

## 2019-20 Postgraduate Module Handbook

### 04 School of European Culture and Languages

<b>CL349</b>						
<b>Beginners' Latin</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	C	20 (10)	100% Coursework	
1	Canterbury	Whole Year	C	20 (10)	60% Exam, 40% Coursework	
1	Canterbury	Whole Year	C	20 (10)	80% Exam, 20% Coursework	

#### Contact Hours

2 hours per week

#### Learning Outcomes

Students who successfully complete this module will be able to:

- Show a knowledge of basic Latin accidence and syntax
- Show a grasp of grammatical terms and inflection systems, and the underlying principles of the Latin language, which are common in both the Classical and Medieval periods
- Show a command of Latin vocabulary (including nouns, pronouns, adjectives, verbs, adverbs, prepositions and conjunctions)
- Show a capacity for translating simple sentences (Latin-English and English-Latin) and be able to read short passages of Latin text which can be applied to Medieval documents
- Translate short passages from Classical authors and from Medieval authors, both prose and verse

#### Method of Assessment

40% coursework and 60% examination

#### Preliminary Reading

Indicative Reading List

Wheelock, F.M. (rev. R.A.Lafleur), *Wheelock's Latin*, 7th ed, Harper Collins, 2011

#### Restrictions

Only available to students on the MA Medieval & Early Modern Studies

#### Synopsis \*

The aim of the module is to give students a firm foundation in Classical Latin, both vocabulary and grammar (accidence and syntax), using a modern course devised precisely with that objective in mind. This thorough grounding in the Classical language will enable the student to study Medieval texts.

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.

## 2019-20 Postgraduate Module Handbook

<b>CL805 Contemporary Archaeology: Theories, Methods and Issues</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	30 (15)	100% Coursework	Baker Dr P (SECL)

### Availability

This module is compulsory for students studying on the MAs in Archaeology, Roman History and Archaeology, and Roman History and Archaeology with a term in Rome.

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to demonstrate a systematic understanding of contemporary issues, approaches and thinking in archaeology and how its various constituent areas can be used to interpret past cultures;  
Students will be able to firmly locate archaeological theories and interpretations within conceptual frameworks and understand their intellectual origins;  
Students will be able to demonstrate a systematic understanding of the value and contribution of particular methods in archaeological study and a comprehensive understanding of the history and direction of theoretical and practical approaches in the 21st century;  
Students will be able to demonstrate familiarity with critical issues in archaeology and be able to evaluate the strengths and weaknesses in archaeological work and its presentation;  
Students will be able to demonstrate a rounded understanding of methods in contemporary archaeology, their relationship to theoretical approaches and their appropriateness in particular circumstances;  
Students will be able to demonstrate a strong awareness of the nature of archaeological remains and other sources of information upon the past, how these have survived or otherwise ('taphonomy') and how their survival impacts upon archaeological thinking

### Method of Assessment

Presentation (30 minutes) - 35%;  
Research paper (5000 words) - 65%

### Preliminary Reading

Gosden, C. 1999. *Anthropology and Archaeology a Changing Relationship*. New York and London: Routledge;  
Hodder, I. and R. Pruceel (eds.) 1996. *Contemporary archaeology in theory*. Oxford: Blackwell;  
Johnson, M. 2007. *Archaeological theory an introduction*. Oxford: Blackwell Publishers;  
Renfrew, C and Bahn, P. 2008. *Archaeology The Key Concepts*. London: Routledge;  
Shanks, M and C. Tilley 1987. *Social theory in archaeology*. Cambridge: Polity Press;  
Shanks, M. and C. Tilley 1992. *Reconstructing archaeology, theory and practice*. London: Routledge;  
Trigger, B. 1989. *A history of archaeological thought*. Cambridge: Cambridge University Press.

### Synopsis \*

The module is designed with training, knowledge enhancement and skills acquisition to the fore. The module begins with an introduction to the origins and development of theoretical perspectives in archaeology (e.g. 'cultural history', the 'New Archaeology', 'Post-Processualism'), and assesses the contributions of these approaches. A central question is how we may study and define past society. Artefacts and their value as evidence of the past are then considered within a contemporary intellectual framework. Settlement sites are then examined and in particular approaches to understanding their morphology, elements and their identity as lived environments; spatial approaches are considered here too. Approaches to the archaeology of landscape are in turn examined, this being a dynamic field in contemporary archaeological understanding. How archaeological data is assessed, organized, and published is then examined from a theoretical and methodological angle. Finally, how the various strands of archaeological data can be brought together to assemble a coherent picture of past human life and society are critically examined and reviewed.

## 2019-20 Postgraduate Module Handbook

<b>CL820 The Political, Social and Economic History of the Hellenistic World</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	La'da Dr C

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to show in-depth knowledge of a selected theme, region or period in the ancient world;  
 Students will be able to show knowledge of the contacts (political, social, economic and cultural) between the Greek World and the Near East during the Hellenistic period;  
 Students will be able to assess the uses of different types of evidence (historiographical, literary, epigraphic, papyrological, archaeological) in the study of an ancient, more specifically Hellenistic, civilization, and to show familiarity with the different methodologies employed;  
 Students will be able to assess and analyse the nature and extent of interaction between the incoming Graeco-Macedonians and the indigenous Near Eastern populations (e.g. in politics, society, the economy, religion and in cultural life);  
 Students will have a critical perspective on the current debates about the nature of interaction and social stratification between the Graeco-Macedonian conquerors and the native peoples and cultures;  
 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.

### Method of Assessment

Essay 1 (3000 words) - 40%;  
 Essay 2 (3000 words) - 40%;  
 Presentation (15 minutes) - 20%

### Preliminary Reading

Austin, M.M. (2006) *The Hellenistic World from Alexander to the Roman Conquest, A Selection of Ancient Sources in Translation*, 2nd edn., Cambridge University Press, Cambridge;  
 Crook, J.A, Lintott, A. and Rawson, E. (eds.) (1994) *The Cambridge Ancient History*, 2nd edn., Vol. IX: *The Last Age of the Roman Republic, 146-43 B.C.* Cambridge University Press, Cambridge;  
 Errington, R.M. (2008) *A History of the Hellenistic World*, Blackwell, Malden, Oxford, Carlton;  
 Erskine, A. (ed.) (2003) *A Companion to the Hellenistic World*, ed., Blackwell, Oxford;  
 Shipley, G. (2000) *The Greek World after Alexander, 323-30 B.C.*, Routledge, London;  
 Walbank, F.W, Astin, A.E, Frederiksen, M.W. and Ogilvie, R.M. (eds.) (1984) *The Cambridge Ancient History*, 2nd edn., Vol. VII, Part I: *The Hellenistic World*, Cambridge University Press, Cambridge;  
 Walbank, F.W, Astin, A.E, Frederiksen, M.W. and Ogilvie, R.M. (eds) (1990) *The Cambridge Ancient History*, 2nd edn., Vol. VII, Part II: *The Rise of Rome to 220 BC*, Cambridge University Press, Cambridge.

### Synopsis \*

This module aims to provide a detailed overview of the most important events and trends of the political, social and economic history of the Hellenistic period, based on the most recent results of research. Its objective is to make the students familiar with both the diverse ancient sources and the secondary literature, not just from the perspective of the conquering Macedonians and Greeks but also from that of the conquered native civilisations, such as Persians, Jews, Syrians and Egyptians. The module will be taught on the basis of a wide variety of sources, including historical, literary, epigraphic, papyrological and archaeological. Particular attention will be paid to the interaction of different political, social and economic systems and to the emergence of new structures as a consequence.

## 2019-20 Postgraduate Module Handbook

<b>CL821 Ancient Greek Science: Astronomy and Medicine</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	Rudolph Dr K

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to deal with complex academic issues for the study of both Greek astronomy and Greek medicine based on their systematic understanding of these areas, and have a critical awareness of current research questions within the academic study of Ancient Greek Sciences;

Students will be able to interpret a comprehensive range of primary sources for the study of ancient cosmology and ancient medicine utilising techniques that are appropriate for their interpretation and critical evaluation;

Students will be able to understand and articulate the complex relationship between Ancient Greek Philosophy and the Ancient Sciences (including astronomy, cosmology and medicine);

Students will be able to critically evaluate the philosophical thinking that links the cosmos to the body in ancient Greece;

Students will be able to demonstrate self-direction and originality in tackling and solving problems raised in the study of the complex intersection between philosophy, science, medicine and the cosmos in Ancient Greece ranging from the Geometric to the Hellenistic periods.

### Method of Assessment

Commentary review (1000 words) - 20%;

Presentation portfolio (1000-1500 words) - 40%;

Essay (3500 words) - 40%

### Preliminary Reading

Aratus, *Phaenomena* (any edition);

Evans, J. (1998) *The history and practice of ancient astronomy*. Oxford: Oxford University Press;

Gregory, A. (2011) *Ancient Greek Cosmogony*. London: Duckworth;

Hippocrates, *Airs, waters, places; Nature of Man* (any edition);

Lloyd, G. E. R. *Magic* (1979). Reason, and experience: studies in the origin and development of Greek science.

Cambridge: Cambridge University Press;

van der Eijk, P. J. (2005). *Medicine and Philosophy in Classical Antiquity*. Cambridge: Cambridge University Press.

### Synopsis \*

Ancient Greek concepts of 'rational science' were vastly different from modern perceptions and discipline classifications. Its foundation was grounded in philosophical discussions that considered the nature of the cosmos and all that existed within it. This module demonstrates how the subjects were interlinked through a close analysis of the development of ancient astronomy and medicine, from the Geometric to the Hellenistic periods. It discusses literary, philosophical and archaeological material. The first half of the module will focus on astronomy. The second half of the module will concentrate on medicine and begin with a discussion of the pre-Socratic philosophers' introduction of the theory of the four elements: earth, air, fire and water that were present within everything, including the stars and the body. From here students will examine how the theory of the four elements was transformed into the humoral system. Consideration will also be given to how the body and health were influenced by environment and astronomy discussed in the first half of the module.

## 2019-20 Postgraduate Module Handbook

<b>CL828</b>		<b>Rome-The Imperial City</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	American University, Rome	Spring	M	30 (15)	100% Coursework	

### Availability

This module is compulsory for students studying on the MA in Ancient History with a term in Rome and the MA in Roman History and Archaeology with a term in Rome.

### Contact Hours

Total contact hours: 30;  
Total hours on site visits: 12-24

### Learning Outcomes

Students will be able to demonstrate transferable skills, which will equip them for a further career either for doctoral research in Roman History and/or Archaeology or in employment;  
Students will be able to demonstrate competence in applying skills to analysis of a diverse body of ancient evidence including that of on-site study of standing remains and museum collections;  
Students will be able to demonstrate critical and analytical powers in relation to ancient texts, excavation reports, standing remains and publications associated with these forms of evidence;  
Students will be able to demonstrate critical, analytical problem-based learning skills in relation to the sites of the city of Rome, as well as modern scholarship on the subject matter;  
Students will be able to command a range of techniques and methodologies, such as bibliographical and library research skills, a range of skills in reading and textual analysis, the varieties of historical method, the visual skills characteristic of art criticism, use of statistics (e.g. in archaeology or the study of ancient demography), academic argumentation and analysis.

### Method of Assessment

Presentation blog (1000 words) - 20%;  
Itinerary design (3000 words) - 20%;  
Itinerary presentation (120 minutes) - 40%;  
Itinerary blog (2000 words) - 20%

### Preliminary Reading

Claridge, A. (2010) *Rome: An Oxford Archaeological Guide*, Oxford: OUP;  
Coarelli, F. (2008) *Rome and Environs: An Archaeological Guide*, Berkeley: University of California Press;  
Dyson, S.L. (2010) *Rome: Portrait of a Living City*, Baltimore: Johns Hopkins;  
Edwards, C. (1996) *Writing Rome: Textual Approaches to the City*, Cambridge: CUP;  
Favro, D. (1998) *The Urban Image of Augustan Rome*, Cambridge, CUP;  
Galinsky, K. (1998) *Augustan Culture: An Interpretive Introduction*, Princeton University Press.

### Restrictions

This module is taught at the Rome School of Classical and Renaissance Studies, and is therefore only available to students studying on an MA programme with a term in Rome.

### Synopsis \*

The module introduces students to sites and museum resources in the City of Rome through a series of weekly study blocks and is taught in Rome through collaboration between Kent staff and those of the American University in Rome. Each block has been developed to ensure that classroom based learning, on-site learning and library based research by the students are fully integrated as a thematic package.

## 2019-20 Postgraduate Module Handbook

<b>CL832</b>		<b>Researching Ancient Rome</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	American University, Rome	Spring	M	30 (15)	100% Coursework	

### Availability

This module is compulsory for students studying on the MA in Ancient History with a term in Rome and the MA in Roman History and Archaeology with a term in Rome.

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to demonstrate the effective utilisation of the research libraries based in Rome;

Students will be able to demonstrate the application of library research to the interpretation of standing remains surviving from antiquity;

Students will be able to demonstrate critical, analytical problem-based learning skills in relation to the sites of the city of Rome, as well as modern scholarship on the subject matter;

Students will be able to command a range of techniques and methodologies, such as bibliographical and library research skills, a range of skills in reading and textual analysis, the varieties of historical method, the visual skills characteristic of art criticism, use of statistics (e.g. in archaeology or the study of ancient demography), academic argumentation and analysis.

### Method of Assessment

Fortnightly diary (3000 words) - 20%;

Literature review (2000 words) - 35%;

Interpretive essay (2500 words) - 45%

### Preliminary Reading

DeRose Evans, J. (2013.) A Companion to the Archaeology of the Roman Republic, Oxford: Wiley-Blackwell;

Dyson, S.L. (2010) Rome: Portrait of a Living City, Baltimore: John Hopkins;

Erdkamp, P. (2013) The Cambridge Companion to the City of Rome, Cambridge: CUP;

Laurence, R. and Newsome D. (2011) Rome, Ostia, Pompeii: Movement and Space, Oxford: OUP;

Östenberg, I.; Malmberg, S. & Bjørnebye, J. (2015) The Moving City: Processions, Passages and Promenades in Ancient Rome, London: Bloomsbury;

Zanker, P. (1988) The Power of Images in the Age of Augustus. Ann Arbor: University of Michigan Press.

### Restrictions

This module is taught at the Rome School of Classical and Renaissance Studies, and is therefore only available to students studying on an MA programme with a term in Rome.

### Synopsis \*

This module enhances the student's ability to undertake research on the sites and in the museums focusing on ancient Rome using research libraries, on-line resources and on-site visits. Students will select monuments to research each week and discuss their findings in seminars, alongside their experience of locating information on which they will reflect. This is done to ensure students identify and develop a series of research methods identified as 'good practice'. In addition, they will work on their critique of modern scholars and evaluate the intersection between textual evidence and the standing remains of ancient Rome. Finally, research in libraries will also necessitate the checking and identification of key features on-site in Rome.

## 2019-20 Postgraduate Module Handbook

<b>CL897</b>		<b>CL Dissertation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Project	
2	Canterbury	Spring	M	60 (30)	100% Project	Boutsikas Dr E

### Contact Hours

Total contact hours: 5

### Learning Outcomes

Students will be able to demonstrate skills in initiating and carrying forward a programme of independent research;  
Students will be able to display detailed and critical knowledge of a specialist area(s) of research within the field of antiquity (related their particular study to the broad perspective of the MA programme);  
Students will be able to demonstrate the relevance of their research study to wider themes within their field of study;  
Students will be able to familiarise themselves with a range of primary and secondary literature in the field of the study

### Method of Assessment

Dissertation (15,000 words) - 100%

### Preliminary Reading

To be determined by the individual student in consultation with the supervisor, but broadly based on the year's work across the whole programme of study.

### Pre-requisites

Successful completion of Stage 1 MA modules.

### Synopsis \*

The Dissertation module comprises supervised research undertaken by the student, in the broad area of the history, literary sources and archaeology of the ancient world. A curriculum will be developed by the student around their own particular research interests.

## 2019-20 Postgraduate Module Handbook

<b>CL900 Research Skills in Ancient History - Understanding the City in Antiquit</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	Burden-Strevens Dr C

### Availability

This module is compulsory for students studying on the MA in Ancient History and the MA in Roman History and Archaeology, (including those versions of the programmes with a term in Rome), and the MA in Ancient Greek History and Archaeology (including the version of the programme with a term in Athens).

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to demonstrate a comprehensive understanding of the skills/techniques of historical analysis to equip them for a further career either for doctoral research in Ancient History or in employment through the use of these transferable skills;

Students will be able to demonstrate competence in applying skills to analyse a diverse body of ancient evidence and to be critically aware of the current problems of interpretation within the discipline of Ancient History;

Students will be able to demonstrate critical and analytical abilities in relation to the ancient material in the context of how established techniques are utilized within the discipline of Ancient History;

Students will be able to demonstrate critical, analytical problem-based research skills in relation to the ancient evidence and modern scholarship on the subject matter;

Students will be able to command a range of techniques and methodologies, such as bibliographical and library research skills, a range of skills in reading and textual analysis, the varieties of historical method, the visual skills characteristic of art criticism, use of statistics (e.g. in archaeology), philosophical argument and analysis;

Students will be able to create a PhD research proposal setting out techniques for their own research in the future drawing on the skills gained over the course of the module.

### Method of Assessment

Literature review (2500 words) - 30%;

Research proposal (1200 words) - 20%;

Essay (5000 words) - 50%

### Preliminary Reading

Bodel, J. (2001) *Epigraphic Evidence - Ancient History from Inscriptions*, London;

Dyson, S.L. (2010) *Rome: A Living Portrait of an Ancient City*, Baltimore;

Edwards, C. (1996) *Writing Rome - Textual Approaches to the City*, Cambridge;

Favro, D. (1996) *The Urban Image of Augustan Rome*, Cambridge;

Howgego, C. (1995) *Ancient History from Coins*, London;

Laurence, R. (2012) *Roman Archaeology for Historians*, London: Routledge.

### Synopsis \*

The module introduces students to key research skills for the study of ancient history and the associated discipline of Roman archaeology. The focus will be on group work that will investigate how we can gain greater knowledge of an aspect of the ancient city. In so doing, students will learn new skills ranging from researching bibliographies to the development of a sustained research project. A particular focus will be placed on critique of the modern scholarship on the subject, based on historical, epigraphic, archaeological, numismatic and visual sources. The curriculum is designed to develop students' research skills at the beginning of a one year FT MA or two-year PT MA in the Autumn term. The seminars will also focus on the development of the PhD research proposal.



## 2019-20 Postgraduate Module Handbook

<b>CL901</b>		<b>Practical Archaeology Report</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	30 (15)	100% Coursework	Lavan Dr L

### Availability

This module is compulsory for students studying on the MA in Archaeology.

### Contact Hours

Total contact hours: 6

### Learning Outcomes

Students will be able to demonstrate skills in initiating and carrying forward an independent programme of practical archaeological research;

Students will be able to demonstrate comprehensive and critical knowledge of a specialist area, category of evidence or theme within archaeology (including heritage);

Students will be able to demonstrate their particular study to the broad perspective of their MA Programme;

Students will be able to demonstrate the relevance of their research project to studies in archaeology/Roman history and archaeology;

Students will be able to demonstrate professional and confident skills in collecting, handling and processing archaeological data/evidence in a manner that reflects contemporary professional and specialist (vocational) practice in archaeology;

Students will be able to demonstrate professional and confident skills in using and applying, for instance, specialist archaeological equipment, computing programmes, and related research methods, such as the use of geophysical survey equipment, digital scanners, microscopes, materials characterization tools, GIS and excel software.

### Method of Assessment

Report (8000 words) - 100%

### Preliminary Reading

Students will be expected to familiarize themselves with the reading material specified for the core modules of their programmes of study. Beyond this requirement, relevant reading will be suggested by the module supervisor and other staff such as the Departmental Archaeological Technician, geared towards the student's particular area of interest. Students will be expected to seek out other relevant literature on the subject and the methodology/equipment used.

### Synopsis \*

This module consists of supervised research undertaken by the student. The module offers students the timescale, scope, support and opportunity to explore in detail an area or body of evidence of interest to them and to present the results in a format reflecting standards and conventions seen in publications in professional and academic archaeology. Work in the field may include the first hand gathering of data employing professional methods and equipment within a guided framework, with an emphasis on student skills acquisition. Students will develop skills in handling and assessing this evidence and, in turn, presenting it in a manner that mirrors present best vocational practice, with innovatory approaches encouraged where suitable. It is of primary importance that students demonstrate a critical appreciation of the methods, evidence and related issues in the report they submit. The module will allow students to develop a curriculum around their own research and vocational interests and training needs.

## 2019-20 Postgraduate Module Handbook

<b>CP805 European Modernism: Sexual and Textual Deviance</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	Adkins Dr P

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to demonstrate advanced knowledge and understanding of selected modernist literary works and theoretical texts;  
Students will be able to demonstrate comprehensive knowledge of theories of modernism and Freud's theories of sexuality;  
Students will be able to demonstrate professional analytical and close-reading skills on a range of key modernist works;  
Students will be able to demonstrate complete awareness of the international nature of modernism, intercultural exchanges, and cross-disciplinary influences between literature and other forms of discourse;  
Students will be able to demonstrate knowledge and understanding of relevant historical, cultural and philosophical material;  
Students will be able to demonstrate appreciation of various formal characteristics of modernist works.

### Method of Assessment

Essay (5000 words) - 100%

### Preliminary Reading

Freud, S. (2016). *Three Essays on the Theory of Sexuality: The 1905 Edition*. London and New York: Verso Books;  
Gide, A. (2000). *The Immoralist*. London: Penguin;  
Joyce, J. (2010). *Ulysses*. Ware, Hertfordshire: Wordsworth Editions;  
Kafka, F. (2015). *The Trial*. London: Penguin;  
Lawrence, D.H. (1992). *Women in Love*. Ware, Hertfordshire: Wordsworth Editions;  
Mann, T. (2001). *Death in Venice*. London: Vintage;  
Proust, M. (2003). *In Search of Lost Time vol. 1. The Way by Swann's*. London: Penguin;  
Woolf, V. (2016). *Mrs Dalloway*. London: Vintage

### Synopsis \*

This module investigates modernism as a cross-cultural and interdisciplinary phenomenon via close readings of a selection of literary and essayistic texts written in the early decades of the 20th century by a range of key European authors. After an exploration of the socio-cultural and historical contexts from which these texts emerge, we study the specificities of modernist literature by paying close attention to the formal and stylistic innovations which accompany typically modernist thematic preoccupations, such as deviant sexuality, the workings of the unconscious, self-reflexive thematizations of the specificities of the medium, new technological developments, the city, time, decay and a sense of metaphysical despair. Stylistic techniques such as multi-perspectivity, free indirect discourse, stream-of-consciousness, montage and fragmentation are explored not just as tools for rendering a dramatically altered conception of experience, but as formal expressions of the plight of the peripatetic modernist subject in their own right.

The course will be taught in English. Relevant texts may be studied in English translation, but students with proficiency in European languages are encouraged to read texts in the original language.

## 2019-20 Postgraduate Module Handbook

<b>CP810 Comparative Literature in Theory and Practice</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	Evangelou Dr A

### Availability

This module is strongly recommended for students studying on the MAs in Comparative Literature and Comparative Literature with a term in Paris.

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to demonstrate familiarity with the theory and practice of Comparative Literature as an academic discipline;  
Students will be able to demonstrate knowledge of the cultural and historical contexts out of which various influential conceptions of Comparative Literature have emerged;  
Students will be able to examine the relation between Comparative Literature as a discipline and other approaches to the literary (including Translation Studies);  
Students will be able to appreciate the importance for Comparative Literature of reflections upon multiculturalism and globalization;  
Students will be able to critically assess questions of literary movements, genres, topoi, and figures from a Comparative Literature perspective

### Method of Assessment

Essay (5000 words) - 100%

### Preliminary Reading

Apter, E. (2005). *The Translation Zone: A New Comparative Literature*, Princeton University Press;  
Bassnett, S. (1993). *Comparative Literature: A Critical Introduction*, John Wiley and Sons;  
Damrosch, D. et al. (eds), (2009). *The Princeton Sourcebook in Comparative Literature: From the European Enlightenment to the Global Present*, Princeton University Press;  
Saussy, H. (ed.), (2006). *Comparative Literature in an Age of Globalization*, Baltimore: JHU Press;  
Spivak, G. (2003). *Death of a Discipline*, New York: Columbia University Press;  
*The Norton Anthology of World Literature* (most recent edition)

### Restrictions

This module cannot be taken alongside FR866.

### Synopsis \*

This module is designed to familiarize students with the history of Comparative Literature as an academic discipline, to develop their ability to analyse critically the major conceptions of Comparative Literature that have emerged over the twentieth and twenty-first centuries, and to enable them to apply theories of Comparative Literature in the analysis of literary movements, literary genres, literary topoi (such as the 'fallen woman'), and literary figures who recur at different moments in literary history (such as Odysseus, Oedipus, Antigone, and Faust). Students will begin by studying a range of major conceptions of Comparative Literature, and will consider the implications for the discipline of Comparative Literature of theories of globalization, multiculturalism, translation studies, and world literature. They will then proceed to analyse selected literary works within the framework of these conceptions of Comparative Literature. The module will therefore combine a theoretical with a practical literary-critical dimension, encouraging close reading and an appreciation of historical context in the analysis of theoretical and literary texts.

## 2019-20 Postgraduate Module Handbook

<b>CP811 Writing Unreason: Literature and Madness in the Modern World</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	Evangelou Dr A

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to demonstrate familiarity with the substantial interaction between modern European Literature and the theme of madness;

Students will be able to demonstrate knowledge of the cultural and historical contexts in which literature and the theme of madness have interacted since the European Enlightenment;

Students will be able to critically assess the distinctive stylistic and generic features of modern European literary works that engage with the theme of madness;

Students will be able to examine the way in which writers in the modern period have actively engaged with various forms of non-literary discourse in their depictions of madness, these discourses including the medical/scientific, the mystical and philosophical, and the psychoanalytic.

### Method of Assessment

Essay (5000 words) - 100%

### Preliminary Reading

Any edition of the works listed below:

Thomas Bernhard, *Wittgenstein's Nephew* (1982);

Georg Büchner, *Woyzeck* (c. 1836–7)

Fyodor Dostoevsky, *The Double* (1846);

Nikolai Gogol, *Diary of a Madman* (1835)

Sarah Kane, *4.48 Psychosis* (2000);

Vladimir Nabokov, *Despair* (1934);

Gérard de Nerval, *Aurélia* (1855);

Sylvia Plath, *The Bell Jar* (1963)

### Synopsis \*

This module is designed to introduce students to major literary works (in various genres) from the early nineteenth century to the present day that explore the theme of madness, with a particular focus on the function of madness as a metaphor. The module will encourage students to consider the historical contexts out of which the various texts emerge, and to analyse the ways in which modern European literature takes up the theme of madness to explore social, psychological, philosophical, religious, and aesthetic questions. Particular attention will be paid to the close analysis of literary style in order to assess each writer's attempt to capture the discourse of madness. Topics for consideration will include the relation between artistic creativity and madness, madness as a form of socio-political resistance, madness and gender, the figure of the 'double', and, above all, the extent to which Michel Foucault is justified in claiming in 'The History of Madness' that in the post-Enlightenment period 'unreason has belonged to whatever is decisive, for the modern world, in any work of art'.

## 2019-20 Postgraduate Module Handbook

<b>CP816 Literature and Capitalism</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	March-Russell Dr P
1	Canterbury	Spring	M	30 (15)	100% Coursework	

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to develop deep and critically informed knowledge of a range of literary texts engaging with the topic of capitalism and its psycho-social consequences in a global context;

Students will be able to systematically acknowledge and appreciate different historical stages in the development of literature on capitalism;

Students will be able to critically and independently interrogate the distinctive historical, social, and political contexts in which the literary texts have been produced and analyse the ways in which they may reflect and/or critique these contexts;

Students will be able to systematically understand and evaluate theoretical conceptions of capitalism, neoliberalism and critiques of these models, both recent and historical;

Students will be able to establish analytical and original connections between the realms of the aesthetic, the psycho-social, the political, and the economic;

Students will be able to demonstrate comprehensive knowledge of changing reception contexts and appreciate their significance.

### Method of Assessment

Essay (5000 words) - 100%

### Preliminary Reading

Any edition of the following:

Goncharov, Ivan, *Oblomov* (1859);

Mann, Thomas, *Death in Venice* (1912);

Melville, Herman, *Bartleby, the Scrivener: A Story of Wall Street* (1853);

Rand, Ayn, *Atlas Shrugged* (1957) (extracts);

Shriver, Lionel, *The Mandibles* (2016) (extracts);

Zola, *The Ladies' Delight* (1883) (extracts).

### Synopsis \*

By studying literary works in conjunction with economic and sociological theory, this module investigates the manifold ways in which literary texts may reflect and/or critique the social, political, and economic contexts in which they were produced.

Proceeding chronologically from the beginning of the nineteenth century to the present day, we shall analyse literary texts that engage with the psycho-social consequences of capitalism in its various manifestations. Topics of enquiry include the socio-political and psychological repercussions of industrialization, bureaucratization, globalization and neoliberalism and how these have been theorized and represented aesthetically, as well as questions pertaining to alienation and disenchantment, the rationalization of everyday life, work ethics, burnout, the psychology of consumption, and broader ethical issues relating to the tension between economic self-interest and communal values. Theoretical works we will study on this module include extracts from Marx, Weber, and Simmel, as well as texts by Adorno, Hardt and Negri, Sennett, Boltanski and Chiapello, Klein, Ehrenberg and Crary.

<b>CP998</b>		<b>Comparative Literature Dissertation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	60 (30)	100% Project	Adkins Dr P

**Contact Hours**

Total contact hours: 9

**Learning Outcomes**

Students will be able to demonstrate an ability to analyse literary works comparatively across a range of national and linguistic literary traditions;  
Students will be able to demonstrate close-reading skills through the analysis of a range of literary works from different historical moments and cultural contexts;  
Students will be able to demonstrate clear expression of carefully considered and carefully referenced independent views on works from distinct literary traditions;  
Students will be able to demonstrate skills in analytical evaluation and communicative skills;  
Students will be able to undertake independent research in the area of Comparative Literature.

**Method of Assessment**

Dissertation (12,000 words) - 100%

**Preliminary Reading**

To be determined by the individual student in consultation with the supervisor.

The following title may be of use:

Swetnam, D. and Swetnam, R. (2009). Writing Your Dissertation: A Guide to Planning, Preparing and Presenting First Class Work, revised edition, Oxford: How to Books Ltd

**Pre-requisites**

Successful completion of Stage 1 MA modules.

**Synopsis \***

The topic of the dissertation will usually be based on, and develop from, work undertaken on one or more of the four coursework modules undertaken in the course of the MA. The dissertation must be comparative in nature, including an analysis of more than one work, from more than one national/linguistic tradition.

## 2019-20 Postgraduate Module Handbook

<b>FR806 Writing the Network in Modern French Culture</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	Harrigan Dr M

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to engage critically with a variety of representations of physical and virtual networks in modern French culture;

Students will be able to explore connections and analogies between physical and virtual networks and the way in which that are represented culturally;

Students will be able to appreciate the connections and analogies between the representation of physical and virtual networks and the ways in which information and knowledge are organized and presented;

Students will be able to explore the ways in which literature and theories of knowledge intersect;

Students will be able to demonstrate the ability to use theoretical and philosophical works as the basis for the analysis of works of cultural production.

### Method of Assessment

Essay (5000 words) - 100%

### Preliminary Reading

Any edition of the works listed here can be used:

de Balzac, Honoré, *La Cousine Bette* (1846);

Flaubert, Gustave, *Bouvard et Pécuchet* (1881);

Houellebecq, Michel, *La Carte et le territoire* (2010);

Manotti, Dominique, *Lorraine Connection* (2006);

Perec, Georges, *La Vie mode d'emploi* (1978);

Proust, *A la recherche du temps perdu* (1913-27);

Roubaud, Jacques, *La Boucle* (1993);

Zola, Émile, *Le Docteur Pascal* (1893)

### Synopsis \*

This module explores cultural representations of the infrastructural, physiological, virtual, institutional, disciplinary and discursive networks underpinning modernity, and possible theoretical approaches to the connections between them. A range of literary texts from the mid-19th century to the late 20th century will be studied: these include novels which originally appeared in networks or series of texts (Zola's *Rougon-Macquart* series; Proust's *A la recherche du temps perdu*); autobiographical writings (Roubaud's *La Boucle*), and political detective fiction (Manotti). Seminars will involve discussion of this selection of literary texts, all of which articulate and problematize the notion of the network or the system, particularly as it pertains to the metaphorical representation of discourse and knowledge. The module invites students to identify and analyse the networks at work within the various texts we study, and in some cases between them. What do representations of networks tell us about the organization of knowledge in a given society? In considering this and similar questions, students will be encouraged to reflect on the infrastructural nature of modernity generally, and on the specific infrastructures which inform French literature and culture.

## 2019-20 Postgraduate Module Handbook

<b>FR807</b>		<b>Postmodern French Detective Fiction</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	Harrigan Dr M

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to engage critically with a variety of approaches to and uses of the tropes of detective fiction in French literary fiction from the post-war period to the present day;

Students will be able to explore the ways in which aspects of crime fiction are deployed within French literary texts of the post-war period;

Students will be able to appreciate appreciate the similarities and differences between the ways in which 'nouveaux romans', Oulipian novels, overtly postmodern novels and more recent auto-fictional texts adopt aspects of detective fiction in order to explore questions of epistemology and hermeneutics;

Students will be able to explore the ways in which the aspects of genre fiction and literary fiction interact;

Students will be able to develop the ability to analyse theoretical and literary works which employ elements of genre fiction in their exploration of epistemological and hermeneutic questions

### Method of Assessment

Essay (5000 words) - 100%

### Preliminary Reading

Any edition:

Jean Echenoz, *Cherokee* [1983];

Sébastien Japrisot, *Un été meurtrier / One Deadly Summer* [1977];

Amélie Nothomb, *Hygiène de l'assassin / Hygiene and the Assassin* [1992];

Daniel Pennac, *Au bonheur des ogres / The Scapegoat* [1985];

Georges Perec, *La Disparition / A Void* [1969];

Alain Robbe-Grillet, *Les Gommees / The Erasers* [1953]

### Synopsis \*

This module examines a selection of French novels from the post-war period to the present day. Each of these novels employs the tropes of detective fiction as part of a wider literary project. The module invites students to analyse the ways in which the hermeneutic imperative of detective fiction is deployed within literary (and often experimental) fiction from this period. The corpus will include nouveaux romans, works by the Oulipo writer Georges Perec, the postmodern detective fictions of Pennac and Echenoz, and Amélie Nothomb's autofiction. Students will be encouraged to explore questions of genre fiction, the productive interplay between genre fiction and literary fiction during this period, and the ways in which the tropes of detective fiction are used during the postmodern period to explore questions of knowledge, truth and identity.



## 2019-20 Postgraduate Module Handbook

<b>FR820</b>		<b>Paris: Reality and Representation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Paris	Spring	M	30 (15)	100% Coursework	Hutchinson Prof B

### Availability

This module is compulsory for students studying on the MAs in French and Comparative Literature with a term in Paris and Modern French Studies with a term in Paris.

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to engage critically with a variety of representations of Paris in modern French culture;  
Students will be able to explore connections and analogies between different representations of Paris;  
Students will be able to appreciate the connections and analogies between cultural and historiographical accounts of the modern history of Paris;  
Students will be able to explore the ways in which literature and history intersect;  
Students will be able to demonstrate the ability to use theoretical works as the basis for the analysis of works of cultural production.

### Method of Assessment

Essay (5000 words) - 100%

### Preliminary Reading

Any edition of the texts listed here may be used:

Emile Zola, *The Ladies' Paradise*;  
Michel Houellebecq, *Submission*;  
Georges Perec, *Species of Spaces*;  
Jean Rhys, *Good Morning Midnight*;  
Charles Baudelaire, *Paris Spleen*;  
A course anthology of poetry and prose from Paris by the Beat generation;  
Didier Daeninckx, *Murders in Memoriam*;  
Julio Cortázar, 'Axolotl'; 'Blow-up'; 'Letter to a Young Lady in Paris';  
Gisèle Pineau, *Exile According to Julia*.

### Restrictions

This module is taught at the Paris School of Arts and Culture, and is therefore only available to students studying on an MA programme taught partly or wholly in Paris.

### Synopsis \*

The curriculum includes a selection of texts from various countries, all readily available in English and all specifically relevant to the modern history, evolving population and changing appearance of Paris and to how these aspects of the city has been perceived and represented in literary prose.

The set texts are by writers from different periods and of various nationalities and they are all set in and inspired by Paris. The texts are chosen for their high literary quality, but also because they represent essential aspects of the city's evolution and exemplify various narrative strategies and ways of engaging with the realities of life in the city, always shaped by personal preoccupations and sensibilities. This varied selection within the genre of prose fiction allows study of Zola's naturalism and his presentation of the political and aesthetic implications of baron Haussman's plans for urban renewal and control; Edith Wharton's perspective as an American incomer; André Breton's combination of oneiric urban encounters with photographic illustrations of the city, inserted into the text; Jean Rhys's clearly gendered experience of the city in the 1920s and 1930s; the identity of the city as a site for postwar liberation and literary dynamism in the work of expatriates from the Beat generation; and the representation of today's city as a centre for immigrant communities and cultural diversity. The primary texts are thus all Paris-focussed but are chosen to open an international perspective on the literary representation of an increasingly cosmopolitan city.

## 2019-20 Postgraduate Module Handbook

<b>FR866 Literature and Theory</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	Duffy Dr L
2	Canterbury	Spring	M	30 (15)	100% Coursework	

### Availability

This module is compulsory for students studying on the MAs in Critical Theory, French and Comparative Literature, and Modern French Studies, including those versions of the programmes with a term in Paris.

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to demonstrate in depth understanding of major trends in literary theory and criticism, with special reference to thinkers such as Freud; Saussure; Genette; Foucault; Lacan; Derrida; Kristeva; Cixous; Irigaray; Students will be able to exhibit honed skills in literary, theoretical and philosophical debate; Students will be able to pursue in depth issues within areas of their own literary/theoretical interests; Students will be able to evaluate the extent to which the literary and the theoretical intersect; Students will be able to consider literary theory not as a disembodied set of ideas but as a force within institutions and/or reading communities

### Method of Assessment

Essay (5000 words) - 100%

### Preliminary Reading

Foucault, Michel, (1995) *Discipline and Punish: The Birth of the Prison*, tr. Alan Sheridan (London: Vintage Books);  
Freud, Sigmund, 'The Uncanny', tr. Alix Strachey, in *Freud: Psychological Writings and Letters*, ed. Sander L. Gilman (New York: Continuum, 1995);  
Lacan, Jacques, 'The Seminar on The Purloined Letter', tr. Jeffrey Mehlman, in John P. Muller, William J. Richardson (eds), *The Purloined Poe: Lacan, Derrida, and Psychoanalytic Reading*;  
Perkins Gilman, Charlotte, (2004) *The Yellow Wallpaper*, in Charlotte Perkins Gilman's *The Yellow Wallpaper: A Sourcebook and Critical Edition*, ed. by Catherine J. Golden (London: Routledge), pp. 131-156;  
Saussure, Ferdinand de, (1983) 'Nature of the Linguistic Sign'; 'Linguistic Value', in *Saussure, Course in General Linguistics*, ed. Charles Bally, Albert Sechehaye (La Salle, Illinois: Open Court).

### Restrictions

This module cannot be taken alongside CP810.

### Synopsis

This module will introduce students to a wide range of theoretical positions with the aim of enriching their understanding and appreciation of literature and critical practice. We will begin with the thinking of Nietzsche and Freud, before examining that of Saussure, Benjamin, Lévi-Strauss, Genette, Foucault, Lacan, Derrida, Deleuze and Guattari, Kristeva, Cixous, and Irigaray. As well as encouraging a critical engagement with the claims of the theories themselves the module will examine a number of representative theoretical readings of literary works. Students will learn to evaluate these various thinkers and use their ideas, as appropriate, in their own writing.

## 2019-20 Postgraduate Module Handbook

<b>FR872 Theories of Art in Modern French Thought</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	Baldwin Dr T

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to engage critically with a variety of approaches to the visual arts in modern French art theory and philosophy;  
Students will be able to comprehensively explore French theories of art paying due attention to their conceptual affinities and historical precedents;  
Students will be able to demonstrate broad appreciation of the similarities and differences between phenomenological, structuralist and post-structuralist engagements with the visual arts;  
Students will be able to comprehensively explore the ways in which the visual arts and philosophy intersect;  
Students will be able to demonstrate the ability to carry out detailed analysis of theoretical and philosophical works that take the visual arts as their focus.

### Method of Assessment

Essay (5000 words) - 100%

### Preliminary Reading

Barthes, Roland, (1993). *Camera Lucida: Reflections on Photography*. London: Vintage Classics;  
Deleuze, Gilles, (2017). *Francis Bacon: The Logic of Sensation*. London and New York: Bloomsbury;  
Derrida, Jacques, (2010). *Copy, Archive, Signature: A Conversation on Photography*. Stanford, CA: Stanford University Press;  
Didi-Huberman, Georges, (2009). *Confronting the Image*. Pennsylvania: Pennsylvania State University Press;  
Foucault, Michel, (2008). *This is Not a Pipe*. Berkeley, CA: University of California Press;  
Rancière, Jacques, (2009). *The Future of the Image*. London and New York: Verso Books;  
Sartre, Jean-Paul, (1940). *The Imaginary*. London: Routledge

### Synopsis \*

This module examines a selection of pre-eminent texts in modern French art theory and philosophy. It invites students to analyse and to chart intersections and developments in French writing on the image across shifting critical landscapes, including those marked by phenomenology, structuralism and post-structuralism. Students will be encouraged to explore French theories of art with due attention to historical precedents, and to reflect on the aesthetic, political and technological significance of the visual arts for a wide range of French thinkers.

The course will be taught in English. Relevant texts may be studied in English translation, but students with proficiency in European languages are encouraged to read texts in the original language.

## 2019-20 Postgraduate Module Handbook

<b>FR998</b>		<b>French Dissertation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	M	60 (30)	100% Project	
4	Canterbury	Spring	M	60 (30)	100% Project	Poizat-Amar Dr M

### Contact Hours

Total contact hours: 9

### Learning Outcomes

Students will be able to demonstrate close-reading skills through the analysis of a range of literary and theoretical works from a variety of historical moments and cultural contexts;

Student will be able to demonstrate clear expression of carefully considered and carefully referenced independent views on works from distinct literary traditions;

Students will be able to demonstrate skills acquired on coursework modules, including analytical evaluations, communicative skills and the use of information;

Students will be able to demonstrate the ability to undertake independent research in the area of French studies and, as appropriate, in the area of Comparative Literature.

### Method of Assessment

Dissertation (12,000 words) - 100%

### Preliminary Reading

To be determined by the individual student in consultation with the supervisor, but broadly based on the year's work across the whole MA.

### Pre-requisites

Successful completion of Stage 1 MA modules.

### Synopsis \*

The topic of the dissertation will usually be based on, and develop from, work undertaken on one or more of the four coursework modules undertaken in the course of the MA.

<b>HM802</b>		<b>Tourism Marketing and the Promotion of Cultural Heritage</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	AUEB, Athens	Autumn	M	15 (7.5)	70% Exam, 30% Coursework	Indounas Prof K

### Availability

This module is compulsory for students studying on the MA in Heritage Management.

### Contact Hours

3 hours per week

### Learning Outcomes

Students will be able to understand the idiosyncrasies of tourism and heritage marketing;

Students will be able to identify market opportunities and design an effective and integrated marketing strategy for organisations operating in respective industries

### Method of Assessment

Group assignment (4000 words) - 30%;

Examination - 70%

### Preliminary Reading

Kotler, N., P. Kotler & W Kotler (2008). Museum Marketing and Strategy, 2nd ed. Jossey Bass;

Middleton et al. (2009). Marketing in Travel and Tourism, 4th ed. Butterworth-Heinemann;

Misiura, S. (2006) Heritage Marketing. Butterworth-Heinemann

### Restrictions

This module is taught at the Athens Centre, and is therefore only available to students studying on the MA in Heritage Management.

### Synopsis \*

This course introduces the basic principles of services and tourist marketing with a special focus on heritage management. Students become familiar with the core benefits that tourists seek when travelling for tourism purposes. They understand how historic sites, monuments, museums and culture in general can represent a form of travelling motivation and what the consequences are for the tourism industry, in general and particularly for the marketing and management of these sites. Also, the course enables participants to comprehend the principles of developing an integrated marketing plan for such sites, both at national and individual site levels.

## 2019-20 Postgraduate Module Handbook

<b>HM803 Human Resources Management and Strategic Planning</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	AUEB, Athens	Autumn	M	15 (7.5)	50% Coursework, 50% Exam	Papalexandris Prof A

### Availability

This module is compulsory for students studying on the MA in Heritage Management.

### Contact Hours

3 hours per week

### Learning Outcomes

The module will introduce students to the concept of strategy and its role in achieving sustainable competitive advantage;  
The module will make students realise the complexities of strategy formulation and implementation, and the requirements for the successful application of a new strategy;  
The module will acquaint students with best-practice tools and methodologies for analysing the internal and external business environment and for determining the appropriate strategic position of the organisation;  
The module will familiarise students with stakeholders' expectations and aid them in successfully managing these expectations to achieve superior performance;  
The module will accustom students with the concepts of resources and capabilities and signify their importance in strategy formulation and implementation;  
The module will explain the changing nature of the HR function in the modern organisation that shifts away from traditional functional and hierarchical management structure toward process-based forms;  
Students will be able to evaluate the role of HRM in supporting organisational strategy in the contemporary environment;  
Students will be able to assess HRM practices and current trends, aimed both at paid employees and volunteers;  
Students will be able to understand their role as future managers in developing and implementing HR practices

### Method of Assessment

TOPAZ management simulation - 20%;  
Group assignment - 30%  
Examination - 50%

### Preliminary Reading

Grant, R.M. (2010) Contemporary Strategy Analysis: Text and Cases, 7th ed. John Wiley & Sons

### Restrictions

This module is taught at the Athens Centre, and is therefore only available to students studying on the MA in Heritage Management.

### Synopsis \*

The course provides a discussion of all elements of strategy formulation and implementation in organisations managing cultural heritage in the contemporary complex environment. It also examines with a strategic perspective the ways human resources are managed and developed in organisations dealing with cultural heritage. Students familiarize themselves with the basic notions of strategy and understand the importance of strategic fit. They are enabled to use methods and tools of strategic analysis of simple and complex organisations in order to devise and evaluate alternative strategic choices while they comprehend the demands of a strategy implementation project. Students also understand the elements of human resources management - from the staffing process, employees training, development and performance appraisal to managing compensation systems. They comprehend the demands of human resources planning and the importance of its fit with the organisation's strategic planning. Finally, they familiarize with issues of employees' health and safety and understand the notions of labor relations and collective bargaining.

## 2019-20 Postgraduate Module Handbook

<b>HM804</b>		<b>Finance For Cultural Organisations</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	AUEB, Athens	Autumn	M	15 (7.5)	60% Exam, 40% Coursework	
2	AUEB, Athens	Spring	M	15 (7.5)	60% Exam, 40% Coursework	

### Availability

This module is compulsory for students studying on the MA in Heritage Management.

### Contact Hours

3 hours per week

### Learning Outcomes

Students will be able to understand the key issues affecting finance decisions;  
Students will be able to evaluate capital investment projects using different methodologies;  
Students will be able to build simple budgets and financial forecasts;  
Students will be able to understand various financing options, sources and procedures for funding investments

### Method of Assessment

Group assignment (3000 words) - 40%;  
Examination - 60%

### Preliminary Reading

Ross, S., R. Westerfield & B. Jordan (2010) Essentials of Corporate Finance, 7th ed. McGraw Hill (RWJ);  
Harvard Business Essentials (2003) Finance for Managers. Harvard Business Press (HBP)

### Restrictions

This module is taught at the Athens Centre, and is therefore only available to students studying on the MA in Heritage Management.

### Synopsis \*

The aim of this non-technical course is to develop an understanding of modern finance theory and practice for organisations managing cultural heritage. It provides the basic concepts, fundamental approaches and key tools for aspiring decision makers who do not necessarily hold financial positions or backgrounds. It equips students with state-of-the-art tools, methodologies and ideas needed in making and analysing the two key decisions in finance concerning Investments and Financing. Participants understand the key issues affecting finance decisions, appreciate the risk-return trade-off and are enabled to evaluate capital investment projects using different methodologies. Students become familiar with the key goals, concepts, stakeholders, problems, decisions, variables, imitations and tools involved in the financial management of an archaeological site as a tourist destination. They are enabled to build simple budgets and financial forecasts and utilise them in order to substantiate business plans and capital budgeting decisions. Finally, they understand the various financing options, sources and procedures that are available for funding investments.

## 2019-20 Postgraduate Module Handbook

<b>HM805</b>		<b>Archaeological Site Management and Planning I-III</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	AUEB, Athens	Whole Year	M	45 (22.5)	100% Coursework	Kyriakidis Dr E

### Availability

This module is compulsory for students studying on the MA in Heritage Management.

### Contact Hours

Total contact hours: 72

### Learning Outcomes

Students will be able to comprehend and dynamically employ the skills necessary for the design of an archaeological site management plan;

Students will have a sufficient theoretical background in heritage management;

Students will be aware of the threats faced by archaeological sites, through neglect or development;

Students will be able to assess efficiently the values associated with an archaeological site;

Students will be aware of models and techniques applied elsewhere in the assessment of a site in the preparation of a management plan;

Students will be able to implement a management plan in an effective way

### Method of Assessment

Individual study project (1500 words) - 30%;

Presentation (10 minutes) - 20%;

Collaborative project (3000 words) - 50%

### Preliminary Reading

Aplin, G. (2002). *Heritage: Identification, Conservation, and Management*. South Melbourne: Oxford University Press;

Boswell, D. & Evans, J. (eds.) (1999). *Representing the Nation: A Reader: Histories, Heritage and Museums*. London & New York: Routledge;

Carman, J. (2005). *Against Cultural Property: Archaeology, Heritage and Ownership*. London: Duckworth;

Cooper, M.A., Firth, A., Carman, J. and Wheatley, D. (eds) (1995). *Managing Archaeology*. London: Routledge;

Fowler, P.J. (1992). *The Past in Contemporary Society: Then, Now*. London: Routledge;

Teutonico, J. M. and Palumbo, G. (eds) (2002). *Management Planning for Archaeological Sites: An International Workshop Organized by the Getty Conservation*. Los Angeles: Getty Conservation Institute.

### Restrictions

This module is taught at the Athens Centre, and is therefore only available to students studying on the MA in Heritage Management.

### Synopsis \*

This module presents the key elements and issues in heritage management necessary for students to understand the multiple often conflicting views of various stakeholders in any heritage. With an emphasis on heritage values (i.e. the meaning of heritage) and local communities as key stakeholders, students study a series of topics, from stakeholder engagement to risk management and education, have the opportunity to think around the role and the weaknesses of international organizations, develop key communication skills in a workshop style environment.

## 2019-20 Postgraduate Module Handbook

<b>HM806</b>		<b>Project Management</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	AUEB, Athens	Autumn	M	15 (7.5)	55% Exam, 45% Coursework	
2	AUEB, Athens	Spring	M	15 (7.5)	55% Exam, 45% Coursework	

### Contact Hours

2 hours per week

### Learning Outcomes

Students will learn the essential concepts, methodologies and techniques of modern project management, so as to feel comfortable when they manage a project;  
Students will understand the need to align project management with the strategy, values and targets of an organisation and to obtain a feeling of the multi-dimensional impact that projects have on the global environment in which they are executed;  
The module will familiarise students with the most widespread and globally acceptable techniques and standards that facilitate project management and formulate the international communication language for relevant matters;  
Students will be able to present a methodological framework for project selection, planning, execution, monitoring and control;  
The module will encourage further study, practice and adoption of PM processes;  
The module will motivate professional certification in project management

### Method of Assessment

Group project - 45%;  
Examination - 55%

### Restrictions

This module is taught at the Athens Centre, and is therefore only available to students studying on the MA in Heritage Management.

### Synopsis \*

This course aims at introducing students to the management of projects related to cultural heritage. Specifically, the course deals with issues and tools related to the design, programming and audit of the execution of project which include a potentially wide variety of activities. The material begins with the selection and evaluation of the project along with Total Quality Management (TQM), and continues with programming which comprises of defining key activities, estimation of duration and resources and extends to costing, resource usage analysis and auditing.



## 2019-20 Postgraduate Module Handbook

<b>HM811 Heritage Values: Interpretations and Architectural Interventions</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	AUEB, Athens	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24

### Learning Outcomes

Students will be able to demonstrate a strong and wide understanding of contemporary issues, approaches and thinking in the ways architects are asked to intervene in archaeological sites materials;

Students will be able to firmly locate theories and interpretations within conceptual frameworks and understand their intellectual origins;

Students will be able to interrelate diverse modes of thought and practice pertaining to a variety of disciplines;

Students will be able to understand the value and contribution of particular methods;

Students will be able to demonstrate a familiarity with critical issues in architecture;

Students will be able to demonstrate a rounded understanding of methods in heritage management, their relationship to theoretical approaches and their appropriateness, or otherwise in particular circumstances;

Students will be able to demonstrate a strong awareness of the nature of archaeological remains and other sources of information upon the past and how what has survived impacts upon thinking in archaeology;

Students will be able to provide solutions based on both theoretical issues and tangible realities

### Method of Assessment

Written report 1 (1000 words) - 20%;

Written report 2 (1000 words) - 20%;

Essay (3000 words) - 60%

### Preliminary Reading

Feilden, B. (2003). Conservation of Historical Buildings, London: Butterworth;

Riegl, A. (1982). The Modern Cult of Monuments: Its Character and Origin, trans. By K. W. Forster and D. Ghirardo, *Oppositions* 25, 20-51;

de la Torre, M. (ed), (2002). Assessing the Values of Cultural Heritage, Research Report, Los Angeles: The Getty Conservation Institute

### Restrictions

This module is taught at the Athens Centre, and is therefore only available to students studying on the MA in Heritage Management.

### Synopsis \*

The scope of this module is to provide conceptual tools and methods necessary for interdisciplinary collaboration and decision making in heritage management. The example of architectural synthesis will be used not only as a dominant component of heritage management practice but as a holistic way of dealing with multiple and opposing heritage values through purposeful action.

Students are thus expected to learn how to interrelate diverse modes of thought and practice pertaining to archaeologists, conservators, architects, historians, cultural geographers, economists, et al., and subsequently make the best out of them by synthesising them in employing creative methods in formulating priorities and establishing hierarchies as a basis for taking action.

To this end, the module will focus mainly on matters of architectural synthesis as a mode of employing practical philosophy in solving and reformulating problems in the protection, preservation and management of architectural heritage. Issues of practical philosophy and modes of implementing theory-led practice in architectural design of archaeological sites will be presented, discussed in class and embedded through in situ site visits to archaeological sites.

## 2019-20 Postgraduate Module Handbook

<b>HM814</b>		<b>Public Archaeology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	AUEB, Athens	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24

### Learning Outcomes

Students will be able to recognise and describe issues in public archaeology as interdisciplinary and cross-cultural phenomena;

Students will be able to evaluate the political, historical, and social issues related to an archaeological or heritage site;

Students will be able to understand, assess and compare different theoretical approaches on public archaeology;

Students will be able to demonstrate skills in critical analysis through an engagement with a number of public archaeology issues;

Students will be able to identify stakeholders, interests, and audience groups for a given site and engage them in a culturally intelligible way;

Students will be able to demonstrate skills relating to heritage management and other related subject areas.

### Method of Assessment

Essay (4000 words) - 100%

### Preliminary Reading

Castañeda, Q., Matthews, C., (eds) (2008). *Ethnographic Archaeologies; Reflections on Stakeholders and Archaeological Practises*. Lanham, MD: AltaMira Press;

Merriman, N., (ed) (2004). *Public Archaeology*. London: Routledge;

Meskill, L., (ed.) (1998). *Archaeology Under Fire. Nationalism, Politics and Heritage in the Eastern Mediterranean*. London: Routledge.

### Restrictions

This module is taught at the Athens Centre, and is therefore only available to students studying on the MA in Heritage Management.

### Synopsis \*

Public archaeology has developed as part of a need for a more socially engaged, publicly significant archaeological practice. It is representative of a reflexive turn in archaeology that has opened the discipline up to its social impact, as well as the social factors that influence and shape it. Heritage management, as part of public archaeology, is similarly affected by the social context in which it develops, and is influenced by local or global relationships with the remains of the ancient or more recent past, as well as ideas about resource ownership.

This module has been designed to provide the knowledge necessary in addressing the social implications of an archaeological site, and evaluating the impact of its management program. It will present the key debates in the field by critically presenting the genealogy of public archaeology, and present issues that may arise from the way the past is understood and used today. Students should be able to design and conduct their own research with relevant groups and stakeholders, and be aware of several techniques for public engagement and collaborative community work.

This module will run throughout the spring term, with a 3-hour lecture/seminar each week. In every lecture/seminar, you are expected to hand in a short summary (600 words) of the main points of the required bibliography, and then present their main points of interest in class so as to initiate discussion. These assignments do not have a percentage in the final grade but they will be discussed in class and you will be marked absent if you fail to submit them.

## 2019-20 Postgraduate Module Handbook

<b>HM816</b>		<b>Education and Archaeology I</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	AUEB, Athens	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will achieve a systematic understanding of the nature of archaeology and education in the UK and in some other countries;

Students will acquire a critical awareness of developments in archaeology and education and a comprehensive understanding of the methods used by archaeologists and heritage managers to inform and educate formal groups and the visiting public;

Students will obtain a conceptual understanding of the key issues in providing and maintaining on-site and outreach programmes for archaeological education;

Students will be able to critically evaluate and discuss resources and services provided for archaeological education;

Students will be able to apply learning and research to designing curriculum-based materials for educational groups and information for general visitors to archaeological sites, monuments and museums

### Method of Assessment

Essay (3000 words) - 100%

### Preliminary Reading

Beavis, J & Hunt, A, (1999). *Communicating Archaeology*. Oxford: Oxbow Books. Bournemouth University School of Conservation Sciences Occasional Paper 4;

Cooper, H, (2002). *History in the Early Years*. London: Routledge Falmer;

Cracknell, S & Corbishley, M (ed), (1986). *Presenting Archaeology to Young People*. York: Council for British Archaeology. CBA Research Report No 64;

Derry, L & Malloy, M (eds), (2003). *Archaeologists and Local Communities: Partners in Exploring the Past*. Washington: Society for American Archaeology;

Henson, D, Corbishley, M & Stone, P, (2003). *Education and the Historic Environment*. London: Routledge;

Pearson, V (ed). (2001). *Teaching the Past: A Practical Guide for Archaeologists*. York: Council for British Archaeology;

Stone, P & MacKenzie, R (ed), (1990). *The Excluded Past: Archaeology in Education*. London: Routledge;

Stone, P & Molyneaux, B (ed), (1994). *The Presented Past: Heritage, Museums and Education*. London: Routledge;

Stone, P G & Planel, P (eds), (1999). *The Constructed Past: Experimental Archaeology, Education and the Public*. London: Routledge.

### Restrictions

This module is taught at the Athens Centre, and is therefore only available to students studying on the MA in Heritage Management.

### Synopsis \*

The course aims to develop the student's knowledge and understanding of the history and development of education in archaeology, both in the formal curricula at all levels and in non-formal learning situations for adults and children at archaeological sites, monuments and museums.

The course will examine the ways in which archaeologists, and educators, have furthered an understanding and appreciation of archaeology in both formal and non-formal education. It will be useful for those intending to work in archaeology, in heritage management or in a museum. A site visit and practical projects to examine resources for educational groups and information for the visiting public will be carried out.

## 2019-20 Postgraduate Module Handbook

<b>HM817 Collections and Museum Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	AUEB, Athens	Autumn	M	15 (7.5)	100% Coursework	
3	AUEB, Athens	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 24

### Learning Outcomes

Students will be able to demonstrate a systematic understanding of museums historical development and function, as well as a critical awareness of the issues concerning modern museums;

Students will be able to demonstrate a comprehensive understanding of the principles and practice of both museum and collections management;

Students will be able to evaluate the methods and concepts museum experts have borrowed from the fields of management and marketing, and engage in critical discussions about the problems and prospects that arise from such practices;

Students will be able to demonstrate comprehensive understanding of good practice in heritage management from cases from around the world.

### Method of Assessment

Essay (3000 words) - 80%;

Presentation (15 minutes) - 20%

### Preliminary Reading

Boylan, P.J. (ed.) 2007, *Running a Museum: A Practical Handbook*, Paris: ICOM;

Fahy, A. (ed.) 1995, *Collections management*, London: Routledge;

Kotler N. G. and Kotler P. 1998, *Museum Strategy and Marketing: Designing Missions, Building Audiences, Generating Revenue and Resources*, Jossey-Bass;

Pearce, S. 1992, *Museums, Objects and Collections: a cultural study*, Leicester: Leicester University Press;

Sandell, R. and Janes, R. R. (eds.) 2007, *Museum management and marketing*, London: Routledge.

### Restrictions

This module is taught at the Athens Centre, and is therefore only available to students studying on the MA in Heritage Management.

### Synopsis \*

The aim of this module is to introduce students to both museum and collections management. First students learn about the history of museums, starting from the early collections and first museums and ending with recent developments. Then the intention is, by exploring the pressures (financial, political and social) exerted in modern museums nowadays, to examine how museums use management and marketing to achieve their goals and serve their mission. Through theory and diverse case studies, students get acquainted with methods and ideas that museum experts have borrowed from the field of management and marketing and discuss the problems and prospects that arise. Students' understanding and awareness of museums' roles and responsibilities in light of funding cuts, the need of democratisation and professionalisation, and the increasing diversification of visitors' interests and demands will be further developed through guest lectures, field trips and practical exercises.

## 2019-20 Postgraduate Module Handbook

<b>HM899</b>		<b>Dissertation (Heritage Management)</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	AUEB, Athens	Whole Year	M	60 (30)	100% Project	Kyriakidis Dr E

### Contact Hours

Total contact hours: 5

### Learning Outcomes

Students will be able to demonstrate skills in initiating and carrying forward a programme of independent research;  
Students will be able to demonstrate detailed and critical knowledge of a specialist area(s) of research within the field of Heritage Management;  
Students will be able to relate their particular study to the broad perspective of the MA Programme;  
Students will be able to show a familiarity with a range of primary and secondary literature in the field of the study of Heritage Management;  
Students will be able to demonstrate the ability to work as a professional consultant in the area of heritage management by producing professional standard consultation documents, management plans or development plans, by abiding to strict timelines, and understanding the appropriate real world constraints that projects have.

### Method of Assessment

Field study project (15,000 words) - 80%;  
Individual report (500 words) - 20%

### Preliminary Reading

To be determined by the individual student in consultation with the supervisor, but broadly based on the year's work across the whole programme of study.

### Pre-requisites

Successful completion of Stage 1 MA modules.

### Restrictions

This module is taught at the Athens Centre, and is therefore only available to students studying on the MA in Heritage Management.

### Synopsis \*

This module comprises supervised research undertaken by the individual student, or groups of students, in the broad area of Heritage Management with the aim of completing a field study project. A curriculum will be developed by the student(s) around their own particular research interests.

## 2019-20 Postgraduate Module Handbook

<b>LL830 Quantitative Research Methods</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	Kim Dr C

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to demonstrate knowledge and critical understanding of hypothesis formation and the ability to choose an appropriate experimental design for a research question;  
Students will be able to demonstrate knowledge of the main methods of quantitative enquiry within linguistics, including an ability to describe and evaluate research that employs such methods;  
Students will be able to demonstrate the ability to design, conduct and report on research using quantitative methodologies;  
Students will be able to demonstrate the ability to assess the validity and reliability of findings in current articles using quantitative methodologies;  
Students will be able to demonstrate understanding of ethical considerations which need addressing prior to the undertaking of any experimental procedure.

### Method of Assessment

Problem set - 30%;  
Abstract (500 words) - 15%;  
Research proposal (2000 words) - 40%;  
Presentation of research proposal (15 minutes) - 15%

### Preliminary Reading

Gravetter, F. & Lori-Ann Forzano. (2011). Research Methods for the Behavioral Sciences. Cengage Learning, 4th edition;  
Harris, P. (2008). Designing and Reporting Experiments in Psychology. Open University Press;  
Johnson, K. (2008). Quantitative Methods in Linguistics. Blackwell Publishing;  
Litosseliti, L. (2009). Research Methods in Linguistics. London: Continuum International Publishing Group Ltd;  
Meltzoff, J. (2010). Critical Thinking About Research: Psychology and Related Fields. American Psychological Association;  
Rasinger, S.M. (2008). Quantitative Research in Linguistics. London: Continuum International Publishing Group Ltd.

### Pre-requisites

LL837

### Synopsis \*

This course is an introduction to quantitative research methods in linguistics, with the aim of familiarising students with the main methodologies by analysis of relevant studies from the literature and hands-on experience with study design. Key topics will include: hypothesis formation; experimental design; paradigms for quantitative linguistic research; data analysis and interpretation.

## 2019-20 Postgraduate Module Handbook

<b>LL832</b>		<b>Meaning</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Kim Dr C

### Availability

This module is compulsory for students studying on the MA in Linguistics.

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to demonstrate knowledge and systematic understanding of concepts and terminology used to account for the way in which meaning is conveyed;  
Students will be able to demonstrate systematic understanding of core topics in linguistic meaning and of how semantic and pragmatic theory explains them;  
Students will be able to critically evaluate accounts of meaning-related phenomena, including those that have posed challenges for traditional theories;  
Students will be able to develop practical linguistic research skills by analysing real data, discussing their findings, and attempting generalisations relevant to the important questions in the field

### Method of Assessment

Take-home assignment 1 (1500 words) - 40%;  
Take-home assignment 2 (2000 words) - 60%

### Preliminary Reading

Birner, B. (2012). *Introduction to Pragmatics*. Wiley-Blackwell;  
Chierchia, G., and S. McConnell-Ginet (2000). *Meaning and Grammar. An Introduction to Semantics*, MIT Press;  
Jaszczolt, K. (2002). *Semantics and Pragmatics: Meaning in Language and Discourse*, Pearson Education;  
Kearns, K. (2011). *Semantics* (2nd edn.). Palgrave Macmillan;  
Saeed, J. (2008). *Semantics*. 3rd edition. Oxford: Blackwell.

### Synopsis >\*

This module will introduce students to the study of semantic meaning. The focus will be on developing a fluency with analytical tools in semantics and pragmatics, and using these to explain a range of phenomena. Topics covered will include truth-conditional semantics, reference, presupposition, conversational implicature, and Speech Act Theory. Students will have the opportunity to reflect upon real data and analyse the processes of conveying and understanding meaning.

## 2019-20 Postgraduate Module Handbook

<b>LL833</b>		<b>Structure</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	D'Elia Dr S

### Availability

This module is core for students studying on the MA in Linguistics and the MA in Applied Linguistics with TESOL.

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will demonstrate an understanding of the central areas of linguistic theory, as well as the basics of empirical enquiry;  
Students will develop the skill of using analytic techniques, the purpose of which is to provide a comprehensive representation of linguistic structure and operations;  
Students will develop lines of argument and conduct theoretically informed cross-linguistic analyses of data;  
Students will develop their capacity for critical thought and their ability to express these thoughts accurately to others through workshop discussions, pair work and presentations;  
Students will be able to assess the extent to which the linguistic theory they have been introduced to can both describe and explain the linguistic properties of the data they have been presented, using data sheets given out in class.

### Method of Assessment

Data-based task 1 - 25%;  
Data-based task 2 - 25%;  
Essay (2000 words) - 50%

### Preliminary Reading

Carnie, A. (2006) *Syntax: A Generative Introduction* (2nd edn.). Oxford: Blackwell;  
Haegeman, L. (2005). *Thinking Syntactically: A Guide to Argumentation and Analysis*. Oxford: Blackwell;  
Isac, D and C Reiss (2013) *I-Language: an introduction to Linguistics as Cognitive Science*. Oxford: OUP;  
Poole, G. (2011) *Syntactic Theory* (2nd edn.). New York: Palgrave.

### Synopsis \*

This course constitutes an in-depth introduction to syntax, focusing specifically on the question of what constitutes knowledge of language. By examining a core area of linguistic investigation (syntax), students will have the opportunity to explore the form and structure of the various kinds of linguistic knowledge speakers possess. The investigation will proceed from a theoretical as well as a descriptive perspective, and students will be encouraged to evaluate theoretical claims in the light of observations drawn from a wide range of languages. As such, the module will equip students with the theoretical and methodological tools required in the specialised modules and will highlight the crucial role of description in supporting and testing theoretical claims.



## 2019-20 Postgraduate Module Handbook

<b>LL834</b>		<b>Second Language Acquisition</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	Chamorro Dr G

### Availability

This module is compulsory for students studying on the MA in Applied Linguistics with TESOL.

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to demonstrate comprehensive understanding of the theories of second language acquisition;  
Students will be able to review the history and most recent development of the theories of second language acquisition;  
Students will be able to indicate the similarities and differences between theories of second language acquisition;  
Students will be able to evaluate current research into Second Language Acquisition Theory and how it informs language teaching;  
Students will be able to assess the impact of Second Language Acquisition theory on classrooms, teachers and Learners;  
Students will be able to show how a range of factors affect the efficacy of language instruction and learning

### Method of Assessment

Journal article review (1000 words) - 30%;  
Group presentation (20 minutes) - 20%;  
Research essay (2000 words) - 50%

### Preliminary Reading

Cook, V. (2008) *Second Language Learning and Language Teaching*, London, Routledge;  
Gass, S.M. and Mackey, A. (2012) *The Routledge Handbook of Second Language Acquisition*, London, Routledge;  
Lightbown, P.M. and Spada, N. (2013) *How Languages are Learned*, Oxford, Oxford University Press;  
Mitchell, R., Myles, F. and Marsden, E. (2013) *Second Language Learning Theories*, London, Routledge;  
Ortega, L. (2009) *Understanding Second Language Acquisition*, London, Hodder;  
Saville-Troike, M. (2012) *Introducing Second Language Acquisition*, Cambridge, Cambridge University Press

### Synopsis \*

This module will review and critique past and current theories of Second Language Acquisition from a range of theoretical perspectives: linguistic, cognitive, psychological and social. It will also examine the wide range of factors which affect the second language learner and how these might be mitigated. It will then continue by indicating the implications for teaching and learning and how far these have an impact on approaches, methods, strategies and techniques in the classroom.

## 2019-20 Postgraduate Module Handbook

<b>LL835</b>		<b>Language Processing</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	Kim Dr C

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to describe and evaluate psycholinguistic concepts;  
Students will be able to demonstrate a systematic understanding of the structure of the lexicon in terms of phonological and morphological components;  
Students will be able to show a critical awareness of the differences between comprehension and production in linguistic processing;  
Students will be able to demonstrate practical linguistic research skills, having undertaken independent research experiments, and analysed and discussed their findings in accordance with scientific protocol.

### Method of Assessment

Presentation of experiment (10 minutes) - 20%;  
Report (3000 words) - 80%

### Preliminary Reading

Aitchison, J. (2012) *Words in the Mind: An Introduction to the Mental Lexicon*. Oxford: Basil Blackwell Ltd;  
Field, J. (2005) *Language and the mind*. London: Routledge;  
Harley, Trevor A. (2008) (3rd ed.) *The Psychology of Language: From Data to Theory*. London: Psychology Press;  
Traxler, M. (2012) *Introduction to Psycholinguistics: Understanding Language Science*. Oxford: Blackwell Publishing.

### Pre-requisites

LL833; LL838

### 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 will be outlined and discussed. 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.

## 2019-20 Postgraduate Module Handbook

<b>LL836</b>		<b>English Phonetics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

Demonstrate a systematic understanding of the central research questions, current issues and recent insights within phonetics;

Fully understand the organisation of the segmental and prosodic systems of English, its dialectal and social variation; Demonstrate an advanced understanding of English phonology, and a critical awareness of different approaches to phonological representations of English prosody;

Demonstrate a comprehensive understanding of the experimental techniques that have contributed to our knowledge of how English speech is produced and perceived and of how this research informs our current understanding of sound system organization;

Use the International Phonetic Alphabet (IPA) to represent English speech sounds and to refer to the IPA for guidance, showing critical awareness of the problems accompanying this type of phonetic work;

Interpret visual representations of English speech using relevant software (Praat) and master its core functions (creating audio files, doing advanced acoustic measurements of duration, amplitude, fundamental and formant frequency of speech sounds);

Critically engage with the relevant published research of the field, demonstrating the ability to understand its insights as well as shortcomings and to propose new hypotheses.

### Method of Assessment

In-course test (equivalent to 3000 words) - 50%;

Final project report (3000 words) - 50%

### Preliminary Reading

Ashby, M. & Maiment, J. (2005) *Introducing Phonetic Science*. Cambridge University Press;

Gussenhoven, C. & Jacobs, H. (1998) *Understanding Phonology*. Hodder & Arnold;

Ladefoged, P. & Johnson, K. (2011) *A Course in Phonetics* (6th edition). Wadsworth;

Ladefoged, P. (2003) *Phonetic Data Analysis*. Blackwell;

Ladefoged, P. (1996) *Elements of Acoustic Phonetics*. The University of Chicago Press;

Reetz, H. & Jongman, A. (2009). *Phonetics: Transcription, Production, Acoustics and Perception*. Wiley-Blackwell;

Zsiga, E. C. (2013). *The Sounds of Language: An Introduction to Phonetics and Phonology*. Wiley-Blackwell.

### Pre-requisites

LL833; LL838

### Synopsis \*

This course is an introduction to English Phonetics. It covers how English speech sounds are produced and perceived and what their acoustic characteristics are; it covers how speech sounds are organized into the sound system of English and provides awareness of the types of dialectal variation present in 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.

## 2019-20 Postgraduate Module Handbook

<b>LL837</b>		<b>Research Skills</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Kim Dr C

### Availability

This module is compulsory for students studying on the MA in Linguistics.

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to demonstrate knowledge and critical understanding of hypothesis formation and the ability to choose an appropriate research design for a given research question;

Students will be able to demonstrate knowledge of the main methods of academic enquiry within linguistics, including an ability to employ discernment in bibliographical search and precision in the description and evaluation of a broad range of linguistic concepts, both orally and in writing;

Students will be able to demonstrate understanding of ethical considerations which need addressing prior to the undertaking of any study involving human subjects;

Students will be able to demonstrate practical linguistic research skills by critiquing existing research, undertaking independent study, analysing and discussing their findings according to scientific protocol and reflecting critically upon the processes involved.

### Method of Assessment

Abstract (300 words) - 30%;

Annotated bibliography (1800 words) - 50%;

Presentation (10 minutes) - 20%

### Preliminary Reading

Becker, Howard S. (2007). *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article* (Second Edition). Chicago: University of Chicago Press;

Gastel, B. & Day, R. A. (2016). *How to Write and Publish a Scientific Paper*. 8th edition Westport, CT: Greenwood Press;

Good, P.I. & Hardin, J.W. (2012). *Common Errors in Statistics (and how to avoid them)*. New Jersey: Wiley-Interscience;

Harris, P. (2008). *Designing and Reporting Experiments in Psychology*. Berkshire: Open University Press;

Johnson, K. (2008). *Quantitative Methods in Linguistics*. Oxford: Blackwell Publishing;

Litosseliti, L. (2010). *Research Methods in Linguistics*. London: Continuum International Publishing Group Ltd;

Oliver, P. (2010). *The Student's Guide to Research Ethics*. Berkshire: Open University Press;

Rasinger, S.M. (2013). *Quantitative Research in Linguistics*. 2nd edition. London: Continuum International Publishing Group Ltd.

### 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 postgraduate level writing and research, and ultimately for their dissertation. Key topics will include: academic writing in linguistics; bibliographical search; hypothesis formation; falsifiability; ethical procedures; introduction to quantitative and qualitative methodologies.

## 2019-20 Postgraduate Module Handbook

<b>LL838</b>		<b>Sounds</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Booth Dr A

### Availability

This module is compulsory for students studying on the MA in Linguistics and the MA in Applied Linguistics with TESOL.

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to demonstrate systematic and comprehensive understanding of the central areas of the study of speech, and critical 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;

Students will demonstrate conceptual understanding as to how speech sounds are produced and perceived; as well as an understanding of speech acoustics;

Students will be able to demonstrate comprehensive 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 organisation;

Students will be able to demonstrate a systematic understanding of the English language and its varieties;

Students will be able to use the International Phonetic Alphabet (IPA) in a systematic and critical way to represent speech sounds and to refer to the IPA for guidance, while having a critical awareness of the controversies surrounding the use of the IPA and its limitations;

Students will 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);

Students will be able to solve higher-level phonology problems using appropriate tests and arguments;

Students will be able to demonstrate cognisance of fundamental concepts of phonology and of formalism within the theory of generative linear and non-linear phonology.

### Method of Assessment

Presentation (10 minutes) - 10%;  
Take-home test 1 - 45%;  
Take-home test 2 - 45%

### Preliminary Reading

Ashby, M. and Maidment, J. (2005) *Introducing Phonetic Science*. Cambridge University Press;  
Gussenhoven, C. & Jacobs, H. (1998) *Understanding Phonology*. London: Hodder & Arnold;  
Ladefoged, P. & Johnson, K. (2010) *A Course in Phonetics* (6th edition). Boston: Wadsworth/Cengage Learning;  
Ladefoged, P. (2003) *Phonetic Data Analysis*. Oxford: Blackwell;  
Ladefoged, P. (1996) *Elements of Acoustic Phonetics*. Chicago: The University of Chicago Press;  
Zsiga, E. C. (2013) *The Sounds of Language: An introduction to Phonetics and Phonology*. Oxford: Wiley-Blackwell.

### Synopsis \*

This module deals with 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 organised 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 covered and contrasted with English so that students are familiar with the gamut of speech sounds available in the world's languages. Finally, the course will cover the differences between the traditional "static" view of speech sounds as articulatory postures and the organisation of running speech. This will be covered together with the repercussions that our current knowledge about running speech has for our understanding of phonological systems, their organisation and formal representation in phonological theory.

## 2019-20 Postgraduate Module Handbook

<b>LL840 Course and Syllabus Design for TESOL</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	Harrod Dr S

### Availability

This module is compulsory for students studying on the MA in Applied Linguistics with TESOL.

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to recognise and critically assess types of syllabus;  
Students will be able to adjust a syllabus based on theoretical considerations and principled judgement;  
Students will be able to design a course taking into consideration the language needs of groups and individuals;  
Students will be able to advise on appropriate methods and materials to support the course;  
Students will be able to present a course taking into account the different stakeholders (teachers, learners, education officers and training managers)

### Method of Assessment

Group presentation (20 minutes) - 20%;  
Adaption of syllabus and commentary (2000 words) - 30%;  
Proposal for a new course (2000 words) - 50%

### Preliminary Reading

Christison, M.A. and Murray, D.E. (2014) *What English Language Teachers Need to Know, Volume III: Devising Curriculum*, London, Routledge;  
Graves, K. (1996) *Teachers as Course Developers*, Cambridge, Cambridge University Press;  
Huhta, M. et al (2013) *Needs Analysis for Language Course Design*, Cambridge, Cambridge University Press;  
Macalister, J. and Nation, I.S.P. (2011) *Case Studies in Language Curriculum Design*, London, Routledge;  
Mickan, P. (2013) *Language Curriculum Design and Socialisation*, Bristol, Multilingual Matters;  
Nation, I.S.P. and Macalister, J. (2009) *Language Curriculum Design*, London, Routledge

### Synopsis >\*

The theoretical basis and different approaches to syllabus and course design will be introduced. The key concepts, principles and rationale for process, procedural, lexical, functional and task-based syllabuses will be appraised and evaluated. The influence of Second Language Acquisition theory and educational, cultural, social, economic and political factors on the syllabus will be considered when writing and adapting designs for groups of learners in a range of contexts. Ways of assessing students' needs as part of the process of planning and designing a syllabus and course will be addressed.

## 2019-20 Postgraduate Module Handbook

<b>LL841 Language Awareness and Analysis for TESOL</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Chamorro Dr G

### Availability

This module is compulsory for students studying on the MA in Applied Linguistics with TESOL.

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to demonstrate how the linguistic fields of phonology, phonetics, syntax, morphology, semantics, pragmatics and discourse analysis impact on TESOL;  
Students will be able to apply their knowledge of these fields of linguistics to enhance their understanding of language for TESOL;  
Students will be able to apply their skills of language analysis to all forms of text, both spoken and written, using appropriate tools and frameworks;  
Student will be able to demonstrate how language awareness can improve their personal understanding of language and that of learners;  
Students will be able to use language awareness activities in the classroom

### Method of Assessment

Group language analysis whiteboard presentation (20 minutes) - 20%;  
Individual language analysis slide presentation (15 minutes) - 40%;  
Essay (2000 words) - 40%

### Preliminary Reading

Andrews, L. (2000) *Linguistics for L2 Teachers*, London, Routledge;  
Andrews, S. (2008) *Teacher Language Awareness*, Cambridge, Cambridge University Press;  
Littlemore, J. (2011) *Applying Cognitive Linguistics to Second Language Learning*, London, Palgrave Macmillan;  
McCarthy, M. (1991) *Discourse Analysis for Language Teachers*, Cambridge, Cambridge University Press;  
Parrott, M. (2010) *Grammar for English Language Teachers*, Cambridge, Cambridge University Press;  
Thornbury, S. (1998) *About Language: Tasks for teachers of English*, Cambridge, Cambridge University Press

### Synopsis \*

This module will introduce students to language awareness, give an overview of approaches to language analysis for TESOL in the linguistic fields of phonetics, syntax, morphology, semantics, pragmatics and discourse. It will present frameworks and approaches for the analysis of a wide range of text type in both spoken and written English with the aim of sensitising students to language and cultivating their skills for their personal linguistic development and for those they teach in the English language classroom.

## 2019-20 Postgraduate Module Handbook

<b>LL842 Materials Evaluation and Development for TESOL</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	Harrod Dr S

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to understand and critically examine the rationales and principles behind differing approaches to materials evaluation and development;

Students will be able to critically evaluate a range of published and on-line materials;

Students will be able to adapt, as appropriate, teaching materials according to learners' needs;

Students will be able to write original teaching materials according to learners' needs

### Method of Assessment

Group/pair presentation on published teaching materials (15 minutes) - 20%;

Adaption of published teaching materials and rationale (2000 words) - 30%;

Development of new teaching materials and rationale (2000 words) - 50%

### Preliminary Reading

Johnson, K. (2002) *Designing Language Teaching Tasks*, London, Palgrave Macmillan;

McDonough, J., Shaw, C. and Masuhara, H. (2013) *Materials and Methods in ELT*, Oxford, Wiley;

McGrath, I. (2002) *Materials Evaluation and Design for Language Teaching*, Edinburgh, Edinburgh University Press;

McGrath, I. (2013) *Teaching Materials and the roles of EFL/ESL Teachers*, London, Bloomsbury;

Tomlinson, B. and Masuhara, H. (eds) (2010) *Research for Materials Development in Language Learning*, London, Continuum;

Tomlinson, B. (ed) (2013) *Developing Materials for Language Teaching*, London, Bloomsbury.

### Synopsis \*

This module will consider the reasons for using teaching materials, who should design them and how they should be designed. Frameworks will be applied to critically evaluate commercially produced materials for their authenticity and their appropriacy for specific groups of learners and the contexts in which they are taught. Where materials are considered to be inappropriate for a specific context, students will gain the skills to adapt existing materials or create their own.



## 2019-20 Postgraduate Module Handbook

<b>LL843</b>		<b>Methods and Practice of TESOL</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	15 (7.5)	100% Coursework	Chamorro Dr G

### Availability

This module is core for students studying on the MA in Applied Linguistics with TESOL.

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to demonstrate professional and confident practical classroom skills which will be underpinned by pedagogic principles and linguistic knowledge;  
Students will be able to demonstrate assimilation and development of the principles of effective classroom practice;  
Students will be able to evaluate language learning and teaching theory and apply this to a teaching context;  
Students will be able to evaluate, through observation, language teaching in the light of research, good practice and current trends;  
Students will be able to foster a critical appreciation of research into language learning and teaching and TESOL;  
Students will be able to critically review a range of past and current language learning approaches, methods, strategies and techniques and assess their efficacy and use in specific contexts;  
Students will be able to suggest appropriate approaches, methods, strategies for specific teaching and learning contexts

### Method of Assessment

Teaching practice 1 (15 minutes) - 20%;  
Teaching practice 2 (30 minutes) - 40%;  
Reflective journal (1500 words) - 40%

### Preliminary Reading

Edge, J. and Garton, S. (2009) From Experience to Knowledge in ELT, Oxford, Oxford University Press;  
Hall, G. (2011) Exploring English Language Teaching: Language in Action, London, Routledge;  
Larsen-Freeman, D. and Anderson, M. (2011) Techniques and Principles in Language Learning, Oxford, Oxford University Press;  
Scrivener, J. (2011) Learning Teaching, Oxford, Macmillan;  
Scrivener, J. (2012) Classroom Management Techniques, Cambridge, Cambridge University Press;  
Spiro, J. (2013) Changing Methodologies in TESOL, Edinburgh, Edinburgh University Press.

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

This module will give an overview of the theories and good practice which underpin TESOL. It will show how these have developed and shaped current trends in TESOL pedagogy. Recent and up-to-date research into language learning and teaching will be reviewed, evaluated and assessed for its implications for classroom practice. Current thought on the teaching of the elements and skills of language will be reviewed and assessed and applied to a variety of contexts in which TESOL takes place. Participants will be able to observe and evaluate TESOL teaching and develop their own practical teaching skills through peer group teaching, teaching small groups and or/one-to-one teaching under the supervision of experienced practitioners.

<b>LL844 Language Development in Exceptional Circumstances</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	15 (7.5)	100% Coursework	Janke Dr V

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to consider how different linguistic components affect each other;  
 Students will be able to understand the difference between atypical language development and atypical language acquired once development is complete;  
 Students will be able to assess the extent to which theoretical and empirical work on atypical linguistic development inform each other;  
 Students will be able to analyse transcripts from a variety of corpora in order to identify typical characteristics of specific disorders;  
 Students will be able to understand the results of social, cognitive and linguistic tests against which subjects' capabilities are measured (e.g. standardised vocabulary, verbal and non-verbal reasoning tests; experimental tests designed to tap into particular aspects of linguistic knowledge).

### Method of Assessment

Presentation (10 minutes) - 20%;  
 Critical review (2500 words) - 80%

### Preliminary Reading

Foster-Cohen, S. (2009) Language Acquisition, Palgrave Advances in Linguistics. London: Palgrave Macmillan;  
 Guasti, M. (2004). Language Acquisition: The Growth of Grammar. Bradford: Bradford Books;  
 Hoff, E & M Shatz (2009). Blackwell Handbook of Language Development. London: Wiley-Blackwell;  
 Karmiloff-Smith, A (1992) Beyond Modularity: A Developmental Perspective on Cognitive Science. Cambridge, Mass: MIT Press;  
 Marshak, M, Siple, P, Lillo-Martin, D, Campbell, R & Everhart, V. (1997) Relations of Languages and Thought: The View from Sign Languages and Deaf Children. Oxford: OUP;  
 Smith, Neil & Ianthi Tsimpli (1995) The Mind of a Savant: Language Learning and Modularity. London: Blackwell;  
 Ritchie, W. & T.K. Bhatia (eds) (1999) Handbook of Child Language Acquisition. London: Academic Press.

### Synopsis \*

During this course, students focus on a set of case studies (e.g. Language abilities in Autistic Spectrum Disorders, Specific Language Impairment and Down Syndrome; The Aphasia; Sign Language), which provide novel insights into ongoing questions within language acquisition research. Issues considered include: the extent to which linguistic capacities interact with psychological ones; the distinction between developmental and acquired disorders; the evidence for and against linguistic principles being operative in child grammars; the distinction between language delay and language deviance, and the reliability and validity of social, cognitive and linguistic tests against which individuals' capabilities are measured.

## 2019-20 Postgraduate Module Handbook

<b>LL845 Sociolinguistic Theory</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	Hornsby Dr D

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

Students will be able to understand and use the basic conceptual terminology of variationist sociolinguistics (e.g. variable, variant, style, indicator, hypercorrection, age-grading);  
Students will be able to understand the significance of sociolinguistic data as presented in charts and graphs;  
Students will be able to demonstrate an advanced critical awareness of theories of language change;  
Students will be able to evaluate critically the social bases for linguistic value judgements;  
Students will be able to understand the technical (and ethical) problems of sociolinguistic data collection and analysis;  
Students will be able to test theories against language data.

### Method of Assessment

Essay (3000 words) - 100%

### 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;  
Labov, W. (1996/2001) Principles of Linguistic Change (Vols 1 and 2). Oxford: Blackwell;  
Trudgill, P. (2004) New Dialect Formation: The Inevitability of Colonial Englishes. Oxford: Blackwell;  
Trudgill, P. (2011) Social Determinants of Linguistic Complexity. Oxford: Blackwell.

### Pre-requisites

LL833; LL838

### Synopsis \*

The module will begin with an examination of Labov, Weinreich and Herzog's early 'manifesto' for sociologically informed linguistics, and the reasons for dissatisfaction with structuralist and generative models in the 1960s/early 1970's. It will then review classic urban sociolinguistic work as exemplified by Labov (New York), Trudgill (Norwich), and the Milroys (Belfast), before exploring in turn the assumptions underpinning sociolinguistic methodology and some of its key findings (for example, the sociolinguistic gender pattern). The claims of sociolinguists regarding language change will then be considered, and some putative sociolinguistic universals, i.e. general claims about language in society which are presumed to be universally applicable, tested. The module will conclude with consideration of the relationship between social and linguistic structure, and examine some recent work in the field, which challenges the general linguistic tenet that all languages are equally complex.

## 2019-20 Postgraduate Module Handbook

<b>LL847</b>		<b>Topics in Syntax</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to demonstrate a systematic understanding of the central areas of syntactic thought, as well as the basics of empirical enquiry;  
Students will be able to demonstrate comprehensive skills in using syntactic tree-drawing techniques, the purpose of which is to provide a comprehensive representation of syntactic constituency and operations;  
Students will be able to demonstrate a critical awareness and understanding of the theory and methods used to develop lines of argument and conduct theoretically informed cross-linguistic analyses of data;  
Students will be able to critically evaluate the extent to which the linguistic theory they have been introduced to can both describe and explain the syntactic properties of the data with which they have been presented using data sheets provided in class

### Method of Assessment

Exercise-based task 1 - 25%;  
Exercise-based task 2 - 25%;  
Critical review (1500 words) - 50%

### Preliminary Reading

Adger, D. (2003). *Core Syntax: A Minimalist Approach*. Oxford: Oxford University Press;  
Boeckx, C. (2006). *Linguistic Minimalism: Origins, Concepts, Methods, and Aims*. Oxford: Oxford University Press;  
Hornstein, N., Nunes, J. & Grohmann, K. K. (2005). *Understanding Minimalism: An Introduction to Minimalist Syntax*. Cambridge: Cambridge University Press;  
Lasnik, H., Uriagereka, J. & Boeckx, C. (2005). *A Course in Minimalist Syntax: Foundations and Prospects* Oxford: Blackwell;  
Van Gelderen, E. (2013). *Clause Structure*. Cambridge: Cambridge University Press.

### Pre-requisites

LL833; LL838

### Synopsis \*

This course will explore a specific model of formal syntactic theory: Minimalism. By investigating some of the core issues developed within the Minimalist Program, such as the role of phrase structure, the central role of movement processes and the mechanisms which are responsible for them, students will have the opportunity to examine how the Minimalist framework can account for the differences and similarities found in languages, in which ways it is controversial and the assumptions it makes regarding the interaction of syntax with other linguistic components (morphology/semantics/pragmatics). Focusing on a specific model will give students the opportunity to consider in depth not only its methods and its aims, but also the proper nature of syntactic argumentation. The investigation will entail both theoretical and descriptive perspectives, thus emphasizing the importance of description in supporting and testing theory. As such, students will be encouraged to evaluate theoretical claims in the light of observations drawn from a wide range of languages.

## 2019-20 Postgraduate Module Handbook

<b>LL850 Literary Stylistics: New Directions</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	Scott Dr J

### Availability

This module is compulsory for students studying on the MA in Language and Literature.

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to identify and demonstrate comprehensive understanding of the latest major theoretical positions used in stylistics as a discipline (with reference to the most recent research) concerned with applying models from linguistics to the interpretation of texts;

Students will be able to show through practical evidence the feasibility of linguistic models, justifying their rationale from analysis of a range of texts from different genres at the forefront of the discipline;

Students will be able to select and apply precise linguistic, stylistic and narratological terminology to the study of poetry, prose and drama texts, coming to a detailed understanding of the current position of the discipline;

Students will be able to show an advanced-level understanding of the latest trends, themes and developments within the discipline of stylistics, specifically: cognitive poetics, text-world theory, deictic shift theory, dialect in literature, representation of discourse and contemporary narratology;

Students will be able to present, evaluate and interpret both qualitative and quantitative stylistic and linguistic data to develop lines of argument and make sound, rigorous judgements about literary discourse;

Students will be able to demonstrate their understanding of the numerous interconnections and interfaces between the study of English literature and language.

### Method of Assessment

Essay (3500 words) - 100%

### Preliminary Reading

Busse, Beatrix and Dan McIntyre (eds.) (2011) *Language and Style*. London: Palgrave Macmillan;

Currie, Mark (2005) *Postmodern Narrative Theory*. London: Palgrave Macmillan;

Fabb, Nigel (1997) *Linguistics and Literature*. London: Blackwell;

Gavins, Joanna and Gerard Steen (eds.) (2003) *Cognitive Poetics in Practice*. London: Routledge;

Lambou, Marina and Peter Stockwell (eds.) (2007) *Contemporary Stylistics*. London: Continuum

### Synopsis \*

The module proceeds from the assumption that linguistics and literary study should not be separated, and it aims to provide students with the kinds of advanced theoretical knowledge needed to become creative-thinking and, crucially, interdisciplinary experts in literary linguistics. The course provides an innovative integration of English language into literary studies, and covers a wide range of material, combining theoretical and ideological dimensions with practical applications, including, but not limited to, text-world theory, cognitive poetics, narratology and dialect in literature. It aims to be rigorous and principled, in line with other disciplines that come under the umbrella of language and linguistics study, while offering an approach to literary language study that is fundamentally humanistic in orientation. The module explores the languages of literary texts and literary reading, from the most focused study of the texture of language right up to the ideological and cultural practices of world literatures.

## 2019-20 Postgraduate Module Handbook

<b>LL856</b>		<b>Teaching Portfolio</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	60 (30)	100% Project	Lengeris Dr A

### Contact Hours

Total contact hours: 8

### Learning Outcomes

Students will be able to demonstrate in-depth and advanced subject-specific knowledge of the terminology required for linguistic description and TESOL and of a particular specialised area of Linguistics applied to TESOL, e.g. phonetics, phonology, morphology, syntax, semantics, pragmatics, language varieties, styles and registers, second language acquisition, etc;

Students will be able to demonstrate theoretical and practical knowledge and understanding of teaching methods, strategies and techniques, needs analysis, syllabus design and materials design for TESOL;

Students will be able to analyse, interpret and evaluate theories, principles, methodologies, strategies, techniques, materials, language and research findings relevant to the fields of Applied Linguistics and TESOL;

Students will be able to apply linguistic and TESOL theories to enhance classroom practice and design language courses and materials appropriate to student's level, interests, needs, background and learning context.

### Method of Assessment

Teaching portfolio (equivalent to 12,000 words) - 100%

### Preliminary Reading

Costantino, P. M., De Lorenzo, M. N. and Tirrell-Corbin, C. (2008). *Developing a Professional Teaching Portfolio: A Guide for Success* (Third Edition), Pearson;

Davis, J. and Osborn, T. A. (2003). *The Language Teacher's Portfolio: A Guide for Professional Development*, Greenwood Publishing Group.

### Pre-requisites

Successful completion of Stage 1 MA modules.

### Synopsis \*

The aim of the Teaching Portfolio is to develop further the students' ability to independently plan, research, and develop a language course, syllabus, lesson plans, materials, etc. for a specific group of language learners, and to describe the project in a coherent manner within an extended piece of practical written work. The Teaching Portfolio functions both as the culmination of the year's work on the program and as preparation for students' professional development as language teachers.

The Teaching Portfolio will usually be based on, and develop from, work undertaken on the taught modules of the MA.

## 2019-20 Postgraduate Module Handbook

<b>LL899</b>		<b>Research Dissertation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	60 (30)	100% Project	Scott Dr J

### Contact Hours

Total contact hours: 9

### Learning Outcomes

Students will be able to put into practice and collate and write-up the results of qualitative and quantitative data collection methods for language research, including but not limited to: recording and transcribing, observation and field notes, action research, questionnaires and surveys, discourse completion task questionnaires, role plays and simulations; Students will be able to present linguistic data appropriately by means of charts, graphs, tables, matrices, diagrams and quotations;

Students will be able to evaluate and interpret data, develop lines of argument, and make sound judgments in accordance with the central theories and analytical concepts in linguistics and its sub-fields as studied in the coursework modules;

Students will be able to assess the merits of contrasting theories and explanations, including those from other disciplines;

Students will be able to demonstrate in-depth and advanced subject-specific knowledge of a particular specialized area of linguistics or language research, e.g. the structure and variety of language, stylistics, language learning and teaching, intercultural and intercommunity language issues, discourse analysis, conversation analysis, discourse theory;

Students will be able to engage in critical reflection, verbal discussion and written and interpretative analysis of key material

### Method of Assessment

Dissertation (12,000 words) - 100%

### Preliminary Reading

Litoselliti, Lia (2009) *Research Methods in Linguistics*. London: Continuum;

Griffin, Gabrielle (2005) *Research Methods for English Studies*. Edinburgh: Edinburgh University Press.

### Pre-requisites

Successful completion of Stage 1 MA modules.

### Synopsis \*

The aim of the dissertation is to develop further the students' ability independently to plan, research, formulate arguments and communicate research findings in a coherent manner within an extended piece of written work. The dissertation functions both as the culmination of the year's work and as a bridge between guided and independent research, preparing (and, it is hoped, encouraging) students to continue on to carry out research at Doctoral level.

The topic of the dissertation will usually be based on, and develop from, work undertaken on one or more of the taught modules undertaken in the course of the MA.

## 2019-20 Postgraduate Module Handbook

<b>PL805</b>		<b>Knowledge and Reality</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	30 (15)	100% Coursework	
3	Canterbury	Spring	M	30 (15)	100% Coursework	Wilde Dr M

### Availability

This module is compulsory for students studying on the MA in Philosophy.

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to demonstrate comprehensive understanding of foundational theories in epistemology and metaphysics;

Student will be able to demonstrate comprehensive understanding of core issues in epistemology and metaphysics, and their history, as well as the ability to grapple with these issues.

### Method of Assessment

Essay (4000 words) - 100%

### Preliminary Reading

Any edition of the following:

Kripke, S. Naming and Necessity;

Sosa, E. & Kim, J. Epistemology: An Anthology;

Strawson, P. Individuals;

Williamson, T. Knowledge and Its Limits

### Synopsis \*

This module will provide a student with the opportunity to become involved in contemporary philosophical research by means of advanced theories in epistemology and metaphysics. Topics to be discussed include the nature of knowledge and reality.



## 2019-20 Postgraduate Module Handbook

<b>PL806 Norms and Values</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	M	30 (15)	100% Coursework	
3	Canterbury	Spring	M	30 (15)	100% Coursework	Radoilska Dr L

### Availability

This module is compulsory for students studying on the MA in Philosophy.

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to demonstrate comprehensive familiarity with advanced theories in moral and value theory;  
Students will be able to demonstrate expanded understanding of core issues in moral and value theory, and its history, and the ability to grapple with these issues.

### Method of Assessment

Essay (4000 words) - 100%

### Preliminary Reading

Any edition of the following:

Dworkin, R. Taking Rights Seriously;

Hart, H.L.A. The Concept of Law;

Parfit, D. On What Matters;

Rawls, J. A Theory of Justice;

von Wright, G.H. Varieties of Goodness

### Synopsis \*

This module will provide a student with the opportunity to become involved in contemporary philosophical research by means of foundational theories in moral and value theory. Topics to be discussed include the nature of values and moral reasoning, moral realism, anti-realism and scepticism, rights and duties, freedom, justice and sovereignty, legality and legitimacy, beauty and the sublime.

## 2019-20 Postgraduate Module Handbook

<b>PL855</b>		<b>Reason</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Autumn	M	30 (15)	100% Coursework	Wilde Dr M
5	Canterbury	Spring	M	30 (15)	100% Coursework	

### Availability

This module is compulsory for students studying on the MA in Philosophy.

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to demonstrate comprehensive familiarity with advanced topics in theories of language, logic and reasoning;

Students will be able to demonstrate advanced understanding of special issues in theories of language, logic and reasoning philosophy, and their history, and the ability to grapple with these issues.

### Method of Assessment

Essay (4000 words) - 100%

### Preliminary Reading

Any edition of the following:

Bostock, D. Intermediate Logic;

Kant, I. Critique of Pure Reason;

Sainsbury, M. Logical Forms;

Strawson, P.F. Introduction to Logical Theory;

Taylor, K.A. Truth and Meaning;

Williamson, J. Lectures on Inductive Logic

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

This module will provide a student with the opportunity to become involved in contemporary philosophical research by means of advanced texts and theories in the philosophy of language, logic and reasoning. Indicative examples of such texts include some of the most recent monographs and articles in the area.

## 2019-20 Postgraduate Module Handbook

<b>PL856 Analytic and Continental Philosophy</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Autumn	M	30 (15)	100% Coursework	Kanterian Dr E
5	Canterbury	Spring	M	30 (15)	100% Coursework	

### Availability

This module is compulsory for students studying on the MA in Philosophy.

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to demonstrate comprehensive familiarity with advanced topics in analytic and continental philosophy; Students will be able to demonstrate advanced understanding of special issues in analytic and continental philosophy, and their history.

### Method of Assessment

Essay (4000 words) - 100%

### Preliminary Reading

Any edition of the following:\nArendt, H. The Human Condition;\nAnscombe G. Intention;\nDe Beauvoir, S. The Second Sex;\nFrege, G. Foundations of Arithmetic;\nGadamer, H.G. Truth and Method;\nHaack, S. Philosophy of Logics;\nHeidegger, M. Being and Time;\nQuine, W. Word and Object;\nRicoeur, P. The Conflict of Interpretations: Essays in Hermeneutics;\nRussell, B. On Denoting;\nStrawson, P.F. On Referring;\nvon Wright, G.H. Explanation and Understanding;\nWittgenstein, L. Tractatus

### Synopsis \*

This module will provide a student with the opportunity to become involved in contemporary philosophical research by means of advanced foundational texts in analytic and continental philosophy. Indicative examples of such texts include some of the most recent monographs and articles in the area.

## 2019-20 Postgraduate Module Handbook

<b>PL998 Dissertation: Philosophy</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	60 (30)	100% Project	
2	Canterbury	Spring	M	60 (30)	100% Project	Corfield Dr D

### Contact Hours

Total contact hours: 6

### Learning Outcomes

Students will have developed their skills of formulating and undertaking a research project involving the development of an argument, critical engagement with relevant literature, and the contextualisation of the issues and materials within the framework of contemporary thought on the topic;

Students will have expanded their knowledge of a focused area within the broad landscape of the contemporary study of philosophy, as well as and the historical work that have shaped it;

Students will have developed their ability to undertake further advanced postgraduate research in philosophy or another discipline related to the study of philosophy

### Method of Assessment

Dissertation (12,000 words) - 100%

### Preliminary Reading

Swetnam, D., Writing Your Dissertation: A Guide to Planning, Preparing and Presenting First Class Work;

Further reading to be determined by the individual student in consultation with the supervisor.

### Pre-requisites

Successful completion of Stage 1 MA modules.

### Synopsis \*

This is an independent study module with no specified curriculum. The dissertation is designed to provide students with the opportunity to undertake a focused and extended research project of their own devising on any topic within the study of philosophy. The dissertation involves student-directed learning and research with the aim of producing a structured and persuasive argument, demonstrating (where appropriate) a command of the technical language of philosophy, as well as knowledge derived from cognate disciplines.

## 2019-20 Postgraduate Module Handbook

<b>SCL800</b>		<b>The Idea of Europe</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Paris	Spring	M	30 (15)	100% Coursework	Weller Prof S

### Availability

This module is compulsory for students studying on the MA in European Culture.

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to demonstrate an understanding of the history of the theorization of Europe and the European as these concepts pertain to the idea of culture;  
 Students will be able to grasp the history and changing nature of the role of Paris in relation to the idea of European culture, and its status as a capital of culture;  
 Students will be able to deploy critical arguments that take account of the historical, political, literary, and philosophical discourses on the idea of Europe and crisis;  
 Students will be able to make cogent critical analysis of literary and theoretical texts on the subject of Europe, the European, and the centrality of Paris in the formation of European cultural identities;  
 Students will be able to show an in-depth understanding of the relation between the idea of Europe, cosmopolitanism, and modernity.

### Method of Assessment

Essay (5000 words) - 100%

### Preliminary Reading

Blake, W, *Europe: A Prophecy* (1794), in *The Complete Poetry and Prose of William Blake*, ed. David V. Erdman (New York: Doubleday, 1988);  
 Casanova, P, *The World Republic of Letters* (Cambridge, MA: Harvard University Press, 2007);  
 Habermas, J, *Europe: The Faltering Project* (Cambridge: Polity, 2009);  
 Madame de Stael, *On Literature Considered in Its Relation to Social Institutions* (1800), in *Major Writings of Germaine de Stael*, trans. Vivian Folkenflik (New York: Columbia University Press, 1992);  
 Milosz, C, 'Child of Europe' (1946), in *Czealaw Milosz, New and Collected Powms 1931-2001* (New York: Ecco Press, 2003);  
 Nietzsche, F, *Beyond Good and Evil*, ed. Rolf-Peter Horstmann and Judith Norman ([1886]; Cambridge: Cambridge University Press, 2002);  
 Novalis, 'Christendom or Europe' (1797) in *Novalis, Philosophical Writings*, ed. Margaret Mahony Stoljar (Albany: SUNY, 1997);  
 Steiner, G, *The Idea of Europe: An Essay* (London and New York: Overlook Duckworth, 2015);  
 Valery, P, 'The Crisis of the Mind', (1919), in *The Collected Works of Paul Valery*, volume 10, trans. Denise Folliot and Jackson Matthews (New York: Pantheon Books, 1962).

### Restrictions

This module is taught at the Paris School of Arts and Culture, and is therefore only available to students studying on an MA programme taught partly or wholly in Paris.

### Synopsis \*

From the French Revolution to the European Union, the term 'Europe' has long been a placeholder for a large number of utopian, internationalist aspirations. These aspirations are necessarily culturally and politically contingent; to trace the history of cultural constructions of Europe is to hold a mirror up to its changing intellectual faces. Focusing on a series of influential texts published at significant moments in the recent history of the continent, this module investigates how the changing 'idea of Europe' reflects the changing priorities of cultural discourse. In particular, it considers the key role – but also contested – played by Paris in particular as a European cultural capital, central to the idea of Europe and to the development of European culture. The texts studied on this module range across disciplines and genres, and include poems and pamphlets, essays and lectures, philosophy and politics. Through studying these texts in their socio-political contexts, the idea of Europe is triangulated through reference to a number of key categories (e.g. 'prophecy'; 'crisis'; 'utopia'; Europe as 'conservative'; Europe as 'progressive'). The overall aim of this module is to explore what it means to be – in Friedrich Nietzsche's words – a 'good European', and to consider the central role played by Paris in the emergence of modern European culture.

## 2019-20 Postgraduate Module Handbook

<b>SCL801</b>		<b>European Culture Dissertation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Paris	Spring	M	60 (30)	100% Project	Weller Prof S

### Contact Hours

Total Contact Hours: 6

### Learning Outcomes

Students will be able to navigate various complex disciplinary approaches to the idea of European culture;  
Students will be able to display detailed and systematic understanding of knowledge of a specialist area(s) of research within the chosen field;  
Students will be able to demonstrate clear expression of sound judgements and independent conclusions with respect to the emerge since the Enlightenment of ideas regarding the social, political or cultural nature of Europe;  
Students will be able to demonstrate the originality and relevance of their research to wider themes within their field of study relating to European Culture.

### Method of Assessment

Dissertation (12,000 words) - 100%

### Preliminary Reading

To be determined by the individual student in consultation with the supervisor.

The following title in particular may be of use:

Swetnam, D. and Swetnam, R. (2009). Writing Your Dissertation: A Guide to Planning, Preparing and Presenting First Class Work, revised edition, Oxford: How to Books Ltd

### Pre-requisites

Successful completion of Stage 1 MA modules

### Synopsis \*

Students will be asked to devise their own topic and question for their dissertation, with the guidance of the module convenor and an appropriate supervisor. There is, therefore, no specified curriculum as such. This is a student-led module, designed to encourage independent learning, research and thought.

## 2019-20 Postgraduate Module Handbook

<b>TH831 Spirituality and Therapy</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	De Vries L

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will have demonstrated comparative familiarity with practices and concepts of spirituality and therapy in ancient and contemporary forms from a range of texts;  
 Students will have described how practices, concepts, and institutions of medicine, philosophical wisdom, cultural critique, and religion are mutually influential in ancient, non-European, and also recent discussions of spirituality and therapy;  
 Students will have critically assessed recent trends in the inflation of spirituality as a value in relation to its marketing as a form of self-help and business success;  
 Students will have examined critically the ways modern and contemporary models of therapy and spirituality have repeated, translated, and suppressed aspects of ancient or globally comparative spirituality or 'therapy of the soul';  
 Students will have used ancient or contemporary texts to develop new comparative models and topics of research relating to recognized traditions of cultivating and shaping inner experience, clinical therapeutic practice, and academic discussions of psychic life

### Method of Assessment

Essay (5000 words) - 100%

### Preliminary Reading

Agamben, G. (2013). *The Highest Poverty: Monastic Rules and Form-of-Life*, Stanford. Stanford University Press;  
 Berardi, F. (2009). *The Soul at Work*. Cambridge, MA: MIT Press;  
 Carrette, J. (2012). *Religion and Critical Psychology: Religious Experience in the Knowledge Economy*, London: Routledge;  
 Carrette, J. & Richard King, (2004). *Selling Spirituality: the Silent Takeover of Religion*, London: Routledge;  
 Foucault, M. (2003). *The Birth of the Clinic: An Archaeology of Medical Perception*, 3rd edition, London: Routledge;  
 Hadot, P. (1995). *Philosophy as a Way of Life: Spiritual Exercises from Socrates to Foucault*, Oxford: Wiley-Blackwell;  
 Jamal, M. (2009). (ed). *Islamic Mystical Poetry: Sufi Verse from the Early Mystics to Rumi*, London: Penguin;  
 Martin, R. & John Barresi. (2008). *The Rise and Fall of Soul and Self: An Intellectual History of Personal Identity*, New York: Columbia University Press;  
 Mascaro, J. (1965). (ed). *The Upanishads*, London: Penguin;  
 Ranganathan, S. (2009). (ed). *Patanjali's Yoga Sutra*, London: Penguin.

### Synopsis \*

The module will develop an understanding of what in ancient, non-Western, and modern European contexts are the historical and conceptual relationships between therapy, spiritual exercise, medical discourse, the search for wisdom or insight, and the critique of cultural life.

How do the different ancient, non-Western and modern or contemporary traditions imagine happiness, enjoyment, or bliss, and what is the imagined relationship between these states and the goal of therapeutic practice? Might something like a general theory of therapeutics, spiritual exercise, or "anthropotechnics" constitute an overarching category that unites what we normally imagine to be distinct areas of philosophy, psychology, religion, and clinical practice?

This comparative module explores how modern psychological and psychoanalytic therapies have more to do with religious traditions of spiritual exercise than tends to be indicated by academic disciplines, acknowledged by professional therapeutic societies, or actively explored in the development of new therapeutic models.

## 2019-20 Postgraduate Module Handbook

TH832 The Study of Religion: Genealogies, Inventions and Interventions						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	Blanton Dr W

### Availability

This module is compulsory for students studying on the MA in Religion and MA in Religion (Paris).

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will have gained a critical awareness of the formation of the discipline of religion in relation to other modern disciplines and foundational modern concepts (e.g. the theoretical definition of 'the political');  
Students will have gained a comprehensive knowledge and understanding of how, and why, and with what consequences the category of religion was invented;  
Students will have gained a comprehensive knowledge and understanding of major 'inventors' of religion and techniques for studying religion;  
Students will have gained an ability to analyse critical approaches to the study of religion;  
Students will have gained the ability to situate their own specialist area (e.g. Hindu Studies, Biblical Studies) in relation to the genealogies and questions mapped in this course

### Method of Assessment

Essay (5000 words) - 100%

### Preliminary Reading

Durkheim, E. (2008). *The Elementary Forms of Religious Life*, Oxford: Oxford University Press;  
Feuerbach, L. (2008). *The Essence of Religion*, London: Prometheus;  
Frazer, J. (2009). *The Golden Bough: A Study in Magic and Religion*, ed. Robert Fraser; Oxford: Oxford University Press;  
Masuzawa, T. (2005). *The Invention of World Religions, or How European Universalism was Preserved in the Language of Pluralism*, Chicago: Chicago University Press;  
Schleiermacher, F. (1996). *On Religion: Speeches to its Cultured Despisers*, Cambridge: Cambridge University Press;  
Strauss, D.F. (2012). *The Life of Jesus, Critically Examined*, trans. George Eliot; Cambridge: Cambridge University Press;  
Weber, M. (2008). *The Protestant Ethic and the Spirit of Capitalism*, trans. Stephen Kalberg; Oxford: Oxford University Press.

### Synopsis \*

The category of religion is hardwired into histories of Enlightenment, modernity, and post-modernity to the point that it is now difficult to discuss any of these periods without negotiating religion as a problem of central importance. This course develops a multidisciplinary mapping of religion as an object of academic research in order to better understand the polemics, politics, assumptions and everyday practices which continue to determine the status of religion. Working with various subfields within the study of religion, this comparative and collaborative course develops new maps of mutual influence, borrowing, translation and struggle between subfields, all of which produced the dominant images of religion within university and popular cultural contexts alike.

Indicative topics include: how and why did the study of religion emerge as a 'human science' opposed to earlier research on theology? What cultural and political projects shaped the category of "world religion"? How did scholars of biblical and European traditions react to nineteenth-century developments in the study of Buddhist and Hindu traditions? What were the political tendencies behind modern European and North American denigrations of ritualized practice in favour of religion as the study of "belief"? What were universities roles in establishing the limits and value of the concept of the "secular", and why are so many academic discussions of religion currently so keen to dislodge the same concept?

Students will learn to engage in sophisticated ways with classic primary texts by those who lastingly shaped the modern invention of the academic study of religion, figures like G. W. F. Hegel, Friedrich Schleiermacher, Ludwig Feuerbach, Karl Marx, Max Müller, Emile Durkheim, Max Weber, Lucien Lévy-Bruhl, Sigmund Freud, Marcel Mauss.



## 2019-20 Postgraduate Module Handbook

<b>TH833 Contemporary Critical Approaches to the Study of Religion</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	Blanton Dr W

### Availability

This module is compulsory for students studying on the MA in Religion.

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will have gained a critical awareness of the of the major recent debates and controversies in the contemporary study of religion;  
Students will have gained a comprehensive knowledge and understanding of major theories and methodologies in the study of religion, as they have developed post-1945;  
Students will have gained the ability to apply these contemporary techniques and apparatuses to the study of religion, and to critically analyse those techniques and critical approaches;  
Students will have gained the ability to discuss the complexities and controversies attached to keywords (for example 'culture' and 'belief');  
Students will have gained the ability to apply these debates and controversies to the student's own area of interest (for example Hinduism, Biblical Studies) and to work out what these debates mean for their own particular area of expertise;  
Students will have gained the ability to begin to design one's own personal methodological framework and vocabularies for the study of religion in general, as well as for their own specialist field

### Method of Assessment

Essay (4000 words) - 80%;  
Critical analysis (1000 words) - 20%

### Preliminary Reading

Asad, T. (2003). *Formations of the Secular: Christianity, Islam, Modernity*, Stanford: Stanford University Press;  
Bender, C. and Ann Tayes (2012). *What Matters? Ethnographies of Value in a Not So Secular Age*, New York: Columbia University Press;  
King, R. (1999). *Orientalism and Religion: Postcolonial Theory, India and the "Mystic East"*, London and New York: Routledge;  
Lynch, G. (2014). *The Sacred in the Modern World: A Cultural Sociological Approach*, Oxford: Oxford University Press;  
Sherwood, Y. (2012). *Biblical Blaspheming: Trials of the Sacred for a Secular Age*, Cambridge: Cambridge University Press;  
Taylor, M. (ed.) (1998). *Critical Terms for Religious Studies*, Chicago: University of Chicago Press;  
de Vries, H. (ed.) (2008). *Religion: Beyond a Concept*, New York: Fordham.

### Synopsis \*

The focus of this module is on major contemporary developments in the study of religion. Topics to be dealt with include (without being confined to): gender/sexuality; postcolonialism; poststructuralism and critical theory; media; economy; the construction of 'the secular'; and the contestation of religion as a category of analysis.

Students will focus on key thinkers and debates and key terms and key words (for example, 'What controversies have developed around terms like "culture" and "belief"?') The course will also examine the latest developments and controversies in methodologies and theories of religion. These include (without being confined to) textual studies; anthropology; sociology; comparative religion; psychology of religion; media theory; philosophy of religion.

## 2019-20 Postgraduate Module Handbook

<b>TH876 Religion, Media and Culture</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	Blanton Dr W
2	Canterbury	Spring	M	30 (15)	100% Coursework	

### Contact Hours

Total contact hours: 20

### Learning Outcomes

Students will be able to demonstrate an advanced and systematic understanding of key debates in the field of media, religion and culture (for example, the way in which the experience of religion is shaped by modern media);  
Students will be able to display critical awareness of how to situate a discussion of a specific issue in this field in the context of those wider debates in the field of media, religion and culture (for example, the rise of spiritualism in the context of the invention of the telegraph);  
Students will be able to demonstrate a comprehensive understanding of key concepts within this field (e.g. mediation, mediatisation) and use this understanding to critically evaluate a specific case or issue concerning the role of media in relation to religion;  
Students will be able to give a critical, systematic and original analysis of the ways in which the use of media in a particular religious context is shaped by factors such as the nature of media technologies, religious traditions, religious aesthetics and embodied practice and social, cultural and political context.

### Method of Assessment

Essay (5000 words) - 100%

### Preliminary Reading

Campbell, H.A. (2010). *When Religion Meets New Media*, Abingdon: Routledge;  
Deacy, C. and Elisabeth Arweck, (2009). *Exploring Religion and the Sacred in a Media Age*, Farnham: Ashgate;  
Lynch, G. and Jolyon Mitchell, with Anna Strhan (eds.), (2012). *Religion, Media and Culture: A Reader*, Abingdon: Routledge;  
Mazur, E. Michael Mazur and Kate McCarthy (eds.), (2001). *God in the Details: American Religion in Popular Culture*, 2nd edition, Abingdon: Routledge;  
Morgan, D. (ed.), (2008). *Key Words in Religion, Media and Culture*, Abingdon and New York: Routledge;  
Wagner, R. (2012). *Godwired: Religion, Ritual and Virtual Reality*, Abingdon: Routledge.

### Synopsis \*

There is an increasing recognition within the study of religion that understanding social and cultural forms of religion necessarily involves paying attention to the media through which people engage with religion or perform their religious lives. Growing out of early work on religion and film, and new forms of religious media (e.g. televangelism), academic work in this field have broadened out from studying the representation of religion in media texts to thinking more broadly about the significance of media in relation to religion. This has opened up discussions about the ways in which religion is always mediated as well as the implications of different media forms for this process. Whilst still maintaining an interest in the context of media 'texts', this work is therefore opening up questions about the role of practice, aesthetics and the senses in media use as well as broadening what we might think of as 'media' in religious contexts.