

2020-21 Postgraduate Module Handbook

04 School of European Culture and Languages

CL349						
Beginners' Latin						
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.

2020-21 Postgraduate Module Handbook

CL805 Contemporary Archaeology: Theories, Methods and Issues						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn	M	30 (15)	100% Coursework	Labadi Prof S

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

On successfully completing the module, 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;

Firmly locate archaeological theories and interpretations within conceptual frameworks and understand their intellectual origins;

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;

Demonstrate familiarity with critical issues in archaeology and be able to evaluate the strengths and weaknesses in archaeological work and its presentation;

Demonstrate a rounded understanding of methods in contemporary archaeology, their relationship to theoretical approaches and their appropriateness in particular circumstances;

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;

Demonstrate and initiate skills in independent research and presentation of material;

Show a robust awareness of the contrasting academic issues and discourse in a particular intellectual domain;

Demonstrate their ability in critical analysis and argument through engagement with the module content;

Demonstrate their researching, data handling, IT and library skills;

Show responsibility and autonomy in learning, debate and presentation of evidence.

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.

2020-21 Postgraduate Module Handbook

CL820 The Political, Social and Economic History of the Hellenistic World						
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

Availability

Autumn or Spring

Contact Hours

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

Department Checked

Yes

Learning Outcomes

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

Show in-depth knowledge of a selected theme, region or period in the ancient world;

Show knowledge of the contacts (political, social, economic and cultural) between the Greek World and the Near East during the Hellenistic period;

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;

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);

Demonstrate 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;

Demonstrate significant 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;

Listen and take notes;

Carry out analytical reading;

Synthesise arguments and identify key issues;

Identify, recall and deploy material relevant to a particular question;

Acquire awareness of controversy in academic literature;

Make written expositions with structured and coherent arguments, following accepted academic conventions;

Deliver succinct oral presentation and discussions of prepared material with efficiency and confidence;

Manage time efficiently and effectively;

Use academic websites and other IT resources as investigative tools.

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;

Shiple, 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.

Pre-requisites

None

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.

2020-21 Postgraduate Module Handbook

CL821 Ancient Greek Sciences: Astronomy, Cosmology and Physics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	30 (15)	100% Coursework	
2	Canterbury	Autumn	M	30 (15)	100% Coursework	Boutsikas Dr E
3	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 20

Learning Outcomes

On successfully completing the module, 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;

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;

Understand and articulate the complex relationship between Ancient Greek Philosophy and the Ancient Sciences (including astronomy, cosmology and medicine);

Critically evaluate the philosophical thinking that links the cosmos to the body in ancient Greece;

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;

Exercise initiative and have taken personal responsibility for the development of their studies;

Respond to views and criticisms of others with the aim of improving their own working methods and techniques;

Make judgements independently in relation to the development of their studies in relation to new or challenging tasks;

Demonstrate their comprehensive knowledge and understanding, and to develop new skills to a high level.

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.

2020-21 Postgraduate Module Handbook

CL828 Rome-The Imperial City						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Availability

Contact Hours

Total contact hours: 20

Learning Outcomes

On successfully completing the module, 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;
- Demonstrate competence in applying skills to analysis of a diverse body of ancient evidence including that of study of standing remains and museum collections;
- Demonstrate critical and analytical powers of the student in relation to ancient texts, excavation reports, standing remains and publications associated with these forms of evidence;
- 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;
- 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;
- Communicate effectively with a wide range of individuals using a variety of means in seminars;
- Evaluate their own academic performance;
- Manage change effectively and respond to changing demands including the access to sites in Rome;
- Take responsibility for personal and professional learning and development (Personal Development Planning);
- Manage time, prioritise workloads, recognise and manage personal emotions and stress;
- Demonstrate information management skills, e.g. IT skills.

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. Each block has been developed to ensure that classroom based learning (including the study of primary sources), and library based research by the students are fully integrated as a thematic package.

2020-21 Postgraduate Module Handbook

CL832 Researching Ancient Rome						
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

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

Demonstrate the effective utilisation of the research libraries based in Rome;

Demonstrate the application of library research to the interpretation of standing remains surviving from antiquity;

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;

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;

Communicate effectively with a wide range of individuals using a variety of means in seminars;

Evaluate their own academic performance;

Manage change effectively and respond to changing demands including access to sites in Rome;

Take responsibility for personal and professional learning and development (Personal Development Planning);

Manage time, prioritise workload, recognise and manage personal emotions and stress;

Demonstrate information management skills, e.g. IT skills.

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.

2020-21 Postgraduate Module Handbook

CL897		CL Dissertation				
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

Availability

Summer (including Summer Vacation)

Contact Hours

Total Contact Hours: 5

Private Study Hours: 595

Total Study hours: 600

Department Checked

Yes

Learning Outcomes

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

- Demonstrate skills in initiating and carrying forward a programme of independent research;
- 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);
- Demonstrate the relevance of their research study to wider themes within their field of study;
- Familiarise themselves with a range of primary and secondary literature in the field of the study;
- Demonstrate comprehensive skills in independent research and presentation of material;
- Demonstrate complete awareness of the academic discourse in the areas relevant to their research interest;
- Demonstrate comprehensive skills in critical analysis and argement through engagement with module materials;
- Demonstrate professional research, IT and library skills;
- Demonstrate responsibility and autonomy in learning, debate and the presentation of evidence and interpretation.

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.

2020-21 Postgraduate Module Handbook

CL900 Research Skills in Ancient History - Understanding the City in Antiquit						
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).

Contact Hours

Total contact hours: 20

Learning Outcomes

On successfully completing the module, 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;
- 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;
- 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;
- Demonstrate critical, analytical problem-based research skills in relation to the ancient evidence and modern scholarship on the subject matter;
- 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;
- 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;
- Communicate effectively with a wide range of individuals using a variety of means in writing;
- Evaluate their own academic performance and develop an ability to learn independently to ensure ongoing professional development;
- Exercise initiative and take responsibility for personal and professional learning and development;
- Manage time, prioritise workloads and recognise and manage stress;
- Utilise appropriate information management skills, e.g. IT skills.

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.

2020-21 Postgraduate Module Handbook

CL901 Practical Archaeology Report						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	30 (15)	100% Coursework	Willis Dr S

Availability

Autumn and Spring

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

Contact Hours

Total Contact Hours: 6

Private Study Hours: 294

Total Study Hours: 300

Department Checked

Yes

Learning Outcomes

On successfully completing the module, 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);

Demonstrate their particular study to the broad perspective of their MA Programme;

Demonstrate the relevance of their research project to studies in archaeology/Roman history and archaeology;

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;

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;

Demonstrate skills in independent research and presentation of material;

Show full awareness of the academic discourse in the areas relevant to their research interest;

Demonstrate their skills in critical analysis;

Demonstrate their research, IT and library skills;

Demonstrate skills in data/evidence handling and presentation;

Demonstrate responsibility and autonomy in learning and debate.

Method of Assessment

Report (8000 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

None

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 innovative 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.

2020-21 Postgraduate Module Handbook

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

Availability

Optional for MA Comparative Literature.

Contact Hours

Total contact hours: 20

Learning Outcomes

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

Demonstrate familiarity with the theory and practice of Comparative Literature as an academic discipline;

Demonstrate knowledge of the cultural and historical contexts out of which various influential conceptions of Comparative Literature have emerged;

Examine the relation between Comparative Literature as a discipline and other approaches to the literary (including Translation Studies);

Appreciate the importance for Comparative Literature of reflections upon multiculturalism and globalization;

Critically assess questions of literary movements, genres, topoi, and figures from a Comparative Literature perspective;

Demonstrate refinement in communication skills and argumentation, through one extended piece of written coursework;

Demonstrate development in close reading and analytical skills with regard to both theoretical texts and literary works from a range of historical periods and genres;

Demonstrate independent research skills.

Method of Assessment

Essay 1 (2,000 words) – 40%

Essay 2 (3,000 words) – 60%

Preliminary Reading

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*,

Hutchinson, Ben (2018). *Comparative Literature: A Very Short Introduction*, Oxford: Oxford 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

Synopsis *

This module is designed to familiarise 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, and literary figures who recur at different moments in literary history. 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 globalisation, 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.

2020-21 Postgraduate Module Handbook

CP811 Writing Unreason: Literature and Madness in the Modern World						
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

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

Demonstrate familiarity with the substantial interaction between modern European Literature and the theme of madness;
Demonstrate knowledge of the cultural and historical contexts in which literature and the theme of madness have interacted since the European Enlightenment;

Critically assess the distinctive stylistic and generic features of modern European literary works that engage with the theme of madness;

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;

Demonstrate refinement in communication skills and argumentation, through an extended piece of written coursework;

Demonstrate development in close reading and analytical skills;

Demonstrate independent research skills.

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'.

2020-21 Postgraduate Module Handbook

CP815		Tales of the Fantastic				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	
1	Canterbury	Autumn	M	30 (15)	100% Coursework	Staehtler Dr A

Contact Hours

Total contact hours: 20

Learning Outcomes

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

- Demonstrate a comprehensive understanding of a comparative approach to the study of literature;
- Demonstrate a critical awareness of major developments in the concept of the fantastic as a literary genre with special reference to Sigmund Freud and Tzvetan Todorov;
- Demonstrate systematic understanding of relevant literary, theoretical, and philosophical debates;
- Demonstrate a conceptual understanding of the intersections of the literary and theories of the fantastic;
- Demonstrate a critical awareness of theories of the fantastic not as disembodied sets of ideas but as forces within institutions and/or reading communities;
- Deal with complex issues both systematically and creatively;
- Communicate their ideas and conclusions clearly;
- Demonstrate self-direction and originality;
- Act autonomously in planning and implementing tasks;
- Devise strategies to advance their knowledge and understanding independently;
- Deploy a range of information technology skills effectively;
- Comply with professional standards in their written work.

Method of Assessment

Essay (5000 words) - 100%

Preliminary Reading

- Borges, Jorge Luis (1983), 'Shakespeare's Memory';
- Hoffmann, E.T.A. (1814/1819), 'The Golden Pot';
- Hoffmann, E.T.A. (1817), 'The Sandman';
- James, Henry (1898), 'The Turn of the Screw';
- Kafka, Franz (1915), 'The Metamorphosis';
- Maupassant, Guy de (1883), 'The Hand';
- Maupassant, Guy de (1885/1886), 'The Horla';
- Shelley, Mary Wollstonecraft (1818/1832), Frankenstein; Or, The Modern Prometheus;
- Süskind, Patrick (1985). Perfume;
- Wilde, Oscar (1890/1891). The Picture of Dorian Gray.

Synopsis *

Theoretical interest in the fantastic has increasingly developed over recent decades following the acclaimed seminal study by Todorov, *The Fantastic* (1973). Students will explore major works of the genre from several European countries in conversation with a range of critical perspectives (such as discourse theory, narrative theories, and psychoanalytical theory). The comparative nature of the module will also afford an opportunity to enhance understanding of the literatures and specific texts studied in their respective cultural contexts.

2020-21 Postgraduate Module Handbook

CP816		Literature and Capitalism				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 20

Learning Outcomes

On successfully completing the module 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;
Systematically acknowledge and appreciate different historical stages in the development of literature on capitalism;
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;
Systematically understand and evaluate theoretical conceptions of capitalism, neoliberalism and critiques of these models, both recent and historical;
Establish analytical and original connections between the realms of the aesthetic, the psycho-social, the political, and the economic;
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.

2020-21 Postgraduate Module Handbook

CP817		Literature and Affect				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	Haustein K Dr
1	Canterbury	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 20

Learning Outcomes

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

- Gain a critical overview and understanding of modern European Literature in light of a theory of the emotions;
- Engage thematically and comparatively with a range of literary and theoretical texts from different linguistic and cultural backgrounds and in a broad chronological scope;
- Demonstrate a profound understanding of key philosophical concepts through analysis of the role of affects and emotions in the texts;
- Demonstrate a systematic and critical understanding of classic and recent criticism relating to texts and contexts studied on the module;
- Demonstrate an advanced ability to undertake analysis of texts and contexts;
- Demonstrate an advanced ability to read closely and critically, and to apply a range of critical terms and methodologies;
- Demonstrate refined communication skills, including the structuring of a sustained and original argument;
- Present ideas and arguments in a clear and structured way;
- Demonstrate critical awareness of cultural and historical differences.

Method of Assessment

- Essay (5000 words) - 80%;
- Presentation (15 minutes) - 20%

Preliminary Reading

Any edition of the following:

- Barthes, Roland (1977-79) *Camera Lucida* (1980) and *Mourning Diary*;
- Benjamin, Walter (1930/38). *Berlin Childhood around 1900*;
- Brontë, Emily (1847). *Wuthering Heights*;
- Dostoevsky, Fyodor (1866) *Crime and Punishment*;
- Duras, Marguerite (1980). *The Lover*;
- Lewis, C.S. (1961) *A Grief Observed*;
- Kafka, Franz (1925) *The Trial*;
- von Kleist, Heinrich (1808) *The Marquise von O...*;
- Wolfgang von Goethe, Johann (1774). *The Sorrows of Young Werther*

Synopsis *

We live, it is often said, in the 'age of affect'. Paradoxically, since Fredric Jameson's dictum on 'the waning of affect' in postmodern times, there has been a burgeoning surge of interest in our affects and emotions that has touched most academic disciplines as well as the general public. But a look at the historiography of affect shows that the current interest in our feelings and their cultural transformations, and with it the transformations of their often restrictive codes of representation, has been ongoing since the age of Romanticism at least. When we now speak of the 'emotional turn', we tend to forget that in 1882 the German philosopher Friedrich Nietzsche already complained about the absence of 'a history of love, of avarice, of envy, of conscience, of piety, or of cruelty'; that in 1941 the French historian Lucien Febvre contemplated the relation between 'sensibility and history'; and that in the 1980s the American Historian Peter Gay flirted, at least temporarily, with a concept he defined as 'psycho-history'.

The aim of this module is to reflect on this longstanding debate by addressing the following questions: What is an emotion, and what is an affect? Do emotions and affects change over time in intensity, prevalence, and character, or do they essentially remain the same while it is our attitudes towards them that change? And, most importantly to us as students of comparative literature: where or what is the subject who feels, and how can we define the relation between his or her feelings and the manifold ways in which they are represented? Our discussion will be based on critical analysis of a range of literary and autobiographical works from the eighteenth century to the present (for example by: Johann Wolfgang von Goethe, Emily Brontë, Fyodor Dostoevsky, Marguerite Duras, C.S. Lewis, and Roland Barthes). These works will be discussed in close conjunction with a selection of classic and contemporary theoretical texts (for example by: Jean-Jacques Rousseau, Arthur Schopenhauer, Ruth Leys, Helmuth Lethen, Martha Nussbaum, Amy Coplan, and Eugenie Brinkema). The module is structured according to the following three areas of inquiry: Love & Desire; Loss & Mourning; Guilt & Shame.

2020-21 Postgraduate Module Handbook

CP998 Comparative Literature Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	60 (30)	100% Project	Haustein K Dr

Contact Hours

Total contact hours: 9

Learning Outcomes

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

Demonstrate an ability to analyse literary works comparatively across a range of national and linguistic literary traditions;
Demonstrate close-reading skills through the analysis of a range of literary works from different historical moments and cultural contexts;

Demonstrate clear expression of carefully considered and carefully referenced independent views on works from distinct literary traditions;

Demonstrate skills in analytical evaluation and communicative skills;

Undertake independent research in the area of Comparative Literature;

Demonstrate their written communication and presentation skills, with a view to expressing complex thoughts;

Demonstrate a comprehensive understanding of techniques applicable to their own research and independent study into relevant materials;

Demonstrate their ability to construct and evaluate intricate arguments;

Continue to advance their own knowledge and understanding, and to develop new skills to a high level;

Produce a word-processed dissertation that is of a high scholarly standard in terms of presentation and professionalism.

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.

2020-21 Postgraduate Module Handbook

FR820		Paris: Reality and Representation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Paris	Spring	M	30 (15)	100% Coursework	

Availability

This module is compulsory for students studying on the MA in Comparative Literature with a term in Paris.

Contact Hours

Total contact hours: 20

Learning Outcomes

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

Engage critically with a variety of representations of Paris in modern French culture;

Explore connections and analogies between different representations of Paris;

Appreciate the connections and analogies between cultural and historiographical accounts of the modern history of Paris;

Explore the ways in which literature and history intersect;

Demonstrate the ability to use theoretical works as the basis for the analysis of works of cultural production;

Demonstrate sophisticated literary, historical and cultural knowledge;

Demonstrate confident verbal communication and presentation skills;

Demonstrate refined written communication skills, including the structuring of an argument;

Demonstrate their ability to read critically, undertake independent research and make use of resources such as libraries and the internet;

Demonstrate their efficient and effective teamwork skills by collaborating with fellow students.

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.

2020-21 Postgraduate Module Handbook

LL830 Quantitative Research Methods						
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

On successfully completing the module, 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;

Demonstrate knowledge of the main methods of quantitative enquiry within linguistics, including an ability to describe and evaluate research that employs such methods;

Demonstrate the ability to design, conduct and report on research using quantitative methodologies;

Demonstrate the ability to assess the validity and reliability of findings in current articles using quantitative methodologies; Demonstrate understanding of ethical considerations which need addressing prior to the undertaking of any experimental procedure;

Communicate the results of study and work accurately, with well-structured and coherent arguments in an effective and fluent manner both orally and in writing;

Demonstrate their ability to work cooperatively with others, exercising personal responsibility and sensitivity.

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

Co-requisite: 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.

2020-21 Postgraduate Module Handbook

LL832		Meaning				
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

On successfully completing the module, 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;

Demonstrate systematic understanding of core topics in linguistic meaning and of how semantic and pragmatic theory explains them;

Critically evaluate accounts of meaning-related phenomena, including those that have posed challenges for traditional theories;

Develop practical linguistic research skills by analysing real data, discussing their findings, and attempting generalisations relevant to the important questions in the field;

Communicate the results of study and work accurately, with well-structured and coherent arguments in an effective and fluent manner both in speech and writing;

Develop their skills in critical reflection and analytical discussion of their own writing and the writing of others;

Develop their ability to work cooperatively with others, exercising personal responsibility and sensitivity;

Exchange relevant information through the use of shared access to documents and web-based learning.

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.

2020-21 Postgraduate Module Handbook

LL833		Structure				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Bailey Dr L

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

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

Demonstrate an understanding of the central areas of linguistic theory, as well as the basics of empirical enquiry;

Use analytic techniques, the purpose of which is to provide a comprehensive representation of linguistic structure and operations;

Develop lines of argument and conduct theoretically informed cross-linguistic analyses of data;

Demonstrate their capacity for critical thought and their ability to express these thoughts accurately to others through workshop discussions, pair work and presentations;

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;

Demonstrate confident and professional written and spoken fluency through presentations and pair work;

Demonstrate efficient management skills through weekly preparatory reading, conducting informal data analyses during the term, and handing in assessments punctually.

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.

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LL834 Second Language Acquisition						
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

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

- Demonstrate comprehensive understanding of the theories of second language acquisition;
- Review the history and most recent development of the theories of second language acquisition;
- Indicate the similarities and differences between theories of second language acquisition;
- Evaluate current research into Second Language Acquisition Theory and how it informs language teaching;
- Assess the impact of Second Language Acquisition theory on classrooms, teachers and Learners;
- Show how a range of factors affect the efficacy of language instruction and learning;
- Communicate complex ideas clearly and effectively both orally and in writing;
- Evaluate and critique complex ideas and apply them to practical situations;
- Work effectively in pairs and groups;
- Identify problems and possibly solutions;
- Carry out study and research independently.

Method of Assessment

- Group presentation (20 minutes) - 40%;
- Research essay (2000 words) - 60%

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.

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LL835		Language Processing				
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

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

Describe and evaluate psycholinguistic concepts;

Demonstrate a systematic understanding of the structure of the lexicon in terms of phonological and morphological components;

Show a critical awareness of the differences between comprehension and production in linguistic processing;

Demonstrate practical linguistic research skills, having undertaken independent research experiments, and analysed and discussed their findings in accordance with scientific protocol;

Clearly communicate the results of study and work to specialist and non-specialist audience, with well-structured and coherent arguments;

Participate in discussions, analysing and critically evaluating their own contributions and those of others;

Demonstrate their ability to undertake original independent learning, by taking initiative in solving problems and reading core publications and beyond.

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

Co-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.

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LL836		English Phonetics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	Kogan Dr V

Contact Hours

Total Contact Hours: 20

Learning Outcomes

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

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;

Exercise initiative and personal responsibility when achieving set goals, dealing with deadlines and managing their own time and the time of others;

Demonstrate the ability to undertake independent learning and critical reading in order to advance their knowledge and to develop their skills to a higher level;

Communicate their knowledge and the results of their independent study accurately and coherently;

Competently use IT skills for assistance and problem-solving.

Method of Assessment

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

Final project report (3000 words) - 50%

Preliminary Reading

Ashby, M. & Maidment, 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

Co-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.

2020-21 Postgraduate Module Handbook

LL837		Research Skills				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Kogan Dr V

Availability

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

Contact Hours

Total contact hours: 20

Learning Outcomes

On successfully completing the module, 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;

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;

Demonstrate understanding of ethical considerations which need addressing prior to the undertaking of any study involving human subjects;

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;

Communicate the results of their work accurately, with well-structured and coherent arguments in an effective and fluent manner both orally and in writing;

Demonstrate that they have mastered the intricacies of advanced academic writing;

Demonstrate their ability to work cooperatively with others, exercising personal responsibility and sensitivity.

Method of Assessment

Dataset - 30%;

Problem set - 50%;

Critique of a published article - 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.

2020-21 Postgraduate Module Handbook

LL838		Sounds				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Kogan Dr V

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

On successfully completing the course, 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;

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

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;

Demonstrate a systematic understanding of the English language and its varieties;

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;

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);

Solve higher-level phonology problems using appropriate tests and arguments;

Demonstrate cognisance of fundamental concepts of phonology and of formalism within the theory of generative linear and non-linear phonology;

Demonstrate initiative and personal responsibility when undertaking independent learning;

Communicate the results of their study accurately and coherently both orally and in writing, both in and beyond the contexts in which these skills were first acquired;

Use IT skills to analyse data, take exams, and present information effectively;

Demonstrate self-direction and originality in tackling and solving problems.

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.

2020-21 Postgraduate Module Handbook

LL840 Course and Syllabus Design for TESOL						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	D'Elia 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

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

Recognise and critically assess types of syllabus;

Adjust a syllabus based on theoretical considerations and principled judgement;

Design a course taking into consideration the language needs of groups and individuals;

Advise on appropriate methods and materials to support the course;

Present a course taking into account the different stakeholders (teachers, learners, education officers and training managers);

Make decisions based on research, principled judgement and good practice;

Work independently, and in pairs and groups;

Provide solutions, within fixed parameters, for complex problems;

Communicate confidently and professionally both orally and in writing with a range of people.

Method of Assessment

Group presentation (20 minutes) - 20%;

Adaptation 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.

2020-21 Postgraduate Module Handbook

LL841 Language Awareness and Analysis for TESOL						
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 compulsory for students studying on the MA in Applied Linguistics with TESOL.

Contact Hours

Total contact hours: 20

Learning Outcomes

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

- Demonstrate how the linguistic fields of phonology, phonetics, syntax, morphology, semantics, pragmatics and discourse analysis impact on TESOL;
- Apply their knowledge of these fields of linguistics to enhance their understanding of language for TESOL;
- Apply their skills of language analysis to all forms of text, both spoken and written, using appropriate tools and frameworks;
- Demonstrate how language awareness can improve their personal understanding of language and that of learners;
- Use language awareness activities in the classroom;
- Work independently, and in pairs and groups;
- Solve problems quickly and efficiently;
- Explain complex concepts clearly and confidently;
- Apply analytical frameworks;
- Use IT as appropriate efficiently and confidently.

Method of Assessment

Individual presentation - 40%;
Essay - 60%

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.

2020-21 Postgraduate Module Handbook

LL842 Materials Evaluation and Development for TESOL						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	D'Elia Dr S

Contact Hours

Total contact hours: 20

Learning Outcomes

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

Understand and critically examine the rationales and principles behind differing approaches to materials evaluation and development;

Critically evaluate a range of published and on-line materials;

Adapt, as appropriate, teaching materials according to learners' needs;

Write original teaching materials according to learners' needs;

Critically analyse and assess theory, empirical investigations and practical applications;

Work independently, in pairs and in groups;

Solve problems creatively;

Use IT as appropriate.

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;

McDonaugh, 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.

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LL843 Methods and Practice of TESOL						
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 compulsory for students studying on the MA in Applied Linguistics with TESOL.

Contact Hours

Total contact hours: 20

Learning Outcomes

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

- Demonstrate professional and confident practical classroom skills which will be underpinned by pedagogic principles and linguistic knowledge;
- Demonstrate assimilation and development of the principles of effective classroom practice;
- Evaluate language learning and teaching theory and apply this to a teaching context;
- Evaluate, through observation, language teaching in the light of research, good practice and current trends;
- Foster a critical appreciation of research into language learning and teaching and TESOL;
- Critically review a range of past and current language learning approaches, methods, strategies and techniques and assess their efficacy and use in specific contexts;
- Suggest appropriate approaches, methods, strategies for specific teaching and learning contexts;
- Communicate complex ideas clearly and effectively both orally and in writing;
- Evaluate and critique complex ideas and apply them to practical situations;
- Work effectively in pairs and groups;
- Manage and organise groups;
- Identify problems and possible solutions;
- Show initiative and independence in planning, preparation and execution in practical situations.

Method of Assessment

- Lesson plan 1 presentation (15 minutes) - 40%;
- Lesson plan 2 presentation (20 minutes) - 60%

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 *

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.

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LL844 Language Development in Exceptional Circumstances						
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

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

Consider how different linguistic components affect each other;

Understand the difference between atypical language development and atypical language acquired once development is complete;

Assess the extent to which theoretical and empirical work on atypical linguistic development inform each other;

Analyse transcripts from a variety of corpora in order to identify typical characteristics of specific disorders;

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);

Engage in critical reflection, verbal discussion and written analysis of various theoretical approaches and empirical findings;

Assess different theoretical approaches and evaluate the efficacy of such approaches;

Undertake independent learning (exercising initiative and personal responsibility), use secondary texts with critical discrimination, reflect critically on their own academic work and present coherent arguments both during classroom discussion and in their written work;

Explain complex phenomena to interested yet non-specialist audiences.

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;

Marshall, 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 Aphasias; 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.

2020-21 Postgraduate Module Handbook

LL845 Sociolinguistic Theory						
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

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

Understand and use the basic conceptual terminology of variationist sociolinguistics (e.g. variable, variant, style, indicator, hypercorrection, age-grading);

Understand the significance of sociolinguistic data as presented in charts and graphs;

Demonstrate an advanced critical awareness of theories of language change;

Evaluate critically the social bases for linguistic value judgements;

Understand the technical (and ethical) problems of sociolinguistic data collection and analysis;

Test theories against language data;

Communicate the results of study and work accurately, with well-structured and coherent arguments in an effective and fluent manner, to a specialist and non-specialist audience;

Evaluate and interpret data logically and systematically;

Demonstrate their ability to undertake independent learning, by taking initiative, being organised and meeting deadlines;

Use IT skills to present information effectively; develop and exchange relevant information through the use of shared access to documents and web-based learning.

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

Co-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.

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LL847		Topics in Syntax				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	15 (7.5)	100% Coursework	Bailey Dr L
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Contact Hours

Total contact hours: 20

Learning Outcomes

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

Demonstrate a systematic understanding of the central areas of syntactic thought, as well as the basics of empirical enquiry;

Demonstrate comprehensive skills in using syntactic tree-drawing techniques, the purpose of which is to provide a comprehensive representation of syntactic constituency and operations;

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;

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;

Demonstrate their capacity for critical and original thought;

Demonstrate fluent writing skills, that enable them to clearly communicate ideas and analysis to specialist and non-specialist audiences;

Show honed time management skills, and the ability to take initiative and personal responsibility for their own learning.

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

Co-requisite: 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.

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LL856		Teaching Portfolio				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	60 (30)	100% Project	D'Elia Dr S

Contact Hours

Total contact hours: 8

Learning Outcomes

On successfully completing the modules, 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;

Demonstrate theoretical and practical knowledge and understanding of teaching methods, strategies and techniques, needs analysis, syllabus design and materials design for TESOL;

Analyse, interpret and evaluate theories, principles, methodologies, strategies, techniques, materials, language and research findings relevant to the fields of Applied Linguistics and TESOL;

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;

Demonstrate a high level of competence in information processing using relevant database and online research, synthesise information from a number of primary and secondary sources to formulate arguments, make sound judgements or propose new hypotheses, and communicate complex ideas clearly written in English;

Manage time, prioritise tasks and adhere to deadlines;

Demonstrate problem-solving skills in a variety of contexts.

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.

2020-21 Postgraduate Module Handbook

LL899 Research Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	60 (30)	100% Project	Bailey Dr L

Contact Hours

Total contact hours: 9

Learning Outcomes

On successfully completing the module, 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;
Present linguistic data appropriately by means of charts, graphs, tables, matrices, diagrams and quotations;
Evaluate and interpret data, develop lines of argument, and make sound judgments in accordance with the central theories and analytical concepts in linguistics and its sub-fields as studied in the coursework modules;
Assess the merits of contrasting theories and explanations, including those from other disciplines;
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;
Engage in critical reflection, verbal discussion and written and interpretative analysis of key material;
Engage in critical reflection, verbal discussion and written analysis of various core theoretical texts, gathered research data, exemplar texts, secondary critical commentary and analysis and to devise and sustain arguments relating to this analysis using ideas and techniques at the current forefront of the discipline;
Demonstrate the ability to undertake sustained and high-level independent research and learning and reflect critically on their own academic work;
Present sustained cogent arguments, predominantly written in form but also orally during tutorials and supervisions;
Deploy high-level problem-solving skills over the course of the research and its writing up.

Method of Assessment

Dissertation (12,000 words) - 100%

Preliminary Reading

Litosselli, 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.

2020-21 Postgraduate Module Handbook

PL805		Knowledge and Reality				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	M	30 (15)	100% Coursework	Forbes Dr G
3	Canterbury	Autumn	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

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

Demonstrate comprehensive understanding of foundational theories in epistemology and metaphysics;

Demonstrate comprehensive understanding of core issues in epistemology and metaphysics, and their history, as well as the ability to grapple with these issues;

Demonstrate originality in their writing skills;

Consider the views of others, whether spoken or written, and develop a critique that furthers investigation;

Demonstrate their capacity to conduct extensive research and original, independent study;

Construct and evaluate methodologies and arguments as well as propose new hypotheses.

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.

2020-21 Postgraduate Module Handbook

PL806		Norms and Values				
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

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

Demonstrate comprehensive familiarity with advanced theories in moral and value theory;

Demonstrate expanded understanding of core issues in moral and value theory, and its history, and the ability to grapple with these issues;

Demonstrate originality in their writing skills;

Consider the views of others, whether spoken or written, and develop a critique that furthers investigation;

Demonstrate their capacity to conduct extensive research and original, independent study;

Construct and evaluate methodologies and arguments as well as propose new hypotheses.

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.

2020-21 Postgraduate Module Handbook

PL855		Reason				
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

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

Demonstrate comprehensive familiarity with advanced topics in theories of language, logic and reasoning;

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;

Demonstrate intellectual originality in their writing;

Consider the views of others, whether spoken or written, and develop a critique that furthers investigation;

Demonstrate their capacity to conduct extensive research and original, independent study;

Construct and evaluate methodologies and arguments as well as propose new hypotheses.

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 >

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.

2020-21 Postgraduate Module Handbook

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

Availability

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

Contact Hours

Total contact hours: 20

Learning Outcomes

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

Demonstrate comprehensive familiarity with advanced topics in analytic and continental philosophy;

Demonstrate advanced understanding of special issues in analytic and continental philosophy, and their history;

Demonstrate intellectual originality in their writing;

Consider the views of others, whether spoken or written, and develop a critique that furthers investigation;

Demonstrate their capacity to conduct extensive research and original, independent study;

Construct and evaluate methodologies and arguments as well as propose new hypotheses.

Method of Assessment

Essay (4000 words) - 100%

Preliminary Reading

Any edition of the following:\

Arendt, H. The Human Condition;

Anscombe G. Intention;

De Beauvoir, S. The Second Sex;

Frege, G. Foundations of Arithmetic;

Gadamer, H.G. Truth and Method;

Haack, S. Philosophy of Logics;

Heidegger, M. Being and Time;

Quine, W. Word and Object;

Ricoeur, P. The Conflict of Interpretations: Essays in Hermeneutics;

Russell, B. On Denoting;

Strawson, P.F. On Referring;

von Wright, G.H. Explanation and Understanding;

Wittgenstein, 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.

2020-21 Postgraduate Module Handbook

PL998 Dissertation: Philosophy						
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

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

Navigate various disciplinary approaches within Philosophy;

Display detailed and critical knowledge of a specialist area(s) of research within the chosen field;

Demonstrate clear expression of carefully considered and carefully reference independent views;

Demonstrate the relevance of their research study to wider themes within their field of study;

Demonstrate their written communication and presentation skills, with a view to expressing complex thoughts;

Demonstrate their capacity to conduct research and independent study into relevant materials, using resources such as the Library and other archives as required;

Demonstrate their ability to construct and evaluate arguments;

Reflect on their own learning, plan their use of time, and identify appropriate directions for further study, encouraged by the individual supervisor;

Produce a word-processed dissertation that is of a high scholarly standard in terms of presentation and professionalism.

Method of Assessment

Dissertation (10,000 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.

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SCL800		The Idea of Europe				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Paris	Spring	M	30 (15)	100% Coursework	

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 *Czeław Milosz, New and Collected Poems 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.

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SCL801		European Culture Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Paris	Spring	M	60 (30)	100% Project	

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.