresources.org.uk/index.html>

<http://www.itmfl.org.uk/trainees/literature.htm>

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CL691 Monsters in Roman Literature						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	60% Coursework, 40% Exam	Lowé Dr D

Contact Hours

2 hour lecture, 1 hour seminar

Availability

Available as CL692 (I Level) or CL691 (H Level)

Method of Assessment

Participation in seminars and through the creation of MyFolio pages is worth 20%; two essays are worth 20% each and the final examination is worth 40%.

Synopsis

This module explores the monsters of Roman culture, mythological and otherwise, treated as a series of self-contained but interrelated topics. Most were inherited from Greece but adapted for new tastes and purposes. Latin poetry in translation is the focus, and Virgil's Aeneid and Ovid's Metamorphoses are the central texts, but prose sources and the visual arts will be included where appropriate, as well as comparisons with earlier Greek sources. Major figures such as the Cyclopes, the Centaurs and Medusa will be included, but the definition of the 'monster' will be broad, incorporating (for example) the supposed bodily imperfections of emperors, or the strange features of personified figures such as Hunger and Envy. Lectures offering broader perspectives will be complemented by seminars which focus on the analysis of specific passages of text.

Learning Outcomes

Students who successfully complete the module should:

- Have a knowledge of how Roman texts represent monsters, and how this reflects their historical and cultural context.
- Have an understanding of a wide range of Roman literary forms through the examination of primary and secondary sources.
- Have knowledge and understanding of another culture, whether focused on literature or history.

Preliminary Reading

Indicative Reading List

Primary Sources

- C. Day Lewis (trans.), *Virgil: The Aeneid* (Oxford: Oxford UP 1998)
- A.D. Melville (trans.), *Ovid: Metamorphoses* (Oxford: Oxford UP 1998)

Secondary Sources

- Atherton, Catherine (ed.), *Monsters and Monstrosity in Greek and Roman Culture* (Bari 1998)
- Barton, Carlin A., *The Sorrows of the Ancient Romans: The Gladiator and the Monster* (Princeton 1993)
- Feeney, Denis C., *The Gods in Epic* (Oxford 1991)
- Garland, Robert, *The Eye of the Beholder: Deformity and Disability in the Graeco-Roman World* (Ithaca 1995)
- Hardie, Philip R. (ed.), *Paradox and the Marvellous in Augustan Literature and Culture* (Oxford 2009)
- Hershkowitz, Debra, *The Madness of Epic* (Oxford: Oxford UP 1998)
- Keith, Alison M., *Engendering Rome: Women in Latin Epic* (Cambridge: Cambridge UP 2000)
- Mayor, Adrienne, *The First Fossil Hunters: Paleontology in Greek and Roman Times* (Princeton 2000)
- Murgatroyd, Paul, *Mythical Monsters in Classical Literature* (London 2007)
- Warner, Marina, *Six Myths of Our Time: Managing Monsters* (London: Vintage 1994)

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CL692		Monsters in Roman Literature				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	60% Coursework, 40% Exam	Lowé Dr D

Contact Hours

2 hour lecture, 1 hour seminar

Availability

Available as CL692 (I Level) or CL691 (H Level)

Method of Assessment

Participation in seminars and through the creation of MyFolio pages is worth 20%; two essays are worth 20% each and the final examination is worth 40%.

Synopsis

This module explores the monsters of Roman culture, mythological and otherwise, treated as a series of self-contained but interrelated topics. Most were inherited from Greece but adapted for new tastes and purposes. Latin poetry in translation is the focus, and Virgil's Aeneid and Ovid's Metamorphoses are the central texts, but prose sources and the visual arts will be included where appropriate, as well as comparisons with earlier Greek sources. Major figures such as the Cyclopes, the Centaurs and Medusa will be included, but the definition of the 'monster' will be broad, incorporating (for example) the supposed bodily imperfections of emperors, or the strange features of personified figures such as Hunger and Envy. Lectures offering broader perspectives will be complemented by seminars which focus on the analysis of specific passages of text.

Learning Outcomes

Students who successfully complete the module should:

- Have a knowledge of how Roman texts represent monsters, and how this reflects their historical and cultural context.
- Have an understanding of a wide range of Roman literary forms through the examination of primary and secondary sources.
- Have knowledge and understanding of another culture, whether focused on literature or history.

Preliminary Reading

Indicative Reading List

Primary Sources

- C. Day Lewis (trans.), Virgil: The Aeneid (Oxford: Oxford UP 1998)
- A.D. Melville (trans.), Ovid: Metamorphoses (Oxford: Oxford UP 1998)

Secondary Sources

- Atherton, Catherine (ed.), Monsters and Monstrosity in Greek and Roman Culture (Bari 1998)
- Barton, Carlin A., The Sorrows of the Ancient Romans: The Gladiator and the Monster (Princeton 1993)
- Feeney, Denis C., The Gods in Epic (Oxford 1991)
- Garland, Robert, The Eye of the Beholder: Deformity and Disability in the Graeco-Roman World (Ithaca 1995)
- Hardie, Philip R. (ed.), Paradox and the Marvellous in Augustan Literature and Culture (Oxford 2009)
- Hershkowitz, Debra, The Madness of Epic (Oxford: Oxford UP 1998)
- Keith, Alison M., Engendering Rome: Women in Latin Epic (Cambridge: Cambridge UP 2000)
- Mayor, Adrienne, The First Fossil Hunters: Paleontology in Greek and Roman Times (Princeton 2000)
- Murgatroyd, Paul, Mythical Monsters in Classical Literature (London 2007)
- Warner, Marina, Six Myths of Our Time: Managing Monsters (London: Vintage 1994)

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CL699	Classical Studies and Ancient History in the Classroom					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Ross Mrs Y

Contact Hours

2 hours per week, plus 1 half-day on placement

Restrictions

This module is exempt from the randomised selection criteria. Students will be selected by their subject grades, attendance record and interview performance.

Synopsis

This module gives students the opportunity to apply the knowledge they have obtained in their Classical and Archaeological Degree to a work-place situation. It will enhance the student experience and allow them to take responsibility for their learning and development. In addition, it will give the students work experience which enhances their employability and improves their CV.

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

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

Learning Outcomes

Students will be able to demonstrate the ability to present material succinctly and clearly to a variety of audiences

Students will be able to implement and evaluate a specific idea or project

Students will be able to demonstrate an understanding of the importance of professional responsibility and of following professional guidelines

Students will be able to demonstrate an understanding of the National Curriculum and the role of Classical Studies and Ancient History within it

Students will be able to demonstrate a knowledge of the organisation and the management of people within it

Students will be able to demonstrate a sound understanding of a range of approaches to learning and teaching and knowledge of how these approaches relate to practice

Students will be able to demonstrate an understanding of the principles of assessment and evaluation and how these relate to teaching in practice

Students will be able to demonstrate the ability to develop (and reflect on) practical teaching skills

Preliminary Reading

S CAPEL - 'Learning to Teach in the Secondary School', Routledge, 2009

B ROGERS - 'Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support', Sage Publications Ltd, 2011

D WILLIS - 'Doing task-based teaching', OUP, 2007

S CAPEL - 'Getting the Buggers to Behave', Continuum Publishing Corporation, 2010

<http://www.nc.uk.net>

<http://www.dcsf.gov.uk/everychildmatters/about/>

<http://www.mflresources.org.uk/index.html>

<http://www.itmfl.org.uk/trainees/literature.htm>

Nicholls, Gill (ed) An Introduction to Teaching a Handbook for Primary and Secondary School Teachers, 2nd. ed. (London: RoutledgeFalmer: 2004). Chapters 1 & 2.

Cost

Some travel may be required by students taking this module. In this instance, it should be noted that the University is unable to cover the cost of any such journey.

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CL702		Heritage Studies (with Internship)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	Labadi Dr S

Contact Hours

2 hours per week (Term 1), plus approximately 70 hours spent on placement

Availability

Available under CL702 (I Level) and CL703 (H)

Synopsis

The module will allow students to acquire knowledge and critical understanding of the principles related to heritage sites conservation and management. This will be done through lectures and seminars and through discussion of the key references. Students will then be required to apply concepts and principles learnt in class in the context of their internship. As part of their internship, each student will devise a special project in consultation with the mentor and the module convenor. Precise objectives and skills to be learnt will be recorded and tracked regularly. Students will keep a weekly log of their activities. The placement may take place either as a block during the Easter vacation of Stage 2 or 3, or at regular intervals over the Autumn and Spring terms.

Learning Outcomes

On successful completion of the module I level students will have:

- 12.1. acted as part of a team, maintaining effective working relationships with employers and employees.
- 12.2: demonstrated communication skills, written and oral, both one to one and with an audience.
- 12.3: displayed the ability to make effective use of source materials, as well as IT skills, to support activities.
- 12.4: displayed organisational, prioritisation, time management and negotiating skills.
- 12.5: engaged in self-analysis, problem-solving and critical evaluation.

Preliminary Reading

- HARRISON - 'Manual of Heritage Management', Butterworth-Heinemann, 1994
- Sørensen, M. L. S. & Carman, J. (eds) 2009. Heritage studies: methods and approaches. London: Routledge
- Smith, L., 2006. Uses of heritage. London: Routledge
- Bandarin, F. and Van Oers, R. 2012. The Historic Urban Landscape. Wiley-Blackwell
- Spenceley, ed. Responsible Tourism. Critical issues for Conservation and Development. London: Earthscan
- Leask, A. and Fyall, A. (eds) 2006. Managing World Heritage Sites. Oxford: Butterworth-Heinemann

CL703		Heritage Studies (with Internship)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Labadi Dr S

Contact Hours

2 hours per week (Term 1), plus approximately 70 hours spent on placement

Method of Assessment

100% Coursework

Synopsis

The module will allow students to acquire knowledge and critical understanding of the principles related to heritage sites conservation and management. This will be done through lectures and seminars and through discussion of the key references. Students will then be required to apply concepts and principles learnt in class in the context of their internship. As part of their internship, each student will devise a special project in consultation with the mentor and the module convenor. Precise objectives and skills to be learnt will be recorded and tracked regularly. Students will keep a weekly log of their activities. The placement may take place either as a block during the Easter vacation of Stage 2 or 3, or at regular intervals over the Autumn and Spring terms.

Learning Outcomes

On successful completion of the module H level students will have: 11.5. obtained a systematic understanding of the well-established principles of heritage sites conservation and management and a detailed knowledge of the way in which those principles have developed; 11.6. acquired the ability to deploy accurately established techniques of analysis and enquiry within a discipline, in the context of academia and outside; 11.7. obtained a systematic and conceptual understanding of the main methods of enquiry on different topics related to the basic conservation and management of sites, and ability to evaluate critically the appropriateness of these different approaches to solving problems; 11.8. have an in-depth appreciation of the limits of their knowledge, in particular of their biases, and how these influence their analyses and interpretation of heritage sites and decisions related to their conservation and management

Preliminary Reading

- HARRISON - 'Manual of Heritage Management', Butterworth-Heinemann, 1994
- Sørensen, M. L. S. & Carman, J. (eds) 2009. Heritage studies: methods and approaches. London: Routledge
- Smith, L., 2006. Uses of heritage. London: Routledge
- Bandarin, F. and Van Oers, R. 2012. The Historic Urban Landscape. Wiley-Blackwell
- Spenceley, ed. Responsible Tourism. Critical issues for Conservation and Development. London: Earthscan
- Leask, A. and Fyall, A. (eds) 2006. Managing World Heritage Sites. Oxford: Butterworth-Heinemann

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CL704		Egypt and the Classical World				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	La'da Dr C

Contact Hours

3 hours per week

Availability

Available as CL704 (I Level) or CL705 (H Level)

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

At the end of the module level I students will be able to

1. demonstrate 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)
2. demonstrate critical understanding of the historical interpretations of the sources
3. show critical understanding of the importance of using interdisciplinary source material, such as historical textual sources and archaeological remains;
4. show a knowledge of interactions between Greeks and Egyptians
5. show an understanding of the role historical events played in the development of Egypt
6. demonstrate they have gained skills in historiography and textual analysis.

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
M. Van De Mieroop, A History of Ancient Egypt, Malden, 2011

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CL705 Egypt and the Classical World						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	La'da Dr C

Contact Hours

3 hours per week

Availability

Available as CL704 (I Level) or CL705 (H Level)

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

At the end of the module level H students will be able to:

7. demonstrate a systematic understanding of the contacts (material, artistic, cultural and intellectual) between the Greek World and Egypt during the Archaic and Classical periods (Egyptian Dynasties XXV-XXX)
8. make sustained critical historical interpretation of sources
9. demonstrate an understanding of the importance of using interdisciplinary source material, such as historical textual sources and archaeological remains;
10. understand the complexity of interactions between Greeks and Egyptians make judgements regarding the role historical events played in the development of Egypt
11. demonstrate they have furthered skills in historiography and textual analysis including a developed critical awareness.

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
M. Van De Mierop, A History of Ancient Egypt, Malden, 2011

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CL708 Greek Philosophy: Plato and Aristotle						
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 CL709 (Level H)

Method of Assessment

100% coursework

Synopsis

This module provides an introduction to some of the major works in ancient Greek philosophy in relation to ethics, aesthetics, political theory, ontology and metaphysics. Students will study substantial portions of primary texts by the Pre-Socratics, Plato and Aristotle. The emphasis throughout will be on the philosophical significance of the ideas studied. The module will concentrate on understanding key philosophical arguments and concepts within the context of the ancient Greek intellectual tradition. This means that students will gain a critical distance from normative and modern definitions of philosophical terms in order to understand how Greek philosophy generally approached questions and problems with different suppositions and conceptions of reality, reason and the purpose of human existence.

Learning Outcomes

By the end of the course I Level students should be able to: 1. articulate answers to key questions in ancient Greek philosophy (e.g., what is virtue?, what is knowledge?, what are the first causes and principles of reality?; what is nature? what is the nature of mimesis?); 2. understand the importance and implications of the central issues of ancient philosophy within their historical context, the field of philosophy, and modern society; 3. comprehend the conceptual nuances of key ancient Greek terms without relying on English translations and appreciate the ambiguity and limits of knowledge; 4. develop critical, specific and in-depth analyses of these issues; and 5. engage reflectively with other people's analyses and interpretations of primary and secondary sources. By the end of the course H Level students should be able to: 6. articulate detailed and nuanced answers to key questions in ancient Greek philosophy (e.g., what is virtue?, what is knowledge?, what are the first causes and principles of reality?; what is nature? what is the nature of mimesis?); 7. show deep understanding of the importance and implications of the central issues of ancient philosophy within their historical context, the field of philosophy, and modern scholarly literature; 8. devise sustained, critical and evaluative arguments related to the interpretation and analysis of these issues; 9. engage reflectively with current research related to primary and secondary sources; and 10. understand the conceptual nuances of key ancient Greek terms without relying on English translations and appreciate the ambiguity and limits of knowledge.

Preliminary Reading

The core texts may change from year to year, but will include fragments from the Presocratics and Sophists and key texts from Plato and Aristotle. The works listed below are meant to be indicative of the kind of things students will be expected to read in any given year.

Aristotle, Physics, excerpts

Aristotle, Metaphysics, excerpts

Aristotle, Nicomachean Ethics

Fragments of Heraclitus, Empedocles and Democritus

Fragments of Protagoras

Hesiod, Theogony

Plato, Apology

Plato, Euthyphro

Plato, Republic

Plato, Timaeus, excerpts

Sophocles, Antigone

Key secondary material will be provided by module reader or Library scanned excerpts on Moodle.

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CL709 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 CL708 (Level I)

Method of Assessment

100% coursework

Synopsis

This module provides an introduction to some of the major works in ancient Greek philosophy in relation to ethics, aesthetics, political theory, ontology and metaphysics. Students will study substantial portions of primary texts by the Pre-Socratics, Plato and Aristotle. The emphasis throughout will be on the philosophical significance of the ideas studied. The module will concentrate on understanding key philosophical arguments and concepts within the context of the ancient Greek intellectual tradition. This means that students will gain a critical distance from normative and modern definitions of philosophical terms in order to understand how Greek philosophy generally approached questions and problems with different suppositions and conceptions of reality, reason and the purpose of human existence.

Learning Outcomes

By the end of the course I Level students should be able to: 1. articulate answers to key questions in ancient Greek philosophy (e.g., what is virtue?, what is knowledge?, what are the first causes and principles of reality?; what is nature? what is the nature of mimesis?); 2. understand the importance and implications of the central issues of ancient philosophy within their historical context, the field of philosophy, and modern society; 3. comprehend the conceptual nuances of key ancient Greek terms without relying on English translations and appreciate the ambiguity and limits of knowledge; 4. develop critical, specific and in-depth analyses of these issues; and 5. engage reflectively with other people's analyses and interpretations of primary and secondary sources. By the end of the course H Level students should be able to: 6. articulate detailed and nuanced answers to key questions in ancient Greek philosophy (e.g., what is virtue?, what is knowledge?, what are the first causes and principles of reality?; what is nature? what is the nature of mimesis?); 7. show deep understanding of the importance and implications of the central issues of ancient philosophy within their historical context, the field of philosophy, and modern scholarly literature; 8. devise sustained, critical and evaluative arguments related to the interpretation and analysis of these issues; 9. engage reflectively with current research related to primary and secondary sources; and 10. understand the conceptual nuances of key ancient Greek terms without relying on English translations and appreciate the ambiguity and limits of knowledge.

Preliminary Reading

The core texts may change from year to year, but will include fragments from the Presocratics and Sophists and key texts from Plato and Aristotle. The works listed below are meant to be indicative of the kind of things students will be expected to read in any given year.

Aristotle, Physics, excerpts

Aristotle, Metaphysics, excerpts

Aristotle, Nicomachean Ethics

Fragments of Heraclitus, Empedocles and Democritus

Fragments of Protagoras

Hesiod, Theogony

Plato, Apology

Plato, Euthyphro

Plato, Republic

Plato, Timaeus, excerpts

Sophocles, Antigone

Key secondary material will be provided by module reader or Library scanned excerpts on Moodle

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CL710		Advanced Latin Plus				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Coursework, 40% Exam	Lowé Dr D

Contact Hours

Two hours per week for 20 weeks, with up to one additional hour of supervision per week according to the individual needs of the student.

Pre-requisites

CL647 - Advanced Latin, or an equivalent qualification

Synopsis

In the weekly teaching hours, 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 translation. They will use the remainder of their preparation time in preparing the coursework component, supervised in the additional contact hours, to be submitted near the end of Spring Term.

Learning Outcomes

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

1. study unadapted Latin texts through supervised independent reading.
2. apply a systematic knowledge of Latin grammatical terms and inflection systems to the reading of unadapted Latin texts.
3. show a knowledge of specialised Latin vocabulary appropriate to their chosen area of study.
4. conduct independent research in Latin literature, using appropriate scholarly sources including reference works and commentaries
5. comment on thematic and stylistic points of interest in the reading of unadapted Latin texts.

Preliminary Reading

Apuleius (ed. E.J. Kenney), *Cupid and Psyche*, CUP, 1990

Lucretius (ed. C. Newlands), *Staius: Silvae II*, CUP, 2011

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CP510	The Text: Approaches to Comparative Literature					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	Evangelou Dr A

Contact Hours

2 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 comparativist 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 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:

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

William Shakespeare, 'Sonnet 55', in Shakespeare's Sonnets and A Lover's Complaint, ed. Stanley Wells (Oxford and New York: Oxford University Press, 1987)

John Keats, 'La Belle Dame Sans Merci', in Selected Poems, ed. John Barnard (Harmondsworth: Penguin, 2007)

Alexander Pushkin, 'The Queen of Spades', in The Queen of Spades and Other Stories, ed. Andrew Kahn, trans. Alan Myers (Oxford: Oxford University Press, 1997)

Charlotte Perkins Gilman, 'The Yellow Wall-Paper', in The Yellow Wall-Paper, Herland, and Selected Writings, ed. Denise D. Knight (New York and London: Penguin, 2009)

T. S. Eliot, The Waste Land, in The Complete Poems and Plays (London: Faber & Faber, 1969)

Sylvia Plath, 'Full Fathom Five', in Collected Poems, ed. Ted Hughes (London: Faber & Faber, 1981)

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CP513		Comparative Literature Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Stähler Dr A

Restrictions

Available to Stage 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

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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	Evangelou Dr A

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 grasp the basic tools of film criticism

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

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

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

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CP527		Medieval Literature and Culture				
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

Extracts from the following text will be studied:

Anonymous, The Song of the Cid
Giovanni Boccaccio, The Decameron
Geoffrey Chaucer, The Canterbury Tales and The House of Fame
Wolfram von Eschenbach, Parzival
Guillaume de Lorris and Jean de Meun, The Romance of the Rose
Julian of Norwich, Revelations of Divine Love
Chrétien de Troyes, Arthurian Romances
Jacobus de Voragine, The Golden Legend

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CP530 Marriage, Adultery and Divorce in 19th Century Fiction						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Straker Mrs D
1	Tonbridge Centre	Spring	I	30 (15)	100% Coursework	Straker Mrs D

Contact Hours

2 hour seminar 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 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

- Mary Elizabeth Braddon, *Lady Audley's Secret* (Wordsworth, 1997)
- Anne Brontë, *The Tenant of Wildfell Hall* (Wordsworth, 1996)
- Kate Chopin, *The Awakening* (Dover, 1994)
- Theodor Fontane, *Effi Briest*, trans. Hugh Rorrison (Penguin, 2000)
- J.W. von Goethe, *Elective Affinities*, trans. David Constantine (OUP, 2008)
- Leo Tolstoy, *The Kreutzer Sonata* (Penguin, 2007)

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CP609		Modernism and the European Avant-Garde				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Schaffner Dr A

Contact Hours

2 hours per week

Synopsis

The module will begin with the study of some of the major avant-garde movements (including Expressionism, Futurism, Imagism, Vorticism, Dada, and Surrealism) that sprang up in the first two decades of the twentieth century. Students will read a range of short manifestos and literary works by Tristan Tzara, Filippo Marinetti, T. E. Hulme, Wyndham Lewis, T. S. Eliot, Ezra Pound, André Breton, and others. Once both the diversity and the international nature of modernism have been considered, students will go on to look in depth at a series of major modernist writers from different national backgrounds, and to identify what these writers share, what distinguishes them from one another, and, in some cases, what sets them in violent opposition. The aim here will be to give students a sense of the plurality of modernisms and the conflicts that were internal to the movement. Although the focus will be on some of the most significant individual works of modernist literature (for instance, Proust's *Swann's Way*, Kafka's *The Trial*, Joyce's *Portrait of the Artist as a Young Man*, and Eliot's *The Waste Land*), shorter texts, both literary and critical/theoretical, will also constitute the recommended reading in preparation for seminars. Seminal essays by major commentators on the modernist movement such as Walter Benjamin, Georg Lukács, and Theodor Adorno will constitute part of the primary reading. The aim throughout will be to strike a balance between close reading and the consideration of the more general theoretical and political issues at stake in the modernist 'revolution of the word'. Students will also be encouraged to explore the ways in which modernism finds expression in the visual arts, particularly in Expressionism, Cubism, and Abstraction.

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

Rainer Maria Rilke, *The Notebooks of Malte Laurids Brigge*

Marcel Proust, *Swann's Way*

André Breton, *Nadja*

James Joyce, *A Portrait of the Artist as a Young Man*

T. S. Eliot, *The Waste Land*

Virginia Woolf, *To the Lighthouse*

Franz Kafka, *The Trial*

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CP611		Postmodernism				
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

Restrictions

Available to Stage 3 students only

Synopsis

The module will begin by studying some of the major early postmodern writers such as Charles Olson 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

On successful completion of the module students will:

1. show knowledge and critical understanding of the cultural contexts from which postmodernism has emerged and the nature of its relation to those contexts
2. demonstrate the ability to apply accurately a range of theories regarding the precise nature of the postmodernist turn and its relation to the modernism against or through which it defines itself, and to be able to interrogate and explore these theories critically
3. understand the specifically postmodernist treatment of a range of key topics, including identity, gender difference, history, image and reality, and the simulacrum, along with the limitations and complexities of these treatments
4. be able to describe and comment upon 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

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

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

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Learning Outcomes

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

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Preliminary Reading

Race Theory:

EXCERPTS from:

- Joseph Arthur Comte de Gobineau, *An Essay on the Unequality of the Human Races* (Am. transl. 1856; first French 1853–55; excerpts)
- Houston Stewart Chamberlain, *Foundations of the Nineteenth Century* (Am. transl. 1911; first German 1899; excerpts)
- Hans F. K. Günther, *The Racial Elements of European History* (Engl. transl. 1927; first German 1925; excerpts)

Dreyfus Affair and Zionism:

- Émile Zola, "J'accuse" (1898)
- Theodor Herzl, *The Jewish State* (1896; excerpts)

Anti-Semitism:

EXCERPTS from:

- *The Jewish Peril*. *Protocols of the Learned Elders of Zion* (Engl. transl. 1920; first Russian 1905; excerpts)
- Adolf Hitler, *My Struggle* (Engl. transl. 1933; first German 1925–6; excerpts)
- *Nuremberg Laws* (1935)

Literature of Testimony:

- Elie Wiesel, *Night* (Engl. transl. 1958; first Yiddish 1955)
- Primo Levi, *If This Is a Man* (Engl. transl. 1959; first Italian 1947)
- Jean Améry, *At the Mind's Limits* (Engl. transl. 1980; first German 1966)

Poetic Responses:

- Paul Celan, "Death Fugue" (1947)

EXCERPTS from:

- Nelly Sachs, *O the Chimneys* (1967)
- Gertrude Kolmar, *Dark Soliloquy* (1975)

'Fabricated' Memory:

- Jerzy Kosinsky, *The Painted Bird* (Engl. transl. 1975; first Polish 1965)
- Binjamin Wilkomirski, *Fragments. Memories of a Wartime Childhood* (Engl. transl. 1996; first German 1995)

Allegoric Writing:

- M. Klein, *The Second Scroll* (1951)
- André Schwarz-Bart, *The Last of the Just* (Engl. transl. 1961; first French 1959)

Documentary Drama:

- Peter Weiss, *The Investigation* (Engl. transl. 1965; first German 1964)

Fictional Writing:

- David Grossman, *See Under: Love* (Engl. transl. 1989; first Hebrew 1986)
- Melvin Jules Bukiet, *After* (1996)
- Anne Michaels, *Fugitive Pieces* (1997)
- Jonathan Safran Foer, *Everything Is Illuminated* (2002)
- Tova Reich, *My Holocaust* (2006)

Graphic Novels:

- Bernie Krigstein, *Master Race* (1955)
- Art Spiegelman, *Maus. A Survivor's Tale* (1973)

Films:

- Tim Blake Nelson, *The Grey Zone* (2001)
- Liv Schreiber, *Everything Is Illuminated* (2005)

EXCERPTS from:

- Leni Riefenstahl, *Triumph of the Will* (1935; excerpts)
- Veit Harlan, *Jud Süß* (1940; excerpts)
- Billy Wilder, *The Death Mills* (1945; excerpts)
- Claude Lanzmann, *Shoah* (1985; excerpts)
- Eyal Sivan, *The Specialist* (1999; excerpts)

Photographs:

- Margaret Bourke-White (*LIFE*, 1945)
 - Byron H. Rollins (*Associated Press*, 1945)
 - Gérard Raphaël Algoet (Belgian government, 1945)
 - Eric Schwab (*Agence France Presse*, 1945)
- all available (including commentary) at: <http://www.buchenwald.de/fotoarchiv/index.php>

Memorials, Museums:

- Yad Vashem Holocaust Memorial Museum, Jerusalem (1953)
- The United States Holocaust Memorial Museum, Washington, DC (1993)
- Jüdisches Museum, Berlin (2001)
- Stolpersteine ("stumbling blocks"), Gunter Demmig

NOTE: A number of the texts and films listed here will be read or viewed in excerpts only

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CP627		Science Fiction: History and Innovation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	March-Russell Dr P

Contact Hours

2 hour weekly seminar and 1 hour fortnightly lecture

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

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

1. demonstrate knowledge and understanding of key works of science fiction in relation to their national, cultural and historical contexts
2. engage a set of key interdisciplinary approaches to the study of science fiction as a global art-form
3. demonstrate knowledge of the development of science fiction in relation to other genres and to critically assess this understanding

Preliminary Reading

J.G. Ballard, *The Atrocity Exhibition*, HarperPerennial, 1979
Adolfo Bioy Casares, *The Invention of Morel*, NYRB Classics, 2003
Philip K. Dick, *The Three Stigmata of Palmer Eldritch*, Gollancz, 2011
Stanislaw Lem, *The Futurological Congress*, Harcourt, 1985
Arkady and Boris Strugatsky, *Roadside Picnic*, Gollancz, 2012
Jules Verne, *From the Earth to the Moon*, Wordsworth, 2011
H.G. Wells, *The First Men in the Moon*, Penguin, 1993
Yevgeny Zamyatin, *We*, Penguin, 1972

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CP629	Second Thoughts: Women Novelists from Bronte to Jelinek					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	Haustein K Dr

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'

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CP636		European Realism				
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 hours per 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

G ELIOT - 'The Mill on the Floss', Penguin
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
H de BALZAC - 'Pere Goriot', Oxford World's Classics
G FLAUBERT - 'Madame Bovary', Penguin
H IBSEN - 'Ghosts' in 'Five Plays', Nick Hern Books

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

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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

By the end of the module, students will:

- Have acquired knowledge and critical understanding of the major epics of the Western tradition from classical antiquity to major twentieth-century exponents such as James Joyce and Derek Walcott.
- Be able to display cogent understanding of the cultural, literary, religious, and historical contexts for an understanding of the evolution of the epic across the centuries.
- Exhibit the analytical skills required to critically assess, evaluate and explain the distinctive literary features of the epic in its migration through history, culture, and language.
- To evaluate how a traditional epic compares and contrasts with the subsequent development of the genre; i.e. an ability to apply these frameworks in contexts other than those in which they were first encountered.

Preliminary Reading

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

D WALCOTT - 'Omeros', Faber & Faber

HOMER - 'The Iliad'

HOMER - 'The Odyssey'

VIRGIL - 'The Aeneid'

J JOYCE - 'Ulysses'

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CP644 Creatures of the Night: Vampires in Literature and Film						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Schaffner Dr A
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Schaffner Dr A

Contact Hours

2 hours per week

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

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

Further texts corresponding to current prize awards

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

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

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'

Further texts corresponding to current prize awards

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CP650		Decadence in Fin-de-Siecle Europe				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	March-Russell Dr P

Contact Hours

2 hours per week

Restrictions

Available to Stage 3 students only

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

Knut Hamsun, *Hunger*, trans. Sverre Lyngstad (Canongate, 2006)

Joris-Karl Huysmans, *Against Nature*, trans. Robert Baldick, ed. Patrick McGuinness (Penguin, 2003)

Frank Wedekind, *Lulu*, trans. Wes Williams, ed. Nicholas Wright (Nick Hern Books, 2001)

Oscar Wilde, *The Picture of Dorian Gray*, ed. Isobel Murray (Oxford World's Classics, 1994)

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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	Awadalla Dr M

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

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CP653	Comparative Literature and English & Linguistics in the Classroom					
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 36 hours spent in placement school

Restrictions

Only available to Stage 3 students

This module is exempt from the randomised selection criteria. Students will be selected by their subject grades, attendance record and interview performance.

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.

They will observe sessions taught by their designated teacher and possibly other teachers. Initially, for these sessions the students will concentrate on specific aspects of the teachers' tasks, and their approach to teaching a whole class. As they progressed, their role will be as teaching assistants, by helping individual pupils who are having difficulties or by working with small groups. They may teach brief or whole sessions with the whole class or with a small group of students where they explain a topic related to the school syllabus. They may also talk about aspects of University life. They must keep a weekly journal reflecting on their activities at their designated school.

Each student must also devise a special project in consultation with the teacher and with the module convenor. They must then implement and evaluate the project.

Learning Outcomes

On successful completion of the module students will:

1. Be able to present language material and subject related ideas concisely and coherently to a variety of audiences.
2. Understand the role of literature as a tool to engage students and improve their grasp of their own language or target language.
3. Create, put into practice and evaluate a specific idea or project.
4. 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.
5. Develop an understanding of the National Curriculum and the role of English and Literature within the Curriculum.
6. Acquire knowledge of the organisation within schools and the management of people within them.

Preliminary Reading

General:

Capel, Susan Anne, Leask Marilyn, Turner Tony, Learning to Teach in the Secondary School: A Companion to School Experience, (London: Routledge, 2012)

Nicholls, Gill, A Introduction to Teaching a Handbook for Primary and Secondary School Teachers, 2nd. ed. (London: RoutledgeFalmer: 2004)

Leibling, Mike, The A-Z of Learning: Tips and Techniques for Teachers (New York: Routledge, 2005)

Specific:

Adams, Anthony, Brindley Susan, Teaching Secondary English with ICT, (Maidenhead: Open University Press, 2007)

Evans, Carol, Teaching English: Developing as a Reflective Secondary Teacher, (London: Sage, 2009)

Fleming Mike, Stevens David, English Teaching in Secondary School: Linking Theory and Practice, 2nd edition, (London: David Fulton Publishers, 2004)

Goodwin, Andrew, Literary and media texts in secondary English new approaches (London: Cassel, 1998).

Pike, Mark A., Teaching Secondary English, (London: Thousand Oaks, 2004)

Websites

<http://www.education.gov.uk/>

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary>

Cost

Some travel may be required by students taking this module.

In this instance, it should be noted that the University is unable to cover the cost of any such journey.

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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? 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'

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CP658	Nordic Literature and Film					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Scott Dr J
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Contact Hours

3 (2-hour weekly seminar plus 1-hour weekly lecture)

Synopsis

This module examines literary works ranging from folk tales and sagas through the respective periods of national Romanticism to the present day written in the principal Nordic languages (Danish, Finnish, Norwegian, Swedish), and will also explore some films from the region. The texts will be studied in English translations, and the films will be in the original language with English subtitles. Some of the themes to be extracted from these texts and explored in more detail include: Romanticism, exile, nationalism and post-nationalism, world literatures, translation and adaptation. The current new wave of Nordic crime fiction and its adaptations as TV dramas and films will also be examined, exploring reasons for the genre's popularity (both within and beyond the region). The module will investigate how Nordic literature and film have developed diachronically, how the literatures of the various Nordic countries interact and interrelate, and how contemporary texts are rewriting and renegotiating the historical linguistic, geographic, ethnic and cultural borders of the region.

Learning Outcomes

By the end of the module, students will:

- Have acquired systematic knowledge and critical understanding of some major texts of the Nordic tradition, from the Norse sagas through the period of National Romanticisms up to the present day (including film and drama).
- Be able to demonstrate cogent understanding of the cultural, literary, regional/national, and historical contexts of these works. In addition, students will be able to show appreciation of the ways in which the different traditions of the Nordic countries interrelate within these contexts.
- Exhibit the analytical skills required to critically assess, evaluate and explain the distinctive literary features of Nordic literature with reference to the contexts listed above.
- Be able to critically analyse questions pertaining to form, style and structure explored by these texts.
- To evaluate how traditional forms of Nordic literature compare and contrast with contemporary writing from the region; that is, students will be able to demonstrate an ability to apply critical and theoretical frameworks in contexts other than those in which they were first encountered.

Preliminary Reading

Peter Høeg, *Miss Smilla's Feeling for Snow* (London: Vintage, 1996)

Knut Hamsun, *Hunger* (London: Dover Publications, 2000)

Henrik Ibsen, *A Doll's House* (London: Methuen, 2013)

The Kalevala (Oxford: Oxford World's Classics, 2008)

Vilhelm Moberg, *The Last Letter Home* (Emigrant Novels) (Minnesota Historical Society Press, 1995)

Sven H. Rossel, *A History of Scandinavian Literature, 1870-1980* (University of Minnesota Press, 1981)

Films and TV Dramas

The Girl with the Dragon Tattoo (Män som hatar kvinnor) Dir. Niels Arden Oplev

The Killing (Forbrydelsen) Dir. Søren Sveistrup

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FR546 Short Narrative Fiction in French

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	Fowler Dr J

Contact Hours

2 hours per week.

Pre-requisites

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

Synopsis

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

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'

MAUPASSANT - 'Boule de suif', 'Le Horla'

VOLTAIRE - 'Candide', 'L'Ingénu'

FR550 Images of Monarchy in French Classical Tragedy

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	Fowler Dr J

Contact Hours

One 2-hour seminar per week

Pre-requisites

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

Synopsis

This option aims to examine a number of French classical tragedies against their historical background and to analyse their shifting response to the figure of the monarch. French classical tragedy reflected the nature of royal power in the seventeenth century. The plays of Corneille evoke an age in the course of which tensions between the centralising tendencies of kings and their ministers and the centrifugal aspirations of the great nobility were finally resolved, to be replaced by the period of absolute monarchy embodied in the reign of Louis XIV, and mirrored, not always uncritically, in the plays of Racine. Themes explored include: What is power? How is it won or lost? When is power legitimate? What is the difference between a just ruler and a tyrant? Does authority in public life confer authority in private? What happens when family conflicts overlap with political concerns? What is the relationship between power and love? Although the plays examined were written in the seventeenth century, such questions remain relevant to literature and thought of later periods.

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'

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FR561		Contemporary French Cinema				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Baldwin Dr T

Contact Hours

2 hours per week

Pre-requisites

Seminars will normally be taught 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)

FR566		French: Second Year Extended Essay				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	15 (7.5)	100% Project	O'Meara Dr L

Pre-requisites

Students must have achieved at least 60% average at Stage 1

Synopsis

The module is an opportunity to embark on extended written analysis of a chosen area of study, related to, but not part of, another stage two French non-language module. It culminates in the presentation of an essay, normally in English, of between 4,000 and 6,000 words.

Joint Honours students must have achieved at least 60% average at Stage 1 and must be taking an additional 30 credits of Culture and Literature in French.

Learning Outcomes

Students who successfully complete the module will:

1. 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.
2. 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.
3. engage in close reading and critical evaluation of films, literary works or historical texts in French;
4. engage in independent research in the library collections and perhaps beyond;
5. have the opportunity for one-to-one discussion with an expert supervisor.

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FR567 French: Final Year Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Coursework, 40% Exam	Fowler Dr J

Pre-requisites

Students must have achieved at least a 60% average at Stage 2 in order to take this module. It is available to Single Honours students, and to other categories of students as 30 credits out of a total of not fewer than 90 credits of French literature and culture across Stages 2 and 3.

Method of Assessment

100% Project

Synopsis

This module provides the opportunity to write a Dissertation (7,000 – 10,000 words) on an author or theme normally relating to one of the other French 'non-language' or 'content' modules being followed in the final year.

Joint Honours students must have achieved at least 60% average at Stage 2 and must be taking at least 90 credits of Culture and Literature in French, including FR567, across Stages 2 and 3.

Learning Outcomes

Students who successfully complete the module will:

1. undertake further research on an area with which they are familiar;
2. deepen analysis of an author, cultural theme or works, related to any stage three non-language module in French;
3. engage in independent research in the library collections and perhaps beyond;
4. have the opportunity for one-to-one discussion with an expert supervisor.

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

Contact Hours

3 contact hours per week:

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

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

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

Pre-requisites

FR300, FR327 & FR328, FR330 or equivalent

Restrictions

This module is not open to native speakers and bilingual students with secondary education in a francophone country, 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

Students who successfully complete the module will:

1. perfect grammatical skills;
2. improve their level of written French by means of writing summaries;
3. improve their level of spoken French by means of oral presentations;
4. improve and extend translation skills into French;
5. develop understanding of French culture by means of oral presentations based on current events;
6. 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;
7. gain a critical understanding of the main ideas of complex texts on both concrete and abstract topics, including technical discussions in their field of specialization.

Preliminary Reading

Moodle (<http://moodle.kent.ac.uk>). Resources include:

- the Timetable of Activities (Emploi du Temps)
- all audio and video material
- interactive grammar exercises

Books:

- FR589 Workbook is available for purchase from SECL enquiries office.

For reference:

Hachette: Grammaire

Collins-Robert: French-English Dictionary

Hatier: Bescherelle: La Conjugaison pour tous

Nouvelle Grammaire Du Français: Cours De Civilisation Française De La Sorbonne

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FR590 Learning French: Business French I						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	15 (7.5)	100% 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.

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 Diplôme de Français Professionnel B1 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 Diplôme de Français Professionnel B1 examination of the Chambre de Commerce et d'Industrie de Paris Ile-de-France (CCIP).

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FR591		Learning French 5				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	15 (7.5)	50% Coursework, 50% Exam	Tregouet Dr A

Contact Hours

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

Pre-requisites

FR589 or native speaker ability.

Synopsis

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

Students engage in the following activities throughout the year:

- translation from French into English, using a range of registers and topics
- translation from English into French, using journalistic and literary texts
- study grammatical and lexical subtleties of the French language
- group discussion on specific topics
- preparation for oral exposé in small groups (until oral examination is taken)

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

Monolingual French dictionary

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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, Second Edition 2012, 9782090380415

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 Professionnel Affaires B2 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 Professionnel Affaires B2 examination of the Chambre de Commerce et d'Industrie de Paris Ile-de-France (CCIP).

Preliminary Reading

- Penfornis, Jean-Luc, Affaires.com, (CLE International, 2003) – ISBN 209-033176-3

Reference:

- Monolingual French dictionary, e.g. Petit Robert or Larousse.
- The Collins/Robert or Oxford/Hachette French-English, English-French Dictionary.
- Grammaire du français (Paris, Hachette).

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FR593		Paris: Myth and Reality in the 19th century				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Poizat-Amar 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 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

BALZAC - 'Le Père Goriot'

MAUPASSANT - 'Bel-Ami'

ZOLA - 'Nana'

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

FR594		Paris: Myth and Reality in the 20th century				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	O'Meara Dr L

Contact Hours

2 hours per week

Pre-requisites

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

Synopsis

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

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'

Film: Paris, je t'aime (various directors)

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FR598 Occupation and Resistance in the French Novel						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% 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

MODIANO - 'Livret de famille'

CAMUS - 'Lettres à un ami allemand'

DURAS - 'La Douleur'

VERCORS - 'Le Silence de la mer'

NEMIROVSKY - 'Suite française'

FR599 Description of Modern French						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	Hornsby Dr D

Contact Hours

2 hours per week.

Synopsis

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

Learning Outcomes

This module is designed to develop knowledge and understanding of French Linguistics (see French Programme Outcomes 12A/3: <http://www.kent.ac.uk/humanities/facultyoffice/progspeccs09-10/french/index.html>). On completion of the course, students will be able:

- (a) to read IPA script, and produce a broad phonemic transcription of spoken French (12C/3)
- (b) confidently to use and understand the basic vocabulary of general linguistics as applied to French (phonetics, phonology, morphology, syntax, register etc.) (12C/3 & 8).
- (c) critically to evaluate the views of linguists and non-linguists regarding change in the modern language (12C/3, 5 & 6)
- (d) to comment authoritatively on variation within the French language (with regards to differences in prestige, style, register, spoken v. written usage etc.) (12C/3)

Familiarity with patterns of variation in the contemporary language will in turn enhance understanding and use of French in other parts of the degree programme, notably translation and literature study (12C/3, 5, & 8a-c).

Preliminary Reading

Battye, A; Hintze, M-A. and Rowlett, P. (2000) *The French Language Today*. London: Routledge.

Fagyal, Z; Kibbee, D, and Jenkins, F. (2006) *French: A Linguistic Introduction*. Cambridge: Cambridge University Press.

Lodge, R.A.; Armstrong, N., Ellis, Y. & Shelton, J. (1997) *Exploring the French Language*. London: Edward Arnold.

Price, G. (2005) *An Introduction to French Pronunciation*. Oxford: Blackwell.

Tranel, B. (1987) *The Sounds of French*. Cambridge University Press.

Walter, H. (1988) *Le Français dans tous les sens*. Paris: Laffont.

(or *French Inside Out*. (1994) London: Routledge)

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FR601		Mothers and Daughters in Women's Writing				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	de Medeiros Dr A

Contact Hours

2 hours per week

Pre-requisites

Seminars will normally be conducted mainly in French

Synopsis

The module is designed to acquaint students with samples of the main trends within the work of Twentieth Century Women writers by paying close attention to the relations between mothers and their daughters who become writers. Each novel chosen is one of personal analysis of the often-violent relationship between the mothers and their daughters who turn to writing in a search for identity and liberation from the mother or maternal figure of their youth. Students analyse the texts in order to evaluate how the picture of the mother has evolved. We will pay close attention to the underlying theme of the progression of the role of women in French society. Each text will also provide us with a variety of specific themes to discuss which will enable us to better understand the changes which French women have faced during this 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

Françoise Sagan: Bonjour Tristesse

Simone de Beauvoir: Une mort très douce

Marie Cardinal: Les Mots pour le dire

Marguerite Duras: L'Amant

Nathalie Sarraute: Enfance

FR613		The Reader and the Text				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% 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

BALZAC - 'Le Colonel Chabert'

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

BUTOR - 'La Modification'

SARRAUTE - 'Les Fruits d'Or'

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

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FR615		Sociolinguistics of French				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Hornsby Dr D

Contact Hours

2 hours per week

Synopsis

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

Learning Outcomes

This module is designed to develop knowledge and understanding of French Linguistics (see French Programme Outcomes 12A/3: <http://www.kent.ac.uk/humanities/facultyoffice/progspeccs09-10/french/index.html>). On successful completion of this module, students will be able to:

- Interpret correlations between linguistic data and extralinguistic parameters in French and other languages (12C/1, 3, 5, 6 & 8a)
- Design sociolinguistic projects and conduct independent fieldwork (12B/1, 2, 3, 4 & 6)
- Demonstrate awareness of variation in French at different levels (e.g. lexicon, syntax, phonology) (12C/3, 5, 6 & 8a-c)
- Use descriptive linguistic and sociolinguistic terminology (e.g. variable, indicator, age-grading, stereotype, hypercorrection) with confidence (12C 3 & 5)

By the end of the course students, for the most part already familiar with library facilities and basic IT skills, will have acquired practical linguistic research skills, and will have participated in group work. (12D/5 & 12).

Preliminary Reading

Armstrong, N. (2001) *Social and Stylistic Variation in Spoken French: A comparative Approach*. Amsterdam: John Benjamins.
 Ball, R. (1997) *The French-Speaking World: a practical introduction to sociolinguistic issues*. Routledge.
 Battye, A. & Hintze, M-A & Rowlett, P. (2000). *The French Language Today*. London: Routledge.
 Walter, H. (1994) *French Inside and Out*. London: Routledge.
 Wardhaugh, R. (1998) *An Introduction to Sociolinguistics*.

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	Poizat-Amar Ms M

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:

1. have explored in depth a range of twentieth-century literary works in French which reflect on the nature of childhood, memory, and memories of childhood;
2. have reflected critically on the role and significance of memory and childhood in a variety of literary genres;
3. have developed a critical understanding of the narratological import of the relationship between the fictional and the autobiographical;
4. have developed a critical appreciation of the ways in which memory can bear upon literary form;
5. have developed their analytical skills for the study of narrative technique and structure;
6. have developed their reading speed in French.

Preliminary Reading

ERNAUX - 'La Place' (Paris: Gallimard, 2007)
 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])
 PEREC - 'W ou le souvenir d'enfance' (Paris: Denoël/Gallimard, 1975)

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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")

FR633		Modern French Theatre (2)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% 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)

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FR637		Travels to Japan in Modern French Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	O'Meara Dr L

Contact Hours

The module will be taught by means of a two hour class (lecture/seminar) for 10 weeks.

Total contact hours 20.

Pre-requisites

Lectures and seminars will normally be conducted mainly in French.

Method of Assessment

Autumn - 100% Coursework. Spring - 60% Coursework / 40% Examination

Synopsis

This course examines the portrayal of Japan in French 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 and Jacques Roubaud's work. 'Japoniste' images by French Impressionist painters will also be studied, as will a cinematic adaptation of Nothomb's work. 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

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FR638	French Detective Fiction					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Coursework, 40% Exam	O'Meara Dr L

Contact Hours

One two-hour class 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 films will be analysed. The texts include a classic 'locked room' mystery, a post-war 'roman à suspense' and a politically engaged historical crime novel. All texts are studied in French and teaching is partly in English, partly in French. In this module, we will analyse the nature of genre fiction and how plots are structured in accordance with the conventions of the genre. You will develop a sense of the literary, filmic and historical background of the works studied, and assess how detective fiction can reflect contemporary social issues.

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)

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)

Daeninckx, Didier - *Meurtres pour memoire* (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	O'Meara Dr L

Contact Hours

One two-hour class per week

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:

1. have gained a detailed and critical appreciation of a range of cultural products in French from the 19th and 20th centuries (novels, poetry, journalism, travel writing, cinema);
2. 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;
3. have developed and consolidated their skills relating to close reading and evaluation of literary texts and of images;
4. have developed and improved their reading and listening speeds in French.

Preliminary Reading

Zola, Émile - La Bête humaine

Renoir, Jean - La Bête humaine (DVD)

Maspero, François - Les Passagers du Roissy-Express

Besson, Luc - Subway (DVD)

Houellebecq, Michel - Les Particules élémentaires

Perec, Georges – La Vie mode d'emploi

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FR641 French Language: Descriptive and Narrative Skills						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	

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.

Method of Assessment

The final mark for the module will be composed of the following elements:

Class Test (if taught in Autumn) or Exam (if taught in Spring): 20%

Group Project Assignment: 20%

Reading/Audiovisual Comprehension Assignments: 20%

Textual Transposition Exercises: 10%

'Fiches de travail'/Worksheets: 30%

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]

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FR644		Introduction to Interpreting				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	15 (7.5)	50% Coursework, 50% Exam	Tregouet Dr A

Contact Hours

1 hour session per week

Pre-requisites

Students must have completed FR589 and must have had at least one semester in a Francophone country during the Year Abroad.

Native speakers of French and bilingual students with secondary education in a Francophone country are not eligible to take this module.

This module may not be taken alongside FR592 or FR643.

Co-requisite: FR591

Restrictions

This module is not open to native speakers and bilingual students with secondary education in a francophone country, who should consult with the module convenor for an alternative module.

Synopsis

There is a 1 hour Interpretation seminar per week during which students interpret from French into English materials related to contemporary social et economical issues of the Francophone world.

Learning Outcomes

Drawing on previously acquired advanced level language skills, students will:

- Refine aural comprehension skills (11:1)
- Acquire basic competence in all the necessary consecutive interpreting skills, including sound note-taking, good memory, ability to summarise main points in a speech, clearly enunciate, perform to an audience and cope under stress (12: C 1-8)
- Gain basic knowledge of technology which may be used in interpreting (12: D 12)

Preliminary Reading

All material will be taken from official sites, including www.elysee.fr, www.hub.coe.int/fr/, <http://www.unesco.org/new/fr/>, <http://www.imf.org/external/french/index.htm>, etc. Links will be available on Moodle.

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FR645 Desire in the Text: Romanticism to Decadence						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	Duffy Dr L

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.

Pre-requisites

Lectures and seminars will normally be conducted mainly in French.

Method of Assessment

60% Coursework, 40% Exam

Synopsis

This module presents a broadly chronological survey of canonical works of French literature of the nineteenth century centred on the theme of desire. More specifically, these works explore contemporary codes of love and marriage, shifting gender identities, capitalism, consumerism, moral, social and sexual transgression, alienation, lethargy, and death. The module takes fiction of the Romantic era as its starting point, exploring the frustration of desire associated with the 'mal du siècle' (the disillusionment and melancholy experienced by (primarily) young adults in the early nineteenth century). It concludes with naturalist and 'decadent' works of the fin de siècle, which are concerned with a discrepancy between desire and a generalised depletion of the energy required to fulfil it. The module identifies desire (whether satisfied, unfulfilled or conspicuously absent) as a central preoccupation in French cultural production of the nineteenth century. It also examines the extent to which desire is a strategy for expressing contemporary concerns and anxieties around specific aspects of modern life with which the human subject was coming rapidly and problematically to terms.

Learning Outcomes

Students who successfully complete the module will

- * have gained a detailed and critical appreciation of a range of prose and poetry produced in France during the 19th century;
- * have developed analytical skills for the study of structure, prose and poetic technique, the portrayal of desire and its critical connections to aspects of modernity
- * have developed and consolidated their skills relating to close reading and evaluation of literary texts
- * have developed and improved their reading and listening speeds in French

Preliminary Reading

- François-René de Chateaubriand (1802), *Atala*. René. Le Dernier Abencerage (Paris: Gallimard, 1984)
- George Sand (1832), *Indiana* (Paris: Gallimard, 1984)
- Honoré de Balzac (1846), *La Cousine Bette* (Paris: Livre de Poche, 1978)
- Various poets: Baudelaire, Nerval, Verlaine, Rimbaud, Mallarmé [These will be supplied/scanned by the convenor]
- Gustave Flaubert (1857), *Madame Bovary* (Paris: Flammarion, 1986)
- Rachilde [pseud. Marguerite Eymery-Vallette], *Monsieur Vénus* (Paris: Flammarion, 1977)

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GE500 Advanced German Translation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	

Contact Hours

Two 1-hour classes per week

Restrictions

Cannot be taken with GE503 in the same year.

Cannot be taken as well as GE562. It also cannot be taken subsequent or prior to GE562.

Erasmus/exchange students, who are only studying at the University of Kent for a single term, should register for GE562.

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.

Please note that this module cannot be taken as well as GE562. It also cannot be taken subsequent or prior to GE562.

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)	50% Coursework, 50% Exam	Maerlein Dr M

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 develops advanced proficiency in writing, speaking and comprehending German. It concentrates on translation into German and English and the development of analytical skills in the production of written and spoken German. Translation exercises confront students with a variety of advanced texts in different styles and registers, and encourage accuracy and critical reflection as well as acquisition and consolidation of grammatical structures. The language skills component combines discursive writing on advanced topics with the development of proper oral competence through discussion. Conversation classes with a native speaker develop presentational ability, and enable students to speak fluently and idiomatically at the advanced level.

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 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

Duden-Verlag Deutsches Universalwörterbuch, Neue Rechtschreibung (most recent edition) (Mannheim: Duden)

Hammer's German Grammar and Usage (most recent edition) (Oxford: Routledge)

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GE506		German Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Hutchinson Prof B

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).

GE507		Learning German 4				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	30 (15)	50% Coursework, 50% Exam	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 or GE516

Synopsis

The module develops proficiency in writing, speaking and comprehending German. It concentrates on translation into German and English and the development of analytical skills in the production of written and spoken German. Translation exercises confront students with a variety of texts in different styles and registers, and encourage accuracy and critical reflection as well as acquisition and consolidation of grammatical structures. The language skills component combines vocabulary development with discursive writing on topics of relevance to the contemporary German-speaking world. Oral classes with a native speaker develop oral competence through discussion, enabling students to speak confidently and effectively at the intermediate level.

Learning Outcomes

By the end of the module, students will:

- (11.1) be able to render the content of an English original in accurate and comprehensible German.
- (11.2) have an enlarged active vocabulary and increased critical understanding of sentence structure, grammatical correctness and register through the production of written German, in particular formal and academic German, in preparation for the Year Abroad.
- (11.3) have knowledge of the techniques for approaching translation and for learning; recalling vocabulary, working with monolingual and bilingual dictionaries
- (11.4) be able to perform close analysis of written German and to produce accurate and stylistically appropriate English translations of German originals demonstrating a wide range of vocabulary and knowledge of structure in both languages.
- (11.5) deal critically with a variety of texts and registers in both languages
- (11.6) speak German confidently and accurately in a variety of situations
- (11.7) be able to discuss demanding topics and abstract concepts effectively in spoken German.
- (11.8) have deepened their knowledge and critical understanding of contemporary German-language culture and society and developed an appreciation of its relevance to the Year Abroad
- (11.9) be able to research topics individually and in teams and present their work and findings in German.

Preliminary Reading

Duden-Verlag Deutsches Universalwörterbuch, Neue Rechtschreibung (most recent edition) (Mannheim: Duden)

Hammer's German Grammar and Usage (most recent edition) (Oxford: Routledge)

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GE516		German Post 'A' Level				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	70% Exam, 30% Coursework	Maerlein Dr M

Contact Hours

Four hours per week

Pre-requisites

Students must have previously completed any of the following:

GE323 & GE324, or
 GE329, or
 GE304, or
 GE505, or
 Achieved a pass in German 'A' Level

Synopsis

This module comprises of: translation from German to English, grammar exercises, conversation classes, and the culture and politics of the German-speaking countries ('Landeskunde').

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

GE562		Advanced German Translation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Total 20 hours (two hours per week)

Pre-requisites

Kent-based students will have taken GE503 (German Advanced 2); exchange students from German universities will have fulfilled requirements for a year or semester's study in the UK. An advanced knowledge of both German and English is required of all: in the main the module is intended for native speakers of German or both these languages.

Restrictions

Please note that this module cannot be taken as well as GE500. It also cannot be taken subsequent or prior to GE500.

Additionally, this module can only be taken in one term, not both terms.

Method of Assessment

100% coursework

Synopsis

Students work individually and in groups to translate two texts per week, one from each language from dossiers supplied. These texts vary in style, provenance and register. Relevant points of grammar and translation technique are discussed. The possibilities of electronic text transfer are explored.

Please note that this module cannot be taken as well as GE500. It also cannot be taken subsequent or prior to GE500.

Additionally, this module can only be taken in one term, not both terms.

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;
 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;
 gained in ability to identify translation problems and to design strategies for addressing them.

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GE580		German Extended Essay				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Kunzelmann Dr H
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Kunzelmann Dr H

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).

GE584		Order and Madness: Classical German Literature				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	Hutchinson Prof B

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:

- (11.1) acquired critical knowledge and understanding of core topics in classical German literature, e.g. 'Sturm und Drang', the significance of the major literary forms (drama, prose fiction, poetry) at this time, and the different uses to which these forms were put
- (11.2) demonstrated competence in applying this understanding within new and differing contexts (e.g. to see formal innovation in relation to cultural-historical context)
- (11.3) the ability to analyse key texts (both primary and secondary) critically and to assess different genres of writing from the period 1775 to the first decade of the nineteenth century
- (11.4) developed close reading and analytical skills, including the application of critical thinking to the study of literature

Preliminary Reading

- Goethe, Die Leiden des Jungen Werthers (Bristol Classical Texts)
- Schiller, Die Räuber (Bristol Classical Texts)
- J. M. R. Lenz, Die Soldaten and Der Hofmeister (Reclam)
- Goethe, Römische Elegien (Reclam)
- Goethe, Faust I (Deutscher Klassiker Verlag)
- Heinrich von Kleist, Sämtliche Erzählungen (Deutscher Klassiker Verlag)
- Friedrich Hölderlin, Poems and Fragments (Penguin bilingual edition)

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GE585		Order and Madness: Classical German Literature				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	Hutchinson Prof B

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:

- (11.1) acquired critical knowledge and understanding of core topics in classical German literature, e.g. 'Sturm und Drang', the significance of the major literary forms (drama, prose fiction, poetry) at this time, and the different uses to which these forms were put
- (11.2) demonstrated competence in applying this understanding within new and differing contexts (e.g. to see formal innovation in relation to cultural-historical context)
- (11.3) the ability to analyse key texts (both primary and secondary) critically and to assess different genres of writing from the period 1775 to the first decade of the nineteenth century
- (11.4) developed close reading and analytical skills, including the application of critical thinking to the study of literature

In addition, at the end of the module H-level students will have:

- (11.5) developed advanced-level close reading and analytical skills, including the application of critical thinking to the study of literature
- (11.6) carried out and displayed understanding of additional research and critical thinking in both written assessments and seminar topics that shows an appreciation of the uncertainty, ambiguity and limits of knowledge
- (11.7) thorough, detailed and systematic knowledge and understanding of core texts of the German canon
- (11.8) a systematic understanding of the relationship between major German authors and cultural-historical as well as social-historical conditions
- (11.9) a systematic understanding of key aspects of current critical approaches to classical German literature
- (11.10) the ability to analyse key texts and other materials critically at a high level, and to appreciate the limitations as well as the potentialities of these approaches to the literary text

Preliminary Reading

- Goethe, *Die Leiden des Jungen Werthers* (Bristol Classical Texts)
- Schiller, *Die Räuber* (Bristol Classical Texts)
- J. M. R. Lenz, *Die Soldaten and Der Hofmeister* (Reclam)
- Goethe, *Römische Elegien* (Reclam)
- Goethe, *Faust I* (Deutscher Klassiker Verlag)
- Heinrich von Kleist, *Sämtliche Erzählungen* (Deutscher Klassiker Verlag)
- Friedrich Hölderlin, *Poems and Fragments* (Penguin bilingual edition)

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GE586	Medien und Öffentlichkeit					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Mayr Mr P

Contact Hours

Total of 20 hours (1 x two hour seminar per week).

Pre-requisites

For students taking German as part of their degree programme, co-requisite modules are either GE503 or GE500/562.

Availability

Available as a wild module to students across the university who can demonstrate C1 competence in written and spoken German according to the Common European Framework of Reference for Languages.

Method of Assessment

100% Coursework:

Group project & presentation 30%
Critical essay 30%
Portfolio of articles / recordings 30%
Participation and attendance 10%

Synopsis

This module will examine the media systems of the contemporary German-speaking world, including both public and private structures and spanning print, broadcasting and digital media. In particular, it will trace the media's contribution to the creation and development of the public sphere in German-speaking countries, and the relationship between the media and its producers. Attention will also be paid throughout to the European and global dimension of today's media politics and culture.

Learning Outcomes

By the end of the module, students will have:

1. A systematic knowledge and understanding of contemporary German-language print and digital media, in particular as regards their role as vehicles for cultural communication.
2. Detailed critical understanding of the relationship between the media and the public sphere in German-speaking countries.
3. Analytical skills required for critical engagement with current methodologies in media and communication theory.
4. Refined and consolidated German-language writing and speaking skills, including the ability to analyse and critically comment upon a strategic media communications in German.

Preliminary Reading

Students will be expected to read selected articles from the most recent issues of a range of German-language online media, including: Die Zeit, Der Spiegel, Frankfurter Allgemeine Zeitung, Neue Zürcher Zeitung, Süddeutsche Zeitung, Der Standard, Die Presse, Der Kurier, Bild-Zeitung, Kronen-Zeitung, Profil
They will also be encouraged to follow developments on the websites of the major German-language broadcasters: ARD, ZDF, ORF, SWR and ARTE

Theoretical and secondary sources will include:

Heinz Bonfadelli, Werner A. Meier, Josef Trappel (eds) (2006): Medienkonzentration Schweiz. Formen, Folgen, Regulierung, Haupt.

Klaus Beck (2012): Das Mediensystem Deutschlands: Strukturen, Märkte, Regulierung, VS Verlag für Sozialwissenschaften.

Birgit Stark, Melanie Magin (eds) (2009): Die österreichische Medienlandschaft im Umbruch, Verlag der Österr. Akad. der Wiss.

Wolfgang R. Langenbacher, Michael Latzer (eds) (2006): Europäische Öffentlichkeit und medialer Wandel. Eine transdisziplinäre Perspektive, VS Verlag für Sozialwissenschaften.

Burkart, Roland / Hömberg, Walter (2012): Kommunikationstheorien. Ein Textbuch zur Einführung. Studienbücher zur Publizistik- und Kommunikationswissenschaften, 8.

Christl Reinhard (2012), Ist der Journalismus am Ende? : Ideen zur Rettung unserer Medien, Falter Verlag.

Martin Löffelholz, Liane Tessa Rothenberger, (eds) (2013): Handbuch Journalismustheorien, Springer.

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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	Kunzelmann Dr H

Contact Hours

Total 20 hours (1 x two-hour seminar per week)

Method of Assessment

Examination 50%, Coursework 50%

Coursework:

Single-authored Essay: 30%

Group Project Assignment: 10%

Seminar Presentation: 10%

Synopsis

'Postmodernism', by definition, resists and obscures the idea of modernism and implies a complete knowledge of the modern which has been surpassed by a new age (Appignanesi, Garrat 1995, 4). With the advent of the digital age, our concepts and perception of literature and art, theory and economic history have changed dramatically and a new understanding of what reality is pervades all aspects of life. German literature after 1965 mirrors this development in multiple ways and authors have incorporated a multitude of postmodern aesthetic strategies in their writing processes and works, notably changing the character of German-language literature from a literature of crisis and "Vergangenheitsbewältigung" (coming to terms with the past) to a literature that, especially after 1990, addresses problems of self-representation, the hypermodernist 'loss of reality' and power-relations in the global context of the western world.

Learning Outcomes

By the end of the module, I and H students will have:

- (11.1) acquired detailed and critical knowledge and understanding of core topics in postmodernist German literature, e.g. pastiche, irony and the deconstruction of textual coherence, and these topics' relation to a socio-political context
- (11.2) demonstrated competence in applying this understanding within new and differing contexts (e.g. to see formal innovation in relation to a defined historical context)
- (11.3) the ability to analyse key texts (both primary and secondary) critically and to assess different genres of postmodern writing
- (11.4) developed close reading and analytical skills, including the application of critical thinking to the study of literature

Preliminary Reading

Primary texts:

Artmann, H.C.: Schauerromane. Piper, 1997.

Grass, G.: Der Butt. Fischer tb, 1979 (excerpts)

Müller, H.: Der Fuchs war damals schon der Jäger. Fischer tb, 1992 (excerpts)

Setz, C.: Indigo. Suhrkamp, 2012 (excerpts)

Süskind, P.: Das Parfum. Diogenes, 1985 (excerpts)

Selected poems by Durs Grünbein, Raoul Schrott and Friederike Mayröcker

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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	Kunzelmann Dr H

Contact Hours

Total 20 hours (1 x two-hour seminar per week)

Method of Assessment

Examination 50%, Coursework 50%.

Coursework:

Single-authored Essay: 30%

Group Project Assignment: 10%

Seminar Presentation: 10%

Synopsis

'Postmodernism', by definition, resists and obscures the idea of modernism and implies a complete knowledge of the modern which has been surpassed by a new age (Appignanesi, Garrat 1995, 4). With the advent of the digital age, our concepts and perception of literature and art, theory and economic history have changed dramatically and a new understanding of what reality is pervades all aspects of life. German literature after 1965 mirrors this development in multiple ways and authors have incorporated a multitude of postmodern aesthetic strategies in their writing processes and works, notably changing the character of German-language literature from a literature of crisis and "Vergangenheitsbewältigung" (coming to terms with the past) to a literature that, especially after 1990, addresses problems of self-representation, the hypermodernist 'loss of reality' and power-relations in the global context of the western world.

Learning Outcomes

By the end of the module, I and H students will have:

- (11.1) acquired detailed and critical knowledge and understanding of core topics in postmodernist German literature, e.g. pastiche, irony and the deconstruction of textual coherence, and these topics' relation to a socio-political context
- (11.2) demonstrated competence in applying this understanding within new and differing contexts (e.g. to see formal innovation in relation to a defined historical context)
- (11.3) the ability to analyse key texts (both primary and secondary) critically and to assess different genres of postmodern writing
- (11.4) developed close reading and analytical skills, including the application of critical thinking to the study of literature

In addition, at the end of the module H-Level students will have:

- (11.5) developed close reading and analytical skills, including the application of critical thinking to the study of literature carried out and displayed understanding of additional research and critical thinking in both written assessments and seminar topics that shows an appreciation of the uncertainty, ambiguity and limits of knowledge
- (11.6) thorough, detailed and systematic knowledge of core texts of postmodern German literature
- (11.7) a systematic understanding of the relationship between major postmodern German authors and cultural-historical as well as social-historical conditions.
- (11.8) systematic knowledge and understanding of key aspects of current critical approaches to postmodern German literature
- (11.9) the ability to analyse key texts and other materials critically at a high level, as well as a cogent appreciation of the limitations of these kinds of approaches to literary analysis

Preliminary Reading

Primary texts:

Artmann, H.C.: Schauerromane. Piper, 1997.

Grass, G.: Der Butt. Fischer tb, 1979 (excerpts)

Müller, H.: Der Fuchs war damals schon der Jäger. Fischer tb, 1992 (excerpts)

Setz, C.: Indigo. Suhrkamp, 2012 (excerpts)

Süskind, P.: Das Parfum. Diogenes, 1985 (excerpts)

Selected poems by Durs Grünbein, Raoul Schrott and Friederike Mayröcker

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GE591		German Expressionism 1920-1925				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Hutchinson Prof B

Contact Hours

One two-hour seminar per week (20 hours total)

Method of Assessment

100% Coursework

Synopsis

This module explores one of the major contributions of Germanic culture to modernism. Straddling the period immediately before, during, and after the First World War, Expressionism emerged as a reaction against the mechanizing forces of modern industrial society, seeking nothing less than a 'renewal of mankind'. With compelling intensity, the Expressionists developed an immediately recognizable style that found an audience across Europe. This module looks at works from a range of genres: from poetry to drama, from prose (both fiction and manifestos) to painting, Expressionism was a key strand of international modernism across the Arts, embracing figures as diverse as Georg Kaiser, Kurt Pinthus, Else Lasker-Schüler, Franz Kafka, and Oskar Kokoschka. A century later, it remains one of the most important – and most idiosyncratically Germanic – of all modern artistic movements.

Learning Outcomes

By the end of the module, both I and H students will:

1. Have acquired systematic knowledge and critical understanding of Expressionism and its major characteristics as they are manifested across literature and the visual arts.
2. Have studied a number of representative Expressionist texts in close detail, as well as some of the main manifestos and critical statements regarding Expressionism.
3. Be able to demonstrate cogent understanding of the cultural, aesthetic, national, and historical contexts of these works.
4. Exhibit the analytical skills required to assess, evaluate and explain the distinctive literary features of Expressionism.
5. Be able to analyse questions pertaining to form, style and structure explored by the relevant texts.
6. Be able to evaluate how the salient characteristics of Expressionism vary – whilst exhibiting 'family resemblances' – across the genres of literature and painting.

Preliminary Reading

- Armin Arnold, *Die Literatur des Expressionismus* (Stuttgart 1966)
- Kurt Pinthus, various forewords to *Menschheitsdämmerung* (1919-1959)
- Paul Raabe and Karl Ludwig Schneider (eds.), *Expressionismus: Aufzeichnungen und Erinnerungen der Zeitgenossen* (Freiburg 1965)
- Richard Sheppard, 'German Expressionism', *Modernism: A Guide to European Literature 1890-1930* (London 1991), pp. 274-91

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GE592		German Expressionism 1920-1925				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Hutchinson Prof B

Contact Hours

One two-hour seminar per week (20 hours in total)

Method of Assessment

100% coursework

Synopsis

This module explores one of the major contributions of Germanic culture to modernism. Straddling the period immediately before, during, and after the First World War, Expressionism emerged as a reaction against the mechanizing forces of modern industrial society, seeking nothing less than a 'renewal of mankind'. With compelling intensity, the Expressionists developed an immediately recognizable style that found an audience across Europe. This module looks at works from a range of genres: from poetry to drama, from prose (both fiction and manifestos) to painting, Expressionism was a key strand of international modernism across the Arts, embracing figures as diverse as Georg Kaiser, Kurt Pinthus, Else Lasker-Schüler, Franz Kafka, and Oskar Kokoschka. A century later, it remains one of the most important – and most idiosyncratically Germanic – of all modern artistic movements.

Learning Outcomes

By the end of the module, both I and H students will:

1. Have acquired systematic knowledge and critical understanding of Expressionism and its major characteristics as they are manifested across literature and the visual arts.
2. Have studied a number of representative Expressionist texts in close detail, as well as some of the main manifestos and critical statements regarding Expressionism.
3. Be able to demonstrate cogent understanding of the cultural, aesthetic, national, and historical contexts of these works.
4. Exhibit the analytical skills required to assess, evaluate and explain the distinctive literary features of Expressionism.
5. Be able to analyse questions pertaining to form, style and structure explored by the relevant texts.
6. Be able to evaluate how the salient characteristics of Expressionism vary – whilst exhibiting 'family resemblances' – across the genres of literature and painting.

In addition, at the end of the module students at level H will have:

7. Carried out and displayed understanding of additional research and critical thinking in both written assessments and seminar topics that shows an appreciation of the uncertainty, ambiguity and limits of knowledge
8. The ability to undertake independent learning and to demonstrate this through the sophisticated use of refereed research in leading journals and other original materials
9. Acquired advanced critical and analytical skills in their approach to key texts.

Preliminary Reading

- Armin Arnold, *Die Literatur des Expressionismus* (Stuttgart 1966)
- Kurt Pinthus, various forewords to *Menschheitsdämmerung* (1919-1959)
- Paul Raabe and Karl Ludwig Schneider (eds.), *Expressionismus: Aufzeichnungen und Erinnerungen der Zeitgenossen* (Freiburg 1965)
- Richard Sheppard, 'German Expressionism', *Modernism: A Guide to European Literature 1890-1930* (London 1991), pp. 274-91

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GE593		Danish Through the Medium of Crime Fiction				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	70% Coursework, 30% Exam	Zangenberg Dr M

Contact Hours

Three contact hours per week (30 hours in total).

Two hours per week dedicated to language learning, and one hour per week to study contemporary Scandinavian culture.

Pre-requisites

Successful completion of LA312 Introduction to Scandinavia: Danish Language & Culture 1A as previously offered by CEWL, or GE330 Introduction to Scandinavia: Danish Language & Culture 1 as offered by SECL from autumn 2014. Students can also be accepted onto the module if they have Danish language skills equivalent to A1 level (Basic User) on the CEFR.

Availability

Available to German (SH and JH). Also available as a wild module to any undergraduate with an interest in Scandinavian languages and culture.

Method of Assessment

70% coursework, 30% examination

Synopsis

The Danish language content of this module covers reading, writing, listening and speaking Danish in equal measure. It focuses on the vocabulary and structures required for routine situations such as visiting places, asking for directions, describing places, talking about personal interests hobbies. The cultural content to be studied through the medium of English will look at aspects of contemporary society in Scandinavia, with a particular emphasis on Denmark. Scandinavian notions of the welfare state will be examined through the medium of crime fiction. Extracts from the works of selected authors and episodes of two television dramas: *Forbrydelsen* (The Killing, Søren Sveistrup, 2007) and *Wallander* (dir. Jonas Grimås, 1995-2007) will be studied in translation. Students will also have access to these materials and additional resources via the SECL website and multimedia labs.

Learning Outcomes

Students who successfully complete this module will:

1. Have gained a proficiency in the Danish language equivalent to level A2 (intermediate) on the CEFR.
2. Have developed sufficient passive vocabulary to be able to read and understand simple texts on a variety of everyday topics.
3. Be able to write simple, short essays on topics of immediate personal interest.
4. Understand conversational Danish that is slowly and carefully articulated.
5. Communicate in spoken Danish with a proficiency that allows them to express immediate need or discuss selected topics of personal interest.
6. Engage in informed, analytical discussion (in English) of aspects of modern Danish and Scandinavian culture.

IT503		Italian Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Sforza Tarabochia Dr A

Synopsis

This module may only be taken provided that other Italian non-language units are being followed throughout the final year. The subject of the Essay will be agreed between the student and a supervisor appointed by the Section; it will normally arise from work done either in other Stage 2 and 3 modules or during the year abroad, but other topics are not necessarily excluded. It will be based on the student's own research under the guidance of a supervisor.

Learning Outcomes

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

1. Show an ability to undertake independent research, present information on the chosen subject, and show detailed knowledge of primary Italian sources.
2. Understand the technical and ethical issues in the collection, handling and storing of data
3. Evaluate and interpret data, develop lines of argument, and make sound judgments in accordance with the central theories and analytical concepts in language studies and its sub-fields
4. Demonstrate knowledge of the main methods of enquiry and analysis in language-related studies
5. Demonstrate in-depth and advanced subject knowledge of a particular area of Italian Studies
6. Engage in critical reflection, verbal discussion and cogent written and interpretative analysis of key material
7. Assess the merits of contrasting theories and explanations, including those from other disciplines, and appreciate the limitations and ambiguities surrounding the subject

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IT506		Learning Italian 5				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	Grimshaw Mr M

Contact Hours

3 hours per week.

Pre-requisites

IT508 or IT563 prerequisite

Synopsis

This module is designed primarily for final year students of Italian who have studied or worked in Italy. Familiarity with the language, as spoken and written at professional level –for example in journalism or literature - is expected, together with a well-stocked vocabulary, a reasonable command of idiom in common use and a sense of linguistic appropriateness to context.

Students engage in the following activities throughout the year:

- translation from Italian into English, using a range of registers and topics
- translation from English into Italian, using journalistic and literary texts
- study grammatical and lexical subtleties of the Italian language
- group discussion on specific topics

Learning Outcomes

By the end of the module students will have:

- a) Consolidated and extended their 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.
- b) Consolidated and extended their ability to accurately recognise and use a range of registers in Italian, and gained enhanced sensitivity to the equivalent English registers.
- c) Gained a thorough and critical understanding of the theoretical and practical problems involved by translation from English into Italian and vice versa.
- d) Perfected linguistic skills by means of studying grammatical and lexical subtleties of the Italian language.
- e) Have analysed and gained a deep and cogent understanding of topics related to language and cultural studies, and the complex inter-relationships between such topics, in both Italian and English.
- f) Had regular oral practice in Italian on an extensive range of topics, including academic topics, at an advanced level.

Preliminary Reading

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

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IT508 Learning Italian 2 (Intermediate)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	30 (15)	70% Exam, 30% Coursework	Sforza Tarabochia Dr A

Contact Hours

4 hours per week

Pre-requisites

IT301 Beginners Italian

Synopsis

This module has been planned as the natural follow-on for those who have recently, successfully taken a beginners Italian course such as IT301, and who should have covered the basics of grammar, acquired a stock of high frequency vocabulary and reached a degree of proficiency beyond GCSE and approaching A-level. (A2-B1 in terms of the Common European Framework of Reference (CEFR)).

At the same time the course is designed to prepare students for their third year studies and exams in Italy. IT508, like IT301, is an intensive course which requires serious commitment.

Learning Outcomes

This module is intended for students who have completed IT301 Beginners Italian or equivalent.

Students who successfully complete this module will have:

- (a) consolidated and expanded their knowledge of the grammar and structure of the language (
- (b) achieved a high level of skill in speaking, listening, reading and writing and translation
- (c) gained familiarity with sources of information which will be useful during the year abroad
- (d) analysed Italian passages, extracting arguments, summarizing content and expressing opinions in response
- (e) conversed with a native speaker of Italian on current issues and course topics
- (f) practised oral and written comprehension, paraphrasing and translation from English to Italian
- (g) worked with television and video programmes
- (h) increased their awareness of the history and culture of Italy through the study of appropriate texts and have gained the ability to speak, read and write Italian more fluently.

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.

IT542 Italian Extended Essay						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	15 (7.5)	100% Project	Sforza Tarabochia Dr A

Pre-requisites

Prerequisites: IT301 or IT308.

Synopsis

This module provides the opportunity to write a long essay on an author, theme or (exceptionally) longer text relating to one of the other Italian modules being followed in the second year. This will depend on the subject matter and the advice of the supervisor. The subject will be broadly within the field of Italian Studies.

Learning Outcomes

Whilst not compulsory (as opposed to IT503), students will be encouraged to use as far as possible primary sources in Italian.

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IT552	Italian Short Story					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Capello Dr F

Contact Hours

Two hours per week

Synopsis

This module focuses on a number of Italian contemporary short stories. More specifically, 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 Wlnther, 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	Sforza Tarabochia Dr A

Contact Hours

Two hours per week.

Pre-requisites

IT301 or IT308

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

Italo Svevo, *La coscienza di Zeno*
Luigi Pirandello, *Sei personaggi in cerca d'autore*
Futurist Manifestos
Ennio Flaiano, 'Un marziano a Roma'
Federico Fellini, *La dolce vita*
Pier Paolo Pasolini, *Teorema*

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IT563 Learning Italian 4 *Advanced)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn and Spring	I	30 (15)	70% Exam, 30% Coursework	Grimshaw Mr M

Contact Hours

4 hours per week

Pre-requisites

Pre-requisites: IT308, post A-Level Italian, or equivalent

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

Students who successfully complete this module will have:

- (a) increased their vocabulary and improved their knowledge and critical understanding of Italian grammar and language
- (b) perfected their skills in Italian speaking, listening, reading, writing and translation
- (c) gained familiarity with sources of information which will be useful during the year abroad, i.e. learned how to apply their knowledge and understanding of the language in new and varied contexts
- (d) acquired a sophisticated knowledge of Italian through weekly exercises of translation and essay writing, and by summarizing and expressing opinions on a variety of topics
- (e) conversed with a native speaker of Italian on current issues and course topics
- (f) developed the ability to write in a good and grammatically correct Italian, using a variety of registers and a complex vocabulary, paraphrasing and translating from English to Italian
- (g) worked with television and video programmes

The module is intended as a preparation for the year abroad. It also aims to increase awareness of the history and culture of Italy through the study of appropriate texts

Preliminary Reading

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

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IT564	Istantanea: Photography and Visual Culture in Modern and Contemporary I					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Sforza Tarabochia Dr A

Contact Hours

Two contact hours per week (total of 20 hours)

Pre-requisites

IT506 for students taking Italian Single or Joint Honours.

For those taking it as a wild module, all lectures and seminars will be taught and led in English. The majority of texts will be available in English translation. However, an intermediate level of Italian is highly advisable.

Method of Assessment

100% coursework

Synopsis

This module aims at developing students' visual literacy within the context of Italian studies, by teaching the skills necessary for the reading of static visual materials, especially photography. Contextually, it aims at developing and enhancing the critical response of students to such imagery, with particular focus on their social, cultural and political context. Photography worldwide has been at the centre of daily life, artistic production and political propaganda for the last century and a half. This holds all the more true for Italy, whose contemporary history as a unified country begins almost at the same time as the popularisation of photography. This module will explore this relationship on a socio-historical basis: It will analyse, among other topics, the portrayal of the Risorgimento; Lombroso's criminological and anthropometric use of photography; pseudo-anthropological photography in colonialist exploits, racism and eugenics; Fascist propaganda; futurism and modernism; neo-realist documentary photography and its influence on photojournalism of the 1960s-70s; the paparazzi, fashion and advertisement; photography and the contemporary visual arts; digital photography and social networks. By means of a close reading of photographic and other visual materials, the students will gain a profound understanding of the practices—ideological, political, commercial, aesthetic, social—that produce such materials within the modern Italian cultural context.

Learning Outcomes

By successfully completing this module students will:

1. Acquire the technical and artistic competency to read a photograph;
2. Consolidate their visual literacy;
3. Systematically analyse photographic and visual masterpieces within their social, historical and cultural context, and as their products;
4. Learn the history of photography and further develop their understanding of visual culture (ads, propaganda, social documentary, fashion, etc.) in Italy;
5. Evince the relationship between photography, visual arts, and the dominant philosophical and political trends.

Preliminary Reading

- Pellizzari, Photography in Italy. Reaktion Books: London, 2011.
- Colombo, Sontag. Italy: One Hundred Years of Photography. Alinari, 1988.
- Bate. Photography: Key concepts. Berg, 2009
- Wells (ed.). The Photography Reader. Routledge 2002. Clarke, The Photograph. Oxford University Press: Oxford 1997.
- Warner Marien, Photography: A Cultural History. Laurence King: London 2011.

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IT571 Learning Italian Through Literature						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Capello Dr F

Contact Hours

2 Per Week

Pre-requisites

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

Synopsis

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

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

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

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

- Italo Calvino's *Gli amori difficili*
- Leonardo Sciascia's *Il mare color del vino*
- Dino Buzzati's *Sessanta racconti*
- Giuseppe Pontiggia's *Vite di uomini non illustri*
- Dacia Maraini's *Buio*
- Luigi Malerba's *Le galline pensierose* and *Le pietre volanti*
- Andrea Camilleri, Giancarlo De Cataldo and Carlo Lucarelli's *Giudici*

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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	Palumbo-Mosca Dr R

Contact Hours

2 hours per week

Pre-requisites

Prerequisite: Desirable IT508 or IT563 (alternatively consult the convenor)

Co-requisite: Desirable IT506 (alternatively consult the convenor)

Synopsis

The course examines the work of three Italian authors that in different ways have recently recounted Italian crime: Leonardo Sciascia, Antonio Franchini, and Roberto Saviano. In reading each of these authors, the module focuses on the following main issues: the differences of fiction and nonfiction writing; the influence of American New Journalism on contemporary Italian writers; the political and ethical use of literary representations, and finally the different ways in which today's Italian writers try to influence the political debate. Texts to be studied include: Leonardo Sciascia's *Il giorno della civetta* (1961), Antonio Franchini's *L'Abusivo* (2001), and Roberto Saviano's *Gomorra*. Films to be watched include: Brian De Palma's *The Untouchables* (1987), Matteo Garrone's *L'imbalsamatore* (2002), and Marco Risi's *Fortapàsc* (2009).

Learning Outcomes

By the end of the module, students will have:

- systematic knowledge and understanding of contemporary Italian narrative and be able to apply this knowledge critically in relation to traditional novels.
- an advanced understanding of the relationship between literature, politics, and ethics
- conceptual understanding of some historical, cultural, and political specificities of Italian society, and the ability to apply this knowledge outside of the context in which it was first acquired
- to examine critically the different ways in which writers build their public persona, and, using analytical frameworks based upon the results of this investigation, analyse how and if a literary work can be influential in today's society

Preliminary Reading

Primary Texts

- Leonardo Sciascia, *Todo modo*
- Antonio Franchini, *L'Abusivo*, Marsilio, Venezia: 2001
- Roberto Saviano, *Gomorra*, Milano, Mondadori: 2006
- Roberto Saviano, *La bellezza e l'inferno*, Milano, Mondadori: 2009
- Tom Wolfe, *New Journalism*, various editions.

Secondary Texts

- Paul Ginsborg, *History of Contemporary Italy: Society and Politics*, New York, Palgrave MacMillan: 2003
- John Dickie, *Mafia Republic*, Sceptre, 2013.
- P.P. Antonello, F. Mussgnung (eds.), *Postmodern Impegno. Ethics and Commitment in Contemporary Italian Culture*, Oxford, Peter Lang: 2009

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 Dr 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:

- understand short, simple messages and announcements;
- read short simple texts and find specific information;
- 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

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LA301 Learning Portuguese 1B (Beginners)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	da Silva Dr 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 class contact hours per week, 30 class contact hours in total, 10 self-study hours per week.

Method of Assessment

Assessment 1 In-class test: 30%, week 6

Oral test: 20%, week 10

Assessment 2 In-class test: 50%, week 12

Synopsis

This curriculum content is intended to give students some familiarity, at an introductory level, with everyday life, activities and culture in China.

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

- everyday elementary level conversation skills including greetings, asking and giving basic informations about oneself, friends and family members
- introductory skills useful to describe students' language abilities, preferred drinks and daily activities
- topics related at introductory level to Chinese culture, geography including some major cities, etc.

There will be a balance between communicative activities, and understanding of vocabulary and grammatical structure. Students will be expected to use the range of resources available to them in the library and on the Moodle page for self-study.

Learning Outcomes

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

- recognise and reproduce 130 commonly used Chinese characters.
- be familiar with and use around 200 words in simplified character form or pinyin.
- recognise some common radicals of Chinese characters and write characters following the correct order.
- effectively communicate in simple sentences in some basic areas, such as nationality, age, birthday, family, likes and dislikes of activities and sports, and university subjects, etc.
- type Chinese characters using computer or other portable devices.
- use online learning materials and online dictionaries for self study.
- read and write short passages, in characters or Pinyin, to introduce oneself, family members or friends
- demonstrate awareness of Chinese culture and traditions including greetings, addressing people; Chinese family, etc.

Preliminary Reading

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

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

3 class contact hours per week, 30 class contact hours in total, 10 self-study hours per week

Pre-requisites

LA302 Learning Mandarin 1A or equivalent

Method of Assessment

Assessment 1 In-Class test: 30%, week 18

Oral Test: 20%, week 22

Assessment 2 In-Class test: 50%, week 24

Synopsis

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

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

- everyday conversation skills including greetings and introductions, talking about food, hobbies and time, and asking and giving simple opinions on familiar topics.
- elementary skills of understanding weather forecasts, Chinese culture, festivals, etc.
- elementary skills useful to people visiting China including expressing how to go to somewhere and taking transport, etc.

The module aims to teach well-balanced language skills of Mandarin. There will be a balance between communicative activities, and understanding vocabulary and grammatical structure. Students will be expecting to use the range of resources available to them in the library and on the Moodle page for self-study.

Learning Outcomes

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

- recognise and reproduce 150 commonly used Chinese characters learned in this module.
- be familiar with and use over 350 words in simplified character form of Pinyin.
- effectively communicate in simple sentences in some basic areas, such as weather, time, food and drinks, occupations, transport and places in town, etc.
- read and write, in characters, in short text, such as letters, emails and diaries, introducing someone or somewhere you know, explaining experiences and plans.
- use online learning materials and online dictionary for self-study.
- demonstrate awareness of Chinese culture and traditions including greetings, addressing people, Chinese traditional festivals and the eating etiquette.

Preliminary Reading

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

LA500 Learning Portuguese 2A - Intermediate Portuguese

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

Tavares, Ana (2006), *Português XXI (Level 2 – StudentBook)*. Lisboa/Porto: Lidel, ISBN: 978-972-757-550-3

Tavares, Ana (2006), *Português XXI (Level 2 – ExerciseBook)*. Lisboa/Porto: Lidel, ISBN: 978-972-757-312-7

Hutchinson, Amélia and Janet Lloyd (2003), *Portuguese: an Essential Grammar*, 2nd ed., New York/London: Routledge.

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LA501	Learning Portuguese 2B - Intermediate Portuguese					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	da Silva Dr 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

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

Contact Hours

3 class contact hours per week, 30 class contact hours in total, 10 self-study hours per week

Pre-requisites

Elementary Mandarin Chinese 1A/1B or equivalent

Method of Assessment

Assessment 1 In-Class test: 30%, week 6

Oral Test: 20%, week 10

Assessment 2 In-Class test: 50%, week 12

Synopsis

The curriculum content is intended to give students some familiarity, at pper A2 level, with everyday life, activities and culture in China.

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

- everyday conversation skills including asking and giving directions,
- skills useful to describe illness, people's appearance and personalities
- topics related to currency and shopping in China etc.

The module aims to teach well-balanced language skills of Mandarin. There will be a balance between communicative activities, and understanding of vocabulary and grammatical structure. Students will be expected to use the range of resources available to them in the library and one the Moodle page for self-study.

Learning Outcomes

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

- recognise and reproduce 180 commonly used Chinese characters leared in this module.
- be familiar with and use over 550 words in the pinyin and simplified character form.
- effectively communicate in simple sentences in some basic areas, such as asking directions, shopping and bargaining, seeing a doctor, describing appearance and personalities, travelling and transport etc.
- type Chinese characters using computer.
- use online materials and online dictionary for self-study
- demonstrate awareness of Chinese culture and tradition including: living in China - Hutong and Siheyuan, shopping in China, tea culture and modes of transport in China.

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LA514		Year Abroad Module				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	120 (60)	100% Coursework with Pass/Fail Elements	

Contact Hours

Dependent on activity student pursues during year abroad (no specific Kent-based contact hours)

Availability

Only students going on a compulsory year abroad as part of a language programme will be registered for this module.

Method of Assessment

Pass/Fail mark based on results gained during study abroad, or the year abroad essay (for students on work placements); numerical mark based on oral examination completed early in Stage 3.

Both elements must be passed to pass the year abroad.

Synopsis

Students either study at a relevant foreign university or work (either as teaching assistants or in some other approved capacity).

Learning Outcomes

Students will learn to improve their language skills through full immersion in the relevant linguistic environment

Students will be able to apply the skills needed for academic study and enquiry

Students will be able to evaluate information critically

Students will be able to synthesise information from a number of sources in order to gain a coherent understanding of the subject

Students will be able to analyse, evaluate and interpret a variety of evidence in a critical manner

Students will be able to study and reach conclusions independently

Students will be able to formulate original opinions in a self-critical manner on the basis of sound factual knowledge and from a balanced perspective

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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 Dr 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

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

Aaron, M., ed. 1999. *The body's perilous pleasures: dangerous desires and contemporary culture*. Edinburgh: Edinburgh University Press.
 Foster, D. W., 1999. *Gender and society in contemporary Brazilian Cinema*. Austin, Texas, U.S.A.: University of Texas Press.
 Krzywinska, T., 2006. *Sex and the cinema*. London and New York: Wallflower.
 Parker, R. G., 2009. *Bodies, pleasures and passions: sexual culture in contemporary Brazil*. Boston: Beacon Press.
 Quinlan, S. C. & Arenas, F., eds. 2002. *Lusosex; gender and sexuality in the Portuguese-Speaking World*. Minneapolis: University of Minnesota Press.
 Studlar, G., 2000. *Masochism and perverse pleasures of the cinema*. In: E. A. Kaplan, ed. 2000. *Feminism and film*. Oxford and New York: Oxford University Press, pp. 203-225.

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LA520		Learning Portuguese (Advanced A)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	da Silva Dr A

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.

LA521		Learning Portuguese (Advanced B)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	da Silva Dr A

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 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.

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LL510 Creative Writing: a stylistics approach						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

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)

LL512 Language Processing						
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. Demonstrate critical knowledge and understanding of key psycho-linguistic concepts
2. Show systematic understanding of the structure of the lexicon in terms of phonological and morphological components
3. An ability to distinguish rigorously between comprehension and production in linguistic processing
4. Show evidence of having further developed and consolidated 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

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LL513		Language Variation and Change				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	Hornsby Dr D

Contact Hours

3 hours per week.

Availability

Also available to Stage 3 students.

Synopsis

Weeks 1-4 will explore the reasons for the initial exclusion of extralinguistic (ie. social) data from linguistic theory, and the limitations of traditional dialectology, before exploring some early variationist studies by Trudgill (Norwich) and Labov (Martha's Vineyard; New York) and examining their theoretical bases. Weeks 6-7 will examine the advances brought about by network studies (e.g. Lesley Milroy in Belfast), and the extent to which they offer a challenge to traditional assumptions in sociolinguistic methodology, an issue to which we return in week 8, which critically evaluates the so-called sociolinguistic gender pattern. Weeks 10-12 focus more specifically on issues of change, looking initially at neogrammarian theories and then the claims of Trudgill, James Milroy and others that certain kinds of change are predictable in specific types of social arrangement.

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.

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

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LL518		Stylistics: Language in Literature				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Scott Dr J

Contact Hours

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

Synopsis

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

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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LL519		Syntax 1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Janke Dr V

Contact Hours

2 hours per week.

Pre-requisites

Prerequisite: In order to take this module students must have taken LL311 Foundations of Language 2: Structure and Meaning

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.

Progression

Students wishing to take LL531 Atypical Language at Level H they must take LL519

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LL521		Research Skills - ELL				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Kapogianni Dr E

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

Harris, P (2008) (3rd) Designing and Reporting Experiments London: Open University Press.
 Litosseliti, L (2009) Research Methods in Linguistics London: Continuum International Publishing Group Ltd.
 Mackey, A and Gass, S (2011) Research Methods in Second Language Acquisition: A Practical Guide London: Wiley-Blackwell.
 Oliver, P (2010) The Student's Guide to Research Ethics London: Open University Press.
 Rasinger, S (2008) Quantitative Research in Linguistics (London: Continuum International Publishing Group Ltd.

Progression

Students must take LL521 in order to take LL599 Dissertation at Level H

LL522		Morphology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Bailey 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

Aronoff, M. and Fudeman, K. (2005) What is Morphology?, Blackwell
 Bauer, L. (2003) Introducing Linguistic Morphology, Georgetown University Press
 Booij, G. (2007) The Grammar of Words: An Introduction to Morphology, Oxford University Press.
 Honda, M and W. O'Neil (2008) Thinking Linguistically. A Scientific Approach to Language, Blackwell
 Lieber, R. (2010) Introducing Morphology, Cambridge University Press

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LL524		History of British English				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Hornsby Dr D

Contact Hours

1 hour lecture
2 hour seminar

Method of Assessment

Autumn term assessment pattern (100% coursework):

- Essay 1: 25% (2000 words)
- Group Presentation/seminar participation: 15%
- Essay 2: 40% (3000 words)
- End-of-term test: 20%

Synopsis

The module will begin with a consideration of what the term 'English' means, and of what other, potentially rival, languages have been spoken in the British Isles. It will then consider how successive waves of conquest shaped the sociolinguistic situation to one of diglossia, with English one of a number of varieties used in a restricted set of socially determined domains. Using Haugen's standardization model, we will examine the factors which led first to selection and later acceptance of English as the dominant variety, and consider the associated linguistic processes of codification and elaboration of function. Working with short texts from different time periods, the module will then show how and why grammatical changes occurred in Anglo-Saxon, Old and Middle English (e.g. loss of case marking, gender, weakening of the verbal paradigm) and their consequences for the modern language. We will also consider phonological changes (e.g. the Great English Vowel Shift) and their consequences for dialect differentiation. We will conclude by exploring ongoing change in contemporary English (notably koineization in major cities), and the likely consequences for future English in the British Isles.

Learning Outcomes

The aims of this module are threefold:

1. To provide an external sociolinguistic history of British English, explaining the social factors which led to its dominance in the British Isles
2. To provide an internal history of British English, showing how dialectal divisions emerged
3. To provide a case study of linguistic standardization, using Haugen's 1968 model.

Preliminary Reading

Preliminary readings

- Bragg, M. (2003) *The Adventure of English*. London: Hodder and Stoughton
Burnley, D (1992) *The History of the English Language: A Source Book*. London: Longman.
Culpeper, J. (2005) *History of English*. London: Routledge.
Fennell, B. A. (2008) *A History of English: a Sociolinguistic Approach*. Oxford: Blackwell.

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LL525		The Study of Speech I				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	50% Coursework, 50% Exam	
2	Canterbury	Autumn	I	30 (15)	100% Coursework	Arvaniti Prof A

Contact Hours

3 hours per week

Pre-requisites

Students must have taken LL310 in order to take LL525

Synopsis

This course is an introduction to the linguistic study of speech. It covers how speech sounds are produced and perceived and what their acoustic characteristics are (often referred to as phonetics), as well as how speech sounds are organized into sound systems cross-linguistically (often referred to as phonology). Emphasis will be placed on the sound system of English (including dialectal variation) but basics of sound systems across the world's languages will also be briefly covered and contrasted with English. Finally, the course will cover the differences between the traditional "static" view of speech sounds as articulatory postures and the organization of running speech, together with the repercussions that our current knowledge about running speech has for our understanding of phonological systems, their organization and formal representation.

Learning Outcomes

By the end of the module, the students will:

- have knowledge and understanding of the central areas of the study of speech and of the problems with the traditional separation of the study of speech into phonetics and phonology
- understand how speech sounds are produced and perceived; students should also have an understanding of speech acoustics
- have a good level of familiarity with the types of experimental research that contribute to our knowledge of how speech is produced and perceived and of how this research informs our understanding of sound system organization
- acquire a cogent understanding of the English language and its varieties
- be able to use the International Phonetic Alphabet (IPA) to represent speech sounds and to refer to the IPA for guidance, while being cognizant of the controversies surrounding the use of the IPA and its limitations
- be able to interpret visual representations of speech using relevant software (Praat) and should have mastered the basic functions of Praat (recording and playing files, cutting and pasting speech, doing basic measurements of duration, amplitude and fundamental frequency of speech sounds)
- be able to solve intermediate-level phonology problems using appropriate tests and arguments

Preliminary Reading

1. Ashby, Michael and John Maidment (2005) *Introducing Phonetic Science*. Cambridge University Press.
2. Gussenhoven, C. & Jacobs, H. (1998) *Understanding Phonology*. London: Hodder & Arnold.
3. Ladefoged, P. & Johnson, K. (2010) *A Course in Phonetics* (6th edition). Cengage Learning.
4. Ladefoged, Peter (2003) *Phonetic Data Analysis*. Blackwell.
5. Ladefoged, Peter (1996) *Elements of Acoustic Phonetics*. Chicago: The University of Chicago Press

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LL530		Writing In The Media: A Practical Approach				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	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.

Learning Outcomes

- 1 Refine and extend knowledge and critical understanding of a range of language contexts, their communicative purposes and settings, participants and processes
- 2 Consolidate a systematic understanding of ways of approaching texts and discourse in the light of current theories and their application (e.g. semiotics, multimodality and narratology)
- 3 Engage closely, rigorously and in detail with stylistic and discursive features of journalistic texts
- 4 Demonstrate their ability to accurately describe text and discourse in formal terms (stylistic, rhetorical, linguistic)
- 5 Acquire high-level and in-depth awareness of how different social, political and cultural dimensions of communication operate in the production and reception of journalistic discourse and be able to apply and make use of this knowledge outside of the context in which it was first encountered
- 6 Enhance their understanding of relevant stylistic, discourse, narrative and cultural theory
- 7 Produce original writing (reportage) of a high standard (as measured by the assessment criteria), both in terms of style and of content, and showing awareness of the complex contemporary issues which affect journalists, writers and other media workers, demonstrating their ability to effectively communicate information, arguments and analysis across a variety of forms and genres

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

LL531		Atypical Language				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Janke Dr V

Contact Hours

One 1-hour lecture and one 1-hour seminar per week = 20 total contact hours.

Pre-requisites

- Kent Students must have taken and passed LL519 Syntax One.
- Erasmus Students must have completed and passed an intermediate level course in generative grammar.

Method of Assessment

100% Coursework

Mini-Project or Long Essay 3000 words 80%
 Presentation: 20 minutes 20%

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Synopsis

During this course, students will focus on a core set of linguistic case studies, which will equip students with the ability to:

- 1 assess the extent to which linguistic capacities interact with psychological ones
- 2 recognise the relevance of the distinction between developmental and acquired disorders
- 3 critically analyse evidence for/against linguistic principles being operative in child grammars
- 4 with regard to developmental disorders, distinguish between language delay and language deviance
- 5 understand the results of social, cognitive and linguistic tests against which subjects' capabilities are measured

Main themes will be picked from a variety of topics each year, from the following selection: Levels of Representation; Interaction between 'modules'; British Sign Language; Vocabulary and Syntax in the Aphasias; Morpho-syntactic abilities in SLI, complex syntax in Williams Syndrome, Down Syndrome and Autism, Linguistic savants; Pragmatic knowledge in these disorders; Bi-Lingualism.

Learning Outcomes

On completion of this course, students will have:

- 1 consolidated their knowledge of current key debates within linguistics/language acquisition
- 2 considered how different levels of representation affect each other, and how these can result in heterogeneous profiles within the same 'syndrome'.
- 3 understood the difference between atypical language development and atypical language acquired once development is complete.
- 4 assessed the extent to which theoretical and empirical work on atypical linguistic development inform each other about current debates in the field.
- 5 learnt to analyse transcripts from corpora from a variety of subjects with particular language impairments, using this data to identify typical characteristics of these disorders.
- 6 understood the results of social, cognitive and linguistic tests against which subjects' capabilities are measured (e.g. standardised vocabulary, verbal and non-verbal reasoning test; experimental tests designed to tap into particular aspects of linguistic knowledge)

The intended generic learning outcomes

On completion of this course, students will be able to:

- 1 engage in critical reflection, verbal discussion and written analysis of various theoretical approaches and empirical findings and to devise and sustain arguments relating to these analyses.
- 2 make informed judgments about the appropriateness of different theoretical approaches to language development and evaluate the efficacy of such approaches
- 3 undertake independent learning (exercising initiative and personal responsibility), use secondary texts with critical discrimination, reflect critically on their own academic work and present coherent arguments both during classroom discussion and in their written work
- 4 develop an ability to explain linguistic notions to interested yet non-specialist audiences.

Preliminary Reading

Fodor, Jerry (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.

Foster-Cohen, S. (2009) *Language Acquisition* Palgrave Advances in Linguistics. Palgrave Macmillan.

Guasti, M. (2004). *Language Acquisition: the growth of grammar*. Bradford Books.

Hoff, E & M Shatz (2009). *Blackwell Handbook of Language Development*: Wiley-Blackwell.

Karmiloff-Smith, A (1992) *Beyond Modularity: A Developmental Perspective on Cognitive Science*. Cambridge, Mass: MIT Press

Marshall, M, Siple P, Lillo-Martin, D, Campbell, R & Everhart, V. (1997) *Relations of Language and Thought: The View from Sign Language and Deaf Children*. Oxford: OUP.

Smith, Neil and Ianthi Tsimpli (1995) *The Mind of a Savant: Language Learning and Modularity* London: Blackwell.

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LL532	Learning and Teaching Languages					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Chamorro Dr G

Contact Hours

Total Contact Hours: 20

Pre-requisites

LZ500

Learning and Teaching Languages is a module largely intended for students on the English Language Studies programme, and more specifically those who are taking or have taken the I level option in English Language Teaching. It is also available to Erasmus students and as a wild module.

Method of Assessment

One two-hour examination – 40%.

The examination will be summative and will test Learning Outcomes 11.1, 11.3, 12.1 and 12.2

Coursework - 60%, consisting of:

1. One essay of 2500 words (48%) based on independent research into an issue in second language learning and teaching. The essay will assess Learning Outcomes 11.1-5 and 12.1-2
2. Participation in seminar discussions (12%) will test generic learning outcomes 12.1&3

Synopsis

This module examines the principles on which contemporary second language teaching methods are founded. It will analyse first and second language acquisition theories in the light of current developments in psychology and learning theory. Students will analyse a range of language teaching methods taking into account the ways in which they reflect acquisition theory. The module will give students the opportunity to compare L2 teaching methods from the perspective of: focus on form, function and meaning and student and teacher roles. This will allow students to evaluate the effectiveness of specific language teaching methods against criteria of accuracy and fluency. Students will have the opportunity to discuss the ways in which a variety of social, educational and cultural contexts directly influence the implementation of L2 teaching methods, and will be able to follow personal interests by investigating language teaching methods in context.

Although the focus is 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

11 The intended subject specific learning outcomes
Students will be able to:

1. compare and critically evaluate L1 and L2 language acquisition models
2. critically analyse a range of L2 teaching methods
3. analyse the relationship between L2 learning models and second language teaching methods
4. examine the relationship between L2 teaching methods and their social and educational contexts
5. identify and critically analyse issues in second language teaching with reference to academic research.

12 The intended generic learning outcomes

Students will be able to:

1. develop lines of argument and make sound judgments in accordance with the basic theories and concepts of their subjects
2. manage learning effectively, making use of a broad range of approaches
3. reflect on and discuss personal attitudes and beliefs.

Preliminary Reading

- Brown, H.D, 2006, Principles of Language Learning and Teaching, New York, Longman
- Ellis, R. 1997, Second Language Acquisition, Oxford, Oxford University Press
- Garcia Mayo, M del P (ed), 2007, Investigating Tasks in Formal Language Learning, Clevedon, Multilingual Matters
- Hyland, K, 2006, English for Academic Purposes, London, Routledge
- Lightbown, P.M and N. Spada, 2006, How Languages are Learned, Oxford, Oxford University Press
- Mitchell R. and F. Myles, 2004, Second Language Learning Theories, Hodder and Arnold
- Richards, J.C. and C. Lockhart, 1996, Reflective Teaching in Second Language Classrooms, Cambridge, Cambridge
- Williams, M. and R.L. Burden, 1997, Psychology for Language Teachers, Cambridge, Cambridge University Press

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LL533		Topics in Pragmatics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Kim Dr C

Contact Hours

20 contact hours in total.

Pre-requisites

Semantics and Pragmatics (or former LL516/LL517)

Method of Assessment

100% coursework, consisting of one seminar presentation and 2 take-home assignments.

- Seminar Presentation (15 minutes): 20%
- 1 x 1000 word assignment: 35%
- 1 x 1500 word assignment: 45%

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, familiarising themselves with the related methodologies and tools of analysis.

Learning Outcomes

1. Demonstrate coherent and detailed knowledge of significant theories concerning the production and interpretation of meaning in context and the ability to apply and critically evaluate the different methodologies associated with these
2. Demonstrate an awareness of the nature of theory and what constitutes an explanation, as well as an understanding of the limitations of theory
3. Critically approach the debates concerning the distinction between semantic and pragmatic aspects of meaning
4. have refined practical linguistic research skills through discussing pragmatic problems and proposing solutions based on current materials

Preliminary Reading

- Huang, Y. (2006). *Pragmatics*. New York: Oxford University Press.
- Jaszczolt, K. (2002). *Semantics and Pragmatics: Meaning in Language and Discourse*. London: Longman.
- Kadmon, N. (2001). *Formal Pragmatics: Semantics, Pragmatics, Presupposition, and Focus*. Oxford: Wiley-Blackwell.
- Noveck, I. & Sperber, D. (2004) *Experimental Pragmatics*. San Diego: Palgrave.
- Sperber, D. & Wilson, D. (1995) (2nd ed.) *Relevance: Communication and Cognition*. Oxford: Blackwell.

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LL534	Semantics and Pragmatics					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Kim Dr C

Contact Hours

This module will be taught in two weekly sessions: a one-hour lecture and a two-hour seminar, for ten weeks, 30 contact hours in total.

Method of Assessment

100% coursework, consisting of seminar participation, one take-home Problem Set and an essay.

- Seminar Participation: 15%
- Take-home Problem Set, 2000 words: 40%
- Essay, 2500 words: 45%

Synopsis

This module will introduce the students to the study of meaning at the levels of semantics and pragmatics. The discussed topics will range from the study of word meaning to the study of sentence meaning and utterance (contextualised) meaning. The module will introduce significant notions and theories for the field of semantics and pragmatics, such as theories of concepts, Truth Conditions, the Gricean theory of conversational implicatures, Speech Act theory, and Politeness theory. The students will have the opportunity to reflect upon real data and analyse the processes of conveying and understanding meaning at the semantics/pragmatics interface.

Learning Outcomes

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

1. Demonstrate knowledge and critical understanding of concepts and terminology used to account for the way in which meaning is conveyed.
2. Demonstrate knowledge of significant theories that focus on semantic and pragmatic meaning (theories of concepts, Truth-conditional semantics, Gricean theory, Speech Act theory).
3. Be able to characterize core semantic and pragmatic phenomena and critically reflect upon the relationships between these two levels.
4. Develop practical linguistic research skills by analysing real data, discussing their findings, and attempting generalisations relevant to the important questions in the field.

The intended generic learning outcomes include being able to:

1. Communicate the results of study and work accurately, with well-structured and coherent arguments in an effective and fluent manner both in speech and in writing
2. Develop their skills in critical reflection and analytical discussion of their own writing and the writing of others
3. Develop their ability to work cooperatively with others, exercising personal responsibility and sensitivity
4. Exchange relevant information through the use of shared access to documents and web-based learning

Preliminary Reading

Indicative Reading List

- Grundy, P. (2000) (2nd ed.). *Doing Pragmatics*. London: Arnold Publishing
- Horn, L. & Ward, G. (2005). *The Handbook of Pragmatics*. Oxford: Blackwell
- Saeed, J. (2003). *Semantics*. Oxford: Blackwell
- Riemer, N. (2010). *Introducing Semantics*. Cambridge: CUP.
- Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press

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LL536 English Language in the Media						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Scott Dr J

Contact Hours

Total Contact Hours: 20

Method of Assessment

100% coursework

Assignment 1 (1000 words) = 30%

Assignment 2 (1500 words) = 50%

Seminar presentation (15 minutes) = 10%

Seminar participation = 10%

Synopsis

In this module, students develop a range of skills which will enable them to undertake the narratological and linguistic analysis of media texts (the term 'text' is used broadly here, and will encompass both written and oral sources) taken from a number of sources, including newspapers, magazines and online discourses. Areas covered include: genre theory, register, narrative theory, multimodality, dialogism and discourse analysis. Also discussed are complex and challenging ideas around the notion of words, signs, and grammar in context. 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.

Learning Outcomes

1. Demonstrate knowledge and critical understanding of key narratological and linguistic theories (genre theory, de Saussure, Genette, Barthes) coming to a systematic understanding of key aspects of this field
2. Assess the applicability of these theories to current media outputs; for example, in terms advertising, broadsheets, tabloids and other genre
3. Accurately carry out detailed analysis of a range of media discourse genres (including newspaper texts, interviews, stand-up comedy, speeches and multimodal discourse) demonstrating cogent application of the particular linguistic approach under discussion
4. Use narrative and linguistic theory and related scholarly apparatus to make informed critical and evaluative judgments about a wide range of media, and be able to make use of this knowledge outside of the contexts in which it was first encountered
5. Understand how theoretical approaches to the media impact on a wide range of themes and topics, for example: genre, narrative, and concepts of culture and community, gender, politics and ideology, identity,
6. Appreciate how their own knowledge and cultural background contributes to their understanding of media discourse

Preliminary Reading

Aitchison, Jean and Diana Lewis (eds) (2003) *New Media Language* London: Routledge.

Barthes, R, 1977, 'The photographic message', *IMAGE-MUSIC-TEXT*, London: Fontana Press

Bell, A and Garrett, P (eds), 1998, *Approaches to Media Discourse*, Oxford: Blackwell

Burke, L T Crowley and Alan Girvin (eds) (2000) *The Routledge Language and Cultural Reader*. London: Routledge.

Durant, Alan and Marina Lambrou (2009) *Language and Media*. London: Routledge.

Fulton, Helen, with Rosemary Huisman, Julian Murphet and Anne Dunn, 2005, *Narrative and Media*, Cambridge: Cambridge University Press

Toolan, Michael, 2001, *Narrative: a critical linguistic introduction*, London: Routledge

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LL537	English Language in the Media 2					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	Scott Dr J

Contact Hours

Total Contact Hours: 20

Pre-requisites

English Language in the Media 1 (LL536)

Method of Assessment

50% coursework/50% examination

50% Coursework is made up of:

1 1000-word semiotic analysis (30%)

1 seminar presentation (10%)

Seminar contribution (10%)

The examination (3 hours long) will consist of a detailed comparative analysis of two newspaper articles.

Synopsis

In this module, students continue to develop and explore the themes introduced in LL536 English Language in the Media 1. Here, the focus is on semiotics as applied in the linguistic analysis of a wide range of media discourse types, but with particular emphasis on advertising. Areas covered include: semiotics, the work of Saussure, the British press, multimodality, the new media and social networking.. Also discussed are complex and challenging ideas around the notion of words, signs, and grammar in context. Students will further develop the ability to approach the language of the media critically and to read the press perceptively so as to understand the acute importance of the media in a democratic society.

Learning Outcomes

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

1. Demonstrate knowledge and critical understanding of key semiotic and linguistic theories (including Barthes's notion of mythology, Peirce's semiotics and De Saussure's conception of the linguistic sign) coming to a systematic understanding of key aspects of this field, and building upon the knowledge of processes of mediation and encoding explored in LL529 English Language in the Media 1
2. Assess the applicability of these theories to current media outputs; for example, in terms advertising, broadsheets, tabloids, multimodal discourses and other genre
3. Accurately carry out detailed analysis of a range of media discourse genres (including newspaper texts, magazine advertising, online advertising and multimodal discourses in general) demonstrating cogent application of the particular linguistic approach under discussion with particular emphasis on approaches gleaned from semiotics
4. Use semiotic theory (and rigorous linguistic apparatus more generally) to make informed critical and evaluative judgments about a wide range of media discourse, and be able to make use of this knowledge outside of the contexts in which it was first encountered
5. Understand how theoretical approaches to the media impact on a wide range of themes and topics, for example: genre, narrative, and concepts of culture and community, gender, politics and ideology, identity,
6. Appreciate how their own knowledge and cultural background contributes to their understanding of media discourse
7. To become 'media savvy'; i.e. to understand the ways in which media organisations manipulate and shape, as well as respond to, trends in the wider culture

Preliminary Reading

Aitchison, Jean and Diana Lewis (eds) (2003) *New Media Language* London: Routledge

Barthes, Roland (1990) *S/Z*. Oxford: Wiley-Blackwell.

Bell, Allan (1990) *The Language of News Media*. Oxford: Wiley-Blackwell.

Bignell, Jonathan (2002) *Media Semiotics: An Introduction*. Manchester: M.U.P.

Chandler, Daniel (2007) *Semiotics: The Basics*. London: Routledge

Crystal, David (2006) *The Language of the Internet* (2nd Ed.). Cambridge: C.U.P.

Kress, Gunther (2009) *Multimodality: a social semiotic approach to contemporary communication*. London: Routledge.

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LL538	First Language Acquisition					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Janke Dr V

Contact Hours

Total contact hours: 20

Availability

2014/15

Method of Assessment

100% coursework:

1. In-class test (50 minutes): 40%
2. Presentation (10 minutes): 20%
3. Essay (1500): 40%

Synopsis

This course will start by examining the topic of language acquisition, demarcating the domains for linguistic inquiry. It will challenge everyday assumptions about the way in which children acquire language and introduce key theoretical issues, always assessing the validity of each theory on the basis of empirical evidence. The course will examine the biological basis of language and its localisation and lateralisation, using evidence from both typical and atypical populations. It will evaluate the role of input in language acquisition and the extent to which this facilitates linguistic development. All these issues will be set against an understanding of the normal stages of language acquisition, essentially mapping out the linguistic milestones reached by typically developing children to the age of four. An understanding of the interaction between the components involved (phonology, morphology, semantics, rudimentary structure, pragmatics) will provide the empirical backdrop to assess the efficacy of theoretical models introduced. The course will end, having laid the foundations for students to undertake a higher level of research in this area.

Learning Outcomes

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

1. demonstrate their understanding of core concepts in linguistic theory, the fundamentals of empirical enquiry and be able to distinguish key theories that have approached the logical problem of language acquisition.
2. recognise the milestones that characterise typical patterns of language acquisition and be able to link these to standard measures of linguistic stages
3. evaluate the role of environmental, cognitive and linguistic factors in language acquisition, and the relations between them.
4. develop lines of argument and make informed judgements, which support/contest theories, on the basis of empirical evidence that they will have considered throughout the course
5. learn how to assess the extent to which a child's language is age- and stage- appropriate

Preliminary Reading

Core:

- Aitchison, J (2011). *The Articulate Mammal*. Unwin Hyman
- Boysson-Bardies (2000) *How Language Comes to Children*. Bradford Books
- Cattell, Ray (2007) *Children's Language: Consensus and Controversy*. London: Cassell.

Further:

- Foster-Cohen, S (1999) *An Introduction to Child Language Development*. London, New York: Addison Wesley Longman
- Fromkin, V and Rodman, R. (1993) *An Introduction to Language*. Harcourt Brace Jovanovich College Publishers.
- Peccei, J. S (1999) *Child Language*. London: Routledge
- Pinker, S. (1994) *The Language Instinct*. Penguin.

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LL539 An Introduction to English Language Teaching 1

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

Contact Hours

There will be 2 contact hours per week for 10 weeks.

Method of Assessment

Assessment is 100% coursework.

Language Analysis Test (50 minutes) (40%)

Lesson Plan and Commentary (2000 words) (60%)

Synopsis

This module is a useful taster for anyone who may be considering teaching English in the future, although it provides a rich variety of transferable skills for any participant. It raises awareness of the English language, introduces lesson planning, classroom organisation, language teaching and feedback. There will be an opportunity to observe English Language teaching and plan and prepare two short lessons. The emphasis is on building strategies and techniques for teaching and understanding what makes good practice.

Learning Outcomes

Students who successfully complete this module will:

1. obtain an understanding of advanced theoretical and practical principles, in the content, methodology, materials, organisation and practice of classroom teaching
2. Develop, improve and refine their linguistic awareness
3. Acquire the ability to assess student language competence and needs in the four skills of reading, writing, listening and speaking
4. Have systematic knowledge of the academic, theoretical and pedagogical issues involved in devising a syllabus, plan lessons and select materials and teaching strategies appropriate to the needs and interests of the students they teach
5. Come to a cogent appreciation, through critical classroom observation of experienced teachers and personal reflection, of the content, methods, strategies and organisation of classroom work

Preliminary Reading

Harmer, J., How to Teach English, Longman, 2007

Lindsay, C. and Knight, P. Learning and Teaching English, Oxford, 2006

Scrivener, J., Learning Teaching, Heinemann, 2011

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LL540		An Introduction to English Language Teaching 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Hughes Dr M

Contact Hours

There will be 2 contact hours per week for 10 weeks.

Pre-requisites

LL539 An Introduction to English Language Teaching 1

Method of Assessment

Assessment is 100% coursework.

Teaching Practice (15 minutes) 40% and Written Evaluation (1000 words) 20%

Group Discussion (in threes, but individually assessed: 20 minutes – these discussions will be recorded so they can be viewed by external examiners) (40%)

Synopsis

This module is a useful taster for anyone who may be considering teaching English in the future, although it provides a rich variety of transferable skills for any participant. It builds on An Introduction to English Language Teaching 1 by increasing the range of skills and considering how to go about teaching specific groups of learners and assessing their needs. Guidance will be given on writing a syllabus, using resources and creating materials for learners. There will be an opportunity to deliver a short lesson.

Learning Outcomes

Students who successfully complete this module will:

1. Have consolidated their previously-acquired knowledge of advanced theoretical and practical principles, in the content, methodology, materials, organisation and practice of classroom teaching
2. Be able to demonstrate further development, improvement and refinement of their linguistic awareness depending on their previous knowledge and experience, building on topics and themes introduced in LL527 (pre-requisite).
3. Have acquired a greater ability to assess student language needs in the four skills of reading, writing, listening and speaking
4. Have systematic, detailed and extensive knowledge of the academic, theoretical and pedagogical issues involved in devising a syllabus, plan lessons and select materials and teaching strategies appropriate to the needs and interests of the students they teach
5. Have further developed cogent appreciation, through critical classroom observation of experienced teachers and personal reflection, of the content, methods, strategies and organisation of classroom work
6. Demonstrate advanced practical skills by teaching groups of peers under the supervision of experienced teachers

Preliminary Reading

Harmer, J., How to Teach English, Longman, 2007

Lindsay, C. and Knight, P. Learning and Teaching English, Oxford, 2006

Scrivener, J., Learning Teaching, Heinemann, 2011

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LL599		Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Bailey Dr L

Contact Hours

Total contact hours: 20

Pre-requisites

LL521 Research Skills

Method of Assessment

100% Dissertation (10,000 words)

Synopsis

This module enables students to research in depth a linguistic topic. The dissertation topic may be chosen from a list provided by the supervisor, or selected by the student under guidance from the supervisor in an area reflecting the student's interests and the supervisor's research programme, interests and expertise. The topic will normally build upon a module that the student has undertaken in their second year. In this instance, the student must have gained a minimum of 65% on that module. In the rare case that the chosen topic builds upon an Autumn-term module in the student's third year, acceptance is at the supervisor's discretion; it is expected that the supervisor will be the convenor of that module and can reach a decision on the basis of their assessment of the student's potential and the viability of the project.

Topics available for study are subject to the availability of an appropriate supervisor. In order to ensure adequate supervision, supervisors may not accept to supervise more than 3 dissertations in a given year.

With guidance from their supervisors, students will identify a research question and apply appropriate methodologies to data collection and their analysis. While the supervisor will be there to guide students, students will take responsibility for setting their own deadlines, working at a pace that suits them, with the aim of submitting a dissertation of 10,000 words early in the Summer term.

Learning Outcomes

By the end of the module, the students will have:

- 11.1. acquired a coherent and detailed knowledge of the existing research on a particular linguistic topic;
- 11.2. carried out original research on a particular linguistic topic;
- 11.3. gained practical experience of appropriate linguistic research methods and techniques;
- 11.4. collected and critically evaluated linguistic data;
- 11.5. presented linguistic data in an appropriate manner (tables, graphs, diagrams etc.).

Preliminary Reading

MCMILLAN, K. & J. WEYERS. (2007) How to write dissertations and project reports. London: Prentice Hall.

SEALEY, A. (2010) Researching English Language: A Resource Book for Students. London: Routledge.

WRAY, A. and A. BLOOMER. (2012). (3rd edn.) Projects in Linguistics and language studies: A practical guide to researching language. London: Hodder Arnold.

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LS310		Ab initio Catalan - Learning Catalan 1A				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

Contact Hours

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

Restrictions

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

Synopsis

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

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

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LS311 Ab initio Catalan - Learning Catalan 1B						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	

Contact Hours

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

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

LS504 Learning Spanish 3B(Intensive Post A-Level)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	Martinez-Garrido Ms G

Contact Hours

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

Synopsis

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

Preliminary Reading

"Alonso Raya, R. et al. (2011). Gramática básica del estudiante de español. Barcelona: Difusión.
Additional materials for the module will be available on Moodle."

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LS505		Learning Spanish 4				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	30 (15)	60% Coursework, 40% Exam	Martinez-Garrido Ms G

Contact Hours

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

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

LS506		Learning Spanish 5				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	60% Exam, 40% 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.

Learning Outcomes

By the end of the module students will have:

1. consolidated and extended their translation and interpretation skills, as developed in previous years. This is done via exposure to a selection of written and spoken texts covering a range of registers and topic areas, including journalistic, legal, business and literary texts.
2. consolidated and extended their ability to accurately recognise and use a range of registers in Spanish, and gained enhanced sensitivity to the equivalent English registers.
3. gained a thorough and critical understanding of the theoretical and practical problems involved by translation from English into Spanish and vice versa.
4. perfected linguistic skills through studying grammatical and lexical subtleties of the Spanish language.
5. studied grammatical and lexical subtleties of the Spanish language.
6. analysed and gained a deep and cogent understanding of topics related to language and cultural studies, and the complex inter-relationships between such topics, in both Spanish and English.
7. engaged in regular oral practice in Spanish on an extensive range of topics, including academic topics, at an advanced level.

Preliminary Reading

All course material is provided on Moodle

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LS515		Catalan Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Roser i Puig Dr M

Contact Hours

20

Synopsis

This module aims to 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.

LS548		Contemporary Spanish Cinema				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	55% Exam, 45% Coursework	Triana-Toribio Prof N

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

Students who successfully complete the module will:

1. have developed a critical awareness of the main trends and key issues which characterize contemporary Spanish cinema;
2. have developed a coherent understanding of films as cultural artefacts –both in their production and reception contexts – that reflect cultural, artistic, social and political debates within Spain;
3. have developed a knowledge of critical debates relating to cultural theory (representation of gender, sexuality, national identity, and subjectivity);
4. have developed a knowledge of technical terminology relating to cinema;
5. have improved their ability to critically analyze and describe filmic narratives and the ways in which they are made;
6. have gained an enhanced appreciation of cultural diversity;
7. have improved their ability to research, to plan and write an essay, as well as to organize it in terms of a coherent argument.

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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LS550		Reading Monstrosity in Iberian Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	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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LS552		Learning Catalan 2A (Intermediate)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Roser i Puig Dr M

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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LS553 Learning Catalan 2B (Intermediate)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	15 (7.5)	100% Coursework	Roser i Puig Dr M

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

LS554 Writing the Cuban Revolution						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Rowlandson Dr W

Contact Hours

20 - One 2-hour lecture/seminar per week

Synopsis

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

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

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LS562		The Legacy of Inequality: Race and Ethnicity in Latin America				
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 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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LS563	Terrorism and State Terror in Latin America					
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

Films

Chile

La batalla de Chile, Patricio Guzman, 1977

Chile: Hasta Cuando?, 1986 David Bradbury

Machuca, Andres Wood, 2004

Argentina

La historia oficial, Luis Puenzo, 1985

Garage Olimpo, Marco Bechis, 1999

Kamchatka, Marcelo Piñeyro, 2002

Central America

When the Mountains Tremble, Pamela Yates, 1983 (Guatemala)

Nicaragua: No pasaran, 1985 David Bradbury, (Nicaragua)

Romero, John Duigan, 1989 (El Salvador)

Peru

La Boca de Lobo, Francisco Lombardi, 1988

Paloma de Papel, Fabricio Aguilar, 2003

State of Fear: The Truth about terrorism, Pamela Yates, 2005

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LS567		Final Year Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Triana-Toribio Prof N

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.

Pre-requisites

Students must achieve an average mark of 60% or more in Stage 2 in order to take this module in Stage 3

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).

LS568		Second Year Extended Essay				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Triana-Toribio Prof N
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Triana-Toribio Prof N

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).

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LS571 After Dictatorship: Spain and Latin America						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Triana-Toribio Prof N

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:

- The different ways in which Spain and Latin American countries have attempted to make transitions from dictatorship to democracy (12A Hispanic Studies Programme Outcomes);
- 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);
- Methods of analysing, criticising and assessing logical arguments, and studying and reaching conclusions independently (12B);
- Researching, planning and presenting orally to the group on a chosen topic (12B);
- Reading and listening to texts in Spanish (12B, 12C).

Preliminary Reading

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

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LS578	Dictatorship and Cultural Production in 20th Century Brazil & Portugal					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	da Silva Dr A

Contact Hours

The module will be taught by means of a weekly two-hour class (lecture and seminar), for ten weeks for which discussion topics will be set in advance.

Total contact hours: 20

Method of Assessment

The final mark for the module will be composed of the following elements:

A.1. Essay: 40% (learning outcomes: 11:1-8; 12:2-4)

A.2. In-class test: 40% (learning outcomes: 11:1, 2, 4, 5, 6; 12:2, 4)

A.3. Presentation: 20% (learning outcomes: 11:1, 3-8; 12:1, 3, 4)

Synopsis

This module will engage with various cultural representations produced during Brazil's and Portugal's dictatorships between the 1930s and the mid-1980s, including cinema, music, theatre and literature. The module will examine a set of primary sources to provide an insight into the roles such works played in Brazilian and Portuguese cultural history and explore various themes that emerge from these. It will analyse how the state used artistic representations for political purpose/propaganda, and also how artists used their work to oppose the dictatorial regimes, especially concerning censorship, in Brazil and in Portugal. These artistic representations will include Brazilian literature of the 1930s, cinema movements and genres, musical production such as Samba in Brazil and Fado in Portugal, music of protest, Tropicália, and plays. The course is also designed to provide students with knowledge of key cultural concepts/movements in relation to the cultural production of both countries, particularly cultural cannibalism, Cinema novo in Brazil, New cinema in Portugal, underground cinema. The course will also provide students with tools for cultural analysis. Students will gain experience in critical reading and close textual and visual analyses and at the same time learn about the history of the two countries during the period studied.

Learning Outcomes

11. The intended subject specific learning outcomes

Students who successfully complete this module will be able to demonstrate:

1. development in their understanding and appreciation of Brazilian and Portuguese cultural production
2. a more general knowledge of the history of the cultural production in Brazil and Portugal from the 1930s to the mid-1980s
3. an appreciation of cultural diversity
4. an understanding of the political and social contexts in which the cultural artefacts studied were produced
5. an understanding of the importance and complexities of cultural representations for individuals and national societies
6. an improvement in their ability to analyse examples of a variety of cultural representations
7. an understanding of narrative processes and modes of representation at work in the literary and film texts studied
8. development in their skills in the field of comparative study
12. The intended generic learning outcomes

Students who successfully complete this module will be able to:

1. participate in discussion, make their own contributions to discussion and listen to and respect the contributions of others
2. write cogent, well-constructed essays supported by textual and/or visual evidence
3. undertake independent research around the prescribed set material
4. reflect on their own learning, plan their use of time, and identify appropriate directions for further study

Preliminary Reading

Indicative primary reading and film viewing:

Novel: Graciliano Ramos. *Vidas Secas*/Barren lives, 1938, Brazil.

Films and TV programmes:

Brazil:

Beyond citizen Kane, 1993. Channel 4, UK.

Brasil, Brasil: The Tropicália revolution (part 2) BBC 4, UK.

Como era gostoso meu francês/How tasty was my little Frenchman, 1971.

Dzi croquettes, 2009.

Iracema: uma transa amazônica/Iracema, 1975.

Macunaíma, 1969.

Nem Sansão, nem Dalila/Neither Samson, nor Delilah, 1954.

O Bandido da luz vermelha/Red light bandit, 1968.

Pixote: a lei do mais fraco/Pixote, 1981.

Toda nudez será castigada/All nudity shall be punished, 1973.

Portugal:

Aldeia da roupa branca/The village of white clothes, 1939.

Aniki Bóbo, 1942.

Brandos Costumes/Gentle Costumes, 1975.

O Cerco/The circle, 1970.

O Pai Tirano/The Tyrannical Father, 1941.

O Pátio das Cantigas/ The Courtyard of the Ballads, 1942.

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LS579	Barcelona and Havana: Icon, Myth and History					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Roser i Puig Dr M

Contact Hours

Total Contact Hours: 20

Method of Assessment

The module will be assessed by 100% coursework.

I Level:

2 essays (45% each), one on Barcelona and one Havana (word length 2500)
Seminar Participation: 10%

Synopsis

This module focuses on the cultural history of Barcelona and Havana the iconic capitals of Catalonia and Cuba. Many of the key events and movements of the past century are intimately linked to these two cities, from the collapse of the Spanish Empire and the birth of the new Latin-American republics, the emergence of nationalism, the development of alternative modes of self-government and their engagement with modernity. Changes and continuities in the political, social and physical topography of Barcelona and Havana will be traced by studying representations of both cities in a range of texts and films from the mid twentieth to the early twenty-first century. Alongside feature films and prose genres such as short stories and reportage, the module will also consider theoretical texts on the city and the contribution of urban life to modern Hispanic culture. Central themes are the interplay of the individual and the collective, urban anonymity and liberation versus alienation and uniformity, multiculturalism and migration.

Learning Outcomes

By the end of the module, I and H students will have:

- 11.1 acquired a detailed and critical knowledge and understanding of 20th and 21st century recent cultural and political history of two major Hispanic cities, Barcelona and Havana.
- 11.2 demonstrated competence in applying this knowledge within new and differing contexts (e.g. as regards the city as a lieu de mémoire and the relationship between representations of the city to current debates about multiculturalism, migration and national identity).
- 11.3 acquired detailed knowledge of selected twentieth-century prose works and films that represent the city and city life in Barcelona and Havana.
- 11.4 gained critical understanding of the ways in which urban development and theories of urbanity have contributed to modern Hispanic culture, in particular to literature and film.
- 11.5 developed close reading and analytical skills, including the application of critical thinking to the study of literature and film.

Preliminary Reading

Novels

Mercè Rodoreda, *La plaça del Diamant* (Time of the Doves) (1962)
Carlos Ruiz Zafón, *The Shadow of the Wind* (L'ombra del vent) (2002)
Manuel Vázquez Montalbán, *An Olympic Death* (El laberinto griego: Un caso Carvalho) (1991)
Graham Greene, *Our Man in Havana* (1958)
Leonardo Padura, *Adiós Hemingway* (2005)

Short Stories

Achy Obejas, *Havana Noir* (2007)

Film

José Luis Guerín, *The Construction* (En construcción) (2001)
Ventura Pons, *Barcelona (a map)* (Barcelona (un mapa)) (2007)
Tomás Gutiérrez Alea, *Muerte de un Burócrata* (1966)
Fernando Pérez, *Suite Habana* (2003)

Drama

Joan Brossa, *The Quarrelsome Party* (El sarau) (1963)

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LS580	Barcelona and Havana: Icon, Myth and History					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Roser i Puig Dr M

Contact Hours

Total Contact Hours: 20

Method of Assessment

H level:

2 essays (45% each), one on Barcelona and one Havana (word length 2500)

Seminar Participation: 10%

Synopsis

This module focuses on the cultural history of Barcelona and Havana the iconic capitals of Catalonia and Cuba. Many of the key events and movements of the past century are intimately linked to these two cities, from the collapse of the Spanish Empire and the birth of the new the Latin-American republics, the emergence of nationalism, the development of alternative modes of self-government and their engagement with modernity. Changes and continuities in the political, social and physical topography of Barcelona and Havana will be traced by studying representations of both cities in a range of texts and films from the mid twentieth to the early twenty-first century. Alongside feature films and prose genres such as short stories and reportage, the module will also consider theoretical texts on the city and the contribution of urban life to modern Hispanic culture. Central themes are the interplay of the individual and the collective, urban anonymity and liberation versus alienation and uniformity, multiculturalism and migration.

Learning Outcomes

By the end of the module, I and H students will have:

11.1 acquired a detailed and critical knowledge and understanding of 20th and 21st century recent cultural and political history of two major Hispanic cities, Barcelona and Havana.

11.2 demonstrated competence in applying this knowledge within new and differing contexts (e.g. as regards the city as a lieu de mémoire and the relationship between representations of the city to current debates about multiculturalism, migration and national identity).

11.3 acquired detailed knowledge of selected twentieth-century prose works and films that represent the city and city life in Barcelona and Havana.

11.4 gained critical understanding of the ways in which urban development and theories of urbanity have contributed to modern Hispanic culture, in particular to literature and film.

11.5 developed close reading and analytical skills, including the application of critical thinking to the study of literature and film.

In addition, Level H students will have:

11.6 attained a systematic understanding of the relation between literary and cinematic representation and changing socio-historical conditions.

11.7 carried out and displayed understanding of additional research and critical thinking in both written assessments and seminar topics that show an appreciation of the uncertainty, ambiguity and limits of knowledge.

11.8 demonstrated independent learning skills by being able to make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources.

11.9 a comprehensive appreciation of key aspects of current critical approaches and theories on representations of the city and the ability to comment upon these approaches as well as to understand the specific cultural, historical and political contexts from which they emerge.

Preliminary Reading

Novels

Mercè Rodoreda, *La plaça del Diamant* (Time of the Doves) (1962)

Carlos Ruiz Zafón, *The Shadow of the Wind* (L'ombra del vent) (2002)

Manuel Vázquez Montalbán, *An Olympic Death* (El laberinto griego: Un caso Carvalho) (1991)

Graham Greene, *Our Man in Havana* (1958)

Leonardo Padura, *Adiós Hemingway* (2005)

Short Stories

Achy Obejas, *Havana Noir* (2007)

Film

José Luis Guerín, *The Construction* (En construcción) (2001)

Ventura Pons, *Barcelona (a map)* (Barcelona (un mapa)) (2007)

Tomás Gutiérrez Alea, *Muerte de un Burócrata* (1966)

Fernando Pérez, *Suite Habana* (2003)

Drama

Joan Brossa, *The Quarrelsome Party* (El sarau) (1963)

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

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
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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:

a) demonstrate their understanding of some key semiotic theories (de Saussure, Peirce and Barthes), coming to a systematic understanding of key aspects of this field

b) assess the applicability of these theories to current media outputs; for example, in terms advertising, broadsheets, tabloids and other genre

c) accurately deploy detailed analysis of a range of advertisements and newspaper texts, demonstrating cogent application of the particular language theory under discussion

d) use semiotic theory and related scholarly apparatus to make informed critical and evaluative judgments about a wide range of media

e) 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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PL507		Philosophy Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Kanterian Dr E

Pre-requisites

In order to qualify for admission to the module you will show a clear aptitude to continue the study of philosophy at graduate level. Normally, this will be manifested by an average of mid to high 2.1 marks or above at 2nd year with first class quality shown.

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. STUDENTS ARE STRONGLY ADVISED TO JOIN ONE OF THE READING GROUPS (TO BE ANNOUNCED) AND WORK ON THEIR ESSAY AND DISSERTATION WITHIN THAT CONTEXT. 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.

Learning Outcomes

By the end of this module students should have:

- 11.1 Understood a specific philosophical topic in detail sufficiently such that they can set their own question.
- 11.2 Provided a detailed, in-depth, critical answer to the question which they raise.

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PL514	Knowledge and Metaphysics: Descartes to Kant					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	
2	Canterbury	Autumn	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.

Learning Outcomes

The aims of the course are:

1. to make students familiar with the principal epistemological and metaphysical doctrines of Descartes, Locke, Leibniz, Berkeley, Hume, Reid and Kant – some of the greatest intellectual achievements of European culture and humankind;
2. understand central issues in modern philosophy since Descartes, such as the problem of scepticism, the mind-body problem, personal identity, the nature of ideas, primary-secondary qualities, idealism, causation, induction, modern philosophical approaches to God;
3. to enable students to compare these doctrines critically, and to evaluate them;
4. to allow students to better understand the origins of modern philosophy, and thus to evaluate it;
5. to encourage students to develop and to defend their own epistemological and metaphysical positions;
6. if students are doing a joint degree with subjects such as history, comparative literature, English, history and philosophy of art, religious studies, to provide them with the opportunity to bring their philosophical study to bear on their other subject, especially where the culture and philosophy of the Enlightenment will be or could be covered.

By the end of the course students should:

7. have engaged in specific and in-depth analysis of these issues;
8. have developed their skills in critical analysis and argument through an engagement with these issues;
9. have developed their ability to speak effectively in public and make complex philosophical ideas clear and understandable;
10. have developed their ability to work autonomously, alone and in groups, and to take responsibility for their learning.

This module will contribute to the aims of the Philosophy Programme by enabling students to find out about and discuss one of the central areas of philosophy (A4). The module will allow students to practise their analytical and critical skills whilst considering some of the most interesting material in philosophy. (See all of section B, and, particularly, C2, C5, C6, C7, C8 and C9.) It will also give them practise of working on their own and in groups, thus enabling them to take their analytical and critical skills to situations that they will encounter once they have left the University (all of D).

In addition, H level students will approach the material in this module at a higher level and in a more critical fashion than I level students. H level students will be expected to write and discuss whilst paying attention to articles, books and ideas, commensurate with advanced undergraduate study.

Preliminary Reading

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

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PL520 Philosophy Extended Essay

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

Contact Hours

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

Pre-requisites

In order to qualify for admission to the module you will show a clear aptitude to continue the study of philosophy at graduate level. Normally, this will be manifested by an average of mid to high 2.1 marks or above at 2nd year with first class quality shown.

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.

PL521 Philosophy Extended Essay

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

Contact Hours

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

Pre-requisites

In order to qualify for admission to the module you will show a clear aptitude to continue the study of philosophy at graduate level. Normally, this will be manifested by an average of mid to high 2.1 marks or above at 2nd year with first class quality shown.

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.

PL526 Aesthetics

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

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)

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PL552		Metaphysics, Truth and Relativism				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

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'

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PL569		Metaethics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Forbes Dr G

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).

Learning Outcomes

All students, I and H:

The aim of this course is to explore some difficult philosophical literature concerning some of the most fascinating ideas in twentieth century philosophy.

By the end of this course students should be able to:

(1) Outline the following positions, say why one might be motivated to adopt them, discuss arguments ranged against them and show understanding of how the strengths of one might depend on the weaknesses of another:

- Naturalism and nonnaturalistic versions of moral realism
- Noncognitivism
- Error theory
- Moral relativism

(2) Analyze how different accounts of moral motivation cope with different types of psychological make-up, and show understanding of how metaethics relates to issues regarding moral motivation.

(3) Connect the debates in (1) and (2) to some other areas of concern, such as minimalism about truth and response-dependence.

This module will contribute to the aims of the Philosophy Programme by enabling students to find out about and discuss one of the central areas of philosophy – namely moral philosophy (A2). The module will allow students to practise their analytical and critical skills whilst considering some of the most interesting material in philosophy. (See all of section B, and, particularly, C2, C5, C6, C7, C8 and C9.) It will also give them practise of working on their own and in groups, thus enabling them to take their analytical and critical skills to situations that they will encounter once they have left the University (all of D, and see 12 below).

In addition, H level students will approach the material in this module at a higher level and in a more critical fashion than I level students. H level students will be expected to write and discuss whilst paying attention to articles, books and ideas, commensurate with advanced undergraduate study.

Preliminary Reading

A. FISHER and S. KIRCHIN (eds.) - 'Arguing about Metaethics' (London: Routledge, 2006) – typical Seminar reading
A MILLER - 'An Introduction to Contemporary Metaethics' (Cambridge: Polity, 2003) - recommended

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PL570		Philosophy of Medicine				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Corfield Dr D

Contact Hours

3 hours per week

Availability

Also available under PL596 (Level I)

Synopsis

The aim of this module will be for 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.

Learning Outcomes

The aim of this course is to deepen students' understanding of the application and relevance of philosophical concepts to the theory and practice of medicine.

By the end of this module students should be able to:

- (1) Outline and critically assess ideas of health, illness, and disease.
- (2) Outline and critically assess the thesis that patients suffering from the same medical condition form natural kinds.
- (3) Outline and critically assess solutions to the mind-body problem in the context of medicine, and discuss conceptions of the placebo effect.
- (4) Outline and critically discuss medicine as a science.
- (5) Outline and critically discuss a number of ethical problems faced by medical practitioners.

This module will contribute to the aims of the Philosophy Programme by enabling 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 (A2, A4). The module will allow students to practise their analytical and critical skills whilst considering one of the most interesting areas of applied philosophy. (See all of section B, and, particularly, C1, C2, C5, C7, C8 and C9.) It will also give them practise of working on their own and in groups, thus enabling them to take their analytical and critical skills to situations that they will encounter once they have left the University (all of D, and see 12 below).

Preliminary Reading

HANS-GEORG GADAMER - 'The Enigma of Health', Polity Press, 1996

Gifford, Fred. Philosophy of Medicine. Amsterdam ; Oxford: Elsevier, 2011

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PL572 Greek Philosophy: Plato and Aristotle						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	

Contact Hours

3 hours per week

Availability

Also available under code PL598 (Level I)

Synopsis

This module provides an introduction to some of the major works in ancient Greek philosophy in relation to ethics, aesthetics, political theory, ontology and metaphysics. Students will study substantial portions of primary texts by the Pre-Socratics, Plato and Aristotle. The emphasis throughout will be on the philosophical significance of the ideas studied. The module will concentrate on understanding key philosophical arguments and concepts within the context of the ancient Greek intellectual tradition. This means that students will gain a critical distance from normative and modern definitions of philosophical terms in order to understand how Greek philosophy generally approached questions and problems with different suppositions and conceptions of reality, reason and the purpose of human existence.

Learning Outcomes

By the end of the course I Level students should be able to:

1. articulate answers to key questions in ancient Greek philosophy (e.g., what is virtue?, what is knowledge?, what are the first causes and principles of reality?; what is nature? what is the nature of mimesis?);
2. understand the importance and implications of the central issues of ancient philosophy within their historical context, the field of philosophy, and modern society;
3. comprehend the conceptual nuances of key ancient Greek terms without relying on English translations and appreciate the ambiguity and limits of knowledge;
4. develop critical, specific and in-depth analyses of these issues; and
5. engage reflectively with other people's analyses and interpretations of primary and secondary sources.

By the end of the course H Level students should be able to:

6. articulate detailed and nuanced answers to key questions in ancient Greek philosophy (e.g., what is virtue?, what is knowledge?, what are the first causes and principles of reality?; what is nature? what is the nature of mimesis?);
7. show deep understanding of the importance and implications of the central issues of ancient philosophy within their historical context, the field of philosophy, and modern scholarly literature;
8. devise sustained, critical and evaluative arguments related to the interpretation and analysis of these issues;
9. engage reflectively with current research related to primary and secondary sources; and
10. understand the conceptual nuances of key ancient Greek terms without relying on English translations and appreciate the ambiguity and limits of knowledge.

Preliminary Reading

The core texts may change from year to year, but will include fragments from the Presocratics and Sophists and key texts from Plato and Aristotle. The works listed below are meant to be indicative of the kind of things students will be expected to read in any given year.

Aristotle, Physics, excerpts
Aristotle, Metaphysics, excerpts
Aristotle, Nicomachean Ethics
Fragments of Heraclitus, Empedocles and Democritus
Fragments of Protagoras
Hesiod, Theogony
Plato, Apology
Plato, Euthyphro
Plato, Republic
Plato, Timaeus, excerpts
Sophocles, Antigone

Key secondary material will be provided by module reader or Library scanned excerpts on Moodle.

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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

Wittgenstein, *Philosophical Investigations* (Blackwell) (Core Text)

PL575		Philosophy of Religion				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Biron Dr L

Contact Hours

One 2-hour lecture, one 1-hour seminar per week (over 10 weeks)

Availability

Also available under code PL601 (Level I)

Synopsis

This module studies some central questions in philosophy of religion, drawing on topics in metaphysics, ethics, epistemology, philosophy of language and philosophy of mind. It begins by studying and critically assessing three of the 'classical' arguments for the existence of God—the ontological argument, the cosmological argument and the argument from design—which consider respectively whether reason, science or experience can show us that God exists. It goes on to consider the relationship between religion and morality, examining Kant's moral argument, which appears to support a case for the existence of God, and Plato's Euthyphro Dilemma, which appears to tell against it. Finally, it considers some central topics in religious epistemology, language and philosophy of mind, including: miracles, the nature of religious experience, religious language and personal identity. One underlying question the module considers is whether the above arguments and topics could be used to support or tell against an argument for the overall rationality of religious belief.

Learning Outcomes

- 11.1 By the end of this module, I level students should be able to: Outline and show understanding through clear expression of the three classical arguments for the existence of God: the ontological, cosmological and teleological arguments.
 11.2 Outline and show understanding through clear expression of the following moral arguments for and against the existence of God: Kant's moral argument; the Euthyphro dilemma and the problem of evil.
 11.3 Outline and show understanding through clear expression of the following topics in religious epistemology, language and philosophy of mind: miracles; religious experience; religious language; personal identity.
 11.4 Discuss the above arguments and topics with respect to the ways in which they relate to the question of the overall rationality of religious belief.

By the end of this module H level students should be able to:

- 11.5 Show systematic critical understanding of the three classical arguments for the existence of God: the ontological, cosmological and teleological arguments.
 11.6 Show systematic critical understanding of the following moral arguments for and against the existence of God: Kant's moral argument; the Euthyphro dilemma; the problem of evil.
 11.7 Show systematic critical understanding of the following topics in religious epistemology, language and philosophy of mind: miracles; religious experience; religious language; personal identity.
 11.8 Discuss and evaluate the above arguments and topics with respect to the ways in which they relate to the question of the overall rationality of religious belief.

Preliminary Reading

An Introduction to the Philosophy of Religion (3rd edition) Brian Davies (OUP), 2004

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PL576		Philosophy of Language				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Murzi Dr J

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.

Learning Outcomes

All students, I and H:

Students who successfully complete the module will have:

- developed an appreciation of how fascinating a phenomenon language is, and will understand how a philosophical investigation of language can throw light on the workings of the human mind and on the importance of studying language as woven into a wide variety of social activities.
- gained an understanding of some of the major approaches to meaning, referring, communicating, pragmatics, metaphor. (c.f. Philosophy Programme Specification 11.iii, 12.A.ii)
- engaged critically with central issues in the philosophy of language. (PPS 12.A.ii, 12.A.iv)
- acquired the ability to engage in a close critical reading of some of major texts in the philosophy of language. (PPS 11.ii, 12.A.i)

The module will thus contribute to the aims and objectives of the Part II Philosophy programme by enabling students to acquire familiarity with themes in a major area of philosophy, to gain knowledge of some of major works in the history of philosophy and to engage critically with them.

In addition, H level students will approach the material in this module at a higher level and in a more critical fashion than I level students. H level students will be expected to write and discuss whilst paying attention to articles, books and ideas, commensurate with advanced undergraduate study.

PL578		Advanced Topics in Mind and Language				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	30 (15)	100% Coursework	Radoilska Dr L

Contact Hours

4 hours, including a drop-in session

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 of Elizabeth Anscombe's work in the philosophy of mind and action, and its posterity in contemporary analytic philosophy.

In the first half of the course, we will focus on Anscombe's "Intention", one of the most significant philosophical works of the 20th century. In the second half of the course, we will explore how central themes from Anscombe's work have been further developed to contribute to some of the most exciting debates in the contemporary philosophy of mind and action.

Convenor: Lubomira Radoilska works on various topics in philosophy of mind and action. Her most recent book "Addiction and Weakness of Will" (OUP, 2013) develops a new theory of action as actualisation and engages directly with issues at the heart of this course.

Preliminary Reading

G.E.M. Anscombe, *Intention*. Oxford: Basil Blackwell, 2nd edition, 1963.

Michael Thompson, *Life and Action: Elementary Structures of Practice and Practical Thought*. Harvard University Press, Cambridge (MA), 2008.

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PL579		Logic				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Williamson Prof J

Contact Hours

3 hours per week

Availability

Also available under code PL605 (Level I)

Synopsis

What makes a good argument? How can we tell whether an argument is valid? Logic aims to provide answers to questions such as these. In this module we shall discuss arguments and argument structure; notions such as validity, soundness and consistency; and procedures for testing the validity of arguments in both propositional and predicate logic.

Preliminary Reading

I. COPI & C. COHEN - 'Introduction to Logic', Prentice Hall, 2004

PL580		Philosophy of Science				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Corfield Dr D

Contact Hours

4 hours per week

Availability

Also available under code PL606 (Level I)

Synopsis

The module will study some of the major works in the history of modern philosophy of science. Texts to be studied will be drawn from a list which includes major works by philosophers such as Popper, Kuhn, Lakatos, Salmon, etc. The approach will be philosophical and critical, and will involve the close reading of texts. Students will be expected to engage critically with the works being studied and to formulate and argue for their own views on the issues covered.

Themes to be studied will include: the nature of scientific theory change, the status of scientific claims, the methodology of scientific reasoning, the prospects for automating scientific reasoning.

Preliminary Reading

T Kuhn - 'The Structure of Scientific Revolutions' Third edition. University of Chicago Press, 1996

D. Gillies Philosophy of science in the twentieth century: Four central themes. Blackwell. 1993

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PL582 Paradoxes						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Murzi Dr J

Contact Hours

4 hours, counting the drop-in session

Availability

Also available under code PL608 (Level I)

Synopsis

See entry for PL608

Learning Outcomes

[Reference to clauses in the Programme Specification (ProgSpec) are enclosed in square brackets]. Students who successfully complete the module will have:

- Developed a clear sense of the depth, beauty, interest and interconnectedness of a number of paradoxes in several areas of philosophical enquiry, including language, logic and metaphysics. [ProgSpec 12Aii]
- Familiarized themselves with a variety of solutions that have been put forward and will also have developed an appetite for finding solutions of their own. They will have acquired an understanding of what would constitute a successful solution. [ProgSpec 12Aii; 12Biv-viii]
- Understood how paradoxes provide an entry point into almost every area of philosophical enquiry, and a particularly clear vantage point from which to view the questions that arise in other areas of philosophy that students are studying. [ProgSpec 12Aiv]
- Engaged with some ancient authors, with some great but neglected mediaeval authors, as well as with modern writers. They will develop a historical sense of how a single problem has been wrestled with down the ages and in different intellectual settings. [ProgSpec 12Ai]
- Acquired the ability to read closely and critically literature in this field and to respond in a lively fashion with arguments of their own. [ProgSpec 12Bi-iv]
- Developed their skills in philosophical analysis. [ProgSpec 12Biv]
- Acquired the ability to engage in a close and reading of historical and modern texts. [ProgSpec 12Ciii-iv]
- Engaged in philosophical argument, both oral and written. [ProgSpec 12Bi,v-vii; 12Di-ii,iv]
- Developed their skills in critical analysis and argument through their engagement with these texts, through their reading, writing and discussion with others in seminars. [ProgSpec 12Bi-ii, iv-viii; 12Ci-ix; 12Di-ii, iv]
- Shown ability to work alone and to take responsibility for their own learning. [ProgSpec 12Biii; 12Di, iii, v]
- Developed their ability to clarify complex ideas and arguments, to develop their own ideas and arguments, and to express them orally and in writing. [ProgSpec 12Bi-ii, iv-viii; 12Ci-ix; 12Di-ii]

The module will thus contribute to the aims and objectives of the Part II Philosophy programme by enabling students to acquire familiarity

with themes in a major area of philosophical activity, to gain knowledge of some of major contributions to the field and to engage critically with them.

In addition, H level students will approach the material in this module at a higher level and in a more critical fashion than I level students. H level students will be expected to write and discuss whilst paying attention to articles, books and ideas, commensurate with advanced undergraduate study.

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PL583 Philosophy of Cognitive Science and Artificial Intelligence

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

Learning Outcomes

Students who successfully complete the module will have:

- Gained an understanding of some of the major arguments concerning the possibility of machine intelligence. (c.f. Philosophy Programme Specification 11.iii, 12.A.ii)
- Through their study of these arguments, students will have engaged critically with some of the central philosophical issues in this area concerning the nature of intelligence, understanding and consciousness. (PPS 12.A.ii, 12.A.iv)
- Through their study of these arguments, students will enhance their understanding of various architectures for machine intelligence and their relative strengths and weaknesses. (PPS 12.A.iv)
- Acquired the ability to engage in a close critical reading of some of major texts in the philosophy of artificial intelligence (PPS 11.ii, 12.A.i)

The module will thus contribute to the aims and objectives of the Part II Philosophy programme by enabling students to acquire familiarity with themes in a major area of philosophy, to gain knowledge of some of major works in the history of philosophy and to engage critically with them.

Preliminary Reading

Tim Crane, *The Mechanical Mind* (Routledge) (Core Text)

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PL584 Knowledge and Metaphysics:Descartes-Kant						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	
2	Canterbury	Autumn	I	30 (15)	100% Coursework	Kanterian Dr E

Contact Hours

Weekly lecture, weekly seminar

Availability

Also available under code PL514 (Level H)

Synopsis

This course is introduced 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.

Learning Outcomes

The aims of the course are:

1. to make students familiar with the principal epistemological and metaphysical doctrines of Descartes, Locke, Leibniz, Berkeley, Hume, Reid and Kant – some of the greatest intellectual achievements of European culture and humankind;
2. understand central issues in modern philosophy since Descartes, such as the problem of scepticism, the mind-body problem, personal identity, the nature of ideas, primary-secondary qualities, idealism, causation, induction, modern philosophical approaches to God;
3. to enable students to compare these doctrines critically, and to evaluate them;
4. to allow students to better understand the origins of modern philosophy, and thus to evaluate it;
5. to encourage students to develop and to defend their own epistemological and metaphysical positions;
6. if students are doing a joint degree with subjects such as history, comparative literature, English, history and philosophy of art, religious studies, to provide them with the opportunity to bring their philosophical study to bear on their other subject, especially where the culture and philosophy of the Enlightenment will be or could be covered.

By the end of the course students should:

7. have engaged in specific and in-depth analysis of these issues;
8. have developed their skills in critical analysis and argument through an engagement with these issues;
9. have developed their ability to speak effectively in public and make complex philosophical ideas clear and understandable;
10. have developed their ability to work autonomously, alone and in groups, and to take responsibility for their learning.

This module will contribute to the aims of the Philosophy Programme by enabling students to find out about and discuss one of the central areas of philosophy (A4). The module will allow students to practise their analytical and critical skills whilst considering some of the most interesting material in philosophy. (See all of section B, and, particularly, C2, C5, C6, C7, C8 and C9.) It will also give them practise of working on their own and in groups, thus enabling them to take their analytical and critical skills to situations that they will encounter once they have left the University (all of D).

Preliminary Reading

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

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PL588		Metaphysics, Truth and Relativism				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

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

PASCAL ENGEL - 'Truth'

SI BLACKBURN & K SIMMONS (eds.) - 'Truth'

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PL595	Metaethics					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Forbes Dr G

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).

Learning Outcomes

All students, I and H:

The aim of this course is to explore some difficult philosophical literature concerning some of the most fascinating ideas in twentieth century philosophy.

By the end of this course students should be able to:

(1) Outline the following positions, say why one might be motivated to adopt them, discuss arguments ranged against them and show understanding of how the strengths of one might depend on the weaknesses of another:

- Naturalism and nonnaturalistic versions of moral realism
- Noncognitivism
- Error theory
- Moral relativism

(2) Analyze how different accounts of moral motivation cope with different types of psychological make-up, and show understanding of how metaethics relates to issues regarding moral motivation.

(3) Connect the debates in (1) and (2) to some other areas of concern, such as minimalism about truth and response-dependence.

This module will contribute to the aims of the Philosophy Programme by enabling students to find out about and discuss one of the central areas of philosophy – namely moral philosophy (A2). The module will allow students to practise their analytical and critical skills whilst considering some of the most interesting material in philosophy. (See all of section B, and, particularly, C2, C5, C6, C7, C8 and C9.) It will also give them practise of working on their own and in groups, thus enabling them to take their analytical and critical skills to situations that they will encounter once they have left the University (all of D, and see 12 below).

In addition, H level students will approach the material in this module at a higher level and in a more critical fashion than I level students. H level students will be expected to write and discuss whilst paying attention to articles, books and ideas, commensurate with advanced undergraduate study.

Preliminary Reading

A. FISHER and S. KIRCHIN (eds.) - 'Arguing about Metaethics' (London: Routledge, 2006) – typical Seminar reading
A MILLER - 'An Introduction to Contemporary Metaethics' (Cambridge: Polity, 2003) - recommended

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PL596		Philosophy of Medicine				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Corfield Dr D

Contact Hours

4 hours per week

Availability

Also available under PL570 (Level H)

Synopsis

The aim of this module will be for 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.

Learning Outcomes

The aim of this course is to deepen students' understanding of the application and relevance of philosophical concepts to the theory and practice of medicine.

By the end of this module students should be able to:

- (1) Outline and critically assess ideas of health, illness, and disease.
- (2) Outline and critically assess the thesis that patients suffering from the same medical condition form natural kinds.
- (3) Outline and critically assess solutions to the mind-body problem in the context of medicine, and discuss conceptions of the placebo effect.
- (4) Outline and critically discuss medicine as a science.
- (5) Outline and critically discuss a number of ethical problems faced by medical practitioners.

This module will contribute to the aims of the Philosophy Programme by enabling 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 (A2, A4). The module will allow students to practise their analytical and critical skills whilst considering one of the most interesting areas of applied philosophy. (See all of section B, and, particularly, C1, C2, C5, C7, C8 and C9.) It will also give them practise of working on their own and in groups, thus enabling them to take their analytical and critical skills to situations that they will encounter once they have left the University (all of D, and see 12 below).

Preliminary Reading

HANS-GEORG GADAMER - 'The Enigma of Health', Polity Press, 1996.

Gifford, Fred. Philosophy of Medicine. Amsterdam ; Oxford: Elsevier, 2011

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PL598	Greek Philosophy: Plato and Aristotle					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	

Contact Hours

3 hours per week

Availability

Also available under code PL572 (Level H)

Synopsis

This module provides an introduction to some of the major works in ancient Greek philosophy in relation to ethics, aesthetics, political theory, ontology and metaphysics. Students will study substantial portions of primary texts by the Pre-Socratics, Plato and Aristotle. The emphasis throughout will be on the philosophical significance of the ideas studied. The module will concentrate on understanding key philosophical arguments and concepts within the context of the ancient Greek intellectual tradition. This means that students will gain a critical distance from normative and modern definitions of philosophical terms in order to understand how Greek philosophy generally approached questions and problems with different suppositions and conceptions of reality, reason and the purpose of human existence.

Learning Outcomes

By the end of the course I Level students should be able to:

1. articulate answers to key questions in ancient Greek philosophy (e.g., what is virtue?, what is knowledge?, what are the first causes and principles of reality?; what is nature? what is the nature of mimesis?);
2. understand the importance and implications of the central issues of ancient philosophy within their historical context, the field of philosophy, and modern society;
3. comprehend the conceptual nuances of key ancient Greek terms without relying on English translations and appreciate the ambiguity and limits of knowledge;
4. develop critical, specific and in-depth analyses of these issues; and
5. engage reflectively with other people's analyses and interpretations of primary and secondary sources.

By the end of the course H Level students should be able to:

6. articulate detailed and nuanced answers to key questions in ancient Greek philosophy (e.g., what is virtue?, what is knowledge?, what are the first causes and principles of reality?; what is nature? what is the nature of mimesis?);
7. show deep understanding of the importance and implications of the central issues of ancient philosophy within their historical context, the field of philosophy, and modern scholarly literature;
8. devise sustained, critical and evaluative arguments related to the interpretation and analysis of these issues;
9. engage reflectively with current research related to primary and secondary sources; and
10. understand the conceptual nuances of key ancient Greek terms without relying on English translations and appreciate the ambiguity and limits of knowledge.

Preliminary Reading

The core texts may change from year to year, but will include fragments from the Presocratics and Sophists and key texts from Plato and Aristotle. The works listed below are meant to be indicative of the kind of things students will be expected to read in any given year.

Aristotle, *Physics*, excerpts

Aristotle, *Metaphysics*, excerpts

Aristotle, *Nicomachean Ethics*

Fragments of Heraclitus, Empedocles and Democritus

Fragments of Protagoras

Hesiod, *Theogony*

Plato, *Apology*

Plato, *Euthyphro*

Plato, *Republic*

Plato, *Timaeus*, excerpts

Sophocles, *Antigone*

Key secondary material will be provided by module reader or Library scanned excerpts on Moodle.

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PL599		Wittgenstein				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Tanney Dr J

Contact Hours

3-4 hours per week

Availability

Also available under code PL573 (Level H)

Synopsis

Wittgenstein is widely thought to have been the greatest philosopher of the 20th Century. This module will concentrate in depth on some of Wittgenstein's work by focusing on selected passages of his writings. The actual passages or texts focused on from year to year may vary.

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

Wittgenstein, *Philosophical Investigations* (Blackwell) (Core Text)

PL601		Philosophy of Religion				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Biron Dr L

Contact Hours

One 2-hour lecture, one 1-hour seminar per week (over 10 weeks)

Availability

Also available under code PL575 (Level H)

Synopsis

This module studies some central questions in philosophy of religion, drawing on topics in metaphysics, ethics, epistemology, philosophy of language and philosophy of mind. It begins by studying and critically assessing three of the 'classical' arguments for the existence of God—the ontological argument, the cosmological argument and the argument from design—which consider respectively whether reason, science or experience can show us that God exists. It goes on to consider the relationship between religion and morality, examining Kant's moral argument, which appears to support a case for the existence of God, and Plato's Euthyphro Dilemma, which appears to tell against it. Finally, it considers some central topics in religious epistemology, language and philosophy of mind, including: miracles, the nature of religious experience, religious language and personal identity. One underlying question the module considers is whether the above arguments and topics could be used to support or tell against an argument for the overall rationality of religious belief.

Learning Outcomes

- 11.1 By the end of this module, I level students should be able to: Outline and show understanding through clear expression of the three classical arguments for the existence of God: the ontological, cosmological and teleological arguments.
- 11.2 Outline and show understanding through clear expression of the following moral arguments for and against the existence of God: Kant's moral argument; the Euthyphro dilemma and the problem of evil.
- 11.3 Outline and show understanding through clear expression of the following topics in religious epistemology, language and philosophy of mind: miracles; religious experience; religious language; personal identity.
- 11.4 Discuss the above arguments and topics with respect to the ways in which they relate to the question of the overall rationality of religious belief.

Preliminary Reading

An Introduction to the Philosophy of Religion (3rd edition) Brian Davies (OUP), 2004

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PL602		Philosophy of Language				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Murzi Dr J

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.

Learning Outcomes

All students, I and H:

Students who successfully complete the module will have:

- developed an appreciation of how fascinating a phenomenon language is, and will understand how a philosophical investigation of language can throw light on the workings of the human mind and on the importance of studying language as woven into a wide variety of social activities.
- gained an understanding of some of the major approaches to meaning, referring, communicating, pragmatics, metaphor. (c.f. Philosophy Programme Specification 11.iii, 12.A.ii)
- engaged critically with central issues in the philosophy of language. (PPS 12.A.ii, 12.A.iv)
- acquired the ability to engage in a close critical reading of some of major texts in the philosophy of language. (PPS 11.ii, 12.A.i)

The module will thus contribute to the aims and objectives of the Part II Philosophy programme by enabling students to acquire familiarity with themes in a major area of philosophy, to gain knowledge of some of major works in the history of philosophy and to engage critically with them.

In addition, H level students will approach the material in this module at a higher level and in a more critical fashion than I level students. H level students will be expected to write and discuss whilst paying attention to articles, books and ideas, commensurate with advanced undergraduate study.

PL604		Advanced Topics in Mind and Language				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	30 (15)	100% Coursework	Radoilska Dr L

Contact Hours

4 hours, including an office 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 of Elizabeth Anscombe's work in the philosophy of mind and action, and its posterity in contemporary analytic philosophy.

In the first half of the course, we will focus on Anscombe's "Intention", one of the most significant philosophical works of the 20th century. In the second half of the course, we will explore how central themes from Anscombe's work have been further developed to contribute to some of the most exciting debates in the contemporary philosophy of mind and action.

Convenor: Lubomira Radoilska works on various topics in philosophy of mind and action. Her most recent book "Addiction and Weakness of Will" (OUP, 2013) develops a new theory of action as actualisation and engages directly with issues at the heart of this course.

Preliminary Reading

G.E.M. Anscombe, *Intention*. Oxford: Basil Blackwell, 2nd edition, 1963.

Michael Thompson, *Life and Action: Elementary Structures of Practice and Practical Thought*. Harvard University Press, Cambridge (MA), 2008.

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PL605		Logic				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Williamson Prof J

Contact Hours

3 hours per week

Availability

Also available under code PL579 (Level H)

Synopsis

What makes a good argument? How can we tell whether an argument is valid? Logic aims to provide answers to questions such as these. In this module we shall discuss arguments and argument structure; notions such as validity, soundness and consistency; and procedures for testing the validity of arguments in both propositional and predicate logic.

Preliminary Reading

I. COPI & C. COHEN - 'Introduction to Logic', Prentice Hall, 2004

PL606		Philosophy of Science				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Corfield Dr D

Contact Hours

4 hours per week

Availability

Also available under code PL580 (Level H)

Synopsis

Why is science successful? To what extent should we believe what scientists say? Does science tell us precisely what the world is like? The philosophy of science addresses such questions as these. Themes to be studied in this module will include: the nature of scientific theory change, the status of scientific claims, the methodology of scientific reasoning, the role of the history of science in the philosophy of science

Preliminary Reading

T Kuhn - 'The Structure of Scientific Revolutions' Third edition. University of Chicago Press, 1996

D. Gillies Philosophy of science in the twentieth century: Four central themes. Blackwell. 1993

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PL608		Paradoxes				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Murzi Dr J

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 or Philosophy of Language.

Learning Outcomes

[Reference to clauses in the Programme Specification (ProgSpec) are enclosed in square brackets]. Students who successfully complete the module will have:

- Developed a clear sense of the depth, beauty, interest and interconnectedness of a number of paradoxes in several areas of philosophical enquiry, including language, logic and metaphysics. [ProgSpec 12Aii]
- Familiarized themselves with a variety of solutions that have been put forward and will also have developed an appetite for finding solutions of their own. They will have acquired an understanding of what would constitute a successful solution.

[ProgSpec 12Aii; 12Biv-viii]

- Understood how paradoxes provide an entry point into almost every area of philosophical enquiry, and a particularly clear vantage point from which to view the questions that arise in other areas of philosophy that students are studying. [ProgSpec 12Aiv]
- Engaged with some ancient authors, with some great but neglected mediaeval authors, as well as with modern writers. They will develop a historical sense of how a single problem has been wrestled with down the ages and in different intellectual settings. [ProgSpec 12Ai]
- Acquired the ability to read closely and critically literature in this field and to respond in a lively fashion with arguments of their own. [ProgSpec 12Bi-iv]
- Developed their skills in philosophical analysis. [ProgSpec 12Biv]
- Acquired the ability to engage in a close and reading of historical and modern texts. [ProgSpec 12Ciii-iv]
- Engaged in philosophical argument, both oral and written. [ProgSpec 12Bi,v-vii; 12Di-ii,iv]
- Developed their skills in critical analysis and argument through their engagement with these texts, through their reading, writing and discussion with others in seminars. [ProgSpec 12Bi-ii, iv-viii; 12Ci-ix; 12Di-ii, iv]
- Shown ability to work alone and to take responsibility for their own learning. [ProgSpec 12Biii; 12Di, iii, v]
- Developed their ability to clarify complex ideas and arguments, to develop their own ideas and arguments, and to express them orally and in writing. [ProgSpec 12Bi-ii, iv-viii; 12Ci-ix; 12Di-ii]

The module will thus contribute to the aims and objectives of the Part II Philosophy programme by enabling students to acquire familiarity

with themes in a major area of philosophical activity, to gain knowledge of some of major contributions to the field and to engage critically with them.

In addition, H level students will approach the material in this module at a higher level and in a more critical fashion than I level students. H level students will be expected to write and discuss whilst paying attention to articles, books and ideas, commensurate with advanced undergraduate study.

Preliminary Reading

M CLARK - 'Paradoxes from A to Z', Routledge

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PL609 Philosophy of Cognitive Science and Artificial Intelligence						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	30 (15)	100% Coursework	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.

Learning Outcomes

Students who successfully complete the module will have:

- Gained an understanding of some of the major arguments concerning the possibility of machine intelligence. (c.f. Philosophy Programme Specification 11.iii, 12.A.ii)
- Through their study of these arguments, students will have engaged critically with some of the central philosophical issues in this area concerning the nature of intelligence, understanding and consciousness. (PPS 12.A.ii, 12.A.iv)
- Through their study of these arguments, students will enhance their understanding of various architectures for machine intelligence and their relative strengths and weaknesses. (PPS 12.A.iv)
- Acquired the ability to engage in a close critical reading of some of major texts in the philosophy of artificial intelligence (PPS 11.ii, 12.A.i)

The module will thus contribute to the aims and objectives of the Part II Philosophy programme by enabling students to acquire familiarity with themes in a major area of philosophy, to gain knowledge of some of major works in the history of philosophy and to engage critically with them.

Preliminary Reading

Tim Crane, *The Mechanical Mind* (Routledge) (Core Text)

PL610 Aesthetics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Forbes Dr G

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)

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PL618		Political Philosophy				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Ahlstrom-Vij Dr K

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.

Preliminary Reading

Jonathan Wolff, *An Introduction to Political Philosophy*, (Oxford: OUP, 1996).

PL619		Political Philosophy				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Ahlstrom-Vij Dr K

Contact Hours

3 hours per week, 2 hour lecture, 1 hour seminar

Availability

Also available under code PL618 (Level I)

Synopsis

Is it right that the talented profit from their (undeserved) talents? Should the government provide compensation for people who find it hard to meet that special someone? Is the Bill and Melinda Gates Foundation a benevolent charity, or an unelected, unaccountable group wielding enormous political power?

This course is divided into two parts. The first part examines classic topics in political philosophy, such as the sources and scope of political authority, distributive justice, and the ideals of equality and freedom. The second part of the course will explore issues within contemporary political philosophy, such as our obligations to those in the developing world, the circumstances under which one might legitimately employ civil disobedience, rights of secession and self-determination, and the limits of free speech. We will look at these issues in the context of particular case studies, such as the debate over the showing of anti-Islam film in the House of Lords, and recent secessionist movements.

Preliminary Reading

Jonathan Wolff, *An Introduction to Political Philosophy*, (Oxford: OUP, 1996).

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PL620		Justice, Violence and the State				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Radoilska Dr L

Contact Hours

4 hours per week, 2 hour lecture, 1 hour seminar, and 1 hour drop-in session

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.

Learning Outcomes

The aims of this module are:

- (1) to explore different forms of political violence (such as terrorism, revolution, civil war and inter-state war), considering whether and how such violence might be justified
- (2) to consider how political and legal theorists, along with international law, have tried regulate the use of political violence
- (3) to explore the role of groups like the United Nations and the International Criminal Court in regulating and punishing political violence
- (4) to develop your skills in writing analytic philosophy
- (5) to develop your ability to read and understand analytic philosophy

By the end of this module you should:

- (5) have a greater appreciation of a number of philosophical topics, such as those mentioned in (1), (2) and (3);
- (6) be able to read philosophy in a way that helps you develop and refine your own ideas
- (7) be able to write philosophy in a way that clearly expresses your ideas, and is structured and imaginative

This module will contribute to the aims of the Philosophy Programme by enabling students to find out about, discuss and critique the recent developments in this area of political philosophy, and apply these to specific conflicts or issues. The module will help students to refine their analytical and critical skills. It will also give students the opportunity to develop their presentation and general communication skills.

In addition, H level students will approach the material in this module at a higher level and in a more critical fashion than I level students. H level students will be expected to write and discuss whilst paying attention to articles, books and ideas, commensurate with advanced undergraduate study.

Preliminary Reading

COADY, T 'Morality and Political Violence', Cambridge, CUP, 2008
Virginia Held, 'How is Terrorism Wrong', Oxford, OUP, 2008.

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PL621 Justice, Violence and the State						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Radoilska Dr L

Contact Hours

Also available under PL620 (Level I)

4 hours per week, 2 hour lecture, 1 hour seminar and 1 hour drop-in session

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

Learning Outcomes

The aims of this module are:

- (1) to explore different forms of political violence (such as terrorism, revolution, civil war and inter-state war), considering whether and how such violence might be justified
- (2) to consider how political and legal theorists, along with international law, have tried to regulate the use of political violence
- (3) to explore the role of groups like the United Nations and the International Criminal Court in regulating and punishing political violence
- (4) to develop your skills in writing analytic philosophy
- (5) to develop your ability to read and understand analytic philosophy

By the end of this module you should:

- (5) have a greater appreciation of a number of philosophical topics, such as those mentioned in (1), (2) and (3);
- (6) be able to read philosophy in a way that helps you develop and refine your own ideas
- (7) be able to write philosophy in a way that clearly expresses your ideas, and is structured and imaginative

This module will contribute to the aims of the Philosophy Programme by enabling students to find out about, discuss and critique the recent developments in this area of political philosophy, and apply these to specific conflicts or issues. The module will help students to refine their analytical and critical skills. It will also give students the opportunity to develop their presentation and general communication skills.

In addition, H level students will approach the material in this module at a higher level and in a more critical fashion than I level students. H level students will be expected to write and discuss whilst paying attention to articles, books and ideas, commensurate with advanced undergraduate study.

Preliminary Reading

COADY, T, 'Morality and Political Violence', Cambridge, CUP, 2008
Virginia Held, 'How is Terrorism Wrong', Oxford, OUP, 2008.

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PL624	Continental Philosophy: Kant's Critique of Pure Reason					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	30 (15)	100% Coursework	Kanterian Dr E

Contact Hours

one 2-hour lecture/seminar

Availability

Also available at I level (PL625)

Synopsis

Immanuel Kant's Critique of Pure Reason.

Kant's Critique of Pure Reason (1781/1787) is the greatest work of modern philosophy, and one of the most important and influential books written in our subject. It sets the scope and limits of human knowledge, rejects the over-confident illusions of rationalists like Leibniz and the all too modest ideas of empiricists like Locke and Hume, and sketches a programme for metaphysics with a human face, devoid of shadows or obscurity. Or so it seems. This module will investigate the official arguments Kant offers in favour of his metaphysical humility, and speculate about its more hidden motives. Close attention will be given to key parts of the text. Students who have an interest in the history of modern philosophy, the Enlightenment, metaphysics, epistemology and rational theology, and who enjoy reading and engaging in a serious and thorough manner with a classical text of philosophy are encouraged to take this course. Knowledge of the tradition Descartes-Hume (as taught in the module PL514/584) is an advantage, but not a pre-requisite for it.

Learning Outcomes

Some of the details of the learning outcomes are left blank as they will change from year to year and text to text. Aside from that the aims of this module run with any text are thus.

All students:

The aim of this course is to explore one of the great Western philosophical texts: XXX

By the end of this module students should be able to:

- Articulate and critically discuss the main ideas in XXX, such as: x, y, z...
- Articulate and critically discuss the main arguments for those ideas, such as: x, y, z...
- Show understanding of the main intellectual environment in which XXX was written. Show appreciation of the questions that were raised in XXX and why they were important. And, connect these points to the above.
- Show understanding of the subsequent influence of XXX and discuss its importance in a critical manner.

This module will contribute to the aims of the Philosophy Programme by enabling students to find out about and discuss one of the central figures of Western Philosophy by a focused reading of their work (A1), as well as a particular branch or branches of the subject (A2 and A3). The module will allow students to practise their analytical and critical skills at a high level and sophisticated degree whilst considering some of the most interesting material in philosophy, including articles, books and ideas commensurate with advanced undergraduate study. (See all of section B, and, particularly, C2, C5, C6, C7, C8 and C9.) It will also give them practise of working on their own and in groups, thus enabling them to take their analytical and critical skills to situations that they will encounter once they have left the University (all of D; see 13 below).

Preliminary Reading

I. Kant, Critique of Pure Reason (1781/1785), translated by P. Guyer/A. Wood, in the Cambridge Edition of the Works of Immanuel Kant (1999)

D. Robinson, How is Nature Possible? Kant's Project in the First Critique (2012), ch. 2

A. Kenny, The Rise of Modern Philosophy (2006), chs. 2-7

S. Koerner, Kant (1955)

I. Kant, Prolegomena To Any Future Metaphysics (1783)

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PL625 Continental Philosophy: Kant's Critique of Pure Reason						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	30 (15)	100% Coursework	Kanterian Dr E

Contact Hours

one 2-hour lecture/seminar

Availability

Also available at H level (PL624)

Synopsis

Immanuel Kant's Critique of Pure Reason.

Kant's Critique of Pure Reason (1781/1787) is the greatest work of modern philosophy, and one of the most important and influential books written in our subject. It sets the scope and limits of human knowledge, rejects the over-confident illusions of rationalists like Leibniz and the all too modest ideas of empiricists like Locke and Hume, and sketches a programme for metaphysics with a human face, devoid of shadows or obscurity. Or so it seems. This module will investigate the official arguments Kant offers in favour of his metaphysical humility, and speculate about its more hidden motives. Close attention will be given to key parts of the text. Students who have an interest in the history of modern philosophy, the Enlightenment, metaphysics, epistemology and rational theology, and who enjoy reading and engaging in a serious and thorough manner with a classical text of philosophy are encouraged to take this course. Knowledge of the tradition Descartes-Hume (as taught in the module PL514/584) is an advantage, but not a pre-requisite for it.

Learning Outcomes

Some of the details of the learning outcomes are left blank as they will change from year to year and text to text. Aside from that the aims of this module run with any text are thus.

All students:

The aim of this course is to explore one of the great Western philosophical texts: XXX

By the end of this module students should be able to:

- Articulate and critically discuss the main ideas in XXX, such as: x, y, z...
- Articulate and critically discuss the main arguments for those ideas, such as: x, y, z...
- Show understanding of the main intellectual environment in which XXX was written. Show appreciation of the questions that were raised in XXX and why they were important. And, connect these points to the above.
- Show understanding of the subsequent influence of XXX and discuss its importance in a critical manner.

This module will contribute to the aims of the Philosophy Programme by enabling students to find out about and discuss one of the central figures of Western Philosophy by a focused reading of their work (A1), as well as a particular branch or branches of the subject (A2 and A3). The module will allow students to practise their analytical and critical skills at a high level and sophisticated degree whilst considering some of the most interesting material in philosophy, including articles, books and ideas commensurate with advanced undergraduate study. (See all of section B, and, particularly, C2, C5, C6, C7, C8 and C9.) It will also give them practise of working on their own and in groups, thus enabling them to take their analytical and critical skills to situations that they will encounter once they have left the University (all of D; see 13 below).

Preliminary Reading

I. Kant, Critique of Pure Reason (1781/1785), translated by P. Guyer/A. Wood, in the Cambridge Edition of the Works of Immanuel Kant (1999)

D. Robinson, How is Nature Possible? Kant's Project in the First Critique (2012), ch. 2

A. Kenny, The Rise of Modern Philosophy (2006), chs. 2-7

S. Koerner, Kant (1955)

I. Kant, Prolegomena To Any Future Metaphysics (1783)

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	Butterworth Dr K

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

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PL629	Continental Philosophy: Subject , Identity and the Political					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Butterworth Dr K

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

PL636	Kierkegaard and Nietzsche					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	

Contact Hours

1 x 2-hour lecture, 1 x 1-hour seminar per week

Availability

Also available at H level under code PL637

Synopsis

This module concerns ideas of two of the most interesting of Western philosophers: Søren Kierkegaard and Friedrich Nietzsche. Both thinkers developed ideas that transformed much of the intellectual landscape of twentieth century, and both wrote books that prove fruitful for successive generations. They wrote on themes from ethics, religion, aesthetics, as well as metaphysics, epistemology and other areas. They wrote from the point of view of the individual and his or her place in the emerging modern world. An appreciation of their ideas is an important part of the education of many philosophy students. However, both Kierkegaard and Nietzsche are hard writers to read and understand. This module is designed both to introduce some of their ideas and develop a student's appreciation of them such that he or she can discuss them with confidence and critical insight.

The module will not cover all of the writings of either or both thinkers. Typically one important work will be picked from each thinker. This will be read on its own as well as compared with the writing from the other thinker. Modern writers and commentators will be read in addition to help reveal the importance of Kierkegaard's and Nietzsche's ideas.

Preliminary Reading

Søren Kierkegaard 'Fear and Trembling' (any trans.)

Friedrich Nietzsche 'Beyond Good and Evil' (any trans.)

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PL637		Kierkegaard and Nietzsche				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	

Contact Hours

1 x 2-hour lecture, 1 x 1-hour seminar per week

Availability

Also available at I level under code PL636

Synopsis

This module concerns ideas of two of the most interesting of Western philosophers: Søren Kierkegaard and Friedrich Nietzsche. Both thinkers developed ideas that transformed much of the intellectual landscape of twentieth century, and both wrote books that prove fruitful for successive generations. They wrote on themes from ethics, religion, aesthetics, as well as metaphysics, epistemology and other areas. They wrote from the point of view of the individual and his or her place in the emerging modern world. An appreciation of their ideas is an important part of the education of many philosophy students. However, both Kierkegaard and Nietzsche are hard writers to read and understand. This module is designed both to introduce some of their ideas and develop a student's appreciation of them such that he or she can discuss them with confidence and critical insight.

The module will not cover all of the writings of either or both thinkers. Typically one important work will be picked from each thinker. This will be read on its own as well as compared with the writing from the other thinker. Modern writers and commentators will be read in addition to help reveal the importance of Kierkegaard's and Nietzsche's ideas.

Preliminary Reading

Søren Kierkegaard 'Fear and Trembling' (any trans.)

Friedrich Nietzsche 'Beyond Good and Evil' (any trans.)

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PL638		Schopenhauer and Nietzsche				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	
1	Canterbury	Spring	I	30 (15)	100% Coursework	Kanterian Dr E

Contact Hours

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

Availability

Also available at H level under code PL639

Synopsis

This module concerns ideas of two of the most interesting of Western philosophers: Arthur Schopenhauer and Friedrich Nietzsche. Both thinkers developed ideas that transformed much of the intellectual landscape of twentieth century, and both wrote books that prove fruitful for successive generations. They wrote on many themes: ethics, religion, aesthetics, metaphysics, and epistemology. Both take their starting point from those thinkers that came before, notably Kant and Hegel. However, they are interesting to compare because they have such different views on philosophical thought and various themes. In particular, some of Nietzsche's thought is framed explicitly in opposition to Schopenhauer's, with the former casting the latter as the great pessimist. An appreciation of their ideas is an important part of the education of many philosophy students. However, both Schopenhauer and Nietzsche can be hard writers to read and understand. This module is designed both to introduce some of their ideas and develop a student's appreciation of them such that he or she can discuss them with confidence and critical insight.

The module will not cover all of the writings of either or both thinkers. Students will typically read selections from Schopenhauer's masterwork *The World as Will and Representation* and then selections from a variety of Nietzsche's works, or one work in full. These will be read on their own, with ideas from both thinkers compared. Modern writers and commentators will be read in addition to help reveal the importance of Schopenhauer's and Nietzsche's ideas.

Learning Outcomes

By the end of this module, I level students should be able to:

- (11.1) Outline and show understanding through clear expression of a specific writing or writings by Schopenhauer.
- (11.2) Connect that specific writing or writings of Schopenhauer to modern works and themes. Students should be able to comment on those themes and critically assess Schopenhauer's contributions.
- (11.3) Outline and show understanding through clear expression of a specific writing or writings by Nietzsche.
- (11.4) Connect that specific writing or writings of Nietzsche to modern works and themes. Students should be able to comment on those themes and critically discuss Nietzsche's contributions.
- (11.5) Connect some of Schopenhauer's and Nietzsche's ideas to each other and critically compare them.

Preliminary Reading

A work by Schopenhauer:

The World as Will and Representation (Dover), trans. E. F. J. Payne, two volumes.

Some works by Nietzsche:

Human, all too Human (Penguin)

Beyond Good and Evil (Penguin)

Thus Spake Zarathustra (Penguin)

On the Genealogy of Morals (Penguin)

Selected Commentaries:

Christopher Janaway (1989) *Self and World in Schopenhauer's Philosophy* (Oxford UP).

Christopher Janaway (1999) *The Cambridge Companion to Schopenhauer* (Cambridge UP)

Vandenabeele Bart (2012) (ed.) *A Companion to Schopenhauer* (Blackwell).

Ken Gemes and Simon May (eds.) (2011) *Nietzsche on Freedom and Autonomy* (Oxford UP).

Brian Leiter and Neil Sinhababu (eds.) (2009) *Nietzsche and Morality* (Oxford UP).

Richard Schacht (1994) *Nietzsche, Genealogy, Morality: Essays on Nietzsche's 'On the Genealogy of Morals'* (California UP).

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PL639 Schopenhauer and Nietzsche						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convener
1	Canterbury	Autumn	H	30 (15)	100% Coursework	
1	Canterbury	Spring	H	30 (15)	100% Coursework	Kanterian Dr E

Contact Hours

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

Availability

Also available at I level under code PL638

Synopsis

This module concerns ideas of two of the most interesting of Western philosophers: Arthur Schopenhauer and Friedrich Nietzsche. Both thinkers developed ideas that transformed much of the intellectual landscape of twentieth century, and both wrote books that prove fruitful for successive generations. They wrote on many themes: ethics, religion, aesthetics, metaphysics, and epistemology. Both take their starting point from those thinkers that came before, notably Kant and Hegel. However, they are interesting to compare because they have such different views on philosophical thought and various themes. In particular, some of Nietzsche's thought is framed explicitly in opposition to Schopenhauer's, with the former casting the latter as the great pessimist. An appreciation of their ideas is an important part of the education of many philosophy students. However, both Schopenhauer and Nietzsche can be hard writers to read and understand. This module is designed both to introduce some of their ideas and develop a student's appreciation of them such that he or she can discuss them with confidence and critical insight.

The module will not cover all of the writings of either or both thinkers. Students will typically read selections from Schopenhauer's masterwork *The World as Will and Representation* and then selections from a variety of Nietzsche's works, or one work in full. These will be read on their own, with ideas from both thinkers compared. Modern writers and commentators will be read in addition to help reveal the importance of Schopenhauer's and Nietzsche's ideas.

Learning Outcomes

By the end of this module, I level students should be able to:

- (11.1) Outline and show understanding through clear expression of a specific writing or writings by Schopenhauer.
- (11.2) Connect that specific writing or writings of Schopenhauer to modern works and themes. Students should be able to comment on those themes and critically assess Schopenhauer's contributions.
- (11.3) Outline and show understanding through clear expression of a specific writing or writings by Nietzsche.
- (11.4) Connect that specific writing or writings of Nietzsche to modern works and themes. Students should be able to comment on those themes and critically discuss Nietzsche's contributions.
- (11.5) Connect some of Schopenhauer's and Nietzsche's ideas to each other and critically compare them.

In addition, by the end of this module, H level students should be able to:

- (11.6) Outline and critically discuss a specific writing or writings by Schopenhauer. Students should be able to show depth of knowledge and express themselves clearly.
- (11.7) Connect that specific writing or writings of Schopenhauer to modern works and themes. Students should be able to comment on those themes and critically assess Schopenhauer's contributions, showing depth of understanding of both Schopenhauer and modern writers.
- (11.8) Outline and critically discuss a specific writing or writings by Nietzsche. Students should be able to show depth of knowledge and express themselves clearly.
- (11.9) Connect that specific writing or writings of Nietzsche to modern works and themes. Students should be able to comment on those themes and critically discuss Nietzsche's contributions, showing depth of understanding of both Nietzsche's and modern writers' ideas.
- (11.10) Connect some of Schopenhauer's and Nietzsche's ideas to each other, and critically compare them in a sustained manner that shows depth of understanding.

Preliminary Reading

A work by Schopenhauer:

The World as Will and Representation (Dover), trans. E. F. J. Payne, two volumes.

Some works by Nietzsche:

Human, all too Human (Penguin)

Beyond Good and Evil (Penguin)

Thus Spake Zarathustra (Penguin)

On the Genealogy of Morals (Penguin)

Selected Commentaries:

Christopher Janaway (1989) *Self and World in Schopenhauer's Philosophy* (Oxford UP).

Christopher Janaway (1999) *The Cambridge Companion to Schopenhauer* (Cambridge UP)

Vandenabeele Bart (2012) (ed.) *A Companion to Schopenhauer* (Blackwell).

Ken Gemes and Simon May (eds.) (2011) *Nietzsche on Freedom and Autonomy* (Oxford UP).

Brian Leiter and Neil Sinhababu (eds.) (2009) *Nietzsche and Morality* (Oxford UP).

Richard Schacht (1994) *Nietzsche, Genealogy, Morality: Essays on Nietzsche's 'On the Genealogy of Morals'* (California UP).

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PL640		Normative Ethics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Scott Dr D

Contact Hours

1 x 2 hour lecture, 1 x 1hr seminar weekly

Availability

Also available at H level under code PL641

Synopsis

This course is designed to introduce students to a number of approaches in what is often referred to as "normative ethics". We face and hear about moral problems every day. These problems range from life and death matters concerning abortion, euthanasia and the like to other types of case such as whether to tell a lie to prevent hurting someone's feelings. At some point we might wonder whether there is a set of rules or principles (such as 'Do not lie') which will help us through these tricky problems; we might wonder whether there is something more simple underlying all of this 'ethical mess' that we can discern. Normative ethics contains a number of theories that attempt to give us such principles and to sort out the mess. In particular, different normative ethical theories are attempts to articulate reasons why a certain course of action is ethically best; they are attempts to say what types of feature we should concentrate on when thinking about ethical problems and why it is that such features are features which have 'intrinsic moral significance'. Of course, ethical theories do not exist in a vacuum. As we shall see, our everyday intuitions about what is morally best are both the origin of normative ethical theories and the origin of thoughts raised against them. In all of this, the course will be examining these theories by starting with their historical roots, particularly focussing on the work of J. S. Mill, Immanuel Kant and Aristotle.

Learning Outcomes

By the end of this module I level students should be able to:

1. Outline and show understanding through clear expression of consequentialism and Mill's utilitarianism.
2. Outline and show understanding through clear expression of a number of problems for consequentialism: e.g. deciding what should be maximized; supererogation; integrity.
3. Outline and show understanding through clear expression of deontology and Kant's moral philosophy.
4. Outline and show understanding through clear expression of a number of problems for deontologists: e.g. what principles?; integrity.
5. Outline and show understanding through clear expression of virtue theory and Aristotle's ethics.
6. Outline and show understanding through clear expression of a number of problems for virtue theorists: e.g. which virtues?; what's so wrong with principles?

By the end of this module H level students should be able to:

7. Show systematic understanding of key aspects of consequentialism and Mill's utilitarianism.
8. Outline and critically discuss a number of problems for consequentialism: e.g. deciding what should be maximized; supererogation; integrity.
9. Show systematic understanding of key aspects of deontology and Kant's moral philosophy.
10. Outline and critically discuss a number of problems for deontologists: e.g. what principles?; integrity.
11. Show systematic understanding of key aspects of virtue theory and Aristotle's ethics.
12. Outline and critically discuss a number of problems for virtue theorists: e.g. which virtues?; what's so wrong with principles?

Preliminary Reading

Indicative reading:

Three Methods of Ethics by Baron, Pettit and Slote
Normative Ethics by Shelly Kagan
Ethical Theory II (ed.) James Rachels

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PL641		Normative Ethics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Scott Dr D

Contact Hours

1 x 2 hour lecture, 1 x 1hr seminar weekly

Availability

Also available at I level under code PL640

Synopsis

This course is designed to introduce students to a number of approaches in what is often referred to as "normative ethics". We face and hear about moral problems every day. These problems range from life and death matters concerning abortion, euthanasia and the like to other types of case such as whether to tell a lie to prevent hurting someone's feelings. At some point we might wonder whether there is a set of rules or principles (such as 'Do not lie') which will help us through these tricky problems; we might wonder whether there is something more simple underlying all of this 'ethical mess' that we can discern. Normative ethics contains a number of theories that attempt to give us such principles and to sort out the mess. In particular, different normative ethical theories are attempts to articulate reasons why a certain course of action is ethically best; they are attempts to say what types of feature we should concentrate on when thinking about ethical problems and why it is that such features are features which have 'intrinsic moral significance'. Of course, ethical theories do not exist in a vacuum. As we shall see, our everyday intuitions about what is morally best are both the origin of normative ethical theories and the origin of thoughts raised against them. In all of this, the course will be examining these theories by starting with their historical roots, particularly focussing on the work of J. S. Mill, Immanuel Kant and Aristotle.

Learning Outcomes

By the end of this module I level students should be able to:

1. Outline and show understanding through clear expression of consequentialism and Mill's utilitarianism.
2. Outline and show understanding through clear expression of a number of problems for consequentialism: e.g. deciding what should be maximized; supererogation; integrity.
3. Outline and show understanding through clear expression of deontology and Kant's moral philosophy.
4. Outline and show understanding through clear expression of a number of problems for deontologists: e.g. what principles?; integrity.
5. Outline and show understanding through clear expression of virtue theory and Aristotle's ethics.
6. Outline and show understanding through clear expression of a number of problems for virtue theorists: e.g. which virtues?; what's so wrong with principles?

By the end of this module H level students should be able to:

7. Show systematic understanding of key aspects of consequentialism and Mill's utilitarianism.
8. Outline and critically discuss a number of problems for consequentialism: e.g. deciding what should be maximized; supererogation; integrity.
9. Show systematic understanding of key aspects of deontology and Kant's moral philosophy.
10. Outline and critically discuss a number of problems for deontologists: e.g. what principles?; integrity.
11. Show systematic understanding of key aspects of virtue theory and Aristotle's ethics.
12. Outline and critically discuss a number of problems for virtue theorists: e.g. which virtues?; what's so wrong with principles?

Preliminary Reading

Indicative reading:

Three Methods of Ethics by Baron, Pettit and Slote
Normative Ethics by Shelly Kagan
Ethical Theory II (ed.) James Rachels

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SCL501		Languages in the Classroom				
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

This module is exempt from the randomised selection criteria. Students will be selected by their subject grades, attendance record and interview performance.

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.

Some travel may be required by students taking this module. In this instance, it should be noted that the University is unable to cover the cost of any such journey.

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>

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TH515 Theology and Religious Studies Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Blanton Dr W

Contact Hours

Regular supervision plus occasional seminar

3-4 general classes, plus regular meetings with your supervisor

Synopsis

Students are required to identify a viable research focus or question for their project which they will then pursue, with supervisory support, in order to submit their final dissertation. In the summer before joining the module, students will be given advice on how to identify their research focus, and by the start of the autumn term in which the module begins they will be expected to have produced a single side of A4 summarising key literature or other sources relevant to their specific project. Individual supervision will begin from the autumn term onwards. Initially this is likely to focus on clarifying the research focus or question, and situating it more deeply in existing literature and debates. Following this a clearer outline plan for conducting the research will be developed, with students then undertaking work necessary to meet each phase of this plan. If the project involves original fieldwork, the student will be expected to submit a research ethics application form for Faculty approval. As the project develops, chapter drafts will be submitted for review and discussion with the supervisor. Supervision contact time is likely to vary according to the project and student need, but will not exceed a total of 6 hours per student (including face to face supervision or time spent writing written feedback to electronically-submitted drafts). Supervisors will provide feedback on chapter drafts, which will need to be submitted to supervisors in good time before supervision meetings, but will not provide feedback on whole draft manuscripts once chapters are completed.

Supervisors will only provide supervisory support during term-time. Once the project has been agreed and a supervisor allocated in the autumn term, students will not normally be allowed to change their fundamental focus of their project (although their specific questions are likely to change as the project develops) or change their supervisor unless in highly exceptional circumstances.

Learning Outcomes

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

- i) demonstrate a critical understanding of the nature, role and significance of religion in relation to a defined context or issue [A1, A2, C1]
- ii) make appropriate use of theoretical and substantive insights from humanities or social science disciplines appropriate to their research project to inform the project's research focus or question and to situate its argument or findings in the context of wider knowledge or debates [A3]
- iii) design a coherent research project, including a clearly defined question or focus, a structured argument or methodology appropriate to the project, and a core argument or findings which clearly address the research focus or question [A4]
- iv) engage with primary and secondary source material in a scholarly way, demonstrating the ability to understand religious concepts, debates and life-worlds in ways that represent them fairly, whilst also maintaining a critical understanding of their assumptions, implications, limitations or contradictions [C1-4]

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TH553		Issues in Religious Studies				
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.

Learning Outcomes

By the end of the module students should be able to:

- To identify and discuss in an informed and coherent way key concepts and important issues in the academic study of religion;
 - To produce coherent and properly documented essays and commentaries;
 - To engage in individual research on selected topics using the full range of library, computing and IT resources.
- In addition, students taking this module at level [H] will be expected (d) to relate observations of and theories about religion to wider issues in the fields of religious and cultural studies, and to cognate issues in philosophy and theology. In order to differentiate between the two levels at which the module is operating, level [H] students will be expected to show a more sophisticated research ability and to demonstrate a stronger critical analysis of the material than their counterparts at level [I]. Students at level [H] will also write longer essays.

Preliminary Reading

BOWIE, F - 'The Anthropology of Religion: An Introduction' (2nd ed.), Oxford: Blackwell, 2006.

DAVIE, G - 'The Sociology of Religion', London: Sage, 2007

LAMBEK, M (ed.) - 'A Reader in the Anthropology of Religion', Oxford: Blackwell Publishers, 2002.

OLSON, C - 'Theory and Method in the Study of Religion: a Selection of Critical Readings', London: Thomson/Wadsworth, 2003.

RUZO, J - 'Global Philosophy of Religion: A Short Introduction', Oxford: Oneworld, 2001.

SEGAL, RA. (ed.) - 'The Blackwell Companion to the Study of Religion', Oxford: Blackwell, 2006.

TH555		Hindu Religious Thought				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	70% Coursework, 30% Exam	Frazier Dr J

Restrictions

Available under codes TH601 (Level I) and TH555 (Level H)

Synopsis

See entry for TH601

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TH558	Sociology of Religion					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Lynch Prof G

Contact Hours

3 hours per week

Availability

Also available under code TH608 (Level I)

Synopsis

This module aims to provide students with the skills to analyse how an individual's religious life can be understood in terms of broader social structures and processes. Classes will explore broad issues such as the study of 'lived religion', macro and micro-sociological approaches, inter-sectionality, and the debate concerning agency and structure, before going on to look at the significance of religious lives in relation to individualization, gender, class, emotion, materiality, and the relational basis of belief. Students will work towards writing a case study of the place of religion in an individual's life using approaches and concepts learned through the module, and classes will include both discussions of concepts and texts, as well as workshop activities which apply these to students' developing case material.

Preliminary Reading

D. GRACE - 'The Sociology of Religion', (Sage 2007: ISBN 978-0-7619-4892-6 pbk £22.99)
 BRUCE, S - 'Religion in the Modern World', OUP 1996 pbk
 DAVID, G - 'Religion in Modern Europe: A Memory Mutates', OUP 2000 pbk
 FENN, RK. (ed.) - 'The Blackwell Companion to Sociology of Religion', Blackwell: Oxford, 2003

TH570	I:Religion and Film					
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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.

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TH571		I:Death of God ? :Christianity and the Modern World				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	Deacy Dr C

Contact Hours

3 hours per week

Availability

Also available under code TH575 (Level H)

Synopsis

This module will enable you to analyze and understand the development of Christian theology over the last two hundred years. We will be critically evaluating the significance and contribution of a number of leading twentieth century theologians from a variety of denominational backgrounds and endeavouring to understand to a sophisticated degree the changes in Christian thought and practice in a variety of situations in the twentieth century. The module will begin by surveying the main strands of post-Enlightenment Christian theology, including the contributions of Kant, Schleiermacher and Feuerbach. There will be a detailed focus of two of the 'Death of God' theologians from the twentieth century, Thomas Altizer and William Hamilton. We will then critically evaluate the significance of Dietrich Bonhoeffer and his influence (with particular reference to Harvey Cox and John A.T. Robinson); Liberal Protestantism and the rise of Neo-Orthodoxy, with particular reference to Paul Tillich and Karl Barth; Rudolf Bultmann and his programme of demythologization; and an interrogation of the Christian understanding of 'hope' with specific reference to Jürgen Moltmann. The module also involves a study of key theological movements, in particular Liberation Theology, Black Theology and Feminist Theology.

Learning Outcomes

The aims of the course are:

- To evaluate the significance and contribution of a number of leading theologians since the nineteenth century from a variety of denominational backgrounds (A1, A2, C1, C2, C3);
- To understand changes in Christian thought and practice in a variety of situations in the last two centuries (A1, A2, A3, A4, C1, C2, C3, C4);
- To recognize and evaluate key theological developments as particularly evinced throughout the twentieth century, including the emergence of liberalism, neo-orthodoxy, liberation theology, black theology and feminist theology (A1, A2, A3, A4, C1, C2, C3, C4);
- To analyze the interrelations of Christian theology and contemporary society (A1, A3, A4, C4).

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

TH574		H:Religion and Film				
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.

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TH575		H:Death of God ? :Christianity and the Modern World				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	Deacy Dr C

Availability

Also available under code TH571 (Level I)

Synopsis

This module will enable you to analyze and understand the development of Christian theology over the last two hundred years. We will be critically evaluating the significance and contribution of a number of leading twentieth century theologians from a variety of denominational backgrounds and endeavouring to understand to a sophisticated degree the changes in Christian thought and practice in a variety of situations in the twentieth century. The module will begin by surveying the main strands of post-Enlightenment Christian theology, including the contributions of Kant, Schleiermacher and Feuerbach. There will be a detailed focus of two of the 'Death of God' theologians from the twentieth century, Thomas Altizer and William Hamilton. We will then critically evaluate the significance of Dietrich Bonhoeffer and his influence (with particular reference to Harvey Cox and John A.T. Robinson); Liberal Protestantism and the rise of Neo-Orthodoxy, with particular reference to Paul Tillich and Karl Barth; Rudolf Bultmann and his programme of demythologization; and an interrogation of the Christian understanding of 'hope' with specific reference to Jürgen Moltmann. The module also involves a study of key theological movements, in particular Liberation Theology, Black Theology and Feminist Theology.

Learning Outcomes

The aims of the course are:

- To evaluate the significance and contribution of a number of leading theologians since the nineteenth century from a variety of denominational backgrounds (A1, A2, C1, C2, C3);
- To understand changes in Christian thought and practice in a variety of situations in the last two centuries (A1, A2, A3, A4, C1, C2, C3, C4);
- To recognize and evaluate key theological developments as particularly evinced throughout the twentieth century, including the emergence of liberalism, neo-orthodoxy, liberation theology, black theology and feminist theology (A1, A2, A3, A4, C1, C2, C3, C4);
- To analyze the interrelations of Christian theology and contemporary society (A1, A3, A4, C4).

Preliminary Reading

FORD, D - 'The Modern Theologians: An Introduction to Christian Theology Since 1918', Oxford: Blackwell, 2005

GILL, R (ed.) - 'Readings in Modern Theology', London: SPCK, 1995

JONES, G (ed.) - 'The Blackwell Companion to Modern Theology', Oxford: Blackwell, 2007

MCGRATH, A - 'The Twilight of Atheism: The Rise and Fall of Disbelief in the Modern World', London: Random House, 2005

MILLER L. & GRENZ, S.J. (eds.) - 'Fortress Introduction to Contemporary Theologies', Minneapolis: Fortress, 1998

TH577		Christianity and Ethics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Le Grys Rev A

Contact Hours

3 hours per week

Availability

Also available under code TH594 (Level I)

Synopsis

Christianity has been a formative influence on the development of social and personal values in western society. With the rise of secularism in an increasingly multi-cultural society, the right of the Church to contribute to ethical debate has come under close scrutiny. At a more popular level, Christian personal morality is often seen as seriously out of step with contemporary thinking on such issues as human sexuality, abortion and euthanasia. This module will trace the way in which Christian ethics have developed, focusing specifically on the work of formative work of theologians such as Augustine, Aquinas and Luther. The theological and philosophical framework for Christian Ethics will be examined and applied not only to contemporary issues of personal morality but also to debates about war and peace, politics and social justice. All those taking this module will be expected to contribute to the discussions and reach their own conclusions in an informed and critical dialogue with contemporary Christian thinking.

Preliminary Reading

N. Messer 2006 Christian Ethics (London: SCM)

G Meilaender G., 1991. Faith and Faithfulness: Basic Themes in Christian Ethics (Notre Dame, Indiana: Univ. of Notre Dame Press)

S. Hauerwas. 1984. The Peaceable Kingdom: A Primer in Christian Ethics (London: SCM)

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TH594		Christianity and Ethics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Le Gry's Rev A

Contact Hours

3 hours per week

Availability

Also available under code TH577 (Level H)

Synopsis

Why is the Church so deeply split over issues such as homosexuality, pacifism and political action? This module will set out to explore the history of Christian Ethics and review the basic theological resources used by Christians to make ethical decisions. It will consider the extent to which the Bible can contribute to modern debate about technological developments which were unknown in the biblical world, such as genetic engineering and the impact of industrialisation on the environment. It will examine the ethical reasoning of key Christian thinkers such as Augustine, Aquinas and Luther, and set up a debate between theological and secular philosophical reasoning. This theoretical framework will then be used to consider a range of topics on the contemporary Christian agenda, from abortion to terrorism, conflict and violence. Everyone taking this module will be expected to explore these issues from a critical perspective and contribute to the on-going debate about Christianity and ethics.

Preliminary Reading

G Meilaender G., 1991. Faith and Faithfulness: Basic Themes in Christian Ethics (Notre Dame, Indiana: Univ. of Notre Dame Press)

N. Messer 2006 Christian Ethics (London: SCM)

S. Hauerwas. 1984. The Peaceable Kingdom: A Primer in Christian Ethics (London: SCM)

TH598		Issues in Religious Studies				
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.

Learning Outcomes

By the end of the module students should be able to:

- To identify and discuss in an informed and coherent way key concepts and important issues in the academic study of religion;
 - To produce coherent and properly documented essays and commentaries;
 - To engage in individual research on selected topics using the full range of library, computing and IT resources.
- In addition, students taking this module at level [H] will be expected (d) to relate observations of and theories about religion to wider issues in the fields of religious and cultural studies, and to cognate issues in philosophy and theology. In order to differentiate between the two levels at which the module is operating, level [H] students will be expected to show a more sophisticated research ability and to demonstrate a stronger critical analysis of the material than their counterparts at level [I]. Students at level [H] will also write longer essays.

Preliminary Reading

BOWIE, F - 'The Anthropology of Religion: An Introduction' (2nd ed.), Oxford: Blackwell, 2006.

DAVIE, G - 'The Sociology of Religion', London: Sage, 2007

LAMBEK, M (ed.) - 'A Reader in the Anthropology of Religion', Oxford: Blackwell Publishers, 2002.

OLSON, C - 'Theory and Method in the Study of Religion: a Selection of Critical Readings', London: Thomson/Wadsworth, 2003.

RUZO, J - 'Global Philosophy of Religion: A Short Introduction', Oxford: Oneworld, 2001.

SEGAL, RA. (ed.) - 'The Blackwell Companion to the Study of Religion', Oxford: Blackwell, 2006.

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TH601 Hindu Religious Thought						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	70% Coursework, 30% Exam	Frazier Dr J

Contact Hours

3 hours per week

Availability

Available under codes TH601 (Level I) and TH555 (Level H)

Synopsis

The main emphasis of the module is on identifying and evaluating the alternative soteriological perspectives and paths to spiritual emancipation, which have shaped the development of the Hindu religious tradition. Among the themes discussed are: the relationship between mysticism and philosophy, mythology, magic and devotion; gnosis, action and devotion as paths to salvation; ontology and cosmology; cartographies of states of consciousness; theism, pantheism and non-dualism; types of contemplative practice; the role of the body in spiritual life; asceticism and pleasure as vehicles for spiritual liberation; the role of the guru and the nature of spiritual transmission. These themes will be approached through the study of Hindu texts in translation, but attention will also be given to some Sanskrit terminology.

Preliminary Reading

FLOOD, G - 'An Introduction to Hinduism', Cambridge, 1996

KLOSTERMAIER, K A - 'Survey of Hinduism', Albany, 1994

KOLLER, JM - 'The Indian Way', London, 1982

SIRVARAMAN, K (ed) - 'Hindu Spirituality; Vedas through Vedanta', London, 1989

SUNDARAJAN, K.R & MKERJI, B (ed.) - 'Hindu Spirituality; Postclassical and Modern', London 1997

TH606 William James: Philosopher, Psychologist and Scholar of Religion						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Carrette Prof J

Contact Hours

3 hours per week

Availability

Available to Stage 2 students under code TH606 (Level I) and Stage 3 students under code TH607 (Level H).

Synopsis

William James (1842-1910) has arguably had a profound impact in the shaping of three contemporary disciplines: philosophy, psychology and the study of religion. This course aims to examine the life and work of William James in depth. It will examine the life of William James and the James family and show how this relates to his work. The course will examine his key texts: Principles of Psychology (1890), The Will to Believe (1897), The Varieties of Religious Experience (1902) and his studies of pragmatism, including Pragmatism (1907), The Pluralistic Universe (1909) and The Meaning of Truth (1909). It will also explore his long term and frustrated attempt to set up a scientific study of psychic phenomena.

Preliminary Reading

MYERS, G.E. - 'William James: His Life and Thought' (New Haven: Yale), 1986

PUTNAM, R. A. ed. - 'The Cambridge Companion to William James' (Cambridge: Cambridge University Press), 1997

RICHARDSON, R.D. - 'William James in the Maelstrom of American Modernism' (New York: Houghton Mifflin), 2007

TH607 William James: Philosopher, Psychologist and Scholar of Religion						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Carrette Prof J

Availability

Available to Stage 2 students under code TH606 (Level I) and Stage 3 students under code TH607 (Level H).

Synopsis

See entry for TH606

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TH608	Sociology of Religion					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Lynch Prof G

Contact Hours

3 hours per week

Availability

Also available under code TH558 (Level H).

Synopsis

This module aims to provide students with the skills to analyse how an individual's religious life can be understood in terms of broader social structures and processes. Classes will explore broad issues such as the study of 'lived religion', macro and micro-sociological approaches, inter-sectionality, and the debate concerning agency and structure, before going on to look at the significance of religious lives in relation to individualization, gender, class, emotion, materiality, and the relational basis of belief. Students will work towards writing a case study of the place of religion in an individual's life using approaches and concepts learned through the module, and classes will include both discussions of concepts and texts, as well as workshop activities which apply these to students' developing case material.

Preliminary Reading

D. GRACE - 'The Sociology of Religion', (Sage 2007: ISBN 978-0-7619-4892-6 pbk £22.99)

BRUCE, S - 'Religion in the Modern World', OUP 1996 pbk

DAVID, G - 'Religion in Modern Europe: A Memory Mutates', OUP 2000 pbk

FENN, RK. (ed.) - 'The Blackwell Companion to Sociology of Religion', Blackwell: Oxford, 2003

TH611	The Sacred in Contemporary Society					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	Lynch Prof G

Contact Hours

3 hours per week

Also available under code TH612 (Level H)

Method of Assessment

50% coursework, 50% exam

Synopsis

The primary aims of this module are to give you a critical grounding in current theories of the sacred, to provide you with opportunities to explore how these concepts relate to contemporary social and cultural phenomena, and to reflect on how this process might help us to refine cultural theories of the sacred. The module will enable you to distinguish between ontological and cultural theories of the sacred, and will introduce you to key theorists of the sacred such as Durkheim, Shils, Bellah, and Alexander. The module will explore forms of the sacred beyond traditional religion (e.g. human rights, the care of children), as well as examining the role of the media as a source of sacred stories and rituals. Towards the end of the module, we will start looking in more detail at how we define the sacred in contemporary culture, and use specific examples to help us refine and develop these definitions.

Preliminary Reading

Emile Durkheim, *The Elementary Forms of the Religious Life*, chapter 1 ('A definition of the religious phenomenon and of religion')

Alan Aldridge, *Religion in the Contemporary World*, chapter 7 ('Civil religion and political ritual')

These will be available from the module convenor, Gordon Lynch (g.lynch@kent.ac.uk)

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TH612		The Sacred in Contemporary Society				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	Lynch Prof G

Contact Hours

3 hours per week

Availability

Also available under code PL611

Method of Assessment

50% coursework, 50% exam

Synopsis

The primary aims of this module are to give you a critical grounding in current theories of the sacred, to provide you with opportunities to explore how these concepts relate to contemporary social and cultural phenomena, and to reflect on how this process might help us to refine cultural theories of the sacred. The module will enable you to distinguish between ontological and cultural theories of the sacred, and will introduce you to key theorists of the sacred such as Durkheim, Shils, Bellah, and Alexander. The module will explore forms of the sacred beyond traditional religion (e.g. human rights, the care of children), as well as examining the role of the media as a source of sacred stories and rituals. Towards the end of the module, we will start looking in more detail at how we define the sacred in contemporary culture, and use specific examples to help us refine and develop these definitions.

Preliminary Reading

Emile Durkheim, *The Elementary Forms of the Religious Life*, chapter 1 ('A definition of the religious phenomenon and of religion')

Alan Aldridge, *Religion in the Contemporary World*, chapter 7 ('Civil religion and political ritual')

These will be available from the module convenor, Gordon Lynch (g.lynch@kent.ac.uk)

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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 will be divided into two parts. First, it will familiarise students with how Continental philosophy has developed in response to methodological and historical questions. Second, it will then show how Continental philosophy applies to the philosophy of religion by discussing traditional religious problems—e.g., the existence of God, the problem of theodicy, the conception of the good life—and seeing how seminal Continental thinkers engage with these issues in diverse ways. The first part of the module will discuss critical, historical-based methodologies in: philosophical hermeneutics (Gadamer and Ricoeur), phenomenology (Dupré and Marion) and genealogy (Foucault). The second part of the module will utilise contemporary scholarship consisting in contemporary philosophers applying the aforementioned methodological approaches to religious problems.

Learning Outcomes

By the end of this module, students should be able to:

- understand to a sophisticated degree what Continental philosophy is according to its history, themes, methods and thinkers;
- understand religion to a sophisticated extent through Continental philosophical approaches;
- employ a critical understanding of hermeneutical, phenomenological, feminist and genealogical approaches to understanding key questions and problems in religious discourse;
- use the critical approaches of Continental philosophy;
- identify to a critical degree how our understanding of religion is shaped by the history of philosophy.

All points above link to those in Programme Specifications, respectively section 12 A for Religious Studies. This module will contribute to the aims of the Religious Studies Programme by enabling students:

- to develop and demonstrate knowledge and understanding of the place, role and influence of religion in human culture (A1);
- to gain an understanding of the role and significance of religion within human experience (A2);
- to perform research and study in relationship other branches of the Humanities and Social Sciences, e.g. psychology, sociology and philosophy (A3);
- and to utilise the main approaches and methodologies characterizing the critical study of religion and its influences as defined by the secular context of the University (A4).

This module will also enable students to develop their intellectual skills, including:

- the critical analysis and interpretation of relevant textual resources (B2), commensurate with advanced undergraduate study;
- the critical assessment of alternative theories and interpretations (B3), commensurate with advanced undergraduate study;
- and the ability to construct and defend arguments and conclusions in a coherent manner (B4), commensurate with advanced undergraduate study.

With respect to subject-specific skills, this module will allow students:

- to evaluate critically religious data within their proper historical and cultural contexts (C1), especially the Western integration of Hellenic philosophy with Christianity and Judaism;
- to gain sympathetic appreciation of the ideas and practices of other groups and individuals (C3);
- and to articulate the multiple connections between experiences, ideas, practices and institutions in the appreciation and understanding of religion and religions (C4).

Pertaining to transferable skills, students who take this module will cultivate all of D (1–6).

Preliminary Reading

The module reading will utilise a reading booklet available on Moodle and which will include but is not limited to:

Anderson, Pamela Sue, "Feminism in the Philosophy of Religion" in *Explorations in Contemporary Continental Philosophy of Religion*, eds. Deane-Peter Baker and Patrick Maxwell (Amsterdam, NY: Rodopi, 2003), pp. 189–206.

Critchley, Simon, *Continental Philosophy: A Very Short Introduction* (Oxford: Oxford University Press, 2001).

Dupré, Louis, *Passage to Modernity: An Essay in the Hermeneutics of Culture* (New Haven: Yale University Press, 1993).

Joy, Morny (ed.), *Continental Philosophy and the Philosophy of Religion* (Dordrecht: Springer, 2010).

Ricoeur, Paul, *Figuring the Sacred*, ed. Mark Wallace (Minneapolis: Fortress Press, 1995).

----- "Religion, Atheism, and Faith" in *The Conflict of Interpretations*, ed. D. Ihde (Evanston: Northwestern University Press, 1974), pp. 440–467.

Ward, Graham, *The Blackwell Companion to Postmodern Theology* (Oxford: Blackwell, 2004)

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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 will be divided into two parts. First, it will familiarise students with how Continental philosophy has developed in response to methodological and historical questions. Second, it will then show how Continental philosophy applies to the philosophy of religion by discussing traditional religious problems—e.g., the existence of God, the problem of theodicy, the conception of the good life—and seeing how seminal Continental thinkers engage with these issues in diverse ways. The first part of the module will discuss critical, historical-based methodologies in: philosophical hermeneutics (Gadamer and Ricoeur), phenomenology (Dupré and Marion) and genealogy (Foucault). The second part of the module will utilise contemporary scholarship consisting in contemporary philosophers applying the aforementioned methodological approaches to religious problems.

Learning Outcomes

By the end of this module, students should be able to:

- understand what Continental philosophy is according to its history, themes, methods and thinkers;
- understand religion through Continental philosophical approaches;
- employ a critical understanding of hermeneutical, phenomenological, feminist and genealogical approaches to understanding key questions and problems in religious discourse;
- use the critical approaches of Continental philosophy;
- identify how our understanding of religion is shaped by the history of philosophy.

All points above link to those in Programme Specifications, respectively section 12 A for Religious Studies. This module will contribute to the aims of the Religious Studies Programme by enabling students:

- to develop and demonstrate knowledge and understanding of the place, role and influence of religion in human culture (A1);
- to gain an understanding of the role and significance of religion within human experience (A2);
- to perform research and study in relationship other branches of the Humanities and Social Sciences, e.g. psychology, sociology and philosophy (A3);
- and to utilise the main approaches and methodologies characterizing the critical study of religion and its influences as defined by the secular context of the University (A4).

This module will also enable students to develop their intellectual skills, including:

- the critical analysis and interpretation of relevant textual resources (B2);
- the critical assessment of alternative theories and interpretations (B3);
- and the ability to construct and defend arguments and conclusions in a coherent manner (B4).

With respect to subject-specific skills, this module will allow students:

- to evaluate critically religious data within their proper historical and cultural contexts (C1), especially the Western integration of Hellenic philosophy with Christianity and Judaism;
- to gain sympathetic appreciation of the ideas and practices of other groups and individuals (C3);
- and to articulate the multiple connections between experiences, ideas, practices and institutions in the appreciation and understanding of religion and religions (C4).

Pertaining to transferable skills, students who take this module will cultivate all of D (1–6).

Preliminary Reading

The module reading will utilise a reading booklet available on Moodle and which will include but is not limited to:

Anderson, Pamela Sue, "Feminism in the Philosophy of Religion" in *Explorations in Contemporary Continental Philosophy of Religion*, eds. Deane-Peter Baker and Patrick Maxwell (Amsterdam, NY: Rodopi, 2003), pp. 189–206.

Critchley, Simon, *Continental Philosophy: A Very Short Introduction* (Oxford: Oxford University Press, 2001).

Dupré, Louis, *Passage to Modernity: An Essay in the Hermeneutics of Culture* (New Haven: Yale University Press, 1993).

Joy, Morny (ed.), *Continental Philosophy and the Philosophy of Religion* (Dordrecht: Springer, 2010).

Ricoeur, Paul, *Figuring the Sacred*, ed. Mark Wallace (Minneapolis: Fortress Press, 1995).

----- "Religion, Atheism, and Faith" in *The Conflict of Interpretations*, ed. D. Ihde (Evanston: Northwestern University Press, 1974), pp. 440–467.

Ward, Graham, *The Blackwell Companion to Postmodern Theology* (Oxford: Blackwell, 2004)

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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	Ross Mrs Y

Contact Hours

Two hours per week, 2 hour lecture

Restrictions

This module is exempt from the randomised selection criteria. Students will be selected by their subject grades, attendance record and interview performance.

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.

Learning Outcomes

On successful completion of the module students will:

1. Present subject related ideas and concepts concisely and coherently within a classroom setting.
2. Devise, develop and evaluate a specific idea or project.
3. Understand the importance of professional responsibility and of following professional guidelines.
4. Understand the National Curriculum and the role of Religion Education and Philosophy within the Curriculum.
5. Display knowledge of the organisation within schools and the management of people within them.

Preliminary Reading

Capel, Susan Anne, Leask Marilyn, Turner Tony, Learning to Teach in the Secondary School: A Companion to School Experience, (London: Routledge, 2012)

Cost

Some travel may be required by students taking this module. In this instance, it should be noted that the University is unable to cover the cost of any such journey.

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TH620 Anthropology of Religion						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	70% Coursework, 30% Exam	Day Dr A

Contact Hours

1-hour lecture, 2-hour seminar

Pre-requisites

Any year 1 RS module, such as TH325, TH334, TH340, TH342, TH341, TH343, TH344 or any other module from Religious Studies.

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.

Learning Outcomes

By the end of the module, I and H students will have:

- acquired detailed and critical knowledge and understanding of core topics in anthropology and religion; e.g. notions of 'the primitive', cultural systems, ideas of belonging and ethnicity and the relationships between religion, nation and politics (programme outcomes A1, A2 and A4)
- demonstrated competence in applying these concepts within new and differing contexts (e.g. to see the relationship between religion and current debates about national identity) (programme outcomes A3, A4 and B3)
- shown cogent understanding of the principal academic methodologies within anthropological approaches to religious studies, especially the use of ethnography in evaluating anthropological research, and to appreciate both the potentialities and the limitations of these methodologies (programme outcomes A4, B3 and C1-4).
- the ability to analyse key texts critically (both primary and secondary) (programme outcomes B1, B2 and B4)

Preliminary Reading

Bowie, F. 2006. *The anthropology of religion*. Oxford: Blackwell.

Cohen, A. P. 1982. *Belonging: identity and social organization in British rural cultures*. Manchester: Manchester University Press.

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.

Luhmann, T. M. 2007. *Persuasions of the witch's craft*. Cambridge: Harvard University Press.

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TH621	Anthropology of Religion					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	70% Coursework, 30% Exam	Day Dr A

Contact Hours

1 hour lecture, 2-hour seminar

Pre-requisites

Any year 1 RS module, such as TH325, TH334, TH340, TH342, TH341, TH343, TH344 or any other module from Religious Studies.

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.

Learning Outcomes

By the end of the module, I and H students will have:

- acquired detailed and critical knowledge and understanding of core topics in anthropology and religion; e.g. notions of 'the primitive', cultural systems, ideas of belonging and ethnicity and the relationships between religion, nation and politics (programme outcomes A1, A2 and A4)
- demonstrated competence in applying these concepts within new and differing contexts (e.g. to see the relationship between religion and current debates about national identity) (programme outcomes A3, A4 and B3)
- shown cogent understanding of the principal academic methodologies within anthropological approaches to religious studies, especially the use of ethnography in evaluating anthropological research, and to appreciate both the potentialities and the limitations of these methodologies (programme outcomes A4, B3 and C1-4).
- the ability to analyse key texts critically (both primary and secondary) (programme outcomes B1, B2 and B4)

In addition, at the end of the module H-level students will have:

- carried out and displayed understanding of additional research and critical thinking in both written assessments and seminar topics that shows an appreciation of the uncertainty, ambiguity and limits of knowledge (programme outcomes B1-4)
- thorough, detailed and systematic knowledge of core tenets of the subject, including a comprehensive appreciation of the latest research on anthropological approaches to the study of religion (e.g. Falzon's (2009) concept of multi-sited ethnography) (programme outcomes A1-4)
- the necessary skills in using contemporary research methodologies, analytical technique and other modes of enquiry currently at the cutting edge of anthropological and religious studies (e.g. empirical studies of the impacts of migration) (programme outcomes A4, B2 and B3)
- demonstrated independent learning skills by being able to make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources (programme outcomes C1-4)
- the ability to analyse key texts and other materials critically at a high level (programme outcomes B3 and B4)

Preliminary Reading

Bowie, F. 2006. *The anthropology of religion*. Oxford: Blackwell.

Cohen, A. P. 1982. *Belonging: identity and social organization in British rural cultures*. Manchester: Manchester University Press.

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.

Luhrmann, T. M. 2007. *Persuasions of the witch's craft*. Cambridge: Harvard University Press.

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TH624		Indian Philosophy of Religion				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	King Prof R

Contact Hours

2 hour lecture, 1 hour seminar

Synopsis

This module will explore classic philosophical debates and texts (in translation) of the main currents of classical Indian philosophical thought, focusing on Hindu and Buddhist thought but with some reference to traditions such as Jainism. The module explores classic Indian approaches to key philosophical themes such as the nature of truth, the relationship of language and reality, cosmology and theories of causality, the nature of perception, karma and rebirth, debates about the self, the relationship of consciousness and the body, the nature of liberation and valid sources of knowledge.

Learning Outcomes

Levels I and H:

- To outline and examine key philosophical themes and debates within the various Hindu and Buddhist schools of Indian thought (A2, B1, B2, B3, C1, C2);
- To understand ways in which the various schools mutually influenced and contested each other's philosophical positions (C1, C2, C4);
- To examine key philosophical questions such as the nature of the self, truth, cosmology, ontology and epistemology as they are debated in a classical Indian intellectual context. (A3, B2, B3, B4, C3);
- To consider the contribution of Hindu and Buddhist thought to the history of philosophy as a global enterprise (A1, A2, A3).

Preliminary Reading

- Richard King, *Indian Philosophy. An Introduction to Hindu and Buddhist Thought* (Georgetown University Press, 2000)
- Sue Hamilton, *Indian Philosophy. A Very Short Introduction* (Oxford Paperbacks)
- Gerald Larson and Eliot Deutsch, *Interpreting Across Boundaries. New Essays in Comparative Philosophy*
- R. King, *Early Advaita Vedanta and Buddhism. The Mahayana Context of the Gaudapadiya-karika*
- Christopher Bartley, *An Introduction to Indian Philosophy*, Continuum
- Deepak Sarma, *Classical Indian Philosophy. A Reader*

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TH625	Indian Philosophy of Religion					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	King Prof R

Contact Hours

2-hour lecture, 1-hour seminar

Synopsis

This module will explore classic philosophical debates and texts (in translation) of the main currents of classical Indian philosophical thought, focusing on Hindu and Buddhist thought but with some reference to traditions such as Jainism. The module explores classic Indian approaches to key philosophical themes such as the nature of truth, the relationship of language and reality, cosmology and theories of causality, the nature of perception, karma and rebirth, debates about the self, the relationship of consciousness and the body, the nature of liberation and valid sources of knowledge.

Learning Outcomes

Levels I and H:

- To outline and examine key philosophical themes and debates within the various Hindu and Buddhist schools of Indian thought (A2, B1, B2, B3, C1, C2);
- To understand ways in which the various schools mutually influenced and contested each other's philosophical positions (C1, C2, C4);
- To examine key philosophical questions such as the nature of the self, truth, cosmology, ontology and epistemology as they are debated in a classical Indian intellectual context. (A3, B2, B3, B4, C3);
- To consider the contribution of Hindu and Buddhist thought to the history of philosophy as a global enterprise (A1, A2, A3).

In addition, students at will Level H will be able to:

- To outline the historical development of key philosophical themes within the various Hindu and Buddhist schools of Indian thought, and use critical techniques to analyse the philosophical development of key debates (A2, B1, B2, B3, C1, C2);
- To construct a coherent picture of the intellectual context with reference to the mutual influence of various schools, assessing their impact with regard to both philosophical and historical factors. (C1, C2, C4);
- To critically assess claims made in the classical Indian intellectual context regarding key philosophical questions on the nature of the self, truth, cosmology, ontology and epistemology, bringing knowledge of primary texts and critical tools to bear on the material in constructing arguments. (A3, B2, B3, B4, C3);
- To engage current and global scholarship on the history of philosophy in assessing the contribution of Hindu and Buddhist as a global enterprise (A1, A2, A3).

Preliminary Reading

- Richard King, *Indian Philosophy. An Introduction to Hindu and Buddhist Thought* (Georgetown University Press, 2000)
- Sue Hamilton, *Indian Philosophy. A Very Short Introduction* (Oxford Paperbacks)
- Gerald Larson and Eliot Deutsch, *Interpreting Across Boundaries. New Essays in Comparative Philosophy*
- R. King, *Early Advaita Vedanta and Buddhism. The Mahayana Context of the Gaudapadiya-karika*
- Christopher Bartley, *An Introduction to Indian Philosophy*, Continuum
- Deepak Sarma, *Classical Indian Philosophy. A Reader*

2014-15 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH626	Gods and Government from the Roman Empire to Tony Blair					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Blanton Dr W

Contact Hours

one 2hr lecture/seminar per week

Availability

Also available at H level under code TH627

Method of Assessment

100% coursework

Synopsis

Recent cultural and political theories have been haunted by the question of religion, its definitions and functions, its emancipatory capacities, its relation to violence, and its relationship to the history and future of the concept of the secular. The centrality of religion as a topic for these recent interdisciplinary discussions has emerged in relationship to a growing unease about earlier, modern modes of distinguishing public and private life; a 'return' of religion as an internationally significant political force in recent decades; and surprising appropriations of religion as a figure for secular Western democracy. Theorists (particularly in the area of postcolonial theory) are questioning naturalized or ahistorical distinctions between religion and the secular (e.g., Talal Asad, Tomoko Masuzawa, Saba Mahmood). Many contemporary thinkers attempt to short-circuit the distinction between 'religion' and 'politics', making possible surprising paradoxes of a "materialist theology" (Slavoj Žižek), an "emptied" religiosity (Gianni Vattimo), or what Hent de Vries calls simply a "political theology". Once we get down beneath the easily-rehearsed stereotypes, we find that the old religious archives (like the Bible) model competing forms of politics: from messianic anarchism to theocracy. In our political histories—and presents—these have been used (and now are being re-used) in surprising ways.

This course considers important moments in the Western history of political theology in order to understand modern and contemporary discussions of secular politics. These moments will be considered in relation to comparable instances of politically imagined theology (or theologically imagined politics) from other religious traditions as well. Students will:

- examine key topics in the modern formation of these discussions (e.g., distinctions between public and private; secular spheres; religion as extra-political ideal; fanaticism; politicized evaluations of Western religion as exceptional in relation to the 'others'; religion and political revolution)
- map important similarities and differences between Western and non-Western modelling of the relationship between religion and politics
- critically evaluate recent presentations of the inherent violence of religions, the inevitability of the clash of civilizations, and the usefulness of religion in 'making globalization work'

Learning Outcomes

By the end of the course I and H level students will be able to:

1. Demonstrate knowledge of, and the ability to critically assess, approaches to the topic of political theology both inside and outside the Western tradition
2. Demonstrate knowledge of, and the ability to critically assess, historical trajectories within various traditions as these have shaped recent discussions of 'political religions'
3. Frame their own research interests and disciplinary questions in light of comparative, historical and theoretical approaches to the relationship between politics and religion
4. Reflect critically on key concepts such as 'sovereignty', 'globalisation', 'democracy', 'terrorism', 'fanaticism'
5. Discern the influence of key classical thinkers and ideas in contemporary discussions of politics and religion
6. To relate key concepts and questions to specific sites in Rome (30 credit students only- see 15.)

Preliminary Reading

Indicative Reading List

Giorgio Agamben. *The Kingdom and the Glory: For a Theological Genealogy of Economy and Government*. Stanford, CA: Stanford University Press, 2011.

Gil Anidjar. *The Jew, the Arab: a History of the Enemy (Cultural Memory in the Present)*. Stanford, CA: Stanford University Press, 2003.

William Cavanaugh. *The Myth of Religious Violence: Secular Ideology and the Roots of Modern Conflict*. Oxford: Oxford University Press, 2009.

Clayton Crockett. *Radical Political Theology: Religion and Politics After Liberalism*. New York: Columbia University Press, 2011.

Jacques Derrida. *Acts of Religion*. London: Routledge, 2001. (See esp. Anidjar's introduction and Derrida's essay 'Faith and Knowledge', which is also available in Derrida's *On Religion*.)

Michael Fagenblat. *A Covenant of Creatures: Levinas' Philosophy of Judaism*. Stanford, CA: Stanford University Press, 2012.

2014-15 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH627	Gods and Government from the Roman Empire to Tony Blair					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Blanton Dr W

Contact Hours

One 2-hour lecture/seminar per week

Availability

Also available at I level under code TH626

Synopsis

Recent cultural and political theories have been haunted by the question of religion, its definitions and functions, its emancipatory capacities, its relation to violence, and its relationship to the history and future of the concept of the secular. The centrality of religion as a topic for these recent interdisciplinary discussions has emerged in relationship to a growing unease about earlier, modern modes of distinguishing public and private life; a 'return' of religion as an internationally significant political force in recent decades; and surprising appropriations of religion as a figure for secular Western democracy. Theorists (particularly in the area of postcolonial theory) are questioning naturalized or ahistorical distinctions between religion and the secular (e.g., Talal Asad, Tomoko Masuzawa, Saba Mahmood). Many contemporary thinkers attempt to short-circuit the distinction between 'religion' and 'politics', making possible surprising paradoxes of a "materialist theology" (Slavoj Žižek), an "emptied" religiosity (Gianni Vattimo), or what Hent de Vries calls simply a "political theology". Once we get down beneath the easily-rehearsed stereotypes, we find that the old religious archives (like the Bible) model competing forms of politics: from messianic anarchism to theocracy. In our political histories—and presents—these have been used (and now are being re-used) in surprising ways.

This course considers important moments in the Western history of political theology in order to understand modern and contemporary discussions of secular politics. These moments will be considered in relation to comparable instances of politically imagined theology (or theologically imagined politics) from other religious traditions as well. Students will:

- examine key topics in the modern formation of these discussions (e.g., distinctions between public and private; secular spheres; religion as extra-political ideal; fanaticism; politicized evaluations of Western religion as exceptional in relation to the 'others'; religion and political revolution)
- map important similarities and differences between Western and non-Western modelling of the relationship between religion and politics
- critically evaluate recent presentations of the inherent violence of religions, the inevitability of the clash of civilizations, and the usefulness of religion in 'making globalization work'

Learning Outcomes

By the end of the course I and H level students will be able to:

1. Demonstrate knowledge of, and the ability to critically assess, approaches to the topic of political theology both inside and outside the Western tradition
2. Demonstrate knowledge of, and the ability to critically assess, historical trajectories within various traditions as these have shaped recent discussions of 'political religions'
3. Frame their own research interests and disciplinary questions in light of comparative, historical and theoretical approaches to the relationship between politics and religion
4. Reflect critically on key concepts such as 'sovereignty', 'globalisation', 'democracy', 'terrorism', 'fanaticism'
5. Discern the influence of key classical thinkers and ideas in contemporary discussions of politics and religion
6. To relate key concepts and questions to specific sites in Rome (30 credit students only- see 15.)

In addition, at the end of the module students at level H will have:

7. carried out and displayed understanding of additional research and critical thinking in both written assessments and seminar topics that shows an appreciation of the uncertainty, ambiguity and limits of knowledge
8. the ability to undertake independent learning and to demonstrate this through the sophisticated use of refereed research in leading journals and other original materials
9. acquired critical and analytical skills in their approach to key texts

Preliminary Reading

Indicative Reading List

Giorgio Agamben. *The Kingdom and the Glory: For a Theological Genealogy of Economy and Government*. Stanford, CA: Stanford University Press, 2011.

Gil Anidjar. *The Jew, the Arab: a History of the Enemy (Cultural Memory in the Present)*. Stanford, CA: Stanford University Press, 2003.

William Cavanaugh. *The Myth of Religious Violence: Secular Ideology and the Roots of Modern Conflict*. Oxford: Oxford University Press, 2009.

Clayton Crockett. *Radical Political Theology: Religion and Politics After Liberalism*. New York: Columbia University Press, 2011.

Jacques Derrida. *Acts of Religion*. London: Routledge, 2001. (See esp. Anidjar's introduction and Derrida's essay 'Faith and Knowledge', which is also available in Derrida's *On Religion*.)

Michael Fagenblat. *A Covenant of Creatures: Levinas' Philosophy of Judaism*. Stanford, CA: Stanford University Press, 2012.

2014-15 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH628 Gods and Government from the Roman Empire to Tony Blair						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	Blanton Dr W

Contact Hours

one 2-hour lecture/seminar per week

Availability

Also available at level H under code TH629

Synopsis

Recent cultural and political theories have been haunted by the question of religion, its definitions and functions, its emancipatory capacities, its relation to violence, and its relationship to the history and future of the concept of the secular. The centrality of religion as a topic for these recent interdisciplinary discussions has emerged in relationship to a growing unease about earlier, modern modes of distinguishing public and private life; a 'return' of religion as an internationally significant political force in recent decades; and surprising appropriations of religion as a figure for secular Western democracy. Theorists (particularly in the area of postcolonial theory) are questioning naturalized or ahistorical distinctions between religion and the secular (e.g., Talal Asad, Tomoko Masuzawa, Saba Mahmood). Many contemporary thinkers attempt to short-circuit the distinction between 'religion' and 'politics', making possible surprising paradoxes of a "materialist theology" (Slavoj Žižek), an "emptied" religiosity (Gianni Vattimo), or what Hent de Vries calls simply a "political theology". Once we get down beneath the easily-rehearsed stereotypes, we find that the old religious archives (like the Bible) model competing forms of politics: from messianic anarchism to theocracy. In our political histories—and presents—these have been used (and now are being re-used) in surprising ways.

This course considers important moments in the Western history of political theology in order to understand modern and contemporary discussions of secular politics. These moments will be considered in relation to comparable instances of politically imagined theology (or theologically imagined politics) from other religious traditions as well. Students will:

- examine key topics in the modern formation of these discussions (e.g., distinctions between public and private; secular spheres; religion as extra-political ideal; fanaticism; politicized evaluations of Western religion as exceptional in relation to the 'others'; religion and political revolution)
- map important similarities and differences between Western and non-Western modelling of the relationship between religion and politics
- critically evaluate recent presentations of the inherent violence of religions, the inevitability of the clash of civilizations, and the usefulness of religion in 'making globalization work'

Learning Outcomes

By the end of the course I and H level students will be able to:

1. Demonstrate knowledge of, and the ability to critically assess, approaches to the topic of political theology both inside and outside the Western tradition
2. Demonstrate knowledge of, and the ability to critically assess, historical trajectories within various traditions as these have shaped recent discussions of 'political religions'
3. Frame their own research interests and disciplinary questions in light of comparative, historical and theoretical approaches to the relationship between politics and religion
4. Reflect critically on key concepts such as 'sovereignty', 'globalisation', 'democracy', 'terrorism', 'fanaticism'
5. Discern the influence of key classical thinkers and ideas in contemporary discussions of politics and religion
6. To relate key concepts and questions to specific sites in Rome (30 credit students only- see 15.)

Preliminary Reading

Indicative Reading List

Giorgio Agamben. *The Kingdom and the Glory: For a Theological Genealogy of Economy and Government*. Stanford, CA: Stanford University Press, 2011.

Gil Anidjar. *The Jew, the Arab: a History of the Enemy (Cultural Memory in the Present)*. Stanford, CA: Stanford University Press, 2003.

William Cavanaugh. *The Myth of Religious Violence: Secular Ideology and the Roots of Modern Conflict*. Oxford: Oxford University Press, 2009.

Clayton Crockett. *Radical Political Theology: Religion and Politics After Liberalism*. New York: Columbia University Press, 2011.

Jacques Derrida. *Acts of Religion*. London: Routledge, 2001. (See esp. Anidjar's introduction and Derrida's essay 'Faith and Knowledge', which is also available in Derrida's *On Religion*.)

Michael Fagenblat. *A Covenant of Creatures: Levinas' Philosophy of Judaism*. Stanford, CA: Stanford University Press, 2012.

2014-15 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH629 Gods and Government from the Roman Empire to Tony Blair						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Blanton Dr W

Contact Hours

one 2-hour lecture/seminar per week

Synopsis

Recent cultural and political theories have been haunted by the question of religion, its definitions and functions, its emancipatory capacities, its relation to violence, and its relationship to the history and future of the concept of the secular. The centrality of religion as a topic for these recent interdisciplinary discussions has emerged in relationship to a growing unease about earlier, modern modes of distinguishing public and private life; a 'return' of religion as an internationally significant political force in recent decades; and surprising appropriations of religion as a figure for secular Western democracy. Theorists (particularly in the area of postcolonial theory) are questioning naturalized or ahistorical distinctions between religion and the secular (e.g., Talal Asad, Tomoko Masuzawa, Saba Mahmood). Many contemporary thinkers attempt to short-circuit the distinction between 'religion' and 'politics', making possible surprising paradoxes of a "materialist theology" (Slavoj Žižek), an "emptied" religiosity (Gianni Vattimo), or what Hent de Vries calls simply a "political theology". Once we get down beneath the easily-rehearsed stereotypes, we find that the old religious archives (like the Bible) model competing forms of politics: from messianic anarchism to theocracy. In our political histories—and presents—these have been used (and now are being re-used) in surprising ways.

This course considers important moments in the Western history of political theology in order to understand modern and contemporary discussions of secular politics. These moments will be considered in relation to comparable instances of politically imagined theology (or theologically imagined politics) from other religious traditions as well. Students will:

- examine key topics in the modern formation of these discussions (e.g., distinctions between public and private; secular spheres; religion as extra-political ideal; fanaticism; politicized evaluations of Western religion as exceptional in relation to the 'others'; religion and political revolution)
- map important similarities and differences between Western and non-Western modelling of the relationship between religion and politics
- critically evaluate recent presentations of the inherent violence of religions, the inevitability of the clash of civilizations, and the usefulness of religion in 'making globalization work'

Learning Outcomes

By the end of the course I and H level students will be able to:

1. Demonstrate knowledge of, and the ability to critically assess, approaches to the topic of political theology both inside and outside the Western tradition
2. Demonstrate knowledge of, and the ability to critically assess, historical trajectories within various traditions as these have shaped recent discussions of 'political religions'
3. Frame their own research interests and disciplinary questions in light of comparative, historical and theoretical approaches to the relationship between politics and religion
4. Reflect critically on key concepts such as 'sovereignty', 'globalisation', 'democracy', 'terrorism', 'fanaticism'
5. Discern the influence of key classical thinkers and ideas in contemporary discussions of politics and religion
6. To relate key concepts and questions to specific sites in Rome (30 credit students only- see 15.)

In addition, at the end of the module students at level H will have:

7. carried out and displayed understanding of additional research and critical thinking in both written assessments and seminar topics that shows an appreciation of the uncertainty, ambiguity and limits of knowledge
8. the ability to undertake independent learning and to demonstrate this through the sophisticated use of refereed research in leading journals and other original materials
9. acquired critical and analytical skills in their approach to key texts

Preliminary Reading

Indicative Reading List

Giorgio Agamben. *The Kingdom and the Glory: For a Theological Genealogy of Economy and Government*. Stanford, CA: Stanford University Press, 2011.

Gil Anidjar. *The Jew, the Arab: a History of the Enemy (Cultural Memory in the Present)*. Stanford, CA: Stanford University Press, 2003.

William Cavanaugh. *The Myth of Religious Violence: Secular Ideology and the Roots of Modern Conflict*. Oxford: Oxford University Press, 2009.

Clayton Crockett. *Radical Political Theology: Religion and Politics After Liberalism*. New York: Columbia University Press, 2011.

Jacques Derrida. *Acts of Religion*. London: Routledge, 2001. (See esp. Anidjar's introduction and Derrida's essay 'Faith and Knowledge', which is also available in Derrida's *On Religion*.)

Michael Fagenblat. *A Covenant of Creatures: Levinas' Philosophy of Judaism*. Stanford, CA: Stanford University Press, 2012.

2014-15 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH630 Comparative Literature and Religion of Biblical Worlds

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

Contact Hours

one 2-hour lecture/seminar per week

Availability

Also available at H level under code TH631

Synopsis

As with all Biblical Studies courses at the University of Kent, 'Bible' is defined in the broadest sense: the Christian and Jewish canons [73 or 66 books, though we won't be studying all of them!] apocrypha and pseudepigrapha, and also all the ancient and modern intertexts, poems, films and novels, that inform and draw on biblical traditions.

The Bible is commonly thought of as a book that has got its story together, and a bastion of monotheism. We think of the Bible as the very opposite of the projects of Comparative Literature and Comparative Religion: one book, one literature, and one God. But as soon as we start reading we discover a library (biblia) of divergent books, literatures and gods. The bulk of the 'books' in the Bible pre-date structures like the codex and the author. They borrow, often very explicitly, from other literatures: for example, Wisdom Literature and Proverb Collections from Egypt and Mesopotamia, Greco-Roman novels and philosophical tracts.

The narratives of the Bible are often told in strange ways that force the question of the comparative, the plural and the stranger. (The only reason we have not noticed this is because of the cultural structures we impose on the Bible.) The birth of the nation is often presented as a twin birth, with a perverse emphasis on the other brother who was there before us (see for example the stories of Esau and Jacob, or Ishmael and Hagar). Moses was clearly and problematically Egyptian, long before Freud. The gospels are famously synoptic, or comparative. The story of creation splits into two stories, as if mimicking the God who creates by dividing (e.g. the day from the night). It's as if the Bible wants to set itself up as a primal template for comparative studies, tempting us to ask 'Why didn't the Bible simply delete the others, and purify itself?' Even God is plural. It is not just that 'he' is monotheistic and trinitarian, Jewish and Christian. (In fact there is no trinity in the Bible.) The gods of the Bible are constantly mimicking other gods, and complaining that they have been mixed with foreign deities. Even at his most monotheistic, God is unsure as to whether he is (or aspires to be) the chief one, or the only one. He is not even sure of his gender (see the imported figure of Egyptian Ma'at or the Goddess of Wisdom as Hokhmah or Sophia).

Through a series of selected readings students will critically engage the question of the comparative, the plural and the foreigner by looking at:

- a) the question of the other, or the outside on the Bible's inside.
- b) Other literatures from which the Bible borrows (e.g. the Epic of Gilgamesh or Lives of the Philosophers)
- c) Narratives that are othered, doubled or tripled within the Bible (inner-biblical mimicry)
- d) Examples from modern literature, film and philosophy that adapt and respond to biblical narratives, tropes and gods.

Learning Outcomes

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

1. To show knowledge of and the ability to critically assess biblical narratives (e.g. extracts from Genesis, Exodus, Wisdom literature, the gospels)
2. To show knowledge of and the ability to critically assess key biblical intertexts (e.g. the Epic of Gilgamesh, the Wisdom of Amenemope)
3. To show knowledge of and the ability to critically assess responses to biblical narratives, tropes and figures in select examples from modern literature, film and philosophy
4. To critically compare different 'literatures' and different religious models inside and outside the Bible
5. To demonstrate understanding of the different cultural, religious and political contexts behind the different literatures studied
6. To reflect critically on concepts such as 'comparison', 'mimesis', 'interdisciplinarity' and 'the other/the foreigner'

Preliminary Reading

Indicative reading list:

Jon D. Levenson, *Inheriting Abraham: The Legacy of the Patriarch in Judaism, Christianity and Islam* (Princeton: Princeton University Press, 2012)

Mieke Bal, *Loving Yosuf: Conceptual Travels from Present to Past* (Chicago and London: Chicago University Press, 2008)

Phyllis Trible and Letty M. Russell (eds.), *Hagar, Sarah and the Their Children: Jewish, Christian and Muslim Perspectives* (Louisville, KY: Westminster John Knox, 2008)

Regina Schwarz, *The Curse of Cain* (Chicago and London: Chicago University Press, 2004)

The Epic of Gilgamesh, trans. N. K. Sandars (London: Penguin: 1972)

Mark S. Smith, *The Early History of God: Yahweh and the Other Deities in Ancient Israel* (New York: HarperCollins, 1999)

Sigmund Freud, *Moses and Monotheism* (1937)

Jan Assmann, *Moses the Egyptian: The Memory of Egypt in Western Monotheism* (Cambridge, Mass.: Harvard University Press 1997)

2014-15 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH631	Comparative Literature and Religion of Biblical Worlds					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Sherwood Prof Y

Contact Hours

One 2-hour lecture/seminar per week

Availability

Also available at level I under code TH630

Synopsis

As with all Biblical Studies courses at the University of Kent, 'Bible' is defined in the broadest sense: the Christian and Jewish canons [73 or 66 books, though we won't be studying all of them!] apocrypha and pseudepigrapha, and also all the ancient and modern intertexts, poems, films and novels, that inform and draw on biblical traditions.

The Bible is commonly thought of as a book that has got its story together, and a bastion of monotheism. We think of the Bible as the very opposite of the projects of Comparative Literature and Comparative Religion: one book, one literature, and one God. But as soon as we start reading we discover a library (biblia) of divergent books, literatures and gods. The bulk of the 'books' in the Bible pre-date structures like the codex and the author. They borrow, often very explicitly, from other literatures: for example, Wisdom Literature and Proverb Collections from Egypt and Mesopotamia, Greco-Roman novels and philosophical tracts.

The narratives of the Bible are often told in strange ways that force the question of the comparative, the plural and the stranger. (The only reason we have not noticed this is because of the cultural structures we impose on the Bible.) The birth of the nation is often presented as a twin birth, with a perverse emphasis on the other brother who was there before us (see for example the stories of Esau and Jacob, or Ishmael and Hagar). Moses was clearly and problematically Egyptian, long before Freud. The gospels are famously synoptic, or comparative. The story of creation splits into two stories, as if mimicking the God who creates by dividing (e.g. the day from the night). It's as if the Bible wants to set itself up as a primal template for comparative studies, tempting us to ask 'Why didn't the Bible simply delete the others, and purify itself?' Even God is plural. It is not just that 'he' is monotheistic and trinitarian, Jewish and Christian. (In fact there is no trinity in the Bible.) The gods of the Bible are constantly mimicking other gods, and complaining that they have been mixed with foreign deities. Even at his most monotheistic, God is unsure as to whether he is (or aspires to be) the chief one, or the only one. He is not even sure of his gender (see the imported figure of Egyptian Ma'at or the Goddess of Wisdom as Hokhmah or Sophia).

Through a series of selected readings students will critically engage the question of the comparative, the plural and the foreigner by looking at:

- a) the question of the other, or the outside on the Bible's inside.
- b) Other literatures from which the Bible borrows (e.g. the Epic of Gilgamesh or Lives of the Philosophers)
- c) Narratives that are othered, doubled or tripled within the Bible (inner-biblical mimicry)
- d) Examples from modern literature, film and philosophy that adapt and respond to biblical narratives, tropes and gods.

Learning Outcomes

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

1. To show knowledge of and the ability to critically assess biblical narratives (e.g. extracts from Genesis, Exodus, Wisdom literature, the gospels)
2. To show knowledge of and the ability to critically assess key biblical intertexts (e.g. the Epic of Gilgamesh, the Wisdom of Amenemope)
3. To show knowledge of and the ability to critically assess responses to biblical narratives, tropes and figures in select examples from modern literature, film and philosophy
4. To critically compare different 'literatures' and different religious models inside and outside the Bible
5. To demonstrate understanding of the different cultural, religious and political contexts behind the different literatures studied
6. To reflect critically on concepts such as 'comparison', 'mimesis', 'interdisciplinarity' and 'the other/the foreigner'

In addition, at the end of the module students at level H will have:

7. carried out, and displayed understanding of, additional research and critical thinking in both written assessments and seminar topics that shows an appreciation of the uncertainty, ambiguity and limits of knowledge
8. the ability to undertake independent learning and to demonstrate this through the sophisticated use of refereed research in leading journals and other original materials
9. acquired critical and analytical skills in their approach to key texts
10. begun to compare models of comparison in the fields of 'comparative literature' and 'comparative religion'

2014-15 Humanities Undergraduate Stage 2 & 3 Module Handbook

Preliminary Reading

Indicative reading list:

Jon D. Levenson, *Inheriting Abraham: The Legacy of the Patriarch in Judaism, Christianity and Islam* (Princeton: Princeton University Press, 2012)

Mieke Bal, *Loving Yosuf: Conceptual Travels from Present to Past* (Chicago and London: Chicago University Press, 2008)

Phyllis Tribble and Letty M. Russell (eds.), *Hagar, Sarah and the Their Children: Jewish, Christian and Muslim Perspectives* (Louisville, KY: Westminster John Knox, 2008)

Regina Schwarz, *The Curse of Cain* (Chicago and London: Chicago University Press, 2004)

The Epic of Gilgamesh, trans. N. K. Sandars (London: Penguin: 1972)

Mark S. Smith, *The Early History of God: Yahweh and the Other Deities in Ancient Israel* (New York: HarperCollins, 1999)

Sigmund Freud, *Moses and Monotheism* (1937)

Jan Assmann, *Moses the Egyptian: The Memory of Egypt in Western Monotheism* (Cambridge, Mass.: Harvard University Press 1997)

2014-15 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH632	Comparative Literature and Religion of Biblical Worlds					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	Sherwood Prof Y

Contact Hours

one 2-hour lecture/seminar weekly

Availability

Also available at H level under code TH633

Synopsis

As with all Biblical Studies courses at the University of Kent, 'Bible' is defined in the broadest sense: the Christian and Jewish canons [73 or 66 books, though we won't be studying all of them!] apocrypha and pseudepigrapha, and also all the ancient and modern intertexts, poems, films and novels, that inform and draw on biblical traditions.

The Bible is commonly thought of as a book that has got its story together, and a bastion of monotheism. We think of the Bible as the very opposite of the projects of Comparative Literature and Comparative Religion: one book, one literature, and one God. But as soon as we start reading we discover a library (biblia) of divergent books, literatures and gods. The bulk of the 'books' in the Bible pre-date structures like the codex and the author. They borrow, often very explicitly, from other literatures: for example, Wisdom Literature and Proverb Collections from Egypt and Mesopotamia, Greco-Roman novels and philosophical tracts.

The narratives of the Bible are often told in strange ways that force the question of the comparative, the plural and the stranger. (The only reason we have not noticed this is because of the cultural structures we impose on the Bible.) The birth of the nation is often presented as a twin birth, with a perverse emphasis on the other brother who was there before us (see for example the stories of Esau and Jacob, or Ishmael and Hagar). Moses was clearly and problematically Egyptian, long before Freud. The gospels are famously synoptic, or comparative. The story of creation splits into two stories, as if mimicking the God who creates by dividing (e.g. the day from the night). It's as if the Bible wants to set itself up as a primal template for comparative studies, tempting us to ask 'Why didn't the Bible simply delete the others, and purify itself?' Even God is plural. It is not just that 'he' is monotheistic and trinitarian, Jewish and Christian. (In fact there is no trinity in the Bible.) The gods of the Bible are constantly mimicking other gods, and complaining that they have been mixed with foreign deities. Even at his most monotheistic, God is unsure as to whether he is (or aspires to be) the chief one, or the only one. He is not even sure of his gender (see the imported figure of Egyptian Ma'at or the Goddess of Wisdom as Hokhmah or Sophia).

Through a series of selected readings students will critically engage the question of the comparative, the plural and the foreigner by looking at:

- a) the question of the other, or the outside on the Bible's inside.
- b) Other literatures from which the Bible borrows (e.g. the Epic of Gilgamesh or Lives of the Philosophers)
- c) Narratives that are othered, doubled or tripled within the Bible (inner-biblical mimicry)
- d) Examples from modern literature, film and philosophy that adapt and respond to biblical narratives, tropes and gods.

Learning Outcomes

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

1. To show knowledge of and the ability to critically assess biblical narratives (e.g. extracts from Genesis, Exodus, Wisdom literature, the gospels)
2. To show knowledge of and the ability to critically assess key biblical intertexts (e.g. the Epic of Gilgamesh, the Wisdom of Amenemope)
3. To show knowledge of and the ability to critically assess responses to biblical narratives, tropes and figures in select examples from modern literature, film and philosophy
4. To critically compare different 'literatures' and different religious models inside and outside the Bible
5. To demonstrate understanding of the different cultural, religious and political contexts behind the different literatures studied
6. To reflect critically on concepts such as 'comparison', 'mimesis', 'interdisciplinarity' and 'the other/the foreigner'

Preliminary Reading

Indicative reading list:

Jon D. Levenson, *Inheriting Abraham: The Legacy of the Patriarch in Judaism, Christianity and Islam* (Princeton: Princeton University Press, 2012)

Mieke Bal, *Loving Yosuf: Conceptual Travels from Present to Past* (Chicago and London: Chicago University Press, 2008)

Phyllis Trible and Letty M. Russell (eds.), *Hagar, Sarah and the Their Children: Jewish, Christian and Muslim Perspectives* (Louisville, KY: Westminster John Knox, 2008)

Regina Schwarz, *The Curse of Cain* (Chicago and London: Chicago University Press, 2004)

The Epic of Gilgamesh, trans. N. K. Sandars (London: Penguin: 1972)

Mark S. Smith, *The Early History of God: Yahweh and the Other Deities in Ancient Israel* (New York: HarperCollins, 1999)

Sigmund Freud, *Moses and Monotheism* (1937)

Jan Assmann, *Moses the Egyptian: The Memory of Egypt in Western Monotheism* (Cambridge, Mass.: Harvard University Press 1997)

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TH633	Comparative Literature and Religion of Biblical Worlds					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Sherwood Prof Y

Contact Hours

one 2-hour lecture/seminar per week

Availability

also available at I level under code TH632

Synopsis

As with all Biblical Studies courses at the University of Kent, 'Bible' is defined in the broadest sense: the Christian and Jewish canons [73 or 66 books, though we won't be studying all of them!] apocrypha and pseudepigrapha, and also all the ancient and modern intertexts, poems, films and novels, that inform and draw on biblical traditions.

The Bible is commonly thought of as a book that has got its story together, and a bastion of monotheism. We think of the Bible as the very opposite of the projects of Comparative Literature and Comparative Religion: one book, one literature, and one God. But as soon as we start reading we discover a library (biblia) of divergent books, literatures and gods. The bulk of the 'books' in the Bible pre-date structures like the codex and the author. They borrow, often very explicitly, from other literatures: for example, Wisdom Literature and Proverb Collections from Egypt and Mesopotamia, Greco-Roman novels and philosophical tracts.

The narratives of the Bible are often told in strange ways that force the question of the comparative, the plural and the stranger. (The only reason we have not noticed this is because of the cultural structures we impose on the Bible.) The birth of the nation is often presented as a twin birth, with a perverse emphasis on the other brother who was there before us (see for example the stories of Esau and Jacob, or Ishmael and Hagar). Moses was clearly and problematically Egyptian, long before Freud. The gospels are famously synoptic, or comparative. The story of creation splits into two stories, as if mimicking the God who creates by dividing (e.g. the day from the night). It's as if the Bible wants to set itself up as a primal template for comparative studies, tempting us to ask 'Why didn't the Bible simply delete the others, and purify itself?' Even God is plural. It is not just that 'he' is monotheistic and trinitarian, Jewish and Christian. (In fact there is no trinity in the Bible.) The gods of the Bible are constantly mimicking other gods, and complaining that they have been mixed with foreign deities. Even at his most monotheistic, God is unsure as to whether he is (or aspires to be) the chief one, or the only one. He is not even sure of his gender (see the imported figure of Egyptian Ma'at or the Goddess of Wisdom as Hokhmah or Sophia).

Through a series of selected readings students will critically engage the question of the comparative, the plural and the foreigner by looking at:

- a) the question of the other, or the outside on the Bible's inside.
- b) Other literatures from which the Bible borrows (e.g. the Epic of Gilgamesh or Lives of the Philosophers)
- c) Narratives that are othered, doubled or tripled within the Bible (inner-biblical mimicry)
- d) Examples from modern literature, film and philosophy that adapt and respond to biblical narratives, tropes and gods.

Learning Outcomes

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

1. To show knowledge of and the ability to critically assess biblical narratives (e.g. extracts from Genesis, Exodus, Wisdom literature, the gospels)
2. To show knowledge of and the ability to critically assess key biblical intertexts (e.g. the Epic of Gilgamesh, the Wisdom of Amenemope)
3. To show knowledge of and the ability to critically assess responses to biblical narratives, tropes and figures in select examples from modern literature, film and philosophy
4. To critically compare different 'literatures' and different religious models inside and outside the Bible
5. To demonstrate understanding of the different cultural, religious and political contexts behind the different literatures studied
6. To reflect critically on concepts such as 'comparison', 'mimesis', 'interdisciplinarity' and 'the other/the foreigner'

In addition, at the end of the module students at level H will have:

7. carried out, and displayed understanding of, additional research and critical thinking in both written assessments and seminar topics that shows an appreciation of the uncertainty, ambiguity and limits of knowledge
8. the ability to undertake independent learning and to demonstrate this through the sophisticated use of refereed research in leading journals and other original materials
9. acquired critical and analytical skills in their approach to key texts
10. begun to compare models of comparison in the fields of 'comparative literature' and 'comparative religion'

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Preliminary Reading

Indicative reading list:

Jon D. Levenson, *Inheriting Abraham: The Legacy of the Patriarch in Judaism, Christianity and Islam* (Princeton: Princeton University Press, 2012)

Mieke Bal, *Loving Yosuf: Conceptual Travels from Present to Past* (Chicago and London: Chicago University Press, 2008)

Phyllis Trible and Letty M. Russell (eds.), *Hagar, Sarah and the Their Children: Jewish, Christian and Muslim Perspectives* (Louisville, KY: Westminster John Knox, 2008)

Regina Schwarz, *The Curse of Cain* (Chicago and London: Chicago University Press, 2004)

The Epic of Gilgamesh, trans. N. K. Sandars (London: Penguin: 1972)

Mark S. Smith, *The Early History of God: Yahweh and the Other Deities in Ancient Israel* (New York: HarperCollins, 1999)

Sigmund Freud, *Moses and Monotheism* (1937)

Jan Assmann, *Moses the Egyptian: The Memory of Egypt in Western Monotheism* (Cambridge, Mass.: Harvard University Press 1997)

TH634 Mahāyāna Buddhism: The Foundations						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	King Prof R

Contact Hours

1 x 2hr lecture, 1 x 1hr seminar per week (10 weeks)

Pre-requisites

Preferable, but not essential: Introduction to Hinduism & Buddhism TH331

Availability

Also available at H level under code TH635

Synopsis

This course explores the central teachings, practices and sacred texts of Mahayana Buddhism and will focus upon the first 500 years of its history in India. It will examine the rise and development of Mahāyāna Buddhism in India through analysis of its key sacred literature and philosophical schools as well as its subsequent spread to East and North Asia.

Learning Outcomes

At Intermediate level:

By the end of this module, students should be able to:

- 11.1 Identify and discuss in an informed and coherent way two key doctrinal themes or practices central to Mahāyāna Buddhism such as the bodhisattva, emptiness, or skill-in-means.
- 11.2 Demonstrate an appreciation of the internal diversity and historical development of Mahāyāna Buddhism, especially during its formative period.
- 11.3 Engage in individual research on Buddhist themes using the full range of library, computing and IT resources.

Preliminary Reading

Indicative reading:

- WILLIAMS, P. – 'Mahayana Buddhism. The Doctrinal Foundations, Routledge,
- WILLIAMS, P., with TRIBE, A. *Buddhist Thought. A Complete Introduction to the Indian Tradition* (Routledge), 2000.
- KING, R. – *Indian Philosophy. An Introduction to Hindu and Buddhist Thought*, Edinburgh University press, 1999.
- CHANG, C. C., *A Treasury of Mahayana Sutras. Selections from the Maharatnakuta Sutra*, Penn State University press, (annotated edition), 2008.
- CONZE, E. – *Perfect Wisdom. The Short Prajnaparamita Texts*, Buddhist Publishing Group, 2003.

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TH635		Mahāyāna Buddhism: The Foundations				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	King Prof R

Contact Hours

1 x 2hr lecture, 1 x 1hr seminar per week (10 weeks)

Pre-requisites

Preferable, but not essential: Introduction to Hinduism & Buddhism TH331

Availability

Also available at I level under code TH634

Synopsis

This course explores the central teachings, practices and sacred texts of Mahayana Buddhism and will focus upon the first 500 years of its history in India. It will examine the rise and development of Mahāyāna Buddhism in India through analysis of its key sacred literature and philosophical schools as well as its subsequent spread to East and North Asia.

Learning Outcomes

At Intermediate level:

By the end of this module, students should be able to:

- 11.1 Identify and discuss in an informed and coherent way two key doctrinal themes or practices central to Mahāyāna Buddhism such as the bodhisattva, emptiness, or skill-in-means.
- 11.2 Demonstrate an appreciation of the internal diversity and historical development of Mahāyāna Buddhism, especially during its formative period.
- 11.3 Engage in individual research on Buddhist themes using the full range of library, computing and IT resources.

At Higher Level:

- 11.4 Critically analysis and evaluate two key doctrinal themes or practices central to Mahāyāna Buddhism such as the bodhisattva, emptiness and skill-in-means .
- 11.5 Demonstrate a systematic understanding and critical appreciation of the internal diversity and historical development of Mahāyāna Buddhism during its formative period.
- 11.6 Engage in individual research on Buddhist themes using the full range of library, computing and IT resources and demonstrate the ability to work independently and manage their own learning.

Preliminary Reading

Indicative Reading:

- WILLIAMS, P. – 'Mahayana Buddhism. The Doctrinal Foundations, Routledge,
- WILLIAMS, P., with TRIBE, A. Buddhist Thought. A Complete Introduction to the Indian Tradition (Routledge), 2000.
- KING, R. – Indian Philosophy. An Introduction to Hindu and Buddhist Thought, Edinburgh University press, 1999.
- CHANG, C. C., A Treasury of Mahayana Sutras. Selections from the Maharatnakuta Sutra, Penn State University press, (annotated edition), 2008.
- CONZE, E. – Perfect Wisdom. The Short Prajnaparamita Texts, Buddhist Publishing Group, 2003.