

**FINANCIAL ACCOUNTING 1 (Level C)**

30 Credits (15 ECTS Credits)

Robert Jupe

**MODULE AC300**

Autumn &amp; Spring

<b>Availability / Restrictions:</b>	<b>This module is available only to students studying Accounting &amp; Finance</b>
<b>Method of Assessment:</b>	20% coursework (minimum of 3 equally weighted pieces of coursework: one 1,000 word essay; one progress test; one computer-based learning package), 80% 3-hour written examination
<b>Contact Hours:</b>	3 hours per week (2 hours lectures and 1 hour seminar)

**Module Details:**

This module introduces you to the principles and practice of financial accounting, the discipline within accountancy which is concerned primarily with recording financial events and preparing and interpreting financial reports for parties outside the organisation. A computer-based learning package is used to support the teaching of double entry book-keeping.

Lecture topics will include the following:

Role and evolution of accounting; Single entry accounting; Double entry book-keeping; Financial reporting conventions; Recording transactions; Adjusting entries; The principal financial statements; Institutional requirements; Introduction to auditing; Monetary Items; Purchases and Sales; Inventory; Fixed Assets; Liabilities; Sole traders and clubs; partnerships; Companies; Capital structure of enterprises; Funds and cash flow; Interpretation of financial statements; Measurement problems in traditional accounting.

**Summary Intended Learning Outcomes:**

The module provides opportunities for students to develop and demonstrate:

- Knowledge and understanding of the concepts and practices underpinning financial reporting
- Ability to summarise economic events through double entry book-keeping
- Ability to manipulate financial data
- Ability to prepare financial statements
- Ability to analyse the financial performance of a business
- Ability to critically evaluate arguments
- Ability to undertake independent learning and use communications and information technology

**Preliminary Reading:**

Marriot, Edwards & Mellett	<i>Introduction to Accounting</i> (latest)
Thomas	<i>An Introduction to Financial Accounting</i> (latest)
Arnold, Hope, Southworth & Kirkham	<i>Financial Accounting</i> (2 <sup>nd</sup> edition)

**QUANTITATIVE METHODS FOR BUSINESS AND ACCOUNTING (Level C)**

15 Credits ( 7.5 ECTS Credits)

Tuan Leng Yu

**MODULE AC303**

Spring

<b>Exclusion:</b>	Cannot be taken with other Stage 1 quantitative modules such as: CB327, CB328, EC305, EC306, EC309, MA304 or SP300
<b>Prerequisite</b>	CO357 <i>Computing for Business and Accounting</i>
<b>Method of Assessment:</b>	30% Coursework. Two computer-based coursework assignments each worth 15% of the overall mark. 70% Examination: Final unseen written 3-hour examination. Participants may take up to 6 A4 pages of their own notes into the examination. There will be little or no choice of questions.
<b>Contact Hours:</b>	42 hours: 2 lectures per week, 1 examples class per week and 1 IT class per fortnight.

**Module Details:**

This module has been designed specifically and exclusively for Accounting and BBA students. It follows CO357 *Computing for Business and Accounting*, and builds on skills developed there. It provides an understanding of mathematics and statistics of particular reference to management and accounting. The objectives are that participants should be able to select and apply with understanding appropriate mathematical and statistical methods to problems in these areas of study with understanding and using spreadsheet and other software effectively for this.

**Summary Intended Learning Outcomes:**

- Select and use appropriate mathematical or statistical methods applicable to a management problem
- Understand the representation of a range of management and accounting problems in a quantitative form
- Communicate the results of quantitative analyses to others, recognising any limitations of the module and showing an awareness of the business context
- Appreciate and use IT in handling quantitative management tasks
- Plan work, study independently and use relevant resources
- Work effectively in small groups learning to make use of complementary abilities

**Preliminary Reading:**

Louise Swift, Sally Piff (2005)	<i>Quantitative Methods for Business, Management and Finance</i> , (Palgrave Macmillan)
Clare Morris (2002)	<i>Quantitative Approaches in Business Studies</i> (6 <sup>th</sup> edition) FT Prentice-Hall
Donald Waters (2001)	<i>Quantitative Methods for Business</i> (3 <sup>rd</sup> edition) FT Prentice-Hall

**PEOPLE AND ORGANISATIONS (Level C)**

30 Credits (15 ECTS Credits)

TBA

**MODULE CB300**

Autumn &amp; Spring

<b>Availability / Restrictions:</b>	<b>This module is available only to students taking Accounting &amp; Finance, Business Administration or Industrial Relations and Human Resource Management degrees</b>
<b>Exclusion:</b>	Cannot be taken with CB302 <i>Managers and Organisations</i>
<b>Method of Assessment:</b>	30% coursework; 70% examination
<b>Contact Hours:</b>	1-hour lecture and 1-hour seminar per week

**Module Details:**

This module introduces students to the key concepts and theories of organisational behaviour and management. It integrates organisational theory with practical people management issues. It explores how the management of people and organisations is shaped by an increasingly complex and dynamic business environment, and then implications for managerial action. At the start of the 21<sup>st</sup> century, the experiences of work and employment are rapidly changing as a result of a range of factors including new technology, the growth of global markets and the changing demographic profiles and values of the workforce. This module sets these factors into an historical context and explores their implications for people-management practices and organisational forms. Its purpose is to help students to understand conceptual frameworks that can be used throughout their studies as a tool with which to analyse organisational activity.

**Summary Intended Learning Outcomes**

- Plan work and study independently using relevant resources
- Understand the key elements and operation of organisations and the process of management
- Analyse the strengths and weaknesses of various organisational theories
- Apply these theories to practical issues associated with the management of people and organisational forms in the contemporary business environment
- Discuss ideas relating to management and organisational behaviour, both orally and in writing.
- Develop group working skills, including listening, presenting, responding to different points of view and negotiating outcomes

**Preliminary Reading:**

\*Mullins L (2005)

*Management and Organisational Behaviour*, (7<sup>th</sup> edition), Financial Times Prentice-Hal (ISBN 0273688766)

Fincham R &amp; Rhodes P

*Principles of Organisational Behaviour* (4<sup>th</sup> edition) Oxford UP (ISBN:0199253978)

Hucznski A &amp; Buchanan D

*Organisational Behaviour*, (5<sup>th</sup> edition), Prentice-Hall

Rollinson D &amp; Broadfield A

*Organisational Behaviour and Analysis: An integrated approach* (3rd edition). Financial Times Prentice-Hall (ISBN:0273651331)

\* Key text

**MANAGERS AND ORGANISATIONS (Level C)**

15 Credits (7.5 ECTS Credits)

Dr Kim Parker

**MODULE CB302**

Autumn

<b>Exclusion:</b>	Cannot be taken with CB300 <i>People and Organisations</i>
<b>Method of Assessment:</b>	30% coursework (essay, on-line quizzes, presentation, seminar performance), 70% examination.
<b>Contact Hours:</b>	11 lectures, 10 seminars

**Module Details:**

The purpose of this module is to enable students to understand how organisations and managers operate. Its particular focus is on the interaction between theory and the real-world practice of management. It will cover the development of theories management, decision-making, leadership, motivation, delegation, business ethics and corporate culture. Students will also develop the ability to analyse the strengths and weaknesses of various organisational theories and to apply these theories to practical issues associated with management.

**Summary Intended Learning Outcomes:**

- Understand the key concepts and theories of organisational behaviour and management, including their historical development
- Understand the key elements and operation of organisations and the process of management
- Analyse the strengths and weaknesses of various organisational theories
- Apply these theories to practical issues associated with the management of people and organisations
- Discuss ideas relating to management and organisational behaviour, both orally and in writing.

**Preliminary Reading:**

The main textbook is:

LJ Mullins (2005)

*Management and Organisational Behaviour*, (7<sup>th</sup> edn.) Financial Times, Prentice-Hall

**MATHEMATICS AND STATISTICS FOR MANAGEMENT SCIENCE I (Level C)****MODULE CB327****15 Credits (7.5 ECTS Credits)**

Professor Cecilio Mar Molinero

Autumn

<b>Exclusion:</b>	Must not be taken with other level C quantitative modules such as AC303, EC305, EC306, EC309, MA304 or SP300
<b>Method of Assessment:</b>	20% coursework, 80% 2-hour written examination.
<b>Contact Hours:</b>	36-60. 24 hour lectures, 12 hours examples classes, 24 hours optional workshop.

**Module Details:**

Basic algebra (rearrange and factorise equations, recognise and deal with powers and logarithms). Differential calculus (differentiate polynomials and simple functions, solve optimisation problems, sketch graphs of functions). Linear algebra (matrices and vectors, basic matrix operations, transposes, inversion, solutions of systems of linear equations, eigenvalues and eigenvectors). Probability (intersections, unions, conditional and independent events, Bayes' theorem. Continuous and discrete distributions (exponential, normal, uniform, binomial, poisson, hypergeometric). Descriptive statistics (mean, median, mode, standard deviation, quartiles, histograms). Data collection (level of measurement, random sampling, bias). Inferential statistics (confidence intervals, hypothesis tests).

**Summary Intended Learning Outcomes:**

- Plan work and study independently
- Perform basic algebraic manipulations
- Understand the fundamentals of differential calculus
- Understand the nature of matrices and vectors and apply them to numerical examples
- Understand the meaning and application of simple ideas in probability
- Use descriptive statistical measure to interpret real-life data
- Understand the principles of data collection and sampling
- Understand and apply statistical inference to simple examples
- Proceed to modules within a management science programme that make use of mathematical and statistical skills

**Preliminary Reading:**I Jacques  
K Black*Mathematics for Economics and Business* (Prentice-Hall)  
*Business Statistics for Contemporary Decision Making* (John Wiley)**MATHEMATICS AND STATISTICS FOR MANAGEMENT SCIENCE II (Level C)****MODULE CB328****15 Credits (7.5 ECTS Credits)**

Professor Cecilio Mar Molinero

Spring

<b>Exclusion</b>	Cannot be taken with other level C quantitative modules such as: AC303, EC305, EC306, EC309, MA304 or SP300
<b>Prerequisite(s)</b>	CB327 <i>Mathematics and Statistics for Management Science I</i>
<b>Method of Assessment:</b>	20% coursework, 80% 2-hour written examination.
<b>Contact Hours:</b>	36-60 (24 hours optional workshops).

**Module Details:** The module will cover some, or all, of the following topics.

Mathematics

Mathematics of finance: geometric series, annuities, loans, NPV, IRR

Functions of two variables: partial derivatives, stationary values, application of constrained optimisation in a management context

Integration: indefinite and definite integrals, economic applications

System Dynamics: difference and differential equations, system stability, market and population models

Statistics

Probability distributions: Binomial, Poisson, Normal, Chi-Squared

Mixtures of random variables

Analysis of cross-classifications

Association, correlation, and regression.

**Summary Intended Learning Outcomes:**

- Manipulate functions of two variables
- Understand the fundamentals of integral calculus
- Identify and solve different types of first-order differential equations
- Use formulae and perform calculations relevant to financial analysis
- Know how to apply hypothesis tests based on differences in means and population proportions, with a full awareness of the necessary assumptions
- Understand different ways of collecting data and performing subsequent hypothesis tests
- Understand and calculate confidence intervals
- Apply simple non-parametric tests and be aware of their limits and applicability
- Appreciate when correlation and regression are appropriate techniques, and carry out subsequent calculations, and interpret computer output

**Preliminary Reading:**I Jacques  
K Black*Mathematics for Economics and Business* (Prentice-Hall)  
*Business Statistics for Contemporary Decision Making* (John Wiley)

**THE GLOBAL BUSINESS ENVIRONMENT (Level C)****15 Credits (7.5 ECTS Credits)**

Convenor: TBA

**MODULE CB343**

Spring

<b>Availability / Restrictions:</b>	<b>This module is available only to Business Administration students and to Accounting &amp; Finance and Management Sciences Studies</b>
<b>Method of Assessment:</b>	Assessed by an end of year examination (80%) and coursework essay (20%).
<b>Contact Hours:</b>	1-hour lecture and 1-hour workshop per week

**Module Details:**

The principle aim of this module is to introduce students to the fundamental concepts and problems of the international business environment. The module will also introduce various business tools and frameworks that will be of use to business students through all stages of their degree. Considering its philosophy as a Stage 1 module, it will integrate parts of the whole programme and act as a guide for the next stages of studies.

**Summary Intended Learning Outcomes:**

On completion of this module students will be able to:

- understand the complexity and diversity associated with doing business internationally
- develop a sound knowledge of the global business environment by analysing specific real world examples
- establish specific links between their studies and the changing business world
- understand the key definitions of business terminology and idioms appropriate for a Business programme
- link business problems with their everyday life
- understand where they can apply their knowledge from their degree
- study the organisations, their management, and the changing global environment
- be prepared for developing a career in business and management

**Preliminary Reading:**

\*Brooks J, Westherton J and  
Wilkinson G (2004)  
Hill, Ch (2001)

*The International Environment*, Financial Times, Prentice-Hall (ISBN 0273682474)

*International Business, Competing in the Global Market*, (3<sup>rd</sup> edition), Irwon,  
McGraw- Hill (ISBN 00711131180)

\* Key text

**BUSINESS TOOLS (Level C)****30 Credits (15 ECTS Credits)**

Tuan Leng Yu

**MODULE CB356**

Autumn &amp; Spring

<b>Availability / Restrictions:</b>	<b>Available only to students taking Business Related degrees</b>
<b>Method of Assessment:</b>	100% coursework - Students will be assessed on written, oral and practical work during the year. The assessments comprise an essay plan, an essay (30%), a group presentation (20%), two web-based tests (24%), a business report (16%), and Personal Development Plan (10%).
<b>Contact Hours:</b>	1-hour lecture and 1-hour seminar per week

**Module Details:**

The aim of this module is to equip students with the key business tools needed for the academic study of business and business related subjects. It will provide students with the necessary skills for the successful study of business at Stages 2 and 3 whilst building a solid foundation for those students intending to embark on an industrial work placement. The module is designed to integrate academic study skills pertinent to business with more practical interpersonal and work-related skills. It will include techniques for effective learning, research and communication as well as critical thinking, quantitative methods, presentations and conceptual frameworks. Students will be required to write an individual essay, take part in a group presentation, sit two quantitative tests (WebCT based) and submit a business report at the end of the module. In addition students are expected to devise and develop their own Personal Development Plans using PebblePAD. Students are expected to pass both the qualitative (essay, presentation, PDP) and quantitative components (2 WebCT tests and a business report) in order to pass the module overall.

**Summary Intended Learning Outcomes:**

On completion of this module students will have:

- demonstrated effective written skills at Level C as required to complete written assignments and business reports
- developed verbal communication skills to participate effectively in lecturers, seminars and to take part in business discussions where appropriate
- developed effective presentation skills including the short 'elevator pitch',
- developed a reflective approach to learning and critical thinking skills essential for success in business.
- demonstrated effective research skills, to synthesise information and to support written work by following the required academic conventions.
- demonstrated a clear understanding of the case study methodology
- demonstrated an ability to use graphical, numerical and algebraic techniques to handle a variety of business and accounting problems
- demonstrated an ability to summarise and analyse data and present it effectively to others.
- demonstrated an ability to use appropriate software, including spreadsheets.
- demonstrated an ability to understand the scope and limitations of quantitative methods such as sampling and regression.

**Preliminary Reading:**

\*Cottrell, Stella (2003)  
Cameron Sheila (2005)

*The Study Skills Handbook* (2<sup>nd</sup> edn.) Palgrave Macmillan (ISBN 1403911355)

*The Business Student's Handbook* (3<sup>rd</sup> edn.) Financial Times Prentice-Hall  
(ISBN 0273688839)

\*Lind D, Marchal W and  
Wathens S

*Basic Statistics for Business and Economics*, (5<sup>th</sup> edn.) McGraw Hill Higher Education  
(ISBN13: 9780071244619, ISBN10: 0071244611)

\* Key text

**FINANCIAL AND MANAGEMENT ACCOUNTING (Level I)****MODULE CB540****30 Credits (15 ECTS Credits)**

Rennie Tjerckstra

Autumn &amp; Spring

**Note:****NOT AVAILABLE** to KBS Stage 1 students. (Compulsory at Stage 2 for BBA students).**Exclusion:**

May not be taken with AC300 in Stage 1. May not normally be taken with AC300 or AC520 at Stage 2.

**Method of Assessment:**

30% coursework, 70% written examination

**Contact Hours:**

3 hours per week (2 hours of lectures, 1 hour seminar)

**Module Details:**

The aim of this module is to provide the student with an awareness of the language of business-accountancy. The work of accountants permeates all aspects of management and the accountant provides information for both managers and external parties that is relevant in the context of planning and controlling their operations and to the evaluation of their performance. The module is a core to the understanding of financial issues raised by business and is thus central to the degree programme.

**Lecture topics will include the following:**

Comparison of financial and management accounting; The role of the accountant in the management information system; preparation of the profit and loss account and the balance sheet; accounting treatment of fixed and current assets; preparation of the cash-flow statement; interpretation of financial accounting statements for different user groups; classification of costs; manufacturing accounts and overheads; cost, volume profit analysis and its use in decision making; introduction to budgets and budgetary control including traditional and new costing methods; capital investment appraisal.

*The module assumes that you have no prior knowledge of accounting. Also available at UKM, in both daytime and evening presentations.*

**Summary Intended Learning Outcomes:**

- Ability to plan work, study independently and use relevant resources; to identify, find, select, record, organize and manipulate data and apply relevant techniques to determine a contextually relevant outcome
- Familiarity with relevant skills and techniques and concepts of financial and management accounting
- Be able to structure and develop appropriate and effective communications, critically and self-critically, orally and in writing and be able to structure, develop and defend a complex argument
- Produce work in appropriate formats, demonstrating an understanding of academic conventions
- Recognize the different information needs satisfied by financial and management accounting
- Understand the conventions applied in the preparation of accounts and be aware of the main regulations governing the way accounts are prepared and presented

**Preliminary Reading:**

The following is the main text used:

Atrill and McLaney

*Accounting and Finance for non-specialists* (4<sup>th</sup> edition) Pearson Education**TECHNIQUES AND METHODS IN MANAGEMENT SCIENCE (Level I)****MODULE CB586****15 Credits (7.5 ECTS Credits)**

Dr Paola Scaparra

Autumn

**Prerequisite(s):**

A or AS-level Mathematics or an introductory quantitative module (such as CB327 or EC305/EC306)

**Method of Assessment:**

20% coursework (five pieces), 80% 2-hour written examination (under review)

**Contact Hours:**

32 – 56 (24 hours optional workshop).

**Module Details:**

The purpose of this module is to introduce students to the techniques of Management Science (Operational Research). The module is built around exercises showing how problems can be formulated and solved by Operational Research techniques. A recurring theme linking this module to others is that management is about decision-making. It is intended to be accessible to all who have an interest in management and are also willing to look at decision making from a structured point of view.

**Lecture topics will include the following:**

Decision Analysis  
Project Management using critical path method  
Linear Programming and analysis of the problem of resource allocation  
Transportation and Assignment Problems  
Inventory Control and Queuing Theory

**Summary Intended Learning Outcomes:**

- Use a variety of scientific approaches to build and solve models for a range of practical management problems
- Analyse the models and be able to make recommendations based on that analysis
- Demonstrate an ability to select the most appropriate solution technique for particular problems

**Preliminary Reading:**

B Render, RM Stair & ME Hannah *Qualitative Analysis for Management* (9<sup>th</sup> edition) Pearson  
 CDJ Waters *A Practical Introduction to Management Science*, (2<sup>nd</sup> edition) Addison-Wesley  
 WL Winston *Operations Research: Applications and Algorithms*, (4<sup>th</sup> edition), Dusbury Press

**SPREADSHEET MODELLING FOR OPERATIONAL RESEARCH****MODULE CB671****15 Credits (7.5 ECTS Credits)**

Dr Kim Parker

Spring

<b>Prerequisite(s):</b>	CB586 <i>Techniques and Methods in Management Science</i> , or AC303 <i>Quantitative Methods for Business and Accounting</i> or equivalent. An applied Computing module or equivalent. A basic introduction to statistics is advisable
<b>Method of Assessment:</b>	100% coursework
<b>Contact Hours:</b>	1 hour lecture and 2 hour computing session per week

**Module Details:**

This module introduces students to one of the most important computer tools used today by OR practitioners, and more generally in business. The use and application of spreadsheets is covered thoroughly, including VBA programming. Topics include scheduling, stock control, optimisation, forecasting and financial analysis. The emphasis is on the practical solving of problems where information is not available in structured, easily available form; the real world is 'messy' and students are expected to find ways of coping with this. Students will also develop consultancy skills involving working with others and presenting findings to both technical and non-technical audiences.

**Summary Intended Learning Outcomes:**

- determine when a realistic problem is in non-standard form and represent it quantitatively using a computer
- use the quantitative and statistical facilities of industry-standard spreadsheet software
- build spreadsheet models using standard software for the analysis of real-world problems using the approaches and methodology of OR
- undertake analyses of practical problems using the VBA programming language
- communicate technical results effectively to both technical experts and non-specialist managers
- work effectively in groups in order to analyse a complex problem, share work efficiently and produce well coordinated presentational material
- write a project report based on the use of computer tools to solve a realistic management problem, incorporating the demonstration of suitable presentational and skills;

**Preliminary Reading:**

Most teaching materials are provided. The following are useful reference books rather than required purchases:

Winston, WL, Albright SC (2004) *Practical Management Science: Spreadsheet Modelling and Applications*.  
 Brooks Cole ISBN 0534407757  
 Jackson M & Staunton M (2001) *Advanced Modelling in Finance using Excel and VBA* Wiley Chichester  
 ISBN 0471499226  
 Walchenbach J (2001) *Excel 2002 Power Programming with VBA* Hungry Minds Inc. US ISBN 076454992

**SURVEY AND MONITORING FOR BIODIVERSITY (15 Credits, Level C)****MODULE DI303****15 Credits (7.5 ECTS Credits)**

Dr Richard Griffiths

Field Course: Easter Vacation

<b>Co-requisite(s)</b>	<b>MUST BE TAKEN WITH DI305 and DI308</b>
<b>Method of Assessment:</b>	Oral presentation at end of course 15%; Practical write-up of course project (2,000-4,000 words) 85%.
<b>Contact Hours:</b>	One-week field course: Easter Vacation.

**Module Details:**

The broad aim of this module is to provide students with practical field experience in biodiversity monitoring and assessment methods. Specific aims are to introduce students to a range of basic field techniques and develop their skills in the collection, analysis and presentation of field data. The module provides an essential practical element of the Biodiversity Conservation and Management programme.

The module is offered as an intensive one-week residential field course during the Easter Vacation. Groups of students will each undertake a five-day survey or monitoring project under the supervision of a member of staff. Each project will assess the biodiversity of an appropriate taxonomic group (i.e. invertebrates, birds, mammals, amphibians, plants, bacteria etc.) in either a terrestrial or freshwater habitat. Students will be expected to arrive at an appropriate design for data collection in discussion with their supervisor, carry out the survey, analyse the data and present a short seminar on their results at the end of the week.

**Summary Intended Learning Outcomes:**

Skills to design and execute ecological surveys

**Preliminary Reading:**

Elzinga, CL et al	<i>Monitoring Plant and Animal Populations</i>
Henderson, PA	<i>Practical Methods in Ecology</i>
Krebs C	<i>Ecological Methodology</i>
Sutherland, WJ	<i>Ecological Census Techniques: A Handbook</i>

**NATURAL SCIENCES AND THE ENVIRONMENT (Level C)****MODULE DI304****15 Credits (7.5 ECTS Credits)**

Dr Douglas MacMillan

Spring

<b>Co-requisite(s)</b>	<b>MUST BE TAKEN WITH DI305 and DI308</b>
<b>Method of Assessment:</b>	50% coursework (1 x verbal presentation (20%), 1 x report (30%)), 50% written examination.
<b>Contact Hours:</b>	12 lectures and 12 seminars.

**Module Details:**

This module aims to explore the concept that responsible management of Earth's natural resources is essential for the sustainable and continued existence of man. Systems of the lithosphere, atmosphere and hydrosphere, and their major effects on biological systems and biodiversity are discussed. Topics such as, ecological engineering, pollution control, and damage mitigation are considered against the background of Earth history, the evolution of the biosphere and its necessity for human existence.

**Summary Intended Learning Outcomes:**

On completion of the module students will have an understanding of the role that physical systems of the planet play in determining the efficiency of human natural resource exploitation.

**Preliminary Reading:**

Botkin, DB and Keller EA	<i>Environmental Science</i> (4 <sup>th</sup> edn.) Wiley, 2003
Bryant EA	<i>Natural Hazards</i> , Cambridge University Press, 2003
McKinney ML and Schooch RM	<i>Environmental Science</i> , Jones and Bartlett, Sudbury, Mass, 1998
Myers N	<i>The Gaia Atlas of Planet Management</i> , Gaii Books Ltd., UK, 1985
O'Neill P	<i>Environmental Chemistry</i> (3 <sup>rd</sup> edn.) 1993
WRI (World Resources Inst.)	<i>People and Ecosystems, the fraying web of life</i> . UNDP, UNEP, Elsevier, 2000

**BIODIVERSITY I (Level C)****MODULE DI305****15 Credits (7.5 ECTS Credits)**

Dr Matt Linkie

Autumn

<b>Co-requisite</b>	<b>MUST BE TAKEN WITH DI308</b>
<b>Method of Assessment:</b>	50% coursework (1 x 2,000 word essay and 1 x 2,000 analytical report), 50% written examination.
<b>Contact Hours:</b>	12 lectures and 12 seminars.

**Module Details:**

This module aims to explore various definitions and applications of the term 'biodiversity' and to provide students with a basic knowledge of animal and plant diversity, classification and biogeography. The module also assesses the importance of biodiversity in scientific, social and cultural terms and examines the necessity for conserving biodiversity and basic toolkits essential to its management.

**Summary Intended Learning Outcomes:**

On completion of the module, students will have an understanding of the meaning and applicability of the term 'biodiversity'. They will have an appreciation of the wealth of animal and plant species on Earth and of some reasons for their evolutionary success and decline.

**Preliminary Reading:**

Anderson I	<i>Save a species, make a profit</i> , New Scientist, 140, 7, 1993
Caughley G and Gunn A	<i>Conservation Biology in Theory and Practice</i> , Blackwell Science, 1996
Dobson A	<i>Conservation and Biodiversity Scientific American</i> , New York, 1996
Harper JL and Hawksworth DL	<i>Biodiversity measurement and estimation</i> , <i>Philosophical Transactions of the Royal Society</i> , London, B 345, 5-12, 1994
Margulis L and Schwarts KV	<i>Five Kingdoms: An Illustrated Guide to the Phyla of Life on Earth</i> , (2 <sup>nd</sup> edn.) Freeman, New York, 1988
Wilson EO	<i>The Diversity of Life</i> , Penguin, 1994

**ENVIRONMENTAL SCIENCES (Level C)****15 Credits (7.5 ECTS Credits)**

Dr Martin Griffiths

**MODULE DI307**

Spring

**Co-requisite(s)****MUST BE TAKEN WITH DI305 and DI308****Method of Assessment:**

50% coursework (1 x 2,000 word essay and 1 x 2,000 analytical report), 50% written examination.

**Contact Hours:**

12 lectures and 12 seminars

**Module Details:**

The aim of the module is to consider human use of natural resources and the way in which changing patterns of use are influencing environmental policies. The Environmental Sciences (agriculture, medicine, epidemiology, horticulture, forestry, fisheries, pollution science, pedology, hydrology and water management, mining etc.) will be reviewed to assess the concept of sustainability in past and current practices. The necessity for global conservation in the context of sustainable development is considered. Natural Sciences and the Environment and Environmental Sciences establish a common base line of scientific information for all students on the Biodiversity Conservation and Management Programme.

**Summary Intended Learning Outcomes:**

On completion of the module students will have an understanding of:

- Appreciation of natural resource use.
- Understanding of how to develop a business plan.
- Appreciation of pollution control.
- Understanding of disease transmission and exotic species.
- Environmental Policies

**Preliminary Reading:**

Bryant EA

*Natural Naturalists*

Cos B and Moore P

*Biogeography*, (4<sup>th</sup> edn.)

Kupchella CE and Hyland MC

*Environmental Science, Living Within the System of Nature*

Mannion AM

*Global Environmental Change: A Natural and Cultural History*

Myers N

*The Gaia-Atlas of Planet Management***LIFE'S SYSTEMS AND PROCESSES (Level C)****15 Credits (7.5 ECTS Credits)**

Dr Martin Griffiths

**MODULE DI308**

Autumn

**Co-requisite(s)****MUST BE TAKEN** with either SE302 or 2 DI modules**Method of Assessment:**

50% coursework (3 lab reports 2,000-3,000 words) 50% written examination

**Contact Hours:**

30 including compulsory practical classes

**Module Details:**

This module aims to provide students with knowledge of and practical skills in biological science to enable successful progression in the Biodiversity Conservation and Management, and BSc Anthropology programmes. Students will gain an understanding of the scientific background to evolutionary adaptation and an appreciation of the mechanisms underlying evolution and adaptation in higher organisms.

Students taking the module will be taught a diversity of skills, including a practical knowledge of fundamental genetics, physiology, evolution, comparative morphology and behaviour.

**Summary Intended Learning Outcomes:**

At the end of this module students will have learnt:

- laboratory skills
- concepts of biological sciences
- skills for experimental design
- skills for writing laboratory reports

**Preliminary Reading:**Roberts M *et al**Advanced Biology*, 2000Randal DW *et al**Eckert Animal Physiology Mechanisms and Adaptations* (4<sup>th</sup> edn.)

Kardong K

*Vertebrates*, 2001

Mange EJ and Mange AP

*Basic Human Genetics*, 1994

Ridley M

*Evolution 2004*

Manning and Dawkins M

*Introduction to Animal Behaviour*

Dawkins R

*The Selfish Gene*



**ANIMALS AND PEOPLE (Level C)****15 Credits (7.5 ECTS Credits)**

Professor Stuart Harrop

**MODULE DI309**

Autumn

**Method of Assessment:** 50% coursework (2 x 3,000 word essays), 50% written examination**Contact Hours:** 12 lectures and 12 seminars**Module Details:**

This module introduces students to a wide-ranging view of the relationship of animals and people as follows:

- The historical relationship of animals and people.
- Domestication and agriculturalisation of animals and the use of companion animals.
- Animals in trade.
- The development of concepts of animal rights and animal welfare.
- The green movement, animals and NGO's.
- Fishing, hunting and trapping animals.
- Animals in entertainment and in sport.
- Mythological and religious perspectives of animals.
- Contemporary social views of animals.
- Endangered species, biodiversity preservation and conservation policy.
- Conflicts between welfare and species conservation and conflicts between the multilateral trade regime and conservation.

**Summary Intended Learning Outcomes:**

Students who successfully complete the module will develop an appreciation of:

- the wide-ranging relationship between humans and animals from many theoretical perspectives
- the politics of the relationship between humans and animals and the dynamics of animal protection
- conservation priorities and whether they are proportionate and effective in preserving animal diversity or, for other reasons appropriately conserving species

**Preliminary Reading:**

Moulton MP and Sanderson J  
Harrop SR

*Wildlife Issues in Changing World*, St Lucie Press, 1997  
*Conservation Regulations: A backward step for biodiversity?* Biodiversity and Conservation, 8(5), 679-707, 1999

**SKILLS FOR WILDLIFE CONSERVATION AND MANAGEMENT (Level C)****15 Credits (7.5 ECTS Credits)**

TBA

**MODULE DI310**

Autumn

**Co-requisite(s)** **MUST BE TAKEN** with DI305 and DI308**Method of Assessment:** 50% coursework (1 essay, 1 field report), 50% written examination**Contact Hours:** Field trip, lectures and seminars**Module Details:**

The aim of the module is to link practice and theory in developing concepts of wildlife conservation and management. This unit teaches the practical side of wildlife conservation and management and is primarily a field-based module. The objectives of the module are to:

- demonstrate how an understanding of the human uses of species, populations, communities and ecosystems is fundamental for wildlife conservation and management
- use practical methods to study wildlife use and conservation
- use information collected in the field to develop wildlife conservation and management plans
- compare scientific and popular understanding of wildlife conservation issues.

**Summary Intended Learning Outcomes:**

Students who successfully complete the module will develop an appreciation of:

- the importance of an interdisciplinary approach to wildlife conservation
- practical fieldwork in sand dune analysis, wildlife censuses, and fish market surveys
- how to work in groups
- scientific report writing
- scientific data collection
- statistical data analysis
- qualitative data analysis of management and conservation issues

**Preliminary Reading:**

Ricklefs RE  
Smith RL and Smith TM  
Wilson EO

*Ecology* (3<sup>rd</sup> edn.)  
*Elements of Ecology* (4<sup>th</sup> edn.)  
*The Diversity of Life*

**ECONOMICS MODE B (Level C)****30 Credits (15 ECTS Credits)**

John Peirson, Alan Carruth

**MODULE EC302**

Autumn and Spring

<b>Exclusion</b>	EC304; EC310 and MA309 cannot be taken with this module
<b>Method of Assessment:</b>	20% coursework, consisting of two class tests and two written assessments 80% written examination of 3 hours duration
<b>Contact Hours:</b>	44 lectures and 23 seminars

**Module Details:**

This module provides an introduction to the study of Economics at University level for students without 'A' level Economics or an equivalent qualification. The aims of the module are to introduce the main ways in which Economists think about problems, the basic principles of Economics and the main debates about economic problems and policies. This module provides the foundations for the study of Economics at Stages 2 and 3. Students who are taking single or joint honours Economics or Accounting must take either Economics Mode A or B. If you are unsure about which mode you should take, consult the module convenors on your arrival at University. Economics Mode B assumes no previous knowledge of Economics. Key skills are integrated into the learning and teaching of the module.

**Summary Intended Learning Outcomes:**

On completion of this module, you will

- be able to follow and use economic analysis be able to present economics arguments and ideas in seminars
- be able to write economics essays and answers to short economics questions
- be prepared to study economics at Stage 2.
- be able to work in a group on economics seminar problems
- have been introduced to the following economic topics: supply and demand; allocation of resources; trade; markets; consumer, producer and government decision making; distribution of income; poverty; market failure; the environment; government policy; national income; unemployment; inflation; economic growth; macroeconomic models; government spending and taxation; money; interest rates; and macroeconomic control of the economy

**Preliminary Reading:**

- M Parkin, M Powell & K Matthews *Economics*, Addison-Wesley, (6<sup>th</sup> edn.) 2005  
 D Begg, R Dornbusch & S Fischer *Economics*, McGraw-Hill, (8<sup>th</sup> edn.) 2005  
 Phillip Allan *The Economic Review* (quarterly periodical)

**ECONOMICS MODE A (Level C)****30 Credits (15 ECTS Credits)**

Amanda Gosling, Bill Collier

**MODULE EC304**

Autumn and Spring

<b>Exclusion</b>	EC302, EC310 and MA309 cannot be taken with this module
<b>Prerequisite(s)</b>	A-level Economics or an equivalent qualification.
<b>Method of Assessment:</b>	20% coursework, consisting of two class tests and two written assessments 80% written examination of 3 hours duration
<b>Contact Hours:</b>	44 lectures and 23 seminars

**Module Details:**

This module provides an introduction to the study of Economics at University level. for students with 'A' level Economics or an equivalent qualification. The aims of the module are to introduce the main ways in which Economists think about problems, the basic principles of Economics and the main debates about economic problems and policies. The Mode A module builds upon and broadens previous knowledge of Economics at 'A' level or equivalent. This module provides the foundations for the study of Economics at Stages 2 and 3. Students who are doing single or joint honours Economics or Accounting degree programmes must either take Economics Mode A or B. If you are unsure about which mode you should take, consult the module convenors on your arrival at University. Key skills are integrated into the learning and teaching of the module.

**Summary Intended Learning Outcomes:**

On completion of this module, you will:

- have extended your knowledge of economics.
- have improved your understanding of economic problems confronted by individuals, firms, governments and countries.
- have an understanding of how economists tackle economic problems and improved your analytical skills.
- have improved your ability to communicate economic arguments through essay-writing, problem solving and contributions to seminars.
- be prepared to study economics at Stage 2.
- have been introduced to the following economic topics: Supply and Demand; Consumer Theory; Producer Theory; Labour Markets; Monopoly; Perfect Competition; Market Failure; Welfare Economics; Competition Policy; Macroeconomic Models; Real GDP; Inflation; Unemployment; Balance of Payments; Monetary and Fiscal Policies; and Macroeconomic Debates.

**Preliminary Reading:**

- M Parkin, M Powell & K Matthews *Economics*, Addison-Wesley, (6<sup>th</sup> edn.) 2005  
 D Begg, R Dornbusch & S Fischer *Economics*, McGraw-Hill, (8<sup>th</sup> edn.) 2005  
 Phillip Allan *The Economic Review* (quarterly periodical)

**MATHEMATICS FOR ECONOMICS AND BUSINESS MODE A (Level C)****MODULE EC305****15 Credits (7.5 ECTS Credits)**

John Peirson

Autumn

<b>Exclusion:</b>	EC306, AC303, CB327, CB328 cannot be taken with this module.
<b>Prerequisite(s):</b>	A-level Mathematics or an equivalent qualification.
<b>Method of Assessment:</b>	20% coursework, consisting of one class test and one written assessment 80% written examination of 2 hours duration
<b>Contact Hours:</b>	24 lectures and 11 seminars

**Module Details:**

This module is compulsory for students taking single or joint honours degrees in Economics, but may also be taken by students doing other degrees. The content and teaching of the module takes into account the previous mathematical knowledge of students and the Mode A version of the module is for students who have a pass in either 'A' level Mathematics or an equivalent qualification. If you are unsure whether your mathematical background is equivalent to an 'A' level pass, please consult the Module Convenors on your arrival at the University. The main aim is to provide students with an understanding of and ability to use mathematics for Stages 2 and 3 of their degree programme in Economics and Business.

**Summary Intended Learning Outcomes:**

On completion of this module, you will:

- be able to understand how mathematics is used in economics.
- be able to answer mathematical economics questions.
- have improved your analytical and quantitative skills.
- have been equipped to deal with the mathematical parts of their Economics degree programmes.
- be able to work in groups on solving analytical problems.
- be able to present solutions to mathematical problems.
- have been introduced to the following areas of the use of mathematics in economics: functional relationships; matrix algebra; differentiation; techniques of optimisation; constrained optimisation; non-linear functions and integration.

**Preliminary Reading:**

G Renshaw

M Wisniewski

J Soper

*Maths for Economics*, Oxford University Press, 2005*Introduction to Mathematical Methods in Economics*, McGraw-Hill (2<sup>nd</sup> edn.), 1996*Mathematics for Economics and Business*, Blackwell, 1999**MATHEMATICS FOR ECONOMICS AND BUSINESS MODE B (Level C)****MODULE EC306****15 Credits (7.5 ECTS Credits)**

Alan Carruth

Autumn

<b>Exclusion:</b>	EC305, AC303, CB327, CB328 cannot be taken with this module.
<b>Method of Assessment:</b>	20% coursework, consisting of one class tests 80% written examination of 2 hours duration
<b>Contact Hours:</b>	24 lectures and 11 seminars

**Module Details:**

This module is compulsory for students taking single or joint honours degrees in Economics, but may also be taken by students doing other degrees. The content and teaching of the module takes into account the previous mathematical knowledge of students and is for students whose previous level of mathematical attainment is no higher than G.C.S.E. or an equivalent qualification. If you are unsure whether your mathematical background is equivalent to an 'A' level pass, please consult the Module Convenors on your arrival at the University. The main aim is to provide students with an understanding of and ability to use mathematics for Stages 2 and 3 of their degree programme in Economics and Business.

**Summary Intended Learning Outcomes:**

On completion of this module, you will:

- be able to understand how mathematics is used in economics.
- be able to answer mathematical economics questions.
- have improved your analytical and quantitative skills.
- have been equipped to deal with the mathematical parts of your Economics degree programmes.
- be able to work in groups on solving analytical problems.
- be able to present solutions to mathematical problem
- have been introduced to the following areas of the use of mathematics in economics: algebra; linear, quadratic and non-linear equations; differentiation; multivariable functions; constrained optimisation; and matrices.

**Preliminary Reading:**

I Jacques

G Renshaw

*Mathematics for Economics and Business*, Addison-Wesley, (5<sup>th</sup> edn.), 2006*Mathematics for Economics*, Oxford University Press, 2005

**STATISTICS FOR ECONOMICS AND BUSINESS (Level C)****MODULE EC309****15 Credits (7.5 ECTS Credits)**

Alan Carruth

Spring

<b>Exclusion:</b>	AC303, CB327, CB328 cannot be taken with this module.
<b>Method of Assessment:</b>	20% coursework, consisting of two class tests 80% written examination of 2 hours duration
<b>Contact Hours:</b>	24 lectures and 11 seminars

**Module Details:**

This module is compulsory for students taking single or joint honours degrees in Economics, but may also be taken by students doing other degrees. The main aim of this module is to provide students with an understanding of and ability to use statistics for Stages 2 and 3 of their degree programme in Economics and Business. No previous knowledge of Statistics is assumed.

**Summary Intended Learning Outcomes:**

On completion of this module, you will:

- be equipped to deal with the quantitative parts of your Economics degree programme
- have participated actively in your learning
- be able to organise and describe statistical data, and understand the nature of measurement in economics
- appreciate the importance of probability concepts and apply the basic properties of probabilities and probability distributions.
- understand the basis of hypothesis testing and interval estimation and apply the methods to estimation of population means and regression parameters.
- use regression to analyse relationships between two variables.
- analyse simple data sets using a calculator.

**Preliminary Reading:**

M Barrow

*Statistics for Economics, Accounting and Business Studies*, (4<sup>th</sup> edn.), Longman, 2006**ECONOMICS FOR BUSINESS (Level C)****MODULE EC310****30 Credits (15 ECTS Credits)**

Alan Carruth

Autumn and Spring

<b>Exclusion:</b>	EC302, EC304 and MA309 cannot be taken with this module
<b>Method of Assessment:</b>	40% coursework, consisting of two class tests and 2 written class assessments 60% written examination of 2 hours duration
<b>Contact Hours:</b>	24 lectures, 23 seminars and 6 workshops

**Module Details:**

The aim of the module is to introduce students to economics and the use of economics in analysing business decisions, behaviour, problems and issues. The material covered will be of use to business students through all stages of their degree programme. The module will cover the following topics: business organisations; supply and demand; operation of markets; business in a market environment; the consumer; profit maximisation; consumer, producer and government decision making; product, market and advertising; business strategies; alternative theories of the firm; pricing strategies; input markets; investment and capital; market failure; government intervention in the market economy; international trade; globalization; national income; unemployment; inflation; economic growth; business cycles; macroeconomic models; government spending and taxation; money; interest rates; and macroeconomic control of the economy.

This module is compulsory for all business administration single and joint honours students (excluding Economics and Accounting joint honours students) and recommended for IR-HRM (Politics) students. It is open to students taking other non-Economics degrees. No prior knowledge of Economics is required.

**Summary Intended Learning Outcomes:**

On completion of this module, you will

- understand the basic principles of economics
- understand the main ways in which economics can be used to analyse business decisions, behaviour, problems and issues
- be introduced to the economic analysis of important current business issues in the UK, the European Union and the world economy
- be equipped with the economic analysis, skills and understanding necessary for business and other degrees.
- be able to follow economic analysis of decisions, behaviour, problems and issues, construct their own economic arguments and offer critical comments on the arguments of others be able to present economic arguments and ideas in seminars and workshops, particularly on business issues
- be able to write economics essays and answers to short economics questions, particularly on business problems and be able to work in a group on seminar and workshop problems

**Preliminary Reading:**

John Sloman and Mark Sutcliffe  
David Begg and Damian Ward  
Peter Earl and Tim Wakeley  
Dermot McAleese

*Economics for Business*, Prentice Hall, 3<sup>rd</sup> edn., 2004  
*Economics for Business*, McGraw-Hill, 2<sup>nd</sup> edn., 2006  
*Business Economics: A Contemporary Approach*, McGraw-Hill, 2005  
*Economics for Business*, Prentice Hall, 2<sup>nd</sup> edn., 2001

**THE CONTEMPORARY EUROPEAN ECONOMY (Level C)****MODULE EC311****15 Credits (7.5 ECTS Credits)**

Roger Vickerman

Autumn

**Method of Assessment:** 100% coursework, consisting of one group project (100%)**Contact Hours:** 12 lectures, 6 seminars and 4 workshops**Module Details:**

This module gives a largely non-technical introduction to the major issues affecting the contemporary European economy. Case studies are used to illustrate the application of the more analytical approaches followed in the economics modules EC302/304. The module is designed to enable non-Economics students to gain an insight into current economic problems and issues; it is not necessary to take either EC302/EC304 with this module. This module is strongly recommended for students taking single or joint (if possible) honours degree in Economics.

**Summary Intended Learning Outcomes:**

On completion of this module, you will understand

- basic information about how modern economies work
- some of the differences between the major European economies in terms of structure, performance and policy
- the usefulness of economic analysis in addressing current policy issues in the UK and the European Union
- the role of economics in providing a framework for tackling issues which transcend social science disciplines and the ability to structure and analyse a current economic issue using contemporary sources and you will
- be able to present economic arguments and ideas in seminars and workshops
- be able to work in a group on workshop problems and structure and write a report in conjunction with other students

**Preliminary Reading:**

S Senior Nello (2005)

*The European Union: Economics, Policies and History*, McGraw Hill

M Sawyer (2005)

*The UK Economy*, Oxford University Press**STRATEGY AND GAMES (Level C)****MODULE EC312****15 Credits (7.5 ECTS Credits)**

Edward Cartwright, Anna Stepanova

Spring

**Method of Assessment:** 100% coursework, consisting of one class test (20%), writing reports (60%) and playing strategic games (20%).**Contact Hours:** 12 lectures, 12 seminars/problem classes**Module Details:**

The aim of the module is to introduce students to game theory through experiments and demonstrate how game theory can be applied to model strategic interactions in the social and biological sciences. The module is designed to be accessible to all students and requires no previous education in economics. The module will appeal to non-economics and economics degree students. It is not necessary to take either EC302/EC304 with this module. It is strongly recommended for all students studying single and joint (if possible) honours degrees in Economics.

**Summary Intended Learning Outcomes:**

On completion of this module, you will understand

- the concepts of a game and strategic interaction
- experimental economics and the basic principles of game theory
- examples of how game theory can be applied in the social and biological sciences
- the use of experiments and computer simulations in game theory and you will be able
- to follow analysis of interactive decision making, construct your own arguments, and offer critical comments on the arguments of others
- to communicate (orally and in written form) the use of game theory to analysing real world problems and be able to work in a group on seminar problems

**Preliminary Reading:**Avinash Dixit and Barry Nalebuff *Thinking Strategically*. WW Norton and Company, 1991

**OBLIGATIONS I (Level C)**  
**30 Credits (15 ECTS Credits)**  
Kirsty Horsey

**MODULE LW304**  
Autumn and Spring

**Availability / Restrictions:** This module is available only to students studying Law  
**Method of Assessment:** 20% coursework (3 essays), 80% written examination  
**Contact Hours:** 40 hours of lectures; 20 hours of seminars (approximate)

**Module Details:**

This module will focus primarily on the law of contract, although some aspects of tort law will be referred to at appropriate points. The module is designed to foster a secure grasp of the conceptual framework of contract law as well as confidence and competence in the handling of detailed analysis of cases and statutes. Thus the module will mainly be concerned with a black-letter understanding of the law – an essentially descriptive understanding of the content of the rules. But another thread in the module is the exploration of ideas about contract law – about such things as its origin, moral basis, functioning in reality – which are sometimes lumped together under the label of ‘contract theory’.

**Summary Intended Learning Outcomes:**

On completion of this module, you will:

- be able to apply contract law effectively by (i) identifying the relevant legal issues arising on a set of facts and (ii) provide a detailed analysis of those issues
- be able to identify, read and understand relevant legal primary materials (mainly cases and statutes)
- acquire an understanding of debates about the ideological content of the law of contract, and be able to engage in some critical appraisal of them

**Preliminary Reading:**

JN Adams & R Brownsword

*Understanding Contract Law* (Sweet & Maxwell 4<sup>th</sup> edn. 2004)

**A CRITICAL INTRODUCTION TO LAW (Level C)**  
**15 Credits (7.5 ECTS Credits)**  
Dr Stephen Pethick

**MODULE LW307**  
Autumn and Spring

**Availability / Restrictions:** This module is available only to students studying Law  
**Method of Assessment:** 80% coursework (consisting of 2 essays), 20% seminar participation.  
**Contact Hours:** Lectures - 20 hours approximately. Seminars - 10 hours approximately.

**Module Details:**

This module investigates the nature of law itself. The thesis of the module is that conceptions of law are a product of society, and that different cultures produce different conceptions of law. Principal theories about the nature of law are examined, each one being located and explained in terms of the wider culture of which it is a part. The aim is finally to consider critically our own conception of law, and to come to see it as contingent upon our culture.

**Summary Intended Learning Outcomes:**

- to equip law students with a reflective and enquiring view of their own subject.
- to promote a clear understanding of the major concepts and principles at issue in legal theory, including contemporary legal theory.
- to develop a sociological and critical perspective towards claims about law’s objectivity and neutrality.
- to equip students with the ability to position law and the study of law within a range of subjects and concerns in academia and beyond.
- to equip students with the skills necessary for reasoned, critical thinking.
- to equip students with the ability to manipulate information and material from diverse sources in the presentation of a convincing argument.
- to equip students with the skills required for essay research and composition in preparation for Stage 2 work.

**Preliminary Reading:**

MDA Freeman

*Lloyd’s Introduction to Jurisprudence, seventh edition* (Sweet and Maxwell; London, 2007)

I Grigg-Spall and P Ireland

*The Critical Lawyer’s Handbook* (Pluto, 1992)

W Mansell, B Meteyard and A Thomson

*A Critical Introduction to Law* (Cavendish, 2nd edn. 1999)

Riddall JG

*Jurisprudence*, (Butterworths; 2nd edn. London, 1999)

**LEGAL PROCESS (Level C)**  
**15 Credits (7.5 ECTS Credits)**  
Helen Carr

**MODULE LW308**

Autumn and Spring

<b>Availability / Restrictions</b>	<b>This module is available only to students studying Law</b>
<b>Method of Assessment:</b>	No end of year examination. Students will be assessed on written, oral and practical work during the year. There are 2 assessments, each with 2 parts.
<b>Contact Hours:</b>	Lectures - 20 hours. Seminars – 10 hours approximately.

**Module Details:**

Legal Process will introduce the institutions and procedures of the English legal system, and the principles and doctrines on which it is based, and will promote a critical discussion about the operation of the system. The module will develop in students a range of skills, and emphasises active and group learning. Tasks include court visits, interviewing, analysing legal papers and making oral submissions. Students may work on live cases through the Kent Law Clinic, observing and assisting qualified practitioners.

**Summary Intended Learning Outcomes:**

- a sound knowledge of the structure and workings within the English legal system, of the common law, legislation, European law, civil process and criminal process; of the courts, tribunals and other legal institutions,
- the ability to analyse and to evaluate critically aspects of the operation of the system
- the ability to deploy and elucidate relevant information and abstract concepts in reasoned arguments about issues arising from the operation of the system
- legal analysis skills
- legal research skills
- generic skills – written and oral presentation, learning from experience, problem-solving, group-work

**Preliminary Reading:**

G Slapper and D Kelly

*The English Legal System* (Cavendish, 7<sup>th</sup> edn. 2004)

**BUSINESS LAW (Level I)**  
**30 Credits (15 ECTS Credits)**  
Helen Letley

**MODULE LW502**

Autumn and Spring

<b>Availability / Restrictions:</b>	<b>This module is available only to students studying Accounting &amp; Finance</b>
<b>Method of Assessment:</b>	20% coursework (2 essays and 2 timed assessments); 80% written examination.
<b>Contact Hours:</b>	35 hours of lectures; 20 hours of seminars (approximately)

**Module Details:**

This module is offered by Kent Law School and covers the principal areas of law relating to the accounting profession. Lecture topics will include the following: the Legal System and Legal Process (with particular reference to the relationship between law and business), principles of the Law of Contract, Negligence in a Business Context (with particular reference to pre-contractual statements); Company Law (with particular reference to the legal aspects of the management and administration of a company) and principles of Employment law.

The module aims to provide a coherent analysis of the relationship between law and business.

**Summary Intended Learning Outcomes:**

On successful completion of this module students will:

- Have an understanding of the English Legal System
- Have an understanding of the role of law in facilitating and regulating the formation of business transactions
- Have knowledge of certain key areas of law that shape and define business relations, e.g. the law of obligations, negligent misstatements, company law, and employment obligations
- To be able to analyse and critically evaluate the relationship between business and the law.
- Have acquired problem-solving skills, which will include the ability to solve both legal and practical problems that arise in the course of carrying on business
- To be able to carry out independent research and collaborative research as part of a team.

**Preliminary Reading:**

E MacIntyre  
M Fox & C Bell

*Business Law* (Longman, 2<sup>nd</sup> edn., 2005)  
*Learning Legal Skills* (Blackstone, 3<sup>rd</sup> edn., 1999)

**CONSTITUTIONAL AND ADMINISTRATIVE LAW (Level I)****MODULE LW503****30 Credits (15 ECTS Credits)**

Sebastian Payne

Autumn and Spring

<b>Availability / Restrictions:</b>	<b>This module is available only to students studying Law</b>
<b>Method of Assessment:</b>	20% coursework (consisting of 2 essays), 80% written examination
<b>Contact Hours:</b>	40 hours lectures; 20 hours seminars (approximately)

**Module Details:**

This module has three main parts.

1. Constitutional Law. This part of the module examines the law, rules, customs and conventions that regulate the nature of political life in the United Kingdom, in particular: Parliament; the legislative process; the powers of the executive and the relations between the component parts of government (Executive, Legislature and Judiciary). Also considered are the main theories that influence the constitutional arrangements of the United Kingdom, namely, the rule of law, parliamentary sovereignty and the nature of the Crown. The impact of the European Union and its laws upon the United Kingdom are considered too.
2. Administrative Law. This part of the module examines the regulation and control of the decisions of public bodies with special reference to judicial review. In addition to judicial review other elements that influence the decision-making process of public bodies are considered such as policy-making and regulatory frameworks set up to supervise areas of public activity including the various nationalized industries. The roles of the various ombudsmen are considered. Likewise, a brief examination of the Tribunal system is made.
3. Civil Liberties and individual rights. This aspect of the module encompasses both constitutional and administrative law. The concepts of 'liberties' and 'rights' are analyzed and their respective roles in the legal order are considered. The Human Rights Act 1998 is examined with regard to both its structure and impact on domestic law. The European Convention on Human Rights is examined with regard to its institutional structure and some of the rights enshrined in the Convention.

**Summary Intended Learning Outcomes:**

Upon successful completion of this module, students will:

- be able to demonstrate that they have understood and have reflected upon the nature of government in the United Kingdom and shown some insight into the ways in which power is distributed and mediated in the public sphere.
- be able to demonstrate an understanding of the traditional repertoire of concepts by which the constitution is normally explained and to be able to make a critical analysis of those concepts.
- have acquired a sound introduction to the workings of judicial review and the component concepts through which judicial review cases are argued and decided.
- understand the broader picture of administrative law.
- analyse the way in which civil liberties and human rights are represented in domestic law and have an initial understanding of some of the philosophical issues that underpin this area.
- through analysing cases, statutory material and academic articles will have advanced their ability to manipulate legal concepts.
- through discussion in seminars will have advanced their powers of verbal expression and by their essay work will have enhanced their written skills.
- have acquired a critical attitude to the operation of government in the United Kingdom.

**Module Books:**

AW Bradley & K. D. Ewing  
M Allen & B Thompson

*Constitutional and Administrative Law* (Longman, 14<sup>th</sup> edn., 2007)  
*Cases and Materials on Constitutional & Administrative Law*  
(Blackstone, 8<sup>th</sup> edn, 2005)

**CRIMINAL LAW (Level I)****MODULE LW508****30 Credits (15 ECTS Credits)**

Lisa Dickson &amp; Gerry Rubin

Autumn and Spring

<b>Availability / Restrictions:</b>	<b>This module is available only to students studying Law</b>
<b>Method of Assessment:</b>	20% coursework (Two class tests); 80% written examination
<b>Contact Hours:</b>	40 hours lectures; 20 hours seminars (approximately)

**Module Details:**

This module studies the general principles of criminal law offences against the person and property, and general defences paying attention to such comparative, historical and philosophical analyses as cast particular light on the nature and aims of criminal law.

**Summary Intended Learning Outcomes;**

Students who complete the module will:

- have a clear understanding of the basic concepts, principles and rules of criminal law.
- have the ability to analyse simple problem question scenarios and apply legal principles and case law to assess criminal liability and any defences.
- on presentation of case facts, be able to identify relevant legal rules, principles and case and statute law applicable for analysis and critique of the facts.
- be able to prepare accounts of the major areas of criminal law, making appropriate reference to legal and academic source authorities.
- be able to evaluate the operation of the criminal law in the social context.
- have the ability to engage in informed discussion on the major areas of criminal law both orally, and in writing.



**Preliminary Reading:**A Norrie  
S Uglow*Crime Reason and History* (Cambridge UP, 2002)  
*Criminal Justice* (Sweet & Maxwell, 2<sup>nd</sup> edition 2002)**DROIT CONSTITUTIONNEL ET ADMINISTRATIF (Level I)****MODULE LW567****30 Credits (15 ECTS Credits)**

Dr Sophie Vigneron

Autumn and Spring

<b>Availability / Restrictions:</b>	<b>This module is available only to students studying English and French Law and Law with a Language (French)</b>
<b>Method of Assessment:</b>	20% Coursework (4 pieces and a mark for two oral exposés), 80% written examination
<b>Contact Hours:</b>	Lectures – 40 hours approximately. Seminars - 20 hours approximately. Language Class - 20 hours approximately.

**Module Details:**

This module, which is taught in French, offers an introduction to the French Legal System, and particularly to French Public Law. The module pursues two objectives: 1) It seeks to develop an understanding of the ambiguous role of Constitutions and Bills of Rights from 1789 up to the present. It also addresses the ideological reasons behind the post-Revolutionary rejection of judicial review over Acts of Parliament, and behind the fast growing powers of the Constitutional Council in recent years. It then proceeds to explore the reasons for and implications of the slow development of a jurisprudential type of administrative law in a country which pioneered the codification of civil and criminal law. All along, it evaluates the impact of European law on French public law and jurisprudence, focusing on how European law effectively helps promoting the rule of law. 2) It introduces students to the French methodology of the *fiched'arrêt*, *dissertation juridique* and the key issues addressed above serve as a basis for the practice of such skills.

**Summary Intended Learning Outcomes:**

- to introduce students to the French legal system.
- to provide a sound grounding in the major aspects of French constitutional law and political institutions and French administrative law
- to introduce students to, and give them practice in, methods of assessment used in French universities, in preparation for the year abroad.

**Preliminary Reading:**P Ardant  
J Rivero and J Waline*Institutions Politiques et Droit Constitutionnel* (L.G.D.J., 18<sup>h</sup> edn., 2006)  
*Droit Administratif* (Dalloz, 21<sup>th</sup> edn., 2006)**BRITISH GOVERNMENT AND POLITICS (Level C)****MODULE PO304****15 CREDITS / 7.5 ECTS Credits**

Dr Ben Seyd

Spring

<b>Method of Assessment:</b>	50% coursework (essay) ,50% 2hr written examination.
<b>Contact Hours:</b>	1 hour lecture and 1 hour seminar per week.

**Module Details:**

Democracy in Britain is in a state of flux. On the one hand, political institutions face severe challenges. Citizens are less engaged with, and less trusting of, politicians and the political process than previously. Critical questions are being asked about the role and effectiveness of such key institutions as the electoral system, political parties and parliament. At the same time the nature of political authority in Britain is changing rapidly. Power has been transferred upwards to the European Union, and downwards to devolved bodies in Scotland, Wales, Northern Ireland and London. Non-electoral actors such as the media and a more powerful judiciary also play an important role in shaping political decisions. Where does this leave the political system at the start of the 21<sup>st</sup> century? Are citizens still engaged with politics and the political process? Who really holds power in Britain? Is government effective and democratic? Or are Britain's political institutions failing?

These changes are being faced by many other countries. The course sets Britain in a wider comparative context of changing contemporary nation states. But studying the British political system is a particularly instructive form of political analysis. For a start, few other countries are undergoing the institutional upheavals witnessed in Britain. In addition, Britain is commonly held to be a 'Westminster model' of democracy. Focusing on the distinctive British political system thus allows judgements to be made about the strengths and weaknesses of different models of democracy.

This course thus introduces students to some key contemporary issues facing Britain, as well as other western democracies.

**Summary Intended Learning Outcomes:**

The course will help students develop an understanding of:

- Some of the key challenges facing Britain and other western democracies
- The way that political institutions can be analysed as models of democracy
- The nature of the political system in Britain, in particular the nature and location of political power
- The strengths and weaknesses of existing political arrangements in Britain, and of the principal reforms options
- The use of theory, description and evidence in analysing political systems

**Preliminary Reading:**King A  
Wright T*Does the UK Still Have a Constitution* (2001)  
*British Politics: A Very Short Introduction* (2003)**INTERNATIONAL HISTORY AND INTERNATIONAL RELATIONS (Level C)****MODULE PO305****15 Credits (7.5 ECTS Credits)**

Dr Ruth Blakeley

Autumn

**Method of Assessment:** 50% coursework (essay of 2,500 words), 50% 2hr written examination.**Contact Hours:** 1 hour lecture and 1 hour seminar per week**Module Details:**

This module introduces students to the recent historical context for understanding contemporary international relations. The course breaks down the historical period around the Cold War, post-Cold War and post-9/11 eras and considers specific issues, themes and case studies to broaden understanding. The lectures and seminars will present information on the patterns of change in the major policy domains that have dominated recent history and influenced contemporary decision-makers. The course places an emphasis on historical events between the global North and South, as these events often led to dramatic shifts and changes in international relations and foreign policy. At the same time, it considers the continuities across the above eras. Moreover, the course looks at various debates between international historians as to the nature of historical interpretation and does not treat history as a series of discrete 'facts' but seeks to contextualize the theoretical basis of different historical viewpoints and how these contribute to our understanding of international relations, foreign policy, war and society. The course covers a broad range of areas that include the nature of the Cold War, the Middle East and international oil wars, theories of Empire, processes of decolonization, future conflict based on broad historical patterns.

**Summary Intended Learning Outcomes:**

By the end of this module it is anticipated that students will:

- Have a basic knowledge of some of the key themes in the study of international history;
- Be able to relate these debates to some of the key debates in international relations theory;
- Have an introductory knowledge of some of the classic literature on war and peace;
- Have an understanding on the role of terror, empire and revolutions as the 'motors' of history;
- Be able to discuss liberal alternatives to war such as international organization and the democratic peace principle;
- Have a basic knowledge of the debate on the 'end of history'.

**Preliminary Reading:**

Mazower M

*Dark Continent: Europe's Twentieth Century*, Penguin, 1998

McWilliams W and Piotrowski H

*The World Since 1945: A History of International Relations* (6<sup>th</sup> edn., 2005)

Roberts JM

*Twentieth Century: A History of the World 1901 to the Present*, Penguin, 1999

Bell PM

*The World Since 1945: An International History*, London, Arnold, 2001

Hobsbawm E

*The Age of Extremes: The Short Twentieth Century, 1914-1991*, London, Michael Joseph, 1994

Young J and Kent J

*International Relations Since 1945: A Global History*, (2004)

Vinen R

*A History in Fragments: Europe in the Twentieth Century*, London, Abacus, 2002**STUDYING POLITICS AND INTERNATIONAL RELATIONS: SKILLS AND METHODS (Level C)****MODULE PO308****15 Credits (7.5 ECTS Credits)**

Dr Stefan Rossbach

Autumn

**Method of Assessment:** 100% Coursework: One essay of 2,500 words (60%), Group project (40%)**Contact Hours:** 1 hour lecture and 1 hour seminar per week.**Module Details:**

The first part of this module aims to teach and develop some of the important subject-specific and transferable skills needed in order to be able to successfully complete the programmes taught in the Department of Politics and International Relations. In particular, the module aims to develop students' ability to critically read and interpret texts, to write essays, to prepare effectively for the various assessment methods used in the Department (essays, oral presentations, exams), to work in groups and to use these skills in order to improve their own learning. The second half of this module provides a basic introduction to some of the key theoretical and methodological issues involved in the study of politics.

**Summary Intended Learning Outcomes:**

On successful completion of the module, students will be able to list and describe methods to be:

- familiar with the assessment methods employed within the Department (essays, exams, presentations)
- able to use the learning resources available at UKC to research their essays and projects
- able to list and describe methods to organise and write essays, to prepare for and take exams, to prepare for and give presentations, and to apply creative and critical thinking skills
- familiar with some of the key issues in the philosophy of social science
- able to critically assess some of the main approaches to the study of politics and international relations

**Preliminary Reading:**

Harvey M

*The Nuts and Bolts of College Writing*, (Hackett, 2003)

Marsh D and Stoker G (eds)

*Theory and Methods of Political Science* (Palgrave, 2<sup>nd</sup> edn. 2002)

**INTRODUCTION TO INTERNATIONAL POLITICS (Level C)****MODULE PO310****15 Credits (7.5 ECTS Credits)**

Dr Jonathan Joseph

Spring

**Method of Assessment:** 50% coursework (essay of 1,500-2,000 words), 50% 2hr written examination  
**Contact Hours:** 1 hour lecture and 1 hour seminar per week.

**Module Details:**

This module is addressed to students who have hitherto had no training in the academic field of International Relations. It aims to establish a good basis from which to appreciate at a higher level the theoretical schools of thought in the study of international relations, and to provide a strong grounding in the study of international politics as the basis for the further study in Part 2 on the subject matter of the discipline of international relations. It aims to create an awareness of, and a basic level of exposure to, some of the major issue areas in the study of contemporary international relations. It also seeks to make students cognizant of the main sub-fields that exist within the study of international relations and be able to relate them to each other.

**Summary Intended Learning Outcomes:**

Students who successfully complete this module will have:

- A good basis for further work in theory of International Relations
- An awareness of major sub-fields in International Relations
- A strong grounding for further work in International Relations programmes

**Preliminary Reading:**

Brown C	<i>Understanding International Relations</i>
Baylis J & Smith S (eds.)	<i>The Globalization of World Politics</i>
Nicholson M	<i>International Relations</i>

**POLITICS AND POPULAR CULTURE IN MODERN JAPAN (Level C)****MODULE PO311****15 Credits (7.5 ECTS Credits)**

Dr Sarah Hyde (Lectures at Chaucer College, Seminars UoK campus)

Spring

**Availability/Restrictions:** Restricted to students registered for BA in Politics and International Relations with or without a Year abroad. **Lectures at Chaucer College, Seminars at U of K Campus**  
**Method of Assessment:** 50% coursework, 50% examination.  
**Contact Hours:** 1 hour lecture and 1 hour seminar per week, or 2hr film and 1 hour seminar.

**Module Details:**

This module will commence with an analysis and theorisation of the place of literature and film in the political marketplace of Japan. It will discuss the various ways in which popular culture reflects and affects political beliefs, most notably pacifism and nationalism. We will also look at how recent disengagement from politics in Japan is reflected in popular fiction and film. The module will focus on the works of key modern writers such as Mishima Yukio and Murakami Haruki and it will also look at landmark films such as Iwamura's *Black Rain* and manga such as *Graves of the Fireflies*.

**Summary Intended Learning Outcomes:**

Students who successfully complete this module will:

- Understand the politics and society of modern Japan – a major non-European nation;
- Appreciate the significance of literature and film as political media;
- Critically assess the main political and normative issues raised in the discourse of Japanese popular culture;
- Identify key moments in the political and international history of modern Japan through the response of Japanese artists;
- Question the social location and meaning of 'political discourse.'

**Preliminary Reading:**

Rosenbaum J	<i>Movies as Politics</i> , California, 1997
Haruki M	<i>Norwegian Wood</i> , Vintage 2002

**EUROPEAN INTEGRATION (Level C)****MODULE PO312****15 Credits (7.5 ECTS Credits)**

Professor Michael Burgess

Spring

**Method of Assessment:** 50% coursework (essay and seminar performance) 50% 2 hr written examination  
**Contact Hours:** 1-hour lecture and 1-hour seminar per week.

**Module Details:**

This module is an attempt to explain the origin and development of the European Integration process, and assumes no prior knowledge and introduces students to the concept of 'integration' as we have come to understand it. It retraces the origins of integration by defining the 'idea of Europe' and analyses the early attempts at cross-national political, military and economic co-operation. It then demonstrates how both intra and extra European events and circumstances have furnished both opportunities for and obstacles to economic and political integration.

**Summary Intended Learning Outcomes:**

On successful completion of this module, students will have:

- A knowledge of what is meant by 'European Integration' and how it has been conceptualised;
- An understanding of the driving forces behind moves to integrate in Europe since the beginning of the 20<sup>th</sup> century;
- Be able to trace the origins of organisations such as the Council of Europe, the European Coal and Steel Community and the European Economic Community;
- Be able to critically assess the differences between these organisations;
- Be able to analyse the development of the European Economic Community from 1957 into the European Union in 1993;
- Have gained the ability to discuss and synthesise the dynamics of co-operation and integration in Europe.

**Preliminary Reading:**

Urwin D *The Community of Europe*, (2005)  
 Dinan D *Europe Recast*, (2004)

<b>INTRODUCTION TO POLITICAL THOUGHT (Level C)</b>	<b>MODULE PO314</b>
<b>15 Credits (7.5 ECTS Credits)</b>	
Dr Iain MacKenzie	Autumn

<b>Method of Assessment:</b>	50% coursework (one essay of 1,000 – 1,500 words) 50% 2hr written examination.
<b>Contact Hours:</b>	1-hour lecture and 1-hour seminar per week.

**Module Details:**

This module introduces students to the study of political concepts that are central to thinking about political life. Through the study of these concepts students will be introduced to the principal ideas of many of the major figures in the history of Western political thought (for example, Plato, Hobbes, Rousseau and Marx) and to the work of many contemporary political theorists as well (John Rawls, Iris Marion Young, Richard Rorty, Susan Okin and others). In addition, lectures and tutorials will familiarize students with a variety of different debates about how best to understand any given concept (such as, debates about the 'naturalness' or not of rights) as well as how to understand the relationship between different concepts (such as, whether a just society must be an equal one or not). Moreover, the module is designed to allow students to develop a set of 'conceptual tools' with which to interrogate and shape the political world in which they find themselves; a world which is saturated everyday with competing articulations of the political concepts that we will study in this module. As such, students should come to develop a subtle appreciation of how the concepts examined on this module are, to greater or lesser degrees, intrinsic to all of their studies in politics and international relations (and related subjects).

**Summary Intended Learning Outcomes:**

On successful completion of the module, students will have acquired:

- Familiarity with some of the principal concepts used in political studies;
- An understanding of the main debates surrounding the analysis and interpretation of these concepts;
- An understanding of the main debates between the different concepts;
- An introduction to the idea of political concepts as 'essentially contested';
- Introductory knowledge of a broad range of political thinkers and political ideologies through the study of political concepts;
- An understanding of the ways in which political concepts and everyday political life are inter-related.

**Preliminary Reading:**

Heywood A *Political Theory – An Introduction*, 3<sup>rd</sup> edn., Basingstoke: Palgrave, 2004  
 MacKenzie I *Political Concepts: A Reader and Guide*, Edinburgh, Edinburgh UP, 2005

<b>INTRODUCTION TO GOVERNMENT (Level C)</b>	<b>MODULE PO315</b>
<b>15 Credits (7.5 ECTS Credits)</b>	
Dr Andy Wroe	Autumn

<b>Method of Assessment:</b>	50% coursework (essay 2,000 words) 50% 2hr written examination
<b>Contact Hours:</b>	1-hour lecture and 1-hour seminar per week.

**Module Details:**

This team taught module introduces students to the study of government through a series of lectures and seminars. The module introduces students to the key structures, institutions and processes in political life. It examines the differing ways to organize national governments and looks at the relationship between the centre and periphery. It focuses on executive, legislative and judicial institutions and power as well as those 'intermediate' institutions, such as political parties and interest groups, that link people to their government. The module concludes with an analysis of the public policy process.

**Summary Intended Learning Outcomes:**

On successful completion of this module, students will:

- be familiar with the main debates and issues in political studies
- understand the various ways to structure central authority
- comprehend the various types of power (executive, legislative and judicial)
- have been introduced to the intermediate institutions that link citizens and government (such as political parties, interest groups and the media)

- have a basic understanding of the public policy process

**Preliminary Reading:**

Heywood A *Politics*, Palgrave, 2002  
 Danziger J, Axford B, Browning B, Huggins R & Rosamond B *Understanding the Political World*, Longman, 2005  
 Lewtich A *What is Politics?*, Polity, 2004

<b>SOCIAL PROBLEMS AND SOCIAL POLICY 1: ‘Youth, the Family and the State’ (Level C) 15 Credits (7.5 ECTS Credits) Professor Sarah Vickerstaff</b>	<b>MODULE SA300</b>    Autumn
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<b>Method of Assessment:</b>	50% coursework, 50% written examination.
<b>Contact Hours:</b>	22 (1 hour lecture and 1 hour seminar weekly).

**Module Details:**

This module is designed both for students intending to specialise in social policy, and for other students who are interested in social problems and responses to them. We explore the ways in which phenomena come to be labelled as social problems, we focus upon the ‘problem of youth’ and why certain youth behaviours are seen as problematic, who defines them as such and what is expected in terms of the balance between state and family responsibility. Issues explored include: young people’s changing relationship to the family; teenage pregnancy; education and transitions to work and youth and crime.

**Summary Intended Learning Outcomes:**

At the end of this module you should have:

- An understanding of the ways in which phenomena come to be labelled as social problems;
- An understanding of some of the key concepts used in social policy, such as need, equity, inequality, poverty, exclusion and diversity;
- An ability to critically evaluate the solutions to social problems that are suggested and adopted;
- An awareness of the way in which social policy not only responds to such problems but actually helps to shape them.
- Developing skills in presentation and debate, both verbal and written;
- Developing problem solving skills and the ability to seek solutions to social problems and individual needs.

**Preliminary Reading:**

A Furlong and F Cartmel *Young People and Social Change* (Open University Press) 2<sup>nd</sup> edition  
 J Baldock *et al* (eds. 2003) *Social Policy* (3rd edn.). Oxford University Press  
 M May *et al* (eds. 2001) *Understanding Social Problems* (Blackwell)

<b>SOCIAL PROBLEMS AND SOCIAL POLICY 2: ‘The Market, the Family and the State’ (Level C) 15 Credits (7.5 ECTS Credits) Dr Lavinia Mitton</b>	<b>MODULE SA301</b>    Spring
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<b>Method of Assessment:</b>	50% coursework, 50% written examination
<b>Contact Hours:</b>	22 (1 hour lecture and 1 hour seminar weekly)

**Module Details:**

This module is about why and how the state may intervene in family life or the workings of the free market to tackle social problems. It can be taken independently, but does build on SA300 ‘Youth, the Family and the State’. It is a core module for the Social Policy and Health and Social Care degrees within SSPSR and for those taking Law and Welfare.

In the first part the module focuses on government intervention in family life, addressing policy responses to issues such as family breakdown, domestic violence, and the balance between work and domestic responsibilities. In the second part, the module focuses on government action in the market economy and looks at policy agendas in areas such as poverty, homelessness and unemployment. The module will also show how social policies encompass different principles of need, rights and entitlement for users of welfare services.

**Summary Intended Learning Outcomes:**

At the end of this module successful students will:

- Have an introductory level understanding how a number of key social problems are perceived and dealt with by UK social policy.
- Have an introductory level knowledge of the aims of social policies.
- Have an introductory level knowledge of some recent developments in UK social policy.
- Be familiar with some of the key debates relating to current social policies at introductory level.
- Have demonstrated an ability to evaluate the effectiveness of social policies at introductory level

**Preliminary Reading:**

Alcock P (2003) *Social Policy in Britain*, Palgrave  
 Alcock P, Erskine A & May M eds (2003) *The Student’s Companion to Social Policy* (2<sup>nd</sup> edn.) Blackwell  
 Baldock J, Manning N and Vickerstaff S eds. (2003) *Social Policy*, OUP  
 Hill M (2003) *Understanding Social Policy* (7<sup>th</sup> edn.,) Blackwell

**ENVIRONMENTAL ISSUES: SOCIAL SCIENCE APPROACHES (Level C)****MODULE SA303****30 Credits (15 ECTS Credits)**

Professor Christopher Rootes

Autumn and Spring

**Method of Assessment:** 50% coursework, 50% written examination.**Contact Hours:** 44 (1-hour lecture and a 1-hour seminar weekly).**Module Details:**

This module aims to give you an understanding of a range of key environmental issues, the ways in which they have arisen, and the means by which they might be addressed. It draws on contributions from the perspectives of sociology, anthropology, social policy, political science and law. Among the topics considered are: the socially constructed character of environmental issues; the rise of environmental concern; representations of environmental issues in mass media; global warming, climate change and energy policy; waste and waste management; environmental movements and protest; environmentalism and global justice; development, population, and agriculture; the politics of food production and supply; cultural conceptions of nature; tropical deforestation, biodiversity and trade; environmental policy and the nature of environmental law and regulation.

**Summary Intended Learning Outcomes:**

When you have completed this module, you will have a better understanding of:

- key environmental issues such as global warming, climate change and waste, and the policy responses to them,
- why some situations come to be defined as problems while others are ignored,
- how the behaviour of households and market actors produces environmental impacts,
- the ways in which environmental concern is translated into public action,
- how actions at local, national and international levels address environmental problems, and the main obstacles they encounter,
- the various ways in which the environment and environmental issues are conceptualised by the different disciplines.

**Preliminary Reading:**

M Bell	<i>An Invitation to Environmental Sociology</i>
S Ball & D McGillivray	<i>Environmental Law</i> (5 <sup>th</sup> edn., 2000)
Neil Carter	<i>Politics and the Environment</i> (Cambridge University Press)
P Descola & G Palsson (eds.)	<i>Nature and Society. Anthropological Approaches</i>
F Furedi	<i>Population and Development: A Critical Introduction</i>
Theodore Goldfarb	<i>Taking Sides: clashing views on controversial environmental issues</i>
James Connelly & Graham Smith	<i>Politics and the Environment: from theory to practice</i> (2 <sup>nd</sup> edn., 2003)
Colin Tudge	<i>So shall we reap</i> (Penguin, 2004)

**COMPUTING FOR ANTHROPOLOGISTS (Level C)****MODULE SE300****30 Credits (15 ECTS Credits)**

Professor Michael Fischer

Autumn and Spring

**Method of Assessment:** 50% coursework, 50% written examination**Contact Hours:** 48 - 24 lectures; 24 seminars / practicals**Module Details:**

The module is *strongly recommended* to intending Stage 2 Social Anthropologists - it is not a required module. The module is *required* for students entering the BSc in Anthropology. Numbers are restricted, and students registered for Anthropology degrees in Stage 2 will have priority. You do not need any previous experience of computers to register for this module, nor are there any preferred A-levels or other qualifications. If you do choose to do it, you may find it worthwhile to learn to type.

This module is a twenty-four week introduction to using computers in 'ordinary' anthropology, suitable for students intending to do Stage 1 Social Anthropology and Anthropology (BA and BSc). It is taught by lectures, practicals and seminars. You will use the computer to assist on projects, which are drawn from 'real-world' anthropological experience, developing an understanding of what 'doing' anthropology is about.

This module was the first of its kind in the country, and remains the most comprehensive. It is designed to teach you useful skills, ones you can use in your other modules at the University, and in your future career. The main emphasis is on using the computers to do interesting and useful anthropological things, and on understanding the intellectual implications of those techniques. You will learn basic skills like writing, drawing and accessing information relevant to anthropology; field notes, ethnographic photographs, video and audio material. You will use computers to explore human knowledge in areas ranging from kinship to navigation in the South Seas, and how to explore the variety of human society with computer models. Most of the material in the module is drawn from work in anthropology and computing of the past three decades. Supporting material is almost entirely online – this and other information on the module is found at <http://lucy.kent.ac.uk/Courses/SE300>

**Summary Intended Learning Outcomes:**

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

- exploit computers for a range of anthropological applications
- advance these skills further in an independent manner
- understand in a basic manner how computers are programmed to address complex anthropological problems
- understand in a basic manner how human relationships are structured and how anthropologists address this structure
- understand in a more practical manner the basic approaches to research in anthropology
- understand both the complexity of human knowledge and how we as anthropologists can represent this complexity

**Preliminary Reading:**

Fischer M	<i>Application of Computing for Social Anthropologists</i>
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**INTRODUCTION TO SOCIAL ANTHROPOLOGY (Level C)**

30 Credits (15 ECTS Credits)

Prof Roger Just

**MODULE SE301**

Autumn and Spring

**Method of Assessment:** 50% coursework (1 book review maximum of 750 words, 2 essays 1,500 words each, 1 timed essay), 50% 3 hour written examination

**Contact Hours:** 24 lectures and 24 seminars

**Module Details:**

Social Anthropology is a discipline which has traditionally specialised in the study of non-Western, pre-industrial societies. With increasing frequency, however, social and cultural anthropologists have turned towards the study of 'home', using insights gained from studying other cultures to illuminate aspects of their own society. This course draws on both these areas of social anthropology, looking at people from places as different as the rainforests of West Africa and the industrial heartlands of Britain and America, and introduces students to social anthropology through a selection of topics which have been chosen to illustrate the kind of issues that social anthropologists study and the kinds of arguments and theories they have developed.

Module Topics Include: CULTURE, SYMBOLISM AND CLASSIFICATION (including language, myth, taboo). THE ANTHROPOLOGY OF INTIMATE LIFE (including incest, marriage, divorce and exchange). RELIGION, RITUAL AND BELIEF (including menstrual taboos, initiation, witchcraft). POWER, POLITICS AND IDENTITY (including ethnicity, nationalism, multiculturalism, globalisation).

**Summary Intended Learning Outcomes:**

On successful completion of the module, students should have:

- a degree of familiarity with some of the anthropological topics and issues relating to writings on: culture, society, classification, kinship and marriage, exchange, religion and ritual, political relations and identities
- a knowledge and understanding of the breadth of cultural diversity drawn from their reading about different societies and cultures
- an ability to discuss the similarity and difference between the student's own society and those encountered in ethnographic writings
- an ability to analyse and communicate their understanding of anthropological texts in written and spoken contexts
- an ability to construct coherent and logical arguments, particularly in written form, which combine general theoretical writings with the discussion of ethnographic data

**Preliminary Reading:**

Hendry J

Monaghan J and Just P

*An Introduction to Social Anthropology. Other People's Worlds..**Social and Cultural Anthropology: A Very Short Introduction***FOUNDATIONS OF HUMAN CULTURE (Level C)**

30 Credits (15 ECTS Credits)

Dr John Corbin

**MODULE SE302**

Autumn and Spring

**Method of Assessment:** 50% coursework (2 essays of 1,000 words each, 1 computer exercise, 1 course test), 50% written examination.

**Contact Hours:** 48 lectures; 23 seminars; 3 practicals; 10 fieldtrips

**Module Details:**

The module is *strongly recommended* to intending Stage 2 Social Anthropologists - it is not a required module. The module is *required* for students entering the BSc in Anthropology. No background in science is assumed, nor are there any preferred A-level or other qualifications.

This is a science based anthropology module that surveys its subject in a comparative framework, exploring relevant aspects of human prehistory and evolution. The module is suitable for students in anthropology and students of other disciplines who want to know how and why we became human and what this implies for the future of humanity.

There is a weekly lecture and a series of seminars or practicals based on readings, physical specimens, computer demonstrations, audio-visual aids and off-campus visits. The lecture will provide the intellectual framework and background information necessary for the seminars/practicals. Some sessions are based on practical exercises and projects.

**Summary Intended Learning Outcomes:**

Students who successfully complete this module will have:

- learned the main developments in human prehistory
- reviewed evidence from paleoanthropology, comparative primatology, archaeology and ancient history that bears on these developments
- understood the basic principles of evolution
- considered the relations between human biological, cultural and social diversity
- discussed the means and meaning of being human

**Preliminary Reading:**

Pelto G and Pelto P

*The Human Adventure**Cambridge Encyclopedia of Human Evolution**Cambridge Encyclopedia of Archaeology*

Kleim R

*The Human Career, the Human Biological and Cultural Origins*

**PEOPLE AND PLANTS (Level C)****15 Credits (7.5 ECTS Credits)**

Dr Raj Puri

**MODULE SE304**

Spring

**Method of Assessment:** 50% coursework, 50% written examination.**Contact Hours:** 12 lectures and 12 seminars**Module Details:**

This module introduces students to the interdisciplinary subject of ethnobotany, the study of the human conceptualisation and use of plants, historically and cross-culturally. The module emphasises the importance of culture in mediating the use of plants among humans, and explores the role of wild and domestic plants in human evolution, including the way human societies have manipulated and altered the landscape. Other topics include plant classification among cultures, medicinal plants, hallucinogens and other drug plants, and plants in material culture and trade. The application of ethnobotany to contemporary problems in conservation, development and human rights is also explored. The Anthropology Departments' Ethnobiology Laboratory will be the scene for weekly labs in the methods and techniques used by ethnobotanists including anthropological and botanical field methods. Videos and field trips will also enhance the opportunities for alternative means of learning.

**Summary Intended Learning Outcomes:**

- know and understand the sub-discipline of Ethnobotany, its general methods, and its substantive and theoretical contributions to Anthropology, Botany, Conservation and Development Science and Policy
- understand contemporary debates in topics such as cross-cultural differences in plant nomenclature and classification, uses of plants as symbols and materials, plant domestication and the origins of agriculture, and conservation and development of endangered or economically significant plant species
- be able to collect an ethnobotanical voucher specimen, identify botanical specimens using a key, and use library resources, both paper and electronic, to locate botanical information in the literature and in herbarium collections.

**Preliminary Reading:**

Balick MJ and Cox PA

*Plants, People and Culture: The Science of Ethnobotany*, Scientific American Library, 1996

Cotton CM

*Ethnobotany Principles and Applications*, John Wiley & Sons, 1996

Cunningham A

*Applied Ethnobotanic People, Wild Plant Use and Conservation. People and Plants Conservation Manuals*, Earthscan, 2001

Martin GJ

*Ethnobotany. A Methods Manual*, Chapman & Hall, 1995

Nabhan GP

*Gathering the Desert*, University of Arizona Press, 1987**SOCIOLOGY (Level C)****30 Credits (15 ECTS Credits)**

Menali Desai

**MODULE SO300**

Autumn and Spring

**Method of Assessment:** 50% coursework (during the year students write four essays each between 1,200-1,500 words long); 50% examination (there is a 3-hour exam in Summer term. Students are required to answer four questions in the examination)**Contact Hours:** 44 (1 hour lecture and 1 hour seminar weekly)**Module Details:**

Sociology offers an understanding of how society works. This course provides grounding in the basic history and assumptions of sociological thought, and how it applies to key aspects of our society. Many of the lectures will start with 'common-sense' assertions about social life in contemporary society and challenge you to 'look behind' these assumptions in light of available research evidence. The questions addressed in this module include: Will changes taking place in Britain today lead to a reduction or increase in class, gender and ethnic inequalities? Do we now live in a 'risk society'? Are the 'founding fathers' of sociology still relevant to understanding society today?

There will be a lecture and small seminar groups each week. In the seminars students will be encouraged to engage in informed discussion and debate, because sociology is an interpretative discipline which offers few 'right' or 'wrong answers'.

The module aims to satisfy both those who have studied sociology to A-level and those who are new to the subject.

**Summary Intended Learning Outcomes:**

- To develop an understanding of different theoretical perspectives
- To develop a significant understanding of a range of social issues.
- To obtain sufficient knowledge of the empirical evidence used in sociology
- To be able to make considered judgements about the world we live in.
- To develop writing skills through essay writing and the exam.
- To develop group work skills through seminar work

**Preliminary Reading:**

I Marsh

*Sociology*

A Giddens

*Sociology (3rd edn.)*

Z Bauman

*Thinking Sociologically*

J Fulcher &amp; J Scott

*Sociology*



**STUDYING MODERN CULTURE (Level C)****30 Credits (15 ECTS Credits)**

Dr David Boothroyd

**MODULE SO304**

Autumn and Spring

**Method of Assessment:** 3 x 2000 word essays, one 3 hour unseen exam  
**Contact Hours:** 1 hour lecture per week 1 hour seminar per week

**Module Details:**

This module is for anyone interested in the sources, forms and contexts of culture and cultural debate in the contemporary west. Culture is everywhere: we all contribute to producing and consuming it in our daily lives. We reflect on how we participate in and evaluate this central aspect of our social experience, and the relation of culture to the modern humanist tradition. In the lectures and seminars we will examine the ways in which 'culture' has been defined and look at the often fierce political contests – the 'culture wars' – over the value and significance of cultural difference and the cultural implications of developments in literature, the arts and mass media in recent times. These theoretical debates will be illustrated by the study of specific cultural forms such as fashion, popular music, 'high' and 'low' culture as well as by reference to developments in science, technology and knowledge production today.

**Summary Intended Learning Outcomes:**

Students will:

- be able to articulate and criticise competing definitions of 'culture'
- have acquired an elementary vocabulary of relevant concepts
- understand how cultural values are related to cultural elites
- have gained an introductory knowledge of a number of contextualised debates and cultural issues
- have a general knowledge of the Marxist background to British cultural studies
- have acquired an introductory knowledge of a range of contextualised issues and topics prominent within contemporary cultural studies
- have extended their knowledge of different approaches to culture to include feminism, consumerism, cultural populism and postmodernism
- have gained elementary skills of analysis and criticism relevant to cultural studies

**Preliminary Reading:**E Baldwin *et al*

C Barker

G Turner

*Introducing Cultural Studies* (Prentice-Hall, 1999)*Cultural Studies Theory and Practice*, (Sage, 2000)*British Cultural Studies: An Introduction* (Routledge 1997)**INTRODUCTION TO CRIMINOLOGY (Level C)****15 Credits (7.5 ECTS Credits)**

Dr Mike Presdee

**MODULE SO305**

Spring

**Note:** SO305 is the pre-requisite module for the Stage 2 / 3 modules SO505 *Sociology of Deviance*, and SO536 *Criminal Justice in Modern Britain*.  
**Method of Assessment:** 50% coursework, 50% written examination.  
**Contact Hours:** 1 hour lecture (11 weeks) and 1 hour seminar (10 weeks).

**Module Details:**

Crime is a major social and political issue and the source of much academic and popular debate. Key criminological issues will be examined during the course of the module within their wider sociological and social policy context. There will be a particular focus on understanding the nature and extent of crime and victimisation, analysing public and media perceptions of crime, and exploring the relationship between key social divisions (age, gender and ethnicity) and patterns of offending and victimisation.

**Summary Intended Learning Outcomes:**

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

- critically assess the ways in which images and notions of crime are constructed and represented
- describe and evaluate the debates surrounding the links between key social divisions and offending/victimisation
- use empirical data to explore the nature and extent of crime in society and patterns of offending and victimisation and critically assess the key data sources
- describe the role of the key agencies which make up the criminal justice system and understand the key stages in the criminal justice process
- identify and gather appropriate library and web-based resources, make judgements about their merits and use the available evidence to construct an argument to be presented orally or in writing

**Preliminary Reading:**Carrabine, E *et al*

Coleman C &amp; Moynihan J

Hale C, Hayward K, Wahidin A  
& Wincup E (eds.)

Muncie J &amp; McLaughlin E

*Crime in Modern Britain*. Oxford, Oxford University Press (2002)*Understanding Crime Data*, Buckingham: Open University Press (1996)*Criminology*. Oxford University Press (2005)*The Problem of Crime*. Open University Press (2001)

**PSYCHOLOGY STATISTICS AND PRACTICAL (Level C)**

30 Credits (15 ECTS Credits)

Dr Dirk Janssen

**MODULE SP300**

Autumn and Spring

<b>Availability/Restrictions:</b>	<b>This module is available only to students studying Psychology</b>
<b>Method of Assessment:</b>	This course has a methodology and a statistics component. The methodology component is assessed through coursework. All students complete 6 research methods assignments and 1 multiple choice research methods test. The statistical component is mainly assessed through examination. All students sit a 2-hour written statistics examination and will submit 6 statistical exercises through the year, which count towards the examination. Students are also required to earn 48 Psychology Research Participation credits during the academic year.
<b>Contact Hours:</b>	3 hours per week. 1 one-hour statistics lecture, 1 one-hour methodology lecture, and a combination of practicals and workshops.

**Module Details:**

This module is taught jointly by members of the Psychology and Mathematics Departments. It consists of statistics and research methods lectures and workshops, as well as laboratory demonstrations. Assessment is by structured coursework, research report writing, statistics exercises, multiple choice and essay examinations. Meetings take place twice per week (consisting of combinations of lectures, workshops or laboratory demonstrations).

**Summary Intended Learning Outcomes:**

- To understand elementary principles of research design, the scientific method, experimental and descriptive research.
- To learn how principles of scientific method are instantiated in specific research examples.
- To learn about relationships between statistics and research hypotheses.
- To conduct simple statistical tests.
- To interpret results of inferential statistics.
- To report research concisely and accurately.

**Preliminary Reading:**

GW Heiman

L Parrott III

RP Runyon, KA Coleman &amp;

DJ Pittenger

*Research Methods in Psychology*. Boston, MA: Houghton-Mifflin, 2002.*How to Write Psychology Papers*. Pearson Higher Education, 1998.*Fundamentals of Behavioural Statistics*. Boston, MA: McGraw Hill, 2001.**BIOLOGICAL AND GENERAL PSYCHOLOGY (Level C)**

30 Credits (15 ECTS Credits)

Dr Jelena Havelka

**MODULE SP301**

Autumn and Spring

<b>Availability/Restrictions:</b>	<b>This module is available only to students studying Psychology</b>
<b>Method of Assessment:</b>	20% coursework, 80% written examination. Coursework: 1 essay of 1,500 words and 1 mid-module multiple-choice test. Examination: All students sit a 1-hour multiple-choice examination.
<b>Contact Hours:</b>	1 two-hour lecture per week plus 5 one-hour seminars over the year

**Module Details**

Psychology is an increasingly popular discipline, possibly because of its relevance to the problems of everyday life. It is also a scientific discipline and draws on other areas of scientific investigation for its concepts and ideas, including Biology, Linguistics, Computer Science and Philosophy. The general aim of this module is to introduce students to the scientific study of behaviour, covering the basic approaches to the subject, including the Biological approach, the Cognitive approach, Behaviourism and Ethology, the Development perspective and related philosophical ideas. Rather than teach these topics in separate blocks, the module is organised so as to emphasise how the theoretical frameworks underlying these approaches relate and contrast. The module also shows how psychological theories and ideas can be used to account for both everyday and abnormal human behaviour.

**Summary Intended Learning Outcomes**

The module provides opportunities for students to:

- find the relevant psychology material, organise it with reference to the task at hand and demonstrate the ability to manipulate such information;
- demonstrate the ability to communicate critically, acquire good listening skills; show an ability to work with others;
- write essays which demonstrate an understanding of academic conventions;
- be able to select, organise, develop and synthesise complex psychological literature;
- be able to structure, develop and defend arguments during seminars;
- show an ability to build upon feedback and advice provided by staff and teachers.

**Preliminary Reading:**

Main text:

H Gleitman

*Psychology* (4th edn.). New York: Norton, 1993.

Other important texts:

MJ Eysenck &amp; MT Keane

*Cognitive Psychology: A Student's Handbook*. London: Erlbaum, 1990.

MH Ashcraft

*Human Memory and Cognition*. Harper Collins, 1994.

**INTRODUCTION TO SOCIAL PSYCHOLOGY (Level C)****MODULE SP302****30 Credits (15 ECTS Credits)**

Dr Karen Douglas

Autumn and Spring

<b>Availability:</b>	<b>This module is available only to students studying Psychology</b>
<b>Method of Assessment:</b>	20% coursework, 80% written examination. Coursework: 1 essay of 1,500 words and 1 mid-course multiple-choice test. Examination: All students sit a 1-hour multiple choice examination.
<b>Contact Hours:</b>	1 weekly two-hour lecture and 6 seminars over the year.

**Module Details:**

This module, along with other Stage 1 psychology modules, provides a foundation for Stage 2 and 3. It is designed for students who intend to read psychology or social psychology in their second and final years, and also for those who will be pursuing other disciplines. Thus, no prior knowledge of psychology is expected or assumed. The emphasis of the course is on theory as the foundation of an empirical discipline and the importance of scientific methodology. It highlights the interplay between theory, research, and application in social psychology. The module is taught through lectures and seminars.

**Summary Intended Learning Outcomes:**

- Knowledge and understanding of main phenomena, methods, and theorising in social psychology
- Develop intellectual skills, including reading and writing skills, critical reflection and written analysis and interpretation
- Develop subject-specific skills, including evaluating and selecting appropriate frameworks and methodologies for exploring issues in social psychology, and employing the inferential method in science
- Develop transferable skills, including communication skills, numeracy, use of information technology, working with others, and problem solving

**Preliminary Reading**

Main module text:

MA Hogg &amp; GM Vaughan

*Social Psychology* (4th edn). London: Prentice Hall, 2004.

Supplementary texts:

M Hewstone &amp; W Ströebe

*Introduction to Social Psychology* (3rd edn). Oxford: Blackwell, 2001.

G Bohner &amp; M Wänke

*Attitudes and Attitude Change*. Hove: Psychology Press, 2002.

K Durkin

*Developmental Social Psychology*. Oxford: Blackwell, 1995.

DP McAdams

*The Person: An Integrated Introduction to Personality Psychology* (3rd edn). Harcourt, 2001.

LA Pervin, D Cervone &amp;

OP John

*Personality: Theory and Research* (9th edn). Wiley, 2005.**INTRODUCTION TO PSYCHOLOGY I (Level C)****MODULE SP304****15 Credits (7.5 ECTS Credits)**

Dr Adam Rutland

Autumn

<b>Availability:</b>	<b>This module is not available to students studying Psychology.</b> It is intended as a 'wild' module for non-Psychology students
<b>Method of Assessment:</b>	100% written examination. All students sit a 1 hour multiple choice examination
<b>Contact Hours:</b>	1 weekly two-hour lecture

**Module Details:**

This module introduces students to the study of psychology, with the aim of providing an introductory understanding of some key topics within psychology and seminal psychological research. No prior knowledge of psychology is expected nor assumed. The module encourages students to explore classical concepts in psychology within the context of cutting edge research and contemporary issues within modern society. There is a particular focus on how psychology and concepts within the subject can inform controversial issues in everyday society (e.g. suicide, sexual dysfunction, pheromones, bullying, sleep and jury decision-making).

**Summary of Intended Learning Outcomes**

- Knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology
- Introductory knowledge and basic understanding of some principal topics in psychology and how they relate to contemporary society
- An awareness of sub-disciplines within psychology and how they are connected
- The development of independent learning skills to support learning and personal development through the use of available resources (e.g. the web)

**Preliminary Reading:**

Carlson, N. R., Martin, G. N. & Buskist, W. (2007) *Psychology* (Third European Edition). Harlow: Pearson Education.

**INTRODUCTION TO PSYCHOLOGY II (Level C)****MODULE SP305****15 Credits (7.5 ECTS Credits)**

Dr Adam Rutland

Spring

<b>Availability/Restrictions:</b>	<b>This module is not available to students studying Psychology.</b> It is intended as a 'wild' module for non-Psychology students
<b>Method of Assessment:</b>	100% written examination. All students sit a 1 hour multiple choice examination
<b>Contact Hours:</b>	1 weekly two-hour lecture

**Module Details:**

This module introduces students to the study of psychology, with the aim of providing an introductory understanding of some key topics within psychology and seminal psychological research. No prior knowledge of psychology is expected or assumed. The module encourages students to explore classical concepts in psychology within the context of cutting edge research and contemporary issues within modern society. There is a particular focus on how psychology and concepts within the subject can inform controversial issues in everyday society (e.g. alcohol use, brain injury, discrimination, psychological well-being, drug addiction, and eyewitness testimony).

**Summary of Intended Learning Outcomes**

- Knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology
- Introductory knowledge and basic understanding of the principal topics in psychology and how they relate to contemporary society
- An awareness of sub-disciplines within psychology and how they are connected
- The development of independent learning skills to support learning and personal development through the use of available resources (e.g. the web)

**Preliminary Reading:**

Carlson, N. R., Martin, G. N. & Buskist, W. (2007) *Psychology* (Third European Edition). Harlow: Pearson Education.

**SUPPORTING PARTICIPATION AND INDEPENDENCE (Level C)****MODULE TZ309****15 Credits (7.5 ECTS Credits)**

Peter McGill

<b>Availability/Restrictions:</b>	Available only to students on the Intellectual and Developmental Disabilities programme and must taken with TZ310 Person-Centred Values and Support; TZ311 Promoting Choice, Well-being and Communication
<b>Method of Assessment:</b>	100% coursework. The intended learning outcomes are met by the submission 3,000 word assignment (plus appendices)
<b>Contact Hours:</b>	28. Learning and teaching will take place within a 4-day workshop. Non-contact study hours: 122

**Module Details:**

This module will enable students to assess and describe the conditions under which change is likely to take place, look at different types of intervention and frameworks in the change process and identify the organisational structure within which they operate. On completion they will be able to identify existing and needed management and professional support for change.

**Summary Intended Learning Outcomes**

Following the successful completion of this module, students should be able to:

- Describe the conditions under which change is likely to take place.
- Describe an approach to assessing "readiness" for change.
- Discuss the use of different types of intervention in the change process.
- Identify the organisational structure within which they operate.
- Discuss group processes in relation to change.
- Discuss issues of power and communication in relation to change.
- Demonstrate the use of Periodic Service Review as a framework to support change.
- Describe the "practice leadership" role and its relevance to the quality of life of individuals with complex needs, including those whose behaviour is challenging.
- Identify existing and needed management and professional support for change.

**Preliminary Reading:**

Ager A (1991)

Effecting sustainable change in client behaviour: The role of the behavioural Analysis of service environments. In B Remington (ed.), *The Challenge of Severe Mental Handicap: A Behaviour Analytic Approach* (pp. 343-368) Chichester: John Wiley

Buchanan D &amp; Boddy D (1992)

*The Expertise of a Change Agent: Public Performance and Backstage Activity*. Hemel Hempstead, Prentice Hall

Emerson E, McGill P and Mansell J (eds.) (1994/1999)

*Severe Learning Disabilities and Challenging Behaviours: Designing High Quality Services* London/Cheltenham: Chapman & Hall/Stanley Thornes

Heron J (1990)

*Helping the Client: A Creative Practical Guide*. London, Sage

L Vigna GW, Willis T, Shaull J

*The Periodic Service Review: A Tool Quality Assurance System for Human Services and Education*. Baltimore., Paul H Brookes

Abedi M and Sweitzer M (1994)

**PERSON-CENTRED VALUES AND SUPPORT (Level C)****MODULE TZ310****15 Credits (7.5 ECTS Credits)**

Peter McGill

<b>Availability/Restrictions:</b>	Available only to students on the Intellectual and Developmental Disabilities programme
<b>Method of Assessment:</b>	Assessed by coursework (100%) 3,000 word assignment (plus appendices)
<b>Contact Hours:</b>	28. Learning and teaching takes place within a 4-day workshop. Non-contact study hours: 122

**Module Details:**

Students will explore the ethical and legal issues and the role of values in the development of intellectual disability services. They will study the development of approaches to individual planning and needs assessment, particularly the role of “person-centred planning” and will work with an individual to support the development of a person-centred plan.

**Summary Intended Learning Outcomes:**

Following the successful completion of this module, students should:

- Demonstrate an understanding of key ethical and legal issues in providing support to children and adults with intellectual or developmental disabilities
- Demonstrate an understanding of the main approaches to person-centred planning and their role in guiding service provision
- Demonstrate an understanding of the principle of social role valorization and its role in guiding service provision
- Detect practice in services for people with intellectual/developmental disabilities which is coherent with social role valorization
- Demonstrate an understanding of needs assessment
- Identify how individual assessment relates to other organizational systems with particular reference to: individual planning; multidisciplinary teams; general practitioners.
- Collate, summarise and interpret specialist report
- Demonstrate a knowledge of published needs assessment schedules
- Demonstrate an understanding of useful data to collect in the workplace
- Demonstrate an understanding of the importance of adopting a person-centred, values-based approach in supporting children and adults with complex needs including challenging behaviour

**Preliminary Reading:**

- Bolton C & Allen B (1999) *Getting to know you: Planning for services in supported living*. CIRCL, Arcadia, CA
- Brown H & Smith H (eds.) (1992) *Normalisation: A reader for the nineties*. Routledge, London.
- O'Brien J & O'Brien CL (eds.) (200) *Voices of experience: Implementing person-centred planning*. Inclusion Press., Toronto

**PROMOTING CHOICE, WELL-BEING AND COMMUNICATION (Level C)****MODULE TZ311****15 Credits (7.5 ECTS Credits)**

Peter McGill

<b>Availability/Restrictions:</b>	Available only to students on the Intellectual and Developmental Disabilities programme
<b>Prerequisite</b>	TZ310 <i>Person-Centred Values and Support</i>
<b>Method of Assessment:</b>	Assessed by coursework (100%) 3,000 word assignment (plus appendices)
<b>Contact Hours:</b>	28. Learning and teaching takes place within a 4-day workshop. Non-contact study hours: 122

**Module Details:**

This module provides an introduction to choice, well-being and communication for people with intellectual and developmental disabilities (IDD). The sessions on communication will explore assessment of communication and the communication environments leading to communication intervention. Other topics covered in the curriculum include the assessment of choice, well being and health, intimate care, sexuality and sexual health for people with IDD, the development of social networks

**Summary Intended Learning Outcomes:**

Following the successful completion of this module, students should be able to:

- Describe physical, sensory and health problems commonly experienced by people with intellectual and developmental disabilities and the roles of health action planning and health facilitation
- Describe the process of assessing preference and choice and implement interventions that increase the availability of chosen and preferred activities
- Describe the process of communication with reference to individual and environmental factors.
- Describe and identify the precursors to language development, including describing the way in which intentional communication develops.
- Describe the different types of hearing loss and the ways in which hearing loss impacts on communication difficulties.
- Demonstrate the process of assessment of basic aspects of communication including observational techniques and questionnaires.
- Describe and implement a range of interventions which target communication skills
- Describe the relevance of promoting choice, well-being and communication in children and adults with complex needs, including those whose behaviour is challenging.

These module-specific learning outcomes contribute to the achievement of a number of programme learning outcomes, in particular A5; A6; A8; B2; B3; B4; B5, C1 and C2

**Preliminary Reading:**

- Bradshaw J (1998) Assessing and intervening in the communication environment. *British Journal of Learning Disabilities*, **26**, 62-66
- Carnaby S (ed.), (2002) *Learning Disability Today*. Pavilion Publishers, Brighton.
- Prasher V & Janicki MP (eds.) (2002) *Physical health of adults with intellectual disabilities*. Blackwell
- Wehmeyer M, Agran M and Hughes C (1998) *Teaching Self Determination to Students with Disabilities*, Baltimore, Paul H Brookes

**WORK-BASED LEARNING IN PERSON-CENTRED SUPPORT (Level C)****MODULE TZ312****60 Credits (30 ECTS Credits)**

Peter McGill

<b>Availability/Restrictions:</b>	Available only to students on the Intellectual and Developmental Disabilities programme
<b>Prerequisites</b>	TZ310 , TZ311, TZ309, TZ328
<b>Method of Assessment:</b>	100% project
<b>Contact Hours:</b>	28. Learning and teaching will take place within a 4 one-day workshop spread across 4-5 months. Non-contact study hours: 572

**Module Details:**

This module's objectives are primarily about the implementation and demonstration of professionally relevant knowledge. Accordingly, learning and teaching will focus on the provision of supervision/mentoring. All students will have both a university tutor and a local supervisor. Together they will map out the work-based learning module at the beginning of the Stage. They will meet regularly throughout the Stage to review progress. In the second half of the Stage, 1-day workshops in small groups will allow students to obtain and provide peer supervision as well as ongoing mentoring from their tutor and local supervisor.

**Summary Intended Learning Outcomes**

Following the successful completion of this module, students should be able to:

- Demonstrate a clearly articulated person-centred values base underlying their work with people with intellectual and developmental disabilities.
- Demonstrate the promotion of choice, well-being and communication in their work with people with intellectual and developmental disabilities.
- Demonstrate the provision of effective support for participation and independence in their work with people with intellectual and developmental disabilities.
- Demonstrate the taking of a local leadership role in their work with people with intellectual and developmental disabilities.

**Preliminary Reading:**

- Ager A (1991) Effecting sustainable change in client behaviour: The role of the behavioural Analysis of service environments. In B Remington (ed.), *The Challenge of Severe Mental Handicap: A Behaviour Analytic Approach* (pp. 343-368) Chichester: John Wiley
- Buchanan D & Boddy D (1992) *The Expertise of a Change Agent: Public Performance and Backstage Activity*. Hemel Hempstead, Prentice Hall
- Emerson E, McGill P and Mansell J (eds.) (1994/1999) *Severe Learning Disabilities and Challenging Behaviours: Designing High Quality Services* London/Cheltenham: Chapman & Hall/Stanley Thornes
- Heron J (1990) *Helping the Client: A Creative Practical Guide*. London, Sage
- L Vigna GW, Willis T, Shaull J *The Periodic Service Review: A Tool Quality Assurance System for Human Services and Education*. Baltimore., Paul H Brookes
- Abedi M and Sweitzer M (1994)

**ACADEMIC DEVELOPMENT (Level C)****MODULE TZ328****15 Credits (7.5 Credits)**

Sarah Broadhurst

<b>Availability/Restrictions:</b>	Available only to students on the Intellectual and Developmental Disabilities programme
<b>Method of Assessment:</b>	100% coursework. A portfolio of written work for the student learning and IT components.
<b>Contact Hours:</b>	24. Learning and teaching will take place within a 2 hour lecture/workshop over 11/12 weeks. Total study hours: 150

**Module Details:**

This module has been developed to facilitate learning of key skills in students with a range of abilities and needs. They will develop competence in: learning subject specific material and preparing assessed written and verbal assignments

**Summary Intended Learning Outcomes**

At the end of this module, students should be able to:

- Demonstrate effective skills in written communication
- Demonstrate verbal communication skills as required for seminar participation and oral presentations
- Demonstrate an understanding of the academic conventions appropriate to the subject discipline
- Demonstrate the ability to evaluate and synthesise information from reading and lectures
- Use information and communication technologies for a range of activities such as bibliographic searches, data acquisition and data presentation
- Reflect on their academic performance and assess their personal strengths and weaknesses

**Preliminary Reading:**

- |                                 |  |
|---------------------------------|--|
| Burns T and Sinfield S (2003)   | <i>Essential Study Skills: The complete guide to success at University</i> , London: Sage                          |
| Cottrell S (1999)               | <i>The Study Skills Handbook</i> . Basingstoke: Palgrave   |
| Cottrell S (2003)               | <i>Skills for Success: the personal development planning handbook</i> . Basingstoke: Palgrave                      |
| Drew S and Bringham R (1997)    | <i>The Student Skills Guide</i> . Aldershot: Gower   |
| Greetham B (2001)               | <i>How to write better essays</i> , Basingstoke: Palgrave  |
| Marshall L and Rowland F (1998) | <i>A Guide to Learning Independently</i> . 3 <sup>rd</sup> edn. Buckingham: Open University                        |
| McCarthy P and Hatcher C (2002) | <i>Presentation Skills</i> . London: Sage  |
| McIlroy D (2003)                | <i>Studying at University</i> . London: Sage   |
| Northedge A (1990)              | <i>The Good Study Guide</i> . Milton Keynes: Open University   |
| Redman P (2001)                 | <i>Good Essay Writing</i> . London: Sage   |
| Talley J (1999)                 | <i>Extending and Developing your Thinking Skills. Student Toolkit 9</i> . Milton Keynes: Open University Worldwide |
| Tracey E (2002)                 | <i>The student's guide to exam success</i> . Buckingham: Open University Press                                     |
| Turner J (2002)                 | <i>How to Study</i> . London: Sage   |

**MODULES OFFERED BY THE ENGLISH LANGUAGE UNIT**

<b>DEVELOPING ENGLISH LANGUAGE SKILLS (Level C)</b> <b>15 Credits (7.5 ECTS Credits)</b> Jane Short	<b>MODULE LZ329</b>  Autumn
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<b>Availability / Restrictions:</b>	<b>This module is suitable for students for whom English is not their first Language. It is subject to quota</b>
<b>Method of Assessment:</b>	100% coursework: 1 essay (1500 words) – 35%, 1 in-class written assessment – 25%, 1 in-class listening assessment – 20%, 1 seminar presentation – 20%. Clear guidelines and criteria to be issued prior to the setting of each assessment.
<b>Co-requisites:</b>	None; the normal pathway is from Developing English Language Skills in Autumn Term to Extending English Language Skills in Spring Term.
<b>Contact Hours:</b>	3 hours per week (workshop format) + tutorials. 6 additional hours per week in self-study

**Module Details:**

This module offers students whose first language is not English the opportunity to review and develop their English language skills in key areas related to their academic studies. There are sessions on grammar, written and spoken expression and listening skills. Students will develop strategies for extending both their subject specific vocabulary and their idiomatic English; extracting relevant information from texts; note taking from lectures and written texts ; improving pronunciation; expressing ideas in seminar group discussions. Sessions will also familiarise students with Kent University requirements and expectations in the field of academic writing. In this highly participative module, learning takes place in a workshop format to maximise practice in language skills. Tutorials focus on individual development and planning of independent learning.

**Summary Intended Learning Outcomes:**

On successful completion of the module students will have:

- Acquired listening, presentation and discussion skills to a level that will enable them to participate actively in lectures and seminars. This will be achieved by the acquisition of the following sub-skills:
  - Recognising lecture structures through 'signposting'
  - Recognising lecture content through the study of vocabulary and key structures
  - Understanding a variety of accents and speeds of spoken delivery
  - Recognising and pronouncing: weak forms, stress, rhythm, linking sounds and intonation
  - Distinguishing between formal and informal English and using appropriate register in context
  - Developing subject-specific vocabulary.
- Acquired reading and writing skills to a level that will enable them to produce comprehensible and coherent written assignments on subject-specific topics. This will be achieved by the acquisition of the following sub-skills:
  - Using strategies and techniques for speed reading, extracting relevant information from texts, reading and note-making detailed study reading, and evaluative reading
  - Producing grammatically accurate written structures
  - Planning, organising editing and revising assignments for different types of question, clear and logical expression of ideas.

**Preliminary Reading:**

- |                           |   |
|---------------------------|---|
| Wallace, Michael J (2005) | <i>Study Skills in English</i> , 2 <sup>nd</sup> edn. CUP |
|---------------------------|---|

<b>Availability / Restrictions:</b>	<b>This module is suitable for students for whom English is not their first Language. It is subject to quota.</b>
<b>Method of Assessment:</b>	50% coursework / 50% in-class examination: 1 subject-specific staged project (3000 words) – 50%; 1 in-class written examination – 20%, 1 in-class listening assessment – 10%; 1 presentation – 20%. Clear guidelines and criteria will be issued prior to the setting of the assessment.
<b>Contact Hours:</b>	3 hours per week (workshop format) + tutorials Students expected to spend 6 additional hours per week in self-study

**Module Details:**

On this module students will extend their understanding of key areas of English language: reviewing writing critically for grammatical accuracy; structuring and delivering a presentation in English on a specialist topic; listening interactively in academic situations; increasing their familiarity with university requirements for avoiding plagiarism and with expectations of style and critical approach in academic coursework. In this highly participative module, learning takes place in a workshop format to maximise practice in key skills. Tutorials focus on individual development and planning of independent learning.

**Summary Intended Learning Outcomes:**

On successful completion of this module, students will have:

Acquired listening, presentation and discussion skills to a level that will enable them to participate fully in lectures and seminars. This will be achieved by the acquisition of the following sub-skills:

- Summarising the contents of a listening text from accurate notes
- Asking relevant questions from notes on specialist topics
- Leading a seminar discussion from prepared notes on a specialist topic
- Pronouncing a wide range of social expressions and specialist vocabulary clearly

Acquired reading and writing skills to a level that will enable them to produce comprehensible and coherent written assignments on subject-specific topics. This will be achieved by the acquisition of the following sub-skills:

- Appropriately incorporating information from required reading in written assignments
- Using a wide range of grammatically accurate written structures in extended writing
- Using a range of organisational patterns for a variety of academic written assignments
- Developing a wide corpus of subject-specific vocabulary

**Preliminary Reading:**

Lowes R *et al*, 2004

*The International Student's Guide*, Sage, London

**MODULES OFFERED BY THE FACULTY OF HUMANITIES****THE TALE (Level C)****MODULE CP311**

30 Credits (15 ECTS Credits)

Agnès Cardinal

Autumn and Spring

**Method of Assessment:** 50% coursework (1 oral, 2 written), 50% examination (3 hours).

**Module Details:**

This literary-critical module deals with selected tales drawn from a wide range of international examples, from the *Fables of Aesop*, which date back to around the 6<sup>th</sup> century BC, to the 20<sup>th</sup> century writings of Brecht or Angela Carter. Our approach will address such issues as the development of oral folktale and fairytale into the written forms of the *fabliau*, the fairytale, the 19<sup>th</sup> century art-tale, and others.

The framework of discussion is flexible and comprises a general survey of the issues that face the comparatist. We look at questions of transmission and transformation (e.g. how a story like *Sleeping Beauty* or *The Tin Soldier* travels from one culture to another and alters in shape and emphasis); at issues of translation between different languages; and at questions of genre (including how an audience expects a tale to unfold). We also sample different methods of analysis by examining story-motifs and story-structures, and by considering supposed symbolic meanings in the light of psychoanalytic concepts.

**Preliminary Reading:**

Aesop

*Fables*, Penguin

Apuleius

*The Golden Ass*, Penguin

Anon

*Tales from the Thousand and One Nights*, Penguin

J. & W. Grimm

*Selected Tales*, Penguin

R. Kipling

*The Second Jungle Book*, World's Classics

A. Carter

*The Bloody Chamber*

Bruno Bettelheim\*

*The Uses of Enchantment*

Max Lüthi\*

*Once Upon a Time*

I. & P. Opie\*

*The Classic Fairy Tales*

\*Recommended preparatory reading – a full list of primary and secondary texts will be issued at the start of the module.



**EARLY DRAMA (Level C)**  
**30 Credits (15 ECTS Credits)**  
Dr Marion O'Connor

**MODULE EN302**

Autumn and Spring

**Availability / Restrictions:** This module is available only to students taking the Sociology and English Literature programme.  
**Method of Assessment:** Coursework (75%: 3 pieces of written work, plus contribution to seminars) and project (25%).  
**Contact Hours:** Weekly lecture (1 hour) and seminar (1½ hours).

**Module Details:**

Canterbury was a cradle of early English Drama. There are records of medieval pageants and of visits by Elizabethan players, who were perhaps witnessed by Christopher Marlowe, born and educated here. Marlowe's *Dr Faustus* retains a double allegiance to the morality play and emergent humanist values. Marlowe's contemporary Stephen Gosson (another native of Canterbury) also had theatrical ambitions, but he is better remembered for an influential and revealing attack on the London theatre of the 1570s, *The Schoole of Abuse*.

Politicised polemic (of an anti-Catholic kind) recurs in one of the earliest historical Dramas, *Kyng Johan*, first performed in Canterbury and written by John 'Bilious' Bale, who was buried in the cathedral. *Arden of Faversham*, an Elizabethan domestic tragedy of unknown authorship, is set in various places in North Kent and dominated by the figure of Mistress Alice Arden, executed in 1551 at Canterbury.

Without straying too far from authors with local associations, the module provides in chronological order examples of early Drama from the medieval liturgy and mystery plays to the late sixteenth century. Each text is used to explore related areas and topics - ones which are relevant to the study of drama generally. They include the meaning of ritual; scriptural drama; the significance of movement, place and gesture; the social functions of drama; problems of staging; the theatricality of moral preaching; theatre and commerce; the representation of women; the identifying of audiences; and anti-stage attitudes. Much of the material is of direct use in understanding and evaluating the work of William Shakespeare, who is the subject of modules in Stage 2.

**Reading (in order of use):**

**Essential:**

AC Cawley (ed.)

Christopher Marlowe

**Highly Recommended:**

P Happe

*Early Drama A Course booklet* (available at the beginning of the course)

*Everyman and the Medieval Miracle Plays*

*Dr Faustus*

*English Drama before Shakespeare*

**ROMANTICISM AND CRITICAL THEORY (Level C)**  
**45 Credits (22.5 ECTS Credits)**

**MODULE EN308**

Dr David Ayers

Autumn and Spring

**Availability / Restrictions:** This module is available only to students taking the Sociology and English Literature programme and the Law and English Literature programme.  
**Method of Assessment:** Autumn term: 100% coursework assessment; Spring term: 50% coursework assessment and 50% 2-hour written examination.

**Module Details:**

This module is an introduction to the study of English Literature. It aims to develop the student's knowledge of how to read literary texts in the context of their artistic and social milieu, and introduces the terms and concepts which are used in the discussion and analysis of literature. The module comprises two lecture series, in Romanticism and Critical Theory respectively. The first presents some of the most significant writing of the Romantic period, including the poetry of Blake and Wordsworth and the novels of Jane Austen and Walter Scott, with reference to the thought of contemporaries such as Rousseau, Burke and Hegel. The second lecture series begins with an examination of key questions in the analysis of literature, such as 'What is an author?' or 'Why read literature?', and goes on to introduce some of the most important literary and cultural theory of recent decades, from Structuralism to Postmodernism. As well as the lectures, students will attend a weekly small group seminar in which selected literary and theoretical texts will be discussed in detail. Students will write two essays in the first semester and three in the second.

**Required texts:**

Duncan Wu (ed.)

Jane Austen

Mary Shelley

*Romanticism: An Anthology*, 2<sup>nd</sup> edn.

*Emma*

*Frankenstein*

**CRITICAL PRACTICE (Level C)****15 Credits (7.5 ECTS Credits)**

Dr Alex Padamsee

**MODULE EN325**

Autumn

**Availability / Restrictions:** This module is available only to students taking the Sociology and English Literature programme and the Law and English Literature programme.

**Method of Assessment:** 100% coursework (one essay) assessed only after submission of a Portfolio of experimental and practical work.

**Module Details:**

What are the fundamental reading and writing practices of literary studies? How can we write literary criticism more effectively? This module introduces fundamental questions in literary studies – what is ‘critical practice’?; why write critical essays?; how do critical editions shape critical discourse? – and examines methods and modes of critical writing. In particular, the module follows two related strands: (1) critical writing as a process – from reading to research and reflection, organisation and planning, question and argument, drafting and revision; and (2) the uses and effects of critical language. Through engagement with and practical experiment in modes of critical writing and language (which will form the basis of a Portfolio of work, unassessed so as to allow you to explore and take risks with new techniques), you will learn to read your own work as critically as that of others and develop strategies towards improving your written skills of argument and expression.

**Preliminary Reading:**

Rebecca Stott, Anna Snaith and Rick Rylance *Making your Case: A Practical Guide to Essay Writing* (Longman/Pearson Education, 2001)  
 Rebecca Stott and Peter Chapman *Grammar and Writing* (Longman/Pearson Education, 2001)  
 Robert Pope *The English Studies Book: An Introduction to Language, Literature and Culture* (Routledge, 1998)

**HIGH ART AND LOW LIFE: APPROACHING ART HISTORY (Level C)****15 Credits (7.5 ECTS Credits)**

Dr Ben Thomas

**MODULE HA312**

Spring

**Method of Assessment:** 100% coursework (30% précis; 50% comparative analysis; 20% slide test)

**Contact Hours:** 1 2-hour lecture and 1 2-hour seminar per week.

**Module Details:**

This module provides students with an introduction to key concepts, themes and approaches in art history. Focusing on the eighteenth century, when many of the ideas and institutions that shape our contemporary understanding of the visual arts were first developed, it looks at the way art responded to the turbulent changes in society that characterise what has been called the Age of Enlightenment and Revolution. The course is therefore both an introduction to a particular period in art history but also introduction to the origins of modernity in the visual arts. Taking a comparative approach to the study of the visual arts in Britain and France, the module explores how the different political, cultural and social contexts affected the production, display and appreciation of art. As the eighteenth century was also a period of exploration and colonisation, there will be a reason to look also at non-European art and its impact on the European imagination. Particular artists studies on the module include: Watteau, Chardin, Fragonard, Greuze, David, Hogarth, Reynolds, Gainsborough, Blake.

**Preliminary Reading**

John Brewer *The Pleasures of the Imagination*  
 David Bindman *Hogarth and His Times*  
 Matthew Craske *Art in Europe 1700 – 1830*  
 Michael Fried *Absorption and Theatricality. Painting and the Beholder of the Age of Diderot*

**HIGH ART AND LOW LIFE: APPROACHING ART HISTORY (Level C)****30 Credits (15 ECTS Credits)**

Dr Ben Thomas

**MODULE HA313**

Spring

**Method of Assessment:** 100% coursework (15% précis; 25% comparative analysis; 10% slide test; 50% essay).

**Contact Hours:** 1 2-hour lecture and 1 2-hour seminar per week.

**Module Details:**

This module provides students with an introduction to key concepts, themes and approaches in art history. Focusing on the eighteenth century, when many of the ideas and institutions that shape our contemporary understanding of the visual arts were first developed, it looks at the way art responded to the turbulent changes in society that characterise what has been called the Age of Enlightenment and Revolution. The course is therefore both an introduction to a particular period in art history but also introduction to the origins of modernity in the visual arts. Taking a comparative approach to the study of the visual arts in Britain and France, the module explores how the different political, cultural and social contexts affected the production, display and appreciation of art. As the eighteenth century was also a period of exploration and colonisation, there will be a reason to look also at non-European art and its impact on the European imagination. Particular artists studies on the module include: Watteau, Chardin, Fragonard, Greuze, David, Hogarth, Reynolds, Gainsborough, Blake.

**Preliminary Reading:**

John Brewer *The Pleasures of the Imagination*  
 David Bindman *Hogarth and His Times*  
 Matthew Craske *Art in Europe 1700 – 1830*  
 Michael Fried *Absorption and Theatricality. Painting and the Beholder of the Age of Diderot*

<b>THE SHOCK OF THE NOW: THEMES IN CONTEMPORARY ART (Level C)</b> 15 Credits (7.5 ECTS Credits)	<b>MODULE HA314</b> Autumn
<b>ALSO AVAILABLE AS A 30 CREDIT MODULE</b> 30 Credits (15 ECTS Credits) Dr Michael Newall	<b>MODULE HA315</b> Autumn

<b>Methods of Assessment:</b>	<b>HA314</b> - 100% coursework (1 critical essay (40%); seminar presentation (30%); Seminar notes (30%)) <b>HA315</b> - 100% coursework (2 critical essays (20% and 40%); seminar presentation (20%); Seminar notes (20%))
<b>Contact Hours:</b>	1 2-hour lecture and 1 2-hour seminar per week.

**Module Details:**

This module is an introduction to some of the main artists, themes and currents in contemporary art. It looks at the 'history' of contemporary art in movements and trends such as abstraction, minimalism, pop art, conceptualism, performance, land art, postmodernism, 'young British art' and relational aesthetics. It investigates controversial artists such as Cindy Sherman, Jeff Koons, Damien Hirst, Tracey Emin and Jake and Dinos Chapman. It examines the issues that animate much contemporary art, such as shock and transgression, society and politics, feminism, sexuality and race, non-western contemporary art, technology and popular culture, as well as the recent resurgence in art of older themes such as beauty. It looks at new media, such as video and the internet, and the fate of traditional media such as painting and sculpture.

Throughout, it asks the question: what is the value of contemporary art? Why is it worth the money collectors pay for it, why is it shown in art museums, receiving such media attention, and why, ultimately, is it worth looking at? This is a module for those with a serious interest in contemporary visual art, those with a broader interest in visual culture, as well as those who are just curious about the value and point of contemporary art.

**Preliminary Reading:**

Hal Foster, Rosalind Krauss, Yve-Alain Bois, Benjamin HD Buchloh Cynthia Freeland Julian Stallabrass Matthew Collings	<i>Art Since 1900: Modernism, Antimodernism, Postmodernism</i> Thames & Hudson 2004 <i>Art Theory: A Very Short Introduction</i> , Oxford University Press, 2001 <i>High Art Lite: British Art in the 1990's</i> , Verso, 1999 <i>Is Modern Art</i> , Weidenfeld & Nicolson, 1999
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<b>PHOTOGRAPHY AND ITS HISTORIES (Level C)</b> 15 Credits (7.5 ECTS Credits)	<b>MODULE HA316</b> Autumn
<b>ALSO AVAILABLE AS A 30 CREDIT MODULE</b> 30 Credits (15 ECTS Credits) Theresa Mikuriya	<b>MODULE HA317</b> Autumn

<b>Methods of Assessment:</b>	<b>HA316</b> - 100% coursework (1 critical essay (50%); 1 short essay (30%); seminar notes (20%)). <b>HA317</b> – 100% coursework (1 critical essay (50%); 2 short essays (30%), Seminar Diary (20%))
<b>Contact Hours:</b>	1 2-hour lecture and 1 2-hour seminar per week.

**Module Details:**

This module introduces students to photography and its histories by looking at the social and cultural contexts surrounding the emergence of the photographic medium. Through an exploration of the multiple origins of photography, students will gain an understanding and an awareness of the critical debates that surround photography and the difficulties in writing its histories. It will examine photography as an artistic practice alongside its impact upon medicine, art, society, and culture. Some themes that will be explored include spiritual photography, early photography and medical diagnosis, photography and the cult of memory, photography and Surrealism, photographic practices outside of the Western tradition. Each student will also be given a disposable camera for a practical photographic exercise designed to explore the intuitive and automatic aspects of the process of taking a photograph, to be carried out in conjunction with the lecture on surrealism.

**Preliminary Reading:**

Roland Barthes Geoffrey Batchen Graham Clarke Jonathan Crary WJT Mitchell Susan Sontag	<i>Camera Lucida: Reflections on Photography</i> <i>Burning with Desire</i> <i>The Photograph</i> <i>Techniques of an Observer</i> <i>Picture Theory</i> <i>On Photography</i>
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<b>BUT IS IT ART?: AESTHETICS AND THE VISUAL ARTS (Level C)</b> 15 Credits (7.5 ECTS Credits)	<b>MODULE HA318</b> Spring
<b>ALSO AVAILABLE AS 30 CREDIT MODULE</b> 30 Credits (15 ECTS Credits) Dr Jonathan Friday	<b>MODULE HA319</b> Spring

<b>Methods of Assessment:</b>	<b>HA318</b> - 100% coursework (1 critical essay (50%); critical summary of an assigned text (30%); seminar notes (20%)). <b>HA319</b> - 100% coursework (1 critical essay (50%); 2 critical analyses of course texts (30%); seminar diary (20%)).
<b>Contact Hours:</b>	1 2-hour lecture and 1 2-hour seminar per week.

#### Module Details:

This module provides students with a broad introduction to the philosophy of the visual arts through an investigation of the distinctive nature of art and aesthetic experience, explored in relation to various visual media and their aesthetically important qualities. It is designed to provide students with both a firm foundation for further study in the philosophy of art, while at the same time providing a solid grounding in several key concepts, themes and approaches relevant to art history, contemporary arts and photographic studies students.

The module begins with the relationship between concepts of 'art' and 'aesthetic experience', emphasising the traditional role of the aesthetic as the key to understanding both the distinctive nature of art and its value. Issues of concern here will include the role of pleasure, thought and emotion in aesthetic experience, the differences between art and entertainment, the kinds of qualities possessed by works of art that serve as the focus of aesthetic experience, and how aesthetic experience is moulded by traditions and culture while remaining open to innovation in the arts. These investigations provide the framework for the exploration of key visual arts media in the second half of the module. Particular attention will be given to related aesthetic qualities, each of which will be explored through a pair of contrasting fine art media. Modes of representation and style will be explored through the media of painting and photography; form, function and craft through the media of sculpture and architecture and expression, movement and gesture through theatre and dance.

At the end of these investigations, students will have learned that the question "But is it art?" is less important than questions of how and why works of the imagination capture and sustain our attention. Since students will have broadened their understanding of these latter issues, they will also be better equipped to respond intelligently to challenging and apparently baffling works of art.

#### Preliminary Reading:

Nigel Warburton	<i>The Art in Question</i> (Routledge)
George Dickie	<i>Introduction to Aesthetics</i> (Oxford UP)
Gordon Graham	<i>Philosophy of the Arts</i> (Routledge)

<b>INNER WORLDS: PSYCHOANALYTIC THINKING AND THE VISUAL ARTS (Level C)</b> 15 Credits (7.5 ECTS Credits)	<b>MODULE HA320</b> Spring
<b>ALSO AVAILABLE AS 30 CREDIT MODULE</b> 30 Credits (15 ECTS Credits) Dave Reason	<b>MODULE HA321</b> Spring

<b>Methods of Assessment:</b>	<b>HA320</b> - 100% coursework (30% précis; 50% expository essay; 20% seminar log). <b>HA321</b> - 100% coursework (15% précis; 25% critical essay; 50% project report; 10% study journal)
<b>Contact Hours:</b>	1 1-hour lecture and 1 1-hour seminar per week. Plus individual tutorials

#### Module Details:

I find this painting moving; yet you don't. Why do we respond differently to works of art? As a child, I drew a lot of pictures; now I don't. Why do some people seem to lose their creative impulse? She says she makes sculpture because she simply has to; I find her sculpture beautiful. How is her obsession related to my pleasure? How can her sculpture make me feel better when my spirits are low? Why are so many people so passionate about art?

People have often turned to ideas from psychoanalysis in search of an understanding of our inner worlds which might help us to grasp our relationship to the outer world of art. The result is that artists and critics alike cannot avoid thinking in ways that have been informed by developments in psychoanalysis and its application to the arts, and nowadays contemporary art is often made and talked about using idioms which draw heavily, but often uncritically, on psychoanalytic doctrines and concepts.

This module provides an accessible and systematic introduction to the development of key psychoanalytic concepts. It explores the ways in which these have informed critical and practical work in the visual arts, and looks at how psychoanalysts have responded to the puzzles and challenges posed by the existence of works of art. We begin with a consideration of the foundational work of Freud, and then sketch pertinent lines of development of psychoanalysis within the context of key national cultures: Germany, Britain and France, and, to a lesser extent, America and Germany. Critical writing (and practice) by non-clinicians such as Stokes, Wolheim, Iversn and Žižek provide an important focus of interest. The module ends with a discussion of the relevance to art criticism in general of the study of 'the art of the insane'.

Although complete in itself, the module provides a sound basis for a critical engagement with psychoanalytic idioms encountered in the context of other modules in HPA in particular, and SDFVA more generally.

**Preliminary Reading:**

	Peter Fuller, 1980	<i>Art and Psychoanalysis</i>
	Adam Phillips, 1997	<i>Freud: A life for our time</i>
	Marion Milner, 1983	<i>On Not Being Able to Paint</i>
	Neville Symington, 1986	<i>The Analytic Experience</i>
also	Sigmund Freud (Albert Dickson ed.) 1990	<i>Art and Literature</i>
or	Sigmund Freud (Hugh Haughton intro. David McLintock, translator) 2003	<i>The Uncanny</i>

**HISTORY MODULES**

**PLEASE REFER TO THE HUMANITIES STAGE 1 MODULE HANDBOOK FOR MODULE OUTLINES.**  
APPROVAL BY THE SCHOOL OF HISTORY WILL BE OBTAINED BEFORE REGISTRATION ON THESE MODULES  
CAN BE CONFIRMED. These modules are subject to quota and become full very quickly.

**ANCIENT MEDIEVAL AND EARLY MODERN HISTORY****Autumn Term: 15-credit modules**

HI346	Monarchy & Aristocracy in England 1460-1640
HI348	Renaissance Courts: Culture and Politics
HI385	Introduction to the History of Medicine

**Spring Term: 15-credit modules**

HI366	Britain in the Age of Industrialisation, 1700 - 1830
HI407	Saints, Chroniclers and the End of Time: Narrative Art in England c.1175-1300

**MODERN HISTORY****Autumn Term: 15-credit modules**

HI353	Britain and the Home Front
HI359	Empire in Africa 1922-1980
HI390	The Emergence of America: From European Settlement to 1880
HI402	Politics and Culture of 19 <sup>th</sup> Century Russia
HI408	Picturing the Past: An Introduction to Visual History
HI410	Medieval Europe c.400 - 1066

**Spring Term: 15-credit modules**

HI342	Revolutionary and Napoleonic France
HI391	The Rise of the United States since 1880
HI397	Cinema and Society, 1930-1960
HI411	Medieval Europe c.1066-1450

**Year-Long 30 credit modules:**

HI300	Introduction to Literature and Science
HI308	Science Fiction

**MAKING HISTORY (Level C)****30 Credits (15 ECTS Credits)**

Dr Alixe Bovey

**MODULE HI360**

Autumn and Spring

<b>Availability/Restrictions:</b>	<b>Available only to students studying Law and History / Politics and History / Social Anthropology and History</b>
<b>Method of Assessment:</b>	100% coursework.
<b>Contact Hours:</b>	1 x fortnightly lecture and 1 x fortnightly seminar

**Module Details:**

The aims of this module are threefold. Firstly, it offers a chronologically and geographically diverse introduction to the discipline of history. Thus, students are able to make informed choices about future modules; this will significantly broaden the outlook of many A-Level candidates. Secondly, key skills for historians appropriate at university level are presented systematically. Development of these skills is integrated with the presentation of new material. Thirdly, students are exposed to differing historiographical approaches. Although these will be presented with reference to specific topics, students will develop a general historical sophistication, which will be applicable to all future study choices.

Topics follow a chronological progression; there is also a recurring theme of knowledge and communication throughout. Knowledge is constructed according to the means of communication in any given society. As historians, we ourselves are both commentators on, and participants in such a process.

Lecture topics to be covered will include the following: Alfred and the beginnings of Biography, New Worlds, New Cosmologies, The Age of Machinery, National Identity, Managing Modernity.

**Preliminary Reading:**

Ludmilla Jordanova

*History in Practice* (Arnold, 2000)

John Tosh	<i>In Pursuit of History</i> (Longman 3 <sup>rd</sup> edn., 1999)
B. Yorke	<i>Wessex in the Early Middle Ages</i> (1995)
R. Abels	<i>Alfred the Great</i> (1998)
Steven Shapin	<i>The Scientific Revolution</i> (Chicago University Press, 1996)
Peter Dear	<i>Revolutionising the Sciences: European Knowledge and its ambitions 1500-1700</i> (Palgrave, 2001)
P. Hudson	<i>The Industrial Revolution</i> (1992)
M. Daunton	<i>Progress and Poverty 1700-1850</i> (1995)
Benedict Anderson	<i>Imagined Communities: reflections on the origin and spread of nationalism</i> (Verso)
Eric J. Hobsbawm	<i>The Invention of Tradition</i> (Cambridge University Press)
Steven J. Gould	<i>The Mismeasure of Man</i> (Penguin, 2 <sup>nd</sup> edn. 1997)
A. Marwick, C. Emsley	<i>Total War and Historical Change</i> (Oxford 2001) & W. Simpson (eds.)

## MODERN LANGUAGES

**YOU ARE ADVISED TO OBTAIN ADVICE REGARDING THE LEVEL OF LANGUAGE TO BE STUDIED PRIOR TO REGISTERING ANY OF THE FOLLOWING MODERN LANGUAGES MODULES.**

**PLEASE CONTACT THE SCHOOL OF EUROPEAN CULTURE AND LANGUAGES, CORNWALLIS BUILDING e-mail [secl-contact@kent.ac.uk](mailto:secl-contact@kent.ac.uk)**

<b>LEARNING FRENCH 3 (POST A-LEVEL) (Level C)</b> 30 Credits (15 ECTS Credits) Dr David Hornsby	<b>MODULE FR300</b>  Autumn and Spring
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<b>Prerequisite(s)</b>	A or AS Level French, or equivalent.
<b>Method of Assessment:</b>	100% coursework

### Module Details:

This popular year-long module reinforces and expands skills acquired at A-Level by using a wide variety of materials. The course involves three timetabled hours per week - two of these are taught, the third is an hour of private study using Computer Assisted language Learning materials (CALL). The first of the two taught hours is the Language Skills seminar. This concentrates on the mastery of grammar, syntax, and translation skills. We use audio-cassettes, structured worksheets and up-to-date journalistic texts. The second taught hour is always taken by a native speaker. This usually involves conversation practice based either on video materials or on a text; but French essay-writing is also studied, and progress on the CALL exercises is tested. The CALL programme is student-friendly and permits the targeting of specific problem areas. In addition to these timetabled hours, students prepare work for discussion and detailed correction on a regular basis, and teaching staff are available for individual consultation.

<b>INTENSIVE LEARNING FRENCH 1 (Beginners) (Level C)</b> 15 Credits (7.5 ECTS Credits) Dr Ana de Medeiros	<b>MODULE FR326</b>  Autumn and Spring
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<b>Prerequisite(s):</b>	Pass in GCSE French at grade C or above (or equivalent). Students at 'A' level standard in French are <b>not</b> eligible (such students may take module FR300 if they wish)
<b>Exclusions:</b>	This module is only available to students who do not have French as part of their degree.
<b>Method of Assessment:</b>	100% coursework

### Module Details:

This year-long module will introduce students to basic skills of French language and allow students to learn French at a non-specialist level. The student will be taught basic grammatical principles and the use of spoken French to answer simple practical questions. This module is intended for students from any discipline in the University who wish to learn French from beginner's level as a wild-module. Successful completion of this module would allow students to progress to French Language and Culture I. Students will spend two hours per week in the classroom with a teacher who is a native French speaker. There is not final-year examination for this module instead students will have 4 in class grammar tests; give two oral presentations and sit two listening tests during the course of the year.

### Preliminary Reading

*Panorama 1 Méthode de français*  
George Sand : *La petite Fadette* (Lectures CLE – collection 600 mots)

**FRENCH LEARNING 2A (Post GCSE) (Level C)****15 Credits (7.5 ECTS Credits)**

Dr Tom Baldwin

**MODULE FR327**

Autumn

<b>Prerequisite(s):</b>	Pass in GCSE French at grade C or above (or equivalent). Students at 'A' level standard in French are <b>not</b> eligible (such students may take module FR300 if they wish)
<b>Exclusions:</b>	This module is only available to students who do not have French as part of their degree.
<b>Method of Assessment:</b>	100% coursework

**Module Details:**

This module is intended for students who wish to either continue to study French as a wild module or for students who wish to do French to degree level and participate in the year abroad but do not have an 'A' level in French. Those students will be able to take French Language and Culture I in Autumn Term and then take French Language and Culture II in Spring Term the successful completion of which will allow them to progress to French Advanced I which will prepare them for the year abroad. Students in the Humanities who have an 'A' level I in French should take FR300 Post 'A' Level French instead.

This module will allow students to learn French at a specialist level. The students will be taught complex grammatical principles, use spoken French and learn about French regional culture. Students will spend two-hours per week in the classroom and will be expected to spend one hour per week in the CALL and Audiovisual Labs. There is no final-year examination for this module instead students will be required to sit two in-class grammar tests to give one oral presentation on a regional aspect of French culture and sit one listening and comprehension test based on information in the French Culture textbook.

**Preliminary Reading***Panorama II Méthode de français**La France des Régions (Collection FLE)***LEARNING FRENCH 2B (Level C)****15 Credits (7.5 ECTS Credits)**

Dr Tom Baldwin

**MODULE FR328**

Spring

<b>Prerequisite(s):</b>	Pass in GCSE French at grade C or above (or equivalent). Students at 'A' level standard in French are <b>not</b> eligible (such students may take module FR300 if they wish)
<b>Exclusions:</b>	This module is only available to students who do not have French as part of their degree.
<b>Method of Assessment:</b>	100% coursework

**Module Details:**

This module is intended for students who wish to either continue to study French as a wild module or for students who wish to do French to degree level and participate in the year abroad but do not have an 'A' level in French. Those students should have taken French Language and Culture I in Autumn Term and at the end of this module will be able to progress to French Advanced I which will prepare them for the year abroad. Students in the Humanities who have an 'A' level in French should take FR300 Post 'A' level French instead.

This course will allow students to learn French at a specialist level. The students will be taught complex grammatical principles, use spoken French in every day situations, do short compositions and be introduced to French Culture through the study of level appropriate texts. Students will spend two-hours per week in the classroom and will be expected to spend one more hour per week in the CALL and Audiovisual Labs. There is no final-year examination for this module instead students will be required to sit two in-class grammar comprehension tests based on information in the French textbook.

**Preliminary Reading***Panorama II Méthode de français**Maupassant-Une vie (Lectures CLE : 800 mots)***INTENSIVE FRENCH FOR BEGINNERS (Level C)****15 Credits (7.5 ECTS Credits)**

Dr David Hornsby

**MODULE FR330**

Autumn and Spring

<b>Method of Assessment:</b>	100% coursework
<b>Contact Hours:</b>	3 hours per week plus 1 obligatory hour of computer-assisted learning

**Module Details:**

This module is designed for students (other than native French speakers or French bi-linguals) with some experience of language study but without formal qualification in French, who intend to progress to degree level in the subject. 30 credits from FR323, FR331 French Drama, FR332 French Narratives, are co-requisite for this purpose. The module concentrates on basic listening reading and speaking, and on essential grammatical principles. Three main topics will be considered each week: grammar, vocabulary and civilisation. Assessment will be by four in-class assignments (2 on grammar, 1 on culture and 1 oral presentation), each worth 20%, with the final 20% for class participation. Available as a wild module without the co-requisites.

**Preliminary Reading:**

Jacky Girardet, Jean-Marie Cridlig, *Panorama I: Méthode de français; Panorama II: Méthode de français* (Paris, CLE international, 2004)

**LEARNING GERMAN 3 (Post A-Level) (Level C)****MODULE GE301****30 Credits (15 ECTS Credits)**

Professor Osman Durrani

Autumn and Spring

<b>Prerequisite(s)</b>	A or AS Level German, or equivalent.
<b>Method of Assessment:</b>	20% coursework, 70% examination (3-hour examination, plus an oral test). 10% attendance and participation
<b>Contact Hours:</b>	1 lecture, 1 seminar, and 1 hour of conversation per week.

**Module Details:**

This module begins with a systematic revision of the grammatical structures of the language, and aims to develop oral proficiency and confidence in listening, understanding and translating. There is a weekly lecture in German on an aspect of the country (*Landeskunde*), a weekly translation and grammar class, and an hour in which you practise spoken German with a language assistant. Translation is mainly into English during this year, and there are written tests at the end of each term. Extensive use is made of the internet.

**Preliminary Reading:**

David Crystal  
Derek Lewis  
Bill Dodd *et al*  
Bill Dodd *et al*

*Rediscover Grammar*, Longman 2004  
*Contemporary German. A Handbook*, Edward Arnold, London 2001  
*Modern German Grammar: A Practical Guide*. Routledge 2003  
*Modern German Grammar: Workbook*, Routledge 2003

**LEARNING GERMAN 1 (Beginners) (Level C)****MODULE GE304****30 Credits (15 ECTS Credits)**

Sandra Döring

Autumn and Spring

<b>Method of Assessment:</b>	20% coursework (4 best assessment marks), 70% examination, 10% attendance and participation
<b>Contact Hours</b>	2 taught hours per week and 1 hour of conversation practice.

**Module Details:**

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

**Coursebook:**

Tangram Aktuell 1  
Tangram Aktuell 1

*Hueber, Munich, 2005 Kursbuch*  
*Hueber, Munich, 2005 Arbeitsbuch*

**LEARNING GERMAN 2 (Intermediate) (Level C)****MODULE GE307****30 Credits (15 ECTS Credits)**

Dr John Partridge

Autumn and Spring

<b>Prerequisite(s)</b>	GCSE German or equivalent.
<b>Method of Assessment:</b>	20% coursework (4 best assessment marks), 70% examination (3-hour exam plus an audio-visual comprehension examination, an oral examination), 10% attendance and participation

**Module Details:**

This module is intended for students who have completed a beginner's course in German, and it is also suitable for students with a GCSE. The module is open to all students in all faculties. By the end of the year students should be able to produce and comprehend everyday German to a level which will allow them to function with confidence in a German speaking environment and be in a position to follow the Post 'A' level module GE301 in the following year. There are three contact hours per week. Two are intended for presentation and practice of new material (audio and video recordings, texts, writing practice and grammar). The third - conducted by a native speaker of German - is intended to offer further practice in spoken German. Working on Computer Assisted Language Learning (CALL) materials is encouraged.

**Preliminary Reading:**

Susan Tebbutt

*Klaro!*, Edward Arnold, London, 2001**Coursebook:**

Themen

*Actuell 2 Kursbuch*, Hueber, Munich, 2000



<b>LEARNING ITALIAN 1 (Beginners) (Level C)</b> <b>30 Credits (15 ECTS Credits)</b> Dr Carmine Mazzacappa	<b>MODULE IT301</b> Autumn and Spring
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<b>Prerequisite:</b>	A-level in a modern European language or Latin O-Level / GCSE.
<b>Method of Assessment:</b>	20% coursework, 80% examination.
<b>Contact Hours:</b>	4 weekly seminars plus 1-hour lecture per week in the Autumn term.

**Module Details:**

This module is designed for students who have either no knowledge, or a basic knowledge, of Italian. Students who have studied Italian to GCSE level can also take this module as they will be expected to reach a higher level by the end of the year and will be working with more advanced material.

One of the principal aims of this module is to prepare students for degree work in Italian, even if they come to Kent with no previous knowledge of the language. It is, however, open to all students of the Faculty. The module is both an intensive instruction in the Italian language and an introduction to modern Italy.

On the language side, all aspects of Italian grammar are covered in a preliminary way, so that students can achieve competence (not merely a passive comprehension) in all types of normal modern sentence structure. The standard aimed at is thus beyond GCSE in terms of grammatical competence, though in terms of vocabulary and idiomatic experience it has to remain somewhat below A-level.

Although maximum possible teaching help is given, a large amount of memorising (of grammatical forms and vocabulary) is an inevitable feature. Students who choose this module should be sure that they are capable of disciplined, independent study.

**Preliminary Reading:**

S Branciforte, A Grassi  
S Adorni, K Primorac

*Parliamo italiano!* Boston-New York, Houghton Mifflin 1998  
English Grammar for Students of Italian, Arnold, 1999

<b>WRITING ITALY THROUGH THE CENTURIES (Level C)</b> <b>15 Credits (7.5 ECTS Credits)</b> Guido Reverdito	<b>MODULE IT***</b> Autumn
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**Module Details:**

Awaiting full module details from the Humanities Faculty

<b>ITALIAN ADVANCED: TEXTS IN CONTEXT (Level C)</b> <b>15 Credits (7.5 ECTS Credits)</b> Guido Reverdito	<b>MODULE IT307</b> Spring
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<b>Prerequisite:</b>	A-level Italian (Intermediate/GCSE/AS-level will be considered).
<b>Method of Assessment:</b>	50% coursework, 50% examination

**Module Details:**

The module aims to introduce students to Italian Contemporary Literature (XX century). Its principal objective will be to set representative works of a number of key Italian poets and writers of the early and late XX century, such as: Ungaretti, Montale, Vittorini, Fenoglio, Pavese, Eco, in their socio-historical and cultural background. The initial approach will be linguistic, concentrating on the perception and comprehension of the vocabulary, structures and register of the author in question. Discussion will broaden from this to cover the literary and cultural significance of the texts under scrutiny.

**Preliminary Reading**

G Ungaretti  
E Montale  
B Fenoglio

*L'allegria*, Mondadori (selection of poems)  
*Ossi di seppia*, Mondadori (selection of poems)  
*Una questione privata* Garzanti

<b>LEARNING ITALIAN 3 (Post A-Level) (Level C)</b> <b>30 Credits (15 ECTS Credits)</b> Dr Tom Behan	<b>MODULE IT308</b> Autumn and Spring
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<b>Prerequisite:</b>	A-level Italian (Intermediate/GCSE/AS-level will be considered).
<b>Method of Assessment:</b>	20% coursework, 80% examination

**Module Details:**

The course comprises two elements: one hour per week devoted to translation from English into Italian and advanced grammar and one hour per week devoted to translation from Italian into English and written composition. Students will increase their linguistic competence through weekly translating exercises.

**Preliminary Reading**

M Silvestrini *et al*

*L'italiano e l'Italia: Lingua e civiltà... italiana per stranieri* (Livello Medio e Superiore, Vol. 1 and 2 (Guerra).

**HISTORY OF ITALIAN CINEMA: THE LEGACY OF NEOREALISM (Level C)****MODULE IT312****15 Credits (7.5 ECTS Credits)**

Dr Lorenzo Chiesa

Spring

**Prerequisite:** No prior knowledge of the subject is required. A basic knowledge of Italian would be required, although most of the films have English subtitles.

**Method of Assessment:** 100% coursework

**Module Details:**

This module discusses the work of some major Italian filmmakers who contributed to neorealism (De Sica, De Santis, Rossellini) and that of a number of other Italian and Italo-American filmmakers who have been inspired by this cinematic movement from the 1950s to the present (Fellini, Leone, Coppola and Moretti). The module focuses especially on the difficulty to define positively the common main coordinates of neorealist cinema. While attempting to portray the socio-economic conflicts of Italian society in an objective and "realist" way, neorealism has since its beginnings been subverted from within by elements belonging to the fantastic genre. The module will analyse the legacy of this apparent contradiction: on the one hand, particular emphasis will be put on the way in which the anti-realist potentialities of neorealism were fully developed in the 1960s and 1970s; on the other hand, it will be argued that contemporary Italo-American cinema should possibly be regarded as the most faithful heir to classical, "realist" neorealism.

**Preliminary Reading**

P Ginsborg

M Liehm

M Marcus

P Sorlin

*A History of Contemporary Italy. Society and Politics 1943-1988*, Penguin, 1990*Passion and Defiance: Film in Italy from 1942 to the Present*, California UP 1984*Italian Film in the Light of Neorealism*, Princeton University Press*Italian National Cinema 1896-1996* Routledge 1996**LEARNING SPANISH 3A (Post A-Level (Level C)****MODULE LS300****30 Credits (15 ECTS Credits)**

TBA

Autumn and Spring

**Prerequisite:** A or AS-level Spanish, or equivalent.

**Method of Assessment:** 20% coursework, 80% examination. The examination consists of one three-hour paper, an oral test, and a listening comprehension test.

**Contact Hours:** 60

**Module Details:**

This module is intended for students who have attained the equivalent of an 'A' Level pass in Spanish. The main aims of the module are: to consolidate and expand knowledge of the grammar and structure of the language, and to promote a high level of skill in speaking, listening, reading and writing. The course also aims to increase your awareness of the history and culture of Spain through the study of appropriate texts. There are three one-hour seminars each week.

**Preliminary Reading:**

John England &amp; Nuria González Oliver

*Pasaporte al mundo hispano***INTENSIVE LEARNING SPANISH 1 (Beginners) (Level C)****MODULE LS302****15 Credits (7.5 ECTS Credits)**

TBA

Autumn and Spring

**Method of Assessment:** 20% coursework, 80% 3-hour examination, plus an oral test and a listening comprehension test.

**Module Details:**

This is an intensive module in Spanish for students who have no or very little knowledge of the language. It is also suitable for those who have taken a GCSE in Spanish, as by the end of the course the level attained will be higher than this (students wishing to proceed with Spanish in their second year will join a Post 'A' Level group). The emphasis in this course is on acquiring a sound knowledge of the structure of the language while developing the four main skills: speaking, listening, reading and writing.

Please note that this is a very intensive course. If you have little language learning experience, you may find the pace too fast. The course is intended primarily as part of a two-year option for students needing to spend their third year in Spain. There are four one-hour classes each week: one grammar lecture and three language seminars. Regular written work will be required throughout the year.

**Preliminary Reading:**

Lourdes Miguel López &amp; Neus

Saus

H Ramsden

*Rápido (curso intensivo de Español)*, Difusiou, S.L. Barcelona, 1994*An Essential Course in Modern Spanish*, Thomas Nelson & Sons Ltd, 1985

**THE MODERN SPANISH THEATRE (IN TRANSLATION) (Level C)****MODULE LS304****15 Credits (7.5 ECTS Credits)**

Dr Monserrat Roser-i-Puig

Spring

**Method of Assessment:** 50% coursework, 50% examination.**Contact Hours:** 20**Module Details:**

The aim of this module is to study a selection of works by some of the major Spanish playwrights of this century in order to build a picture of the main developments that have taken place. Apart from discussing each play we shall analyse the role and purpose of the playwright according to his particular position within the Spanish context. We shall examine the characteristics in each work which may be attributed to the ideological conflicts arisen before, during and after the Civil War and devote particular attention to the study of the effects produced by the use of censorship during the dictatorial period and by its lifting after Franco's death.

**Preliminary Reading:**

José Zorilla

*The Real Don Juan*

Ramón del Valle-Inclán

*Bohemian Lights*

George, D and London, J.

*Modern Catalan Plays*

(eds.)

Fernando Arrabal

*The Architect of the Emperor of Assyria***THE MODERN SPANISH-AMERICAN SHORT STORY IN TRANSLATION (Level C)****MODULE LS307****15 Credits (7.5 ECTS Credits)**

Dr William Rowlandson

Autumn

**Method of Assessment:** 100% coursework**Contact Hours:** 20**Module Details:**

This course offers an introduction to the history and culture of Spanish America through a reading of short stories from different regions. Links are made between political events and circumstances, such as the Mexican Revolution or "la violencia" in Colombia, and cultural genres, such as Social and Magical Realism, in order to highlight how different writers explore key issues affecting their countries. The course begins by outlining common themes in Spanish-American literature, such as the experience of colonialism, independence *indigenismo*, and *mestizaje*, and the question of identity in a post-colonial context. It then focuses on individual short stories and assesses the ways in which they communicate these themes.

**Preliminary Reading:**

Juan Rulfo

*El llano en llamas/The Burning Plain*

Mario Vargas Llosa

*Los jefes/Los cachorros The leaders/ The Pups*

Gabriel García Márquez

*Los funerales de la Mamá Grande/ The Funerals of Big Mama*

Julio Cortázar

*Las armas secretas/ The Secret Weapons***LEARNING CATALAN 1A (Level C)****MODULE LS310****15 Credits (7.5 ECTS Credits)**

TBA

Autumn

**Method of Assessment:** 100% coursework.**Contact Hours:** 30**Module Details:**

The main aims of this module are: to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment), to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters and to describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. The content element of this module will enhance the understanding of Spanish and European culture acquired by students in other modules.

This module will be of particular interest to any students wishing to widen their knowledge in Romance languages and to those intending to spend time in the Catalan countries. It will complement the LS515/LS538 Catalan Culture module in Stage 2 by providing a chance to develop Catalan language skills. There are three class contact hours each week: 1 lecture, 1 seminar and 1 oral class.

**Preliminary Reading:**

Dolors Badia

*Llengua catalana. Nivell llindar 1*, Vic: Edicions l'Alber, 1997-1998

*Quadern de treball* available from the Section Secretary in Cornwallis Northwest Room 111.

**LEARNING CATALAN 1B (Level C)****15 Credits (15 ECTS Credits)**

TBA

**MODULE LS311**

Spring

**Method of Assessment:** 100% coursework.**Contact Hours:** 30**Module Details:**

The main aims of this module are to develop the basic skills learnt in Learning Catalan 1A with special emphasis on reading and understanding, to deal with most situations likely to arise whilst travelling in the Catalan speaking countries, to understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation and to use Catalan criticism as reference material in content courses.

This module will be particularly good for any students interested in widening their knowledge in Romance languages and for those intending to spend time in the Catalan countries. It will complement the LS515/LS538 Catalan Culture module in Stage 2, by providing a chance to develop Catalan Language skills and to use Catalan criticism in essay writing and class presentations. The latter will widen student's ability to draw from a wider range of ideas which they can use in their content courses in Spanish and other subjects. There are three class contact hours each week: 1 lecture, 1 seminar and 1 oral class.

**Preliminary Reading:**

Dolors Badia

*Llengua catalana. Nivell llindar 2*, Vic: Edicions l'Alber, 1997-1998*Quadern de treball* available from the Section Secretary in Cornwallis Northwest Room 111.**INTRODUCTION TO HISPANIC CULTURE (Level C)****15 Credits (7.5 ECTS Credits)****MODULE LS312**

Spring

**THIS MODULE IS AVAILABLE AS AN AUTUMN TERM OPTION**

Dr Natalia Sobrevilla Perea

**MODULE LS313**

Autumn

**Method of Assessment:** 100% coursework: 25% 1 x 1000-word Critical Analysis, 50% 1 x 2000-work Essay, 25% Group Presentation.**Contact Hours:** 20**Module Details:**

This module aims to help you develop an appreciation of the key stages in the development of modern Spanish and Spanish American culture by examining them in their social, political and historical context. At the same time you will be able to improve your analytical powers and communicative skills to enhance your personal development in preparation for Part II and your year abroad, if this is part of your programme.

You will gain a sound basic knowledge of key figures and events in Spanish and Spanish American history from the Middle Ages to the end of the 20<sup>th</sup> century, and an understanding of the key factors influencing social and political change during this period. This will allow you to place social, political and artistic events in a historical context, and to make an informed response to, and evaluate critically, a range of texts and topics representative of the main historical and cultural movements in Spain and Spanish America.

The key periods covered are:

- The emergence of the Spanish nation (711 – 1492)
- The Spanish Golden Age
- The emergence of Spanish America (1492 – 1812)
- 19th Century Spain & the end of the Empire
- Spanish America: the way to Independence (1812 – 1898)
- Spain from 1898 to the Civil War
- Spain under Franco (1936 –1975)
- Spanish America in the XX (1898 – 1975)
- Transition to a Modern Spain (1975 – 2000)
- Modern Spanish America (1975 – 2000)

**Preliminary Reading:**

Catherine Davies

*Hispanic Studies. The Essential Companion*, Arnold, 2002

**LEARNING SPANISH 1A (Beginners) (Level C)****MODULE LS314****15 Credits (7.5 ECTS Credits)**

TBA

Autumn

<b>Co-requisite</b>	LS315 Learning Spanish 1B
<b>Method of Assessment:</b>	100% coursework.
<b>Contact Hours:</b>	20

**Module Details:**

This programme will be intended for students from any discipline at the University of Kent who wish to learn Spanish from scratch as a wild-module. It will also permit them to carry on to the Spanish for University Use in the Winter term and can also lead to students taking the Intermediate Spanish course the following year if desired. The students will be taught basic grammatical principles, taught to write short composition, use spoken Spanish, answer simple practical questions, carry out aural tasks and do short translations. By the end of the course students will be able to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping), to communicate in simple tasks requiring a simple and direct exchange of information on familiar matters. The student will be able to describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. This course will be of particular interest to any students wishing to widen their knowledge of Romance languages and culture and to those intending to spend time in Spanish speaking countries.

**Preliminary Reading:**

Cuaderno de Trabaso Available from the Section Secretary, Room 113 Cornwallis Building

**LEARNING SPANISH 1B (Beginners) (Level C)****MODULE LS315****15 Credits (7.5 ECTS Credits)**

TBA

Spring

<b>Prerequisites:</b>	LS314 Learning Spanish 1A
<b>Method of Assessment:</b>	100% coursework.
<b>Contact Hours:</b>	20

**Module Details:**

This programme will be intended for students from any discipline at the University of Kent who wish to learn Spanish. The student must have completed Spanish *ab initio* or have an equivalent knowledge of Spanish to this course. It will also permit them to carry on to the Spanish Intermediate course. The student will learn basic Spanish, at a non-specialist level. The student will be taught basic grammatical principles, taught to write short compositions, use spoken Spanish, answer simple practical questions and do short translations. By the end of the course students will be able to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic local geography, employment), to communicate in tasks requiring a direct exchange of information on familiar and routine matters. The student will be able to describe aspects of his/her background, immediate environment and matters in areas of immediate need. The student will also be able to consolidate basic grammar, aural and written skills. This course will be of particular interest to any students wishing to widen their knowledge of Romance languages and culture and to those intending to spend time in Spanish-speaking countries.

**Preliminary Reading:**

Cuaderno de Trabaso Available from the Section Secretary, Room 113 Cornwallis Building

**LEARNING SPANISH 2A (Intermediate) (Level C)****MODULE LS316****15 Credits (7.5 ECTS Credits)**

TBA

Autumn

<b>Prerequisite:</b>	Spanish at post GCSE level (students wishing to take this module must speak to the Spanish Department in Cornwallis Building to assess their level of Spanish)
<b>Method of Assessment:</b>	100% coursework.
<b>Contact Hours:</b>	20

**Module Details:**

The student must have a knowledge of Spanish (post GCSE) for this course. Students will consolidate their knowledge of Spanish and improve reading, aural and understanding skills. Students will develop the skills learnt in the Spanish Intermediate course so that by the end of the course they can progress to active communicative competence in Spanish and to develop aural skills and develop written expressive competence in Spanish through advanced study of Spanish syntax and grammar structures. The student will also develop reading speed, fluency and oral accuracy, and the ability to interpret complex specialised Spanish texts over a wide range of registers and genres, including technical discussions in his/her field of specialisation. This student will develop translation skills and acquire a thematic framework for language study by analysing texts related to cultural and socio-linguistic Spanish issues. This course will be of particular interest to any students wishing to widen their knowledge of Romance languages and culture and to those intending to spend time in Spanish-speaking countries.

**Preliminary Reading:**

A Sanchez, Cumbre. *Nivel medio Libro del alumno* (Madrid, SGEL) – Coursework book  
 A Sanchez, Cumbre. *Nivel medio Libro del alumno* (Madrid, SGEL) – Students exercise book  
 A Sanchez, Cumbre. *Nivel medio Libro del alumno* (Madrid, SGEL) – Audio CDS / Tapes

**LEARNING SPANISH 2B (Intermediate) (Level C)****MODULE LS317****15 Credits (7.5 ECTS Credits)**

TBA

Spring

**Prerequisite:** This is a follow-on course from LS316.  
**Method of Assessment:** 100% coursework.  
**Contact Hours:** 20

**Module Details:**

This programme will be intended for students from any discipline at the University of Kent who wish to do a Spanish wild-module at post intermediate level. This post intermediate course will be a follow-on course from Spanish Intermediate. It can also lead to the student taking the Intermediate Spanish Post-'A' Level course the following year if desired. Students will consolidate their knowledge of Spanish. This course aims at improving the student's reading and understanding skills. Students will develop the skills learnt in areas of environmental concern/ Social relevance and develop aural skills. The student will learn how to debate in a competent manner views on material of academic interest and perfect writing skills in Spanish by writing on themes of academic interest. The student will enhance active communicative competence in Spanish and further develop written expressive competence in Spanish through advanced study of Spanish syntax and grammar structures. The student will further develop reading speed, fluency and oral accuracy, and ability to interpret complex specialised Spanish texts over a wide range of registers and genres, including technical discussions in his/her field of specialisation. The student will also further develop a thematic framework for language study by analysing texts related to cultural and socio-linguistic Spanish issues. This course will be of particular interest to any students wishing to widen their knowledge of Romance languages and culture and to those intending to spend time in Spanish-speaking countries.

**Preliminary Reading:**

A Sanchez, Cumbre. *Nivel medio. Libro del alumno* (Madrid, SGEL) – Coursework book  
 A Sanchez, Cumbre. *Nivel medio. Libro del alumno* (Madrid, SGEL) – Students exercise book  
 A Sanchez, Cumbre. *Nivel medio. Libro del alumno* (Madrid, SGEL) – Audio CDS / Tapes

**THE MODERN SPANISH NOVEL IN TRANSLATION (Level C)****MODULE LS318****15 Credits (7.5 ECTS Credits)**

Dr Antonio Lázaro Reboll

Spring

**Method of Assessment:** 100% coursework.  
**Contact Hours:** 20

**Module Details:**

This module is an introduction to the modern Spanish novel from about 1870 to the present day. The aim is to examine a series of texts in the context of the society which produced them. This will involve detailed study of the texts and consideration of the important changes which took place in Spain towards the end of the last century, and before and after the Civil War in the 20<sup>th</sup> century. The texts will be studied in English translation - although those with a knowledge of Spanish will be encouraged to read the originals. This module is offered as a 'wild' module and is available to all students.

**Required Reading:**

Benito Pérez Galdós	<i>That Bringas Woman</i>
Miguel de Unamuno	<i>Abel Sánchez</i>
Ramón J Sender	<i>Requiem for a Spanish Peasant</i>
Carmen Martín Gaité	<i>The Back Room</i>

**SELF AND SOCIETY (Level C)****MODULE PL300****15 Credits (7.5 ECTS Credits)**

Dr Simon Kirchin

Autumn

**Method of Assessment:** 100% coursework (90% 2 essays; 10% seminar performance).

**Module Details:**

The focus of this module is on the idea of rights. Many contemporary moral issues are discussed in terms of rights and this course offers both a theoretical investigation of the nature of rights and an account of how appeals to rights feature in moral debate and argument. The main views of the nature of rights claims are canvassed and the idea that rights can be viewed as "natural" is analysed. Who or what can be the bearer of rights is discussed, as is the question of how one might resolve conflicts between rights claims when these conflicts emerge.

The theoretical issues will be illuminated by looking at rights talk in action in contemporary moral debate. Topics include the right to private property, to free speech, animal rights, the right of states to wage war in self-defence, and whether the moral problem of abortion is best viewed in terms of a conflict of rights.

Overall the aim of the module is to introduce students to basic questions of moral and political philosophy through an examination of controversial moral issues.

The module PL303 *Introduction to Philosophy: Ethics*, in Spring Term, is recommended as likely to be of interest to students who have taken this module.

Lecture topics will include: the nature of rights; natural rights; rights bearers; conflicts of rights; the right to private property; animal rights; freedom of expression; the problem of abortion; just war theory.

**Preliminary Reading:**

Joel Feinberg

*Social Philosophy*

Please note that this is suggested only as optional preliminary reading; it is not a set text for the module, which will make use of available materials for basic reading.

<b>INTRODUCTION TO PHILOSOPHY: KNOWLEDGE AND METAPHYSICS (Level C)</b>	<b>MODULE PL302</b>
<b>15 Credits (7.5 ECTS Credits)</b>	
Mr Robin Taylor	Autumn

<b>NOTE:</b>	<b>PL302</b> is a core module for Law and Philosophy; Politics and Philosophy; Social Anthropology and Philosophy; Sociology and Philosophy <b>PL312</b> is the code you should use if you are taking this as a 'wild' module
<b>Method of Assessment:</b>	100% coursework (90% 2 essays; 10% seminar performance).

**Module Details:**

This module begins with an examination of René Descartes' *Meditations on First Philosophy*. These not only provide a comprehensive picture of Descartes' philosophical system but also constitute an admirable introduction to several of the fundamental problems of philosophy. The writings of contemporary philosophers will also be used in the study of these problems, notably:

The Problem of Knowledge (what can I know, and how?)

The Mind-Body Problem (how is my mind related to my body? Is my mind - as Descartes believed - quite distinct from my body? or am I merely a physical organism of an especially complex type?)

The Problem of Freedom and Determinism (Are all human actions the inevitable effects of prior causes? If so, does this mean that we never act freely?)

This is a one-unit module, to be taken in Autumn Term. The module PL303: *Introduction to Philosophy: Ethics* in Spring Term is recommended as a useful complement to this module while PL305: *Existentialism* takes up some of the issues from a particular perspective.

Lecture Topics will include the following:

Descartes on doubt and certainty; Mind/Body Dualism; Descartes' Rationalism;

Empiricism - Hume's Legacy; Idealism and Phenomenalism;

Materialism and Physicalism; Determinism and The Problem of Free Will

**Preliminary Reading:**

Thomas Nagel

René Descartes

John Hospers

John Searle

*What does it all mean?*

*Meditations on First Philosophy*

*An Introduction to Philosophical Analysis* (4th ed.)

*Minds, Brains and Science*

<b>INTRODUCTION TO PHILOSOPHY: ETHICS (Level C)</b>	<b>MODULE PL303</b>
<b>15 Credits (7.5 ECTS Credits)</b>	
Dr Simon Kirchin	Spring

<b>NOTE:</b>	<b>PL303</b> is a core module for Politics and Philosophy; Social Anthropology and Philosophy; Sociology and Philosophy <b>PL313</b> is the code you should take if you are taking this as a 'wild' module
<b>Method of Assessment:</b>	50% coursework (40% 1 essay; 10% seminar performance) and 50% examination.
<b>Contact Hours:</b>	Teaching will take the form of a weekly 1-hour lecture and regular seminars.

**Module Details:**

Through a combination of classic and contemporary texts the module aims to introduce students to the area of philosophy known as 'ethics' or 'moral philosophy'. It deals with questions about the relation of morality to religion, about whether there are 'objective values' and whether rational argument can arrive at any 'right answers' to moral dilemmas, and about whether values are grounded in a universal human nature or are relative to different societies and cultures. Philosophers to be studied will include Plato, David Hume, Immanuel Kant and John Stuart Mill.

At the end of the module students should have a broad overview of this area of philosophy, an acquaintance with its basic concepts, and the ability to assess critically the kinds of reasons that might be adduced in support of moral judgements and conclusions.

**Lecture topics will include the following:**

Ethics and the good life; ethics and religion; ethics and evolution; ethical and cultural relativism; the 'objectivity' of values; emotivism; rationalism; utilitarianism; consequentialism and absolutism.

**Preliminary Reading:**

Plato

*Gorgias*, Penguin**The basic text for the module is:**

Peter Singer (ed.)

*Ethics*, Oxford University Press**EXISTENTIALISM (Level C)  
15 Credits (7.5 ECTS Credits)****MODULE PL305**

Professor Sean Sayers

Spring

**Method of Assessment:**

50% coursework (40% essay, 10% seminar performance) and 50% examination.

**Contact Hours:**

Weekly lecture and seminar.

**Module Details:**

Existentialism is a philosophical and literary tradition which emphasises subjectivity, choice and freedom, and the problems these pose for individual existence. While it is not a clearly defined movement, its central ideas and themes have had a major impact on modern moral, religious and political thought, as well as on modern European literature. In this module we study existentialist ideas as they are expressed in both philosophical and literary forms, with particular focus on issues of freedom and values and the concept of authenticity.

**Lecture Topics will normally include:**

Sartre	Freedom, values and 'bad faith'
Kierkegaard	Fear and Trembling
Nietzsche	Twilight of the Idols
Dostoevsky	The Grand Inquisitor
Gide	The Immoralist
Camus	The Outsider

**Preliminary Reading:**

Jean-Paul Sartre

*Existentialism and Humanism*

David E Cooper

*Existentialism*

Jacob Golomb

*In Search of Authenticity***PHILOSOPHICAL THINKING (Level C)  
15 Credits (7.5 ECTS Credits)****MODULE PL310**

Dr Edward Harcourt

Spring

**NOTE:****PL310** is a core module for Law and Philosophy students**PL314** is the code you should use if you are taking this as a 'wild' module**Method of Assessment:**

100% coursework (2 in-class assignments for 40% each, seminar performance 20%).

**Module Details:**

Since Plato's Dialogues, it has been part of philosophical enquiry to consider philosophical questions using logic and common sense alone. This module aims to train students to continue in that tradition. In the first part students will be introduced to basic themes in introductory logic and critical thinking. In the second part students will be presented with a problem each week in the form of a short argument, question, or philosophical puzzle and will be asked to think about it without consulting the literature. The problem, and students' responses to it, will then form the basis of a structured discussion. By the end of the module, students (a) will have acquired a basic logical vocabulary and techniques for the evaluation of arguments; (b) will have practised applying these techniques to selected philosophical topics; and (c) will have acquired the ability to look at new claims or problems and to apply their newly acquired argumentative and critical skills in order to generate philosophical discussions of them.

It will be taught through a combination of lectures and seminars in the first half of the term, and seminars only in the second half of the term.

**Preliminary Reading**

Robin Taylor

*'Logical Literacy'* in *Handbook of Philosophical and Logical Terms* on UKC Philosophy website**IDEAS IN THE ARTS: AESTHETICS, TRUTH AND MEANING (Level C)  
15 Credits (7.5 ECTS Credits)****MODULE PL311**

Professor Richard Norman

Autumn

**Method of Assessment:**

100% coursework (90% 2 in-class assignments; 10% seminar performance).

**Contact Hours:**

Teaching will take the form of a weekly 1-hour lecture and a weekly 1-hour seminar.

**Module Details:**

In this module we will be focusing on philosophical questions about literature, the visual and performed arts and music. What is art? What is it to appreciate and understand art? How can we talk of the truth, form or meaning of a work when there is room for scepticism about our very capacity to know that we have understood it? Are 'readings' a matter of our culturally and personally determined tastes? Can artists' intentions offer a secure anchorage or only the illusion of one?



This module will approach these questions in the knowledge that, while traditional to philosophical aesthetics, they are live questions in the production and reception of contemporary art and bones of contention in literary theory and in the study of music, film, the pictorial arts and theatre. The module will therefore be suited both to students interested in Philosophy and to students seeking to explore the foundation of other disciplines in the Humanities.

Lecture topics will include the following: Art as representation; Art as expression; Art as form; The problem of interpretation; Critical evaluation; Art, morality and truth.

The basic text will be Anne Sheppard, *Aesthetics* (Oxford University Press).

**Literary texts to be studied:**

Leo Tolstoy	<i>The Death of Ivan Illych</i>
Henry James	<i>The Turn of the Screw</i>
Samuel Beckett	<i>Waiting for Godot</i>

**MODULES OFFERED BY THE FACULTY OF SCIENCE, TECHNOLOGY, AND MEDICAL STUDIES**

**DEPARTMENT OF BIOSCIENCES**

<b>INTRODUCTION TO BIOCHEMISTRY (Level C)</b> <b>15 Credits (7.5 ECTS Credits)</b> Professor MA Geeves	<b>MODULE BI300</b>  Autumn
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<b>Co-requisite(s)</b>	Fundamental Human Biology for students who have no A Level in Biology.
<b>Method of Assessment:</b>	November: Web-based MCQ type assessment of proteins & nucleic acids and molecular graphics (12.5%) December: Assessed laboratory practical (12.5%) January: Web-based MCQ type assessment of Carbohydrates and lipids (12.5%). January: Assessed thermodynamic problems (12.5%) Summer exam: (50%) 2hr exam 40 compulsory MCQ questions and choice of 1 from 3 essay/calculation questions
<b>Contact Hours:</b>	Lectures: 24h, Practicals (including pre-lab and feedback session): 20h, Thermodynamics workshops/supervisions: 3h Self Study: 16h practical preparation and write-ups; 16h thermodynamics; 5h molecular graphics; 36h writing up lecture notes, background reading, preparation for tests; 30h revision

**Module Details:**

This module will provide an introduction to biomolecules in living matter. The simplicity of the building blocks of macromolecules (amino acids, monosaccharides, fatty acids and purine and pyrimidine bases) will be contrasted with the enormous variety and adaptability that is obtained with the different macromolecules (proteins, carbohydrates, lipids and nucleic acids). The nature of the electronic and molecular structure of macromolecules and the role of non-covalent interactions in an aqueous environment will be highlighted. The module will be delivered by lectures, practicals, workshops and small group teaching. Frequent feedback will be given to the students to ensure that they fully understand what is expected of them. Short tests will be used throughout the unit to test the students' knowledge and monitor that the right material has been extracted from the lectures.

**Aims:**

1. To provide an introduction to the components of living cells with particular reference to the types of macromolecules, their monomers and their structure/function.
2. To introduce basic biochemical techniques via laboratory based practicals.
3. To emphasise the importance of chemistry in biochemistry.

**Subject Specific Learning Outcomes:** On successful completion of this module students will have:

1. A basic understanding of the composition, structure and function of the major groups of molecules in cells; nucleic acids, proteins, carbohydrates and lipids.
2. A basic understanding of the principles of thermodynamics as applied to living cells.

**Generic Learning Outcomes:**

1. Competence in basic biochemical laboratory skills, calculations and problem solving.
2. Competence in report writing.
3. Competence in the use of Molecular graphics for exploring the structure of macromolecules.

**Details - Lectures:**

1. Introduction. What is Biochemistry? The chemical elements of living matter. The central role of carbon. The underlying principle in the use of monomers to construct macromolecules. The nature of weak interactions in an aqueous environment.
- 2-5. Nucleic Acids. Types - DNA and RNA. Chemical structure, properties of phosphodiester linkage, primary structure. Nucleic Acids. Secondary structure - Watson Crick DNA model, A and Z DNA. Tertiary structure - circular DNA, supercoiling. Stability of nucleic acids - sugar phosphate chain, base pairing, base stacking. Biological Functions of Nucleic Acids. Overview of replication, transcription and translation. Role of RNA - types, post-transcriptional processing, tRNA structure, ribosomes.

- 6-14. Proteins. Amino acids - structure, classification, properties. Peptides and peptide bond. Secondary structure. Proteins. Structural proteins. Tertiary structure - role in function. Factors determining secondary and tertiary structure. Proteins. Quaternary structure. Protein Function - Myoglobin versus Haemoglobin. Haemoglobin variants. Subcellular fractionation. Protein isolation and purification. Use of Molecular Graphics packages.
- 15-18. Energetics of life. Basic definitions - Energy, First Law of Thermodynamics, Enthalpy, Entropy, Second Law of Thermodynamics. Free Energy and Chemical Reactions. Free energy and equilibrium constant, temperature dependence, applications.
- 19-21. Carbohydrates. Monosaccharides, stereoisomers, conformation, derivatives. Disaccharides, glycosidic bond stability and formation ( $\alpha$  and  $\beta$ ). Polysaccharides. Storage (e.g. starch glycogen), structural (e.g. cellulose, chitin, glycosaminoglycans bacterial cell walls). Glycoproteins.
- 22-24. Lipids: lipids, fatty acids, triacylglycerols, glycerophospholipids, sphingolipids, glycosphingolipids, steroids, waxes. Membranes: lipid bilayers, hydrophobic effect, fluid-mosaic model, membrane-bound proteins. Membrane transport systems: passive transport, ionophores, active transport, double-membrane systems, porines.

**Practicals:**

- |   |                        |
|---|------------------------|
| 1. Preparation and identification of nucleic acids.                         | 2. Protein isolation.  |
| 3. Analysis of the sugar composition of honey and TLC separation of lipids. | 4. Assessed practical. |

**Workshops:**

- |                                     |                               |
|-------------------------------------|-------------------------------|
| 1. Molecular modelling using Chime. | 2. Problems in thermodynamics |
|-------------------------------------|-------------------------------|

**Core text:**

Voet, D. & Voet, J., Biochemistry

General

Garrett, R.H. & Grisham, C.M. Biochemistry, or  
 Matthews, C.K., Van Holde, K.E. & Ahern, K.G. Biochemistry, or  
 Zubay, G., Biochemistry, or  
 Nelson, D.L. & Cox, M.M. Lehninger Principles of Biochemistry

Electronic Structure & Bonding

Winter, M.J. Chemical Bonding

<b>THE MICROBIAL WORLD (Level C)</b>	<b>MODULE BI304</b>
<b>15 Credits (7.5 ECTS Credits)</b>	
Dr G. Robinson	Autumn and Spring

<b>Prerequisite(s)</b>	GCSE-Level Science or equivalent.
<b>Method of Assessment:</b>	Practicals 60%; Supervisions 40%
<b>Contact Hours:</b>	44 hours; Self-study: 27h practical reports; 20h essay preparation; 10h problem solving; 50h reading

**Aims:**

- To introduce the microbial world, including its applications and importance to everyday life.
- To highlight the central role of microbiology within the basic and applied biosciences; in medicine, physiology, ecology, immunology and biochemistry.
- To teach the basic manipulative and experimental techniques for studying microorganisms.
- Gain experience of problem solving, working in small groups in certain practical classes, essay writing, and independent study.

**Subject Specific Learning Outcomes:**

On successful completion of this module students will have knowledge of:

- A knowledge of the diversity of microorganisms, their impact on human activity and their importance in sustaining the biosphere.
- An understanding of the diversity of microorganisms from viruses to protozoa.
- An ability to safely handle and conduct experiments on a range of microorganisms under defined laboratory conditions.
- An ability to gather and interpret data relating to the enumeration and growth of microorganisms.

**Generic Learning Outcomes:**

- To gain experience of working in laboratory both as an individual and as part of a team.
- To be able to effectively manage time and resource availability when working in a laboratory.
- To develop skills in information retrieval from a range of sources.
- To develop problem solving skills.

**Outline Syllabus:**

**Section 1: Introduction**

- What are microorganisms?
- Impacts of microorganisms on human affairs [health, food, agriculture, industry]; and the sustainability of the biosphere
- Origins of microbiology as a distinct scientific discipline [including the principle and legacy of pure cultures]. PJ(2)

**Section 2: Microbial Cell Structure**

- The architecture of microbial cells

2. The molecular composition of an "average" bacterial cell.
3. Unique and unusual components found in the bacteria and archaea.
4. Structure and function of microbial cell walls.
5. Macromolecular components of viruses GKR (3) GD(1)

### Section 3: Microbial growth

1. Microbial growth on solid surfaces (unicells and filaments) and in liquids.
2. The measurement of microbial growth.
3. Kinetic treatment of the growth of microbial populations: analysis and significance for the study of microorganisms and their exploitation.
4. Concept of phenotypic variation in microorganisms. GKR (4)

### Section 4: Microbial diversity

1. The Three Domains - a reappraisal of life on Earth.
2. Physiology, morphological and ecological diversity in the microbial world.
3. Nutrition: phototrophic, lithotrophic and heterotrophic.
4. Aerobes and anaerobes.
5. Saprophytes, pathogens and symbionts.
6. Extremophiles and the archaeobacteria.
7. Eukaryotic microorganisms: algae, fungi, slime moulds and protozoa and their interactions with prokaryotes. (GKR 4, PJ 1)

### Section 5: Microorganisms & Disease

1. Features of the immune response; immune cells and their function.
2. Antibody and antigen interactions.
3. The different immune responses to viral, bacterial and parasitic infections.
4. Development of the immune system. [Adverse effects, e.g. allergies, autoimmunity.]
5. Why do some microorganisms cause disease? [The normal microbial flora of healthy individuals, microbial virulence and attenuation.]
6. Viruses, bacteria, fungi and protozoa of medical importance.
7. Bacterial toxins.
8. Interactions of pathogens with phagocytic cells and the mechanism of phagocyte killing.
9. Treatment and prevention of infectious disease. (EMAC 3, JR 3, GD 1)

### Section 6: Bacterial Genetics

1. Isolation and characterisation of bacterial mutants.
2. Introduction to recombinant and genetic exchange in bacteria. (FAM 2)

#### Core Texts:

Madigan *et al.* *Brock Biology of Microorganisms*. (9th edn.) Prentice-Hall International. 2000.

#### Practicals:

##### Term 1:

Foundation microbiology.

1. Development of basic handling skills; aseptic technique, bacterial isolation and cultivation
2. Microscopy – preparation of samples for microscopy, use of the light microscope and demonstration of the transmission EM.
3. Microbial Growth – the measurement of microbial populations and growth.

##### Term 2:

1. Microbial Ecology – the concept of selective enrichment, microbial diversity in activated sludge and microbial:plant symbioses.
2. Bacterial Genetics – the use of bacteriophage for transduction of a selectable marker.
3. Practical immunology – the use of haemocytometer in cell counting, microscopic examination of the white cells and cell separation and haemagglutination test to assess antiserum activity.

#### Supervisions:

##### Term 1: Supervision

Discussion on content and use of appropriate resources followed by submission of an essay. A typical title has been "The impact of microbiology in everyday life."

##### Term 2: Supervision

Problem solving session based on microbial growth, bacterial genetics data or database searching.

**Organization of teaching:** Lectures (24 x 1h), Practicals (6 x 3h), Supervisions (2 x 1h).

## FUNDAMENTAL HUMAN BIOLOGY (Level C)

15 Credits (7.5 ECTS Credits)

Dr KE Foster

## MODULE BI305

Autumn and Spring

#### Prerequisite(s)

GCSE-Level Science or equivalent.

#### Method of Assessment:

Final Marks will be made up from two elements: Continuous Assessment – 2 multiple choice tests (12.5% each), 1 timed essay answer tests (15%) - 40% overall. End of module exam (60%). In the final 2 hr exam, the paper will contain a multiple choice section of 30 questions and a choice of one essay type answer from 6 questions. Essay carries 50% of exam mark (30% of module overall) and multiple choice section 50% (30% of module mark).

#### Contact Hours:

Lectures 20h, Tests 3 hrs, Feedback sessions: 2 hrs. Self Study: 20 hours essay preparation, 40 hours multiple choice preparation, 65 hours reading, revision.

#### Aims:

1. To inform students who lack advanced knowledge with an understanding (at first year university standard) of the basic concepts involved in how the human body performs many of its various functions plus the associated scientific terminology.

2. To encourage practice at independent learning/study skills, revision technique and exam performance.

**Subject Specific Learning Outcomes:** On successful completion of this module students will have knowledge of:

1. The basic structure and function of eukaryotic cells.
2. The basic chemistry of macromolecules.
3. How cells divide and pass information to the next generation.
4. The major systems of the body - blood, digestive tract, kidneys and nerves.
5. How the body is co-ordinated and controlled.
6. The basic functioning of the immune system and causes of disease.

**Generic Learning Outcomes:**

1. Written communication (essay test)
2. The ability to write and recall information under time constraints (all tests).
3. An appreciation of the content, level and style of written communication required of a good essay (revision and feedback sessions).

### Outline Syllabus:

This module aims to supply students with a working understanding of how the human body performs many of its basic functions. The emphasis is on the cell and molecular biology, biochemistry and physiology of human functions. Concepts and terminology of simple human biology are introduced at the university (first year) level, assuming familiarity with basic (GCSE level) scientific principles. This biological knowledge is relevant both to understanding everyday life and future (or concurrent) modules. Lectures will be based largely on the main textbook and will introduce the precise terminology and current conceptual beliefs natural scientists use to describe the human body and explain its functions. This includes some basic chemical, physical, biochemical, genetic, medical and pharmaceutical principles. Every effort will be made to explain new terms and concepts as they are introduced. However, students with minimal biology/science backgrounds will most likely need to 'read around' certain subjects in their own time in order to understand and then be able to apply and effectively communicate these terms and principles. As far as possible concepts will be illustrated from 'everyday (Western) life', such as the effects of alcohol and caffeine on kidney function, diabetes as an example of imbalanced hormone control, cancer as a disease involving disturbance of normally balanced cellular processes and why most of us are immunised as infants and how this protects us from diseases.

### Lectures:

- 1-3. Cell structure and function
- 4-5. Cell division.
6. Differentiation.
7. Bones
8. Muscles and movement.
9. Infection and Immunity I.
10. Infection and Immunity II.
11. Blood - Circulation and Transport of Gases.
12. Digestion - Digestive Tracts and Enzymes.
13. Absorption and Assimilation - Transepithelial Transport, Metabolism and Storage.
14. Excretion I - Catabolism, Waste Products and the Kidney.
15. Excretion II - Kidney Structure/Function and its Regulation.
16. Coordination and Control - Homeostasis, Sensors, Effectors and Feedback Loops.
17. Hormones - Endocrine Glands and their Targets.
18. Hormone Action - Hormone Types, Receptors, Intracellular Effects.
19. Nerves I - Nervous System and Nerve Cell Structure/Function.
20. Nerves II - Senses, Reflexes, Effectors and Integration.

### Recommended textbook:

Mader, Sylvia, S. 'Human Biology', (8th edition), 2004, McGraw-Hill - recommended text (under review).

Dictionary of Biological Terms (various alternatives exist) - recommended purchase for all students unfamiliar with biological terms or limited familiarity of English versions of these.

Related texts in UKC library as reference material also video cassettes housed in UKC library.

**Organization of teaching:** 20 Lectures, 3 Test or Essay sessions, 2 Feedback sessions.

## HUMAN PHYSIOLOGY AND DISEASE (Level C)

15 Credits (7.5 ECTS Credits)

Professor WJ Gullick

MODULE BI307

Autumn and Spring

### Prerequisite(s)

### Method of Assessment:

A Level Biology or equivalent OR BI305 *Fundamental Human Biology* Examination (60% of the overall mark for the module), and coursework (40% of the overall mark for the module). The examination will be a 2-hour unseen paper held at the end of the year and will require students to show an understanding of the theoretical content of the module. The coursework component will be 2 multiple-choice tests. These assessments are formative and will allow students to obtain feedback on their learning throughout the duration of the module. The multiple-choice test will enable students to show that they have understood and can apply theoretical knowledge delivered in the lectures.

### Contact Hours:

Lectures 21 hours, feedback 1 hour, multiple-choice test 1 hour; Self Study: reading lecture notes, books, revision 82 hours; written assignments 30 hours, test 15 hours.

### Module Details:

This module will consider the anatomy and function of normal tissues, organs and the systems and then describe their major pathophysiological conditions. It will then consider the etiology of the condition, its biochemistry and its manifestation at the level of cells, tissues and the whole patient. It will cover the diagnosis of the condition, available prognostic indicators and treatments.

### Aims:

1. To introduce students to the fundamental concepts of physiology.
2. To provide an overview of the role of the various organ systems in the maintenance of whole body homeostasis.
3. To explain how disease states arise from alteration to 'normal' physiological states.

**Learning Outcomes:** on successful completion of this module, students will:

1. Be able to describe the main physiological systems of the body and the basic anatomical structure of the principal organs in these systems.
2. Understand the role of the main physiological systems in the maintenance of whole body homeostasis.
3. Be able to describe the consequences of alteration of normal physiological states and the evolution of disease.

### Generic Learning Outcomes:

1. To be able to extract and interpret information at a first year undergraduate level.
2. Acquire skills in written communication.

### Lectures:

1. Introduction to Cells, Cell Injury and Disease Terminology
2. The Vascular System and Inflammation
3. Fever
4. Normal Tissue Turnover and Wound Healing
5. The Immune System and Diseases of Immunity
6. Normal Tissue Development and Neoplasia
7. Blood and Blood Disorders
8. The Vascular System and Vascular Disorders
9. The Heart and Heart Disease
10. The Lungs and Respiratory Disease
11. The Gastrointestinal Tract and Gastrointestinal Disease
12. Diseases of the Liver Pancreas
13. The Normal Kidney and Kidney Disorders
14. Hormones and Endocrine Diseases
15. The Skeletal and Muscular Systems and their Disorders
16. Reproductive Systems and their Disorders
17. The Central Nervous System
18. Movement, Sensation and Mental Function
19. Pain
20. Trauma

**Required and recommended reading:** students will be strongly advised to purchase a copy of this textbook. Ten copies will be made available in the library.

J.T. Nowak and A.G. Handford (2004) *Essentials of Pathophysiology* (3<sup>rd</sup> edn.) Boston, McGraw-Hill

Students will be strongly advised to purchase a copy of this textbook. Ten copies will be made available in the library.

## APPLIED COMPUTING

Computers have long been used in commerce, industry and administration but, with the advent of inexpensive microcomputers and advances in computer communications, they are increasingly involved in every aspect of daily life. Many students, from a variety of backgrounds, are now opting for modules in which they will have some opportunity to combine their chosen subject with some computing. These students are just as likely to be studying law, economics, literature, languages or sociology as they are mathematics or physics. Furthermore, employers are demanding more from new graduates. They expect graduates to be familiar with computers and flexible in their outlook so that they can easily keep abreast of new developments. In addition, they expect them to have developed skills in using computer software for problem solving in a variety of areas. Taking computing modules at Stage 1 will enable you to take further modules at Stage 2 if you wish.

For detailed module information and module learning outcomes see the Applied Computing entry on the University's World Wide Web pages – <http://www.cs.kent.ac.uk/teaching>.

### Choice of Modules

Most Computing modules are of 15 credits. You may take any computing modules, subject to any restrictions of your degree programme and pre-requisite and timetable constraints. Your attention is drawn to the options shown under the computing heading of the Subject Requirements Section II. Normally, choice of computing modules should be split evenly between the Autumn and Spring Terms. For all Computing modules one week of the term in which the module is delivered will be designated as a Project Week. For Autumn term modules this will normally be week 7, and for Spring term modules this will normally be week 21. Further information on the arrangements for Project Week will be made available during the course of a module.

**INTRODUCTION TO OBJECT-ORIENTED PROGRAMMING (Level C)****MODULE CO320****15 Credits (7.5 ECTS Credits)**

Dr Michael Kölling /Janet Linington

Autumn or Spring

<b>Note:</b>	CO320 is delivered twice: once in the Autumn Term and repeated in the Spring Term. Students may only take it in one term.
<b>Further Modules:</b>	CO320 leads to CO520
<b>Method of Assessment:</b>	30% coursework and 70% 2-hour written examination.
<b>Contact Hours:</b>	22 lectures, 11 terminal/seminar sessions.

**Module Details:**

This module provides an introduction to object-oriented software development. Software pervades many aspects of most professional fields and sciences, and an understanding of the development of software applications is useful as a basis for many disciplines. This module covers the development of simple software systems. Students will gain an understanding of the software development process, and learn to design and implement applications in a popular object-oriented programming language. Fundamentals of classes and objects are introduced, and key features of class descriptions: constructors, methods and fields. Method implementation through assignment, selection control structures, iterative control structures and other statements is introduced. Collection objects are also covered and the availability of library classes as building blocks. Throughout the course, the quality of class design and the need for a professional approach to software development is emphasized

**Summary Intended Learning Outcomes:**

Students who successfully complete this module will be able to:

- use an object-oriented programming language to write programs;
- Write programmes with the support of an integrated development environment;
- Structure data and information as class definitions;
- Use object-oriented analysis, design and implementation to identify and solve practical programming problems;
- Test solutions to programming problems;
- Discuss the quality of solutions through consideration of issues such as encapsulation, cohesion and coupling;
- Use effectively a range of software development tools, such as an integrated development environment, text editor and compiler.

**Preliminary Reading:**

"Objects first with Java – A practical introduction using BlueJ", 2<sup>nd</sup> edition by David J. Barnes and Michael Kölling, Prentice Hall/Pearson Education, 2006, ISBN 0-13-197-629X.

"The Java Programming Language", 3rd edition, James Gosling, Bill Joy, Guy Steele and Gilad Bracha Addison-Wesley, 2005, ISBN 0-321-24678-0.

**INTRODUCTION TO INFORMATION SYSTEMS (Level C)****MODULE CO321****15 Credits (7.5 ECTS Credits)**

Dr Nick Ryan

Autumn

<b>Further Modules:</b>	CO321 is pre-requisite for a wide range of computing modules in Stages 2 and 3
<b>Method of Assessment:</b>	50% coursework and 50% 2-hour written examination
<b>Contact Hours:</b>	33 lectures, 10 terminal/seminar sessions

**Module Details:**

This module looks at the nature of information and introduces the techniques needed to build information systems.

Information Systems: the nature of information systems, applications and implications of networks;

Information Systems Engineering: how information systems can be built, requirements analysis and specification, aspects of UML Data representation and manipulation in XML.

In order to understand and appreciate the role of information systems and the underlying, students participate in various practical tasks and exercises which may be undertaken individually or in small groups.

**Summary Intended Learning Outcomes:**

Students who successfully complete this module will:

- Have studied several types of information system;
- Understand how information systems are used in different contexts;
- Know about the components and structures of typical information systems;
- Be familiar with the basic principles of data and information, and their presentation, representation and structuring using HTML and XML
- Appreciate the wide range of applications of XML, within and without the information systems domain,
- Be familiar with some of the notations used in representing the conceptual design of information systems;
- Be able to observe, describe and critically evaluate a range of modern information systems;
- Be able to use standard notations drawn from UML to describe the functionality and components of straightforward information systems;
- Be able to implement simple static web pages using HTML;
- Be able to specify simple documents using XML

**Preliminary Reading:**

Core text

Beynon-Davies, Paul, *Information Systems: an introduction to informatics in organisations*, Palgrave, 2002

Other reading

S.Haag, M.Cummings, D.J.McCubrey *Management Information Systems for the Information Age, 4th edition*, McGraw Hill, 2004

A.Kotok & D.R.R. Webber *ebXML: the new global standard for doing business over the Internet New Riders*, 2002

E.T.Ray *Learning XML* 2nd edition, O-Reilly, 2003

### COMPUTER SYSTEMS (Level C)

MODULE CO324

15 Credits (7.5 ECTS Credits)

Bob Eager

Spring

**Further Modules:** CO324 is pre-requisite for a wide range of computing modules at Stage 2.

**Method of Assessment:** 20% coursework and 80% 2-hour written examination

**Contact Hours:** 22 lectures, 6 Terminal Sessions

#### Module Details:

This module aims to provide students with an understanding of the fundamental behaviour and components (hardware and software) of a typical computer system, and how they collaborate to manage resources and provide services. It is intended that the module will use as a central motivating example a Microsoft/Intel PC attached to the Internet via a Local Area Network (eg the University's Study Bedroom Service). This is a good starting point, as most students will be familiar with this example. The module has two strands:

'Systems Architecture' and 'Operating Systems and Communications', which form around two-thirds and one-third of the material respectively. Both strands contain material which is of general interest to computer users; quite apart from their academic value, they will be useful to anyone using a PC.

#### Summary Intended Learning Outcomes:

Students who successfully complete this module will be able to:

- Describe the purpose of, and the interaction between, the functional hardware and software components of a typical computer system, as represented by a desktop PC attached to the University's network or in some other way to the Internet;
- Identify the principal hardware components and software services which provide infrastructure for the Internet from the global scale down to the desktop;
- Describe how networks interact with operating systems and applications to provide services and share resources among individual systems.

#### Preliminary Reading:

The core material will be provided in lecture notes.

The following books are both strongly recommended; they each cover different aspects of the course:

*Introduction to Operating Systems*, by John English. Published by Palgrave, ISBN 0-333-99012-9.

*Computer Systems: Architecture, networks and communications*, by Sebastian Coope, John Cowley and Neil Willis. Published by McGraw-Hill, ISBN 0-07-709803-X.

Additional textbooks for background reading will be advised by individual lecturers

### WEB APPLICATIONS (Level C)

MODULE CO327

15 Credits (7.5 ECTS Credits)

Janet Linington

Spring

**Further Modules:** CO327 alone leads to a limited choice of computing modules at Stage 2.

**Method of Assessment:** 20% coursework and 80% written examination

**Contact Hours:** 12 lectures, 24 classes/workshops

#### Module Details:

This module introduces the basic principals of designing both web sites and individual web pages, linking client applications to web pages and the basic concepts of data structuring. You will use web authoring software and be able to implement a simple database application involving a simple user interface. You will also learn how to program components which improve usability, robustness and reliability of a client application.

#### Summary Intended Learning Outcomes:

Students who successfully complete this module will be able to:

- understand the basic principles of web page design and be able to write a basic web page using a web authoring tool;
- understand the basic principles of web site design and be able to construct a small site of interconnected pages with first and second level navigation;
- understand the basic concepts of data structuring;
- have acquired the skills to be able to implement an application that uses a database and has a simple user interface;

#### Preliminary Reading:

- The website *How Stuff Works* at <http://computer.howstuffworks.com>. The sections on [web servers](#) and on [web pages](#) are particularly relevant.
- The website *w3schools* at <http://www.w3schools.com> for material on html and css.
- The website for the World Wide Web consortium W3C at <http://www.w3.org>.

**COMPUTING FOR BUSINESS AND ACCOUNTING (Level C)****MODULE CO357****15 Credits (7.5 ECTS Credits)**

Sally Fincher

Autumn

<b>Note:</b>	This module is only available to students registered for a Business Administration or Accounting & Finance degree.
<b>Method of Assessment:</b>	40% coursework and 60% 2-hour written examination
<b>Contact Hours:</b>	22 lectures, 11 terminal/seminar sessions.

**Module Details:**

The overall aim of this module is to provide business and accounting students with the theoretical knowledge and practical computing skills they need to make full use of computers and information technology across other modules. The module does not assume any previous knowledge of computers. Topics covered will include: computer fundamentals, operating systems, computer communications, Word processing, Spreadsheets, and databases.

Lectures will be used to present principles and theory and to discuss issues. Being able to use computers efficiently and confidently is an important aim of the module, and weekly practical classes on PCs will enable you to get help with developing practical computing skills.

**Summary Intended Learning Outcomes:**

At the end of the module, students should be able to:

- Identify, and describe the purpose of, the major hardware and software components of standard PCs and of common types of communication network.
- Manage and organise their filestore on a standard PC.
- Create, send and receive email.
- Choose and use appropriate search engines to locate Web resources relating to given topics.
- Effectively use word-processing software to create simple documents in an appropriate style.
- Design, implement and use a simple database.
- Design and implement a maintainable, well-documented spreadsheet suitable for users other than the author.

**FURTHER OBJECT-ORIENTED PROGRAMMING (Level I)****MODULE CO520****15 Credits (7.5 ECTS Credits)**

David Barnes

Spring

<b>Prerequisite(s):</b>	CO320
<b>Further Modules:</b>	CO520 is pre-requisite for a wide range of computing modules at Stages 2 and 3.
<b>Method of Assessment:</b>	30% coursework and 70% written examination
<b>Contact Hours:</b>	22 lectures, 11 terminal/seminar sessions

**Module Details:**

This module builds on the foundation of object-oriented design and implementation found in module CO320 Introduction to Object-Oriented Programming to provide a deeper understanding of and facility with object-oriented program design and implementation. More advanced features of object-orientation, such as inheritance, abstract classes, nested classes, graphical-user interfaces (GUIs), exceptions, input-output are covered. These allow an application-level view of design and implementation to be explored. Throughout the module the quality of application design and the need for a professional approach to software development is emphasized.

**Summary Intended Learning Outcomes:**

Students who successfully complete this module will be able to:

- Use advanced features of an object-oriented programming language, such as inheritance and graphical libraries, to write programs;
- Use object-oriented analysis, design and implementation with a minimum of guidance, to recognize and solve practical programming problems involving inheritance hierarchies;
- Design appropriate interfaces between modular components;
- Evaluate the quality of competing solutions to programming problems;
- Evaluate possible trade-offs between alternative solutions, for instance those involving time and space differences.

**Preliminary Reading:**

"Objects first with Java – A practical introduction using BlueJ", David J. Barnes and Michael Kölling, Pearson Education, 2<sup>nd</sup> edition 2005, ISBN 0-13-124933-9.

"The Java Programming Language", 3<sup>rd</sup> edition, James Gosling, Bill Joy, Guy Steele and Gilad Bracha Addison-Wesley, 2005, ISBN 0-321-24678-0.



<b>ALGEBRA (Level C)</b> <b>15 Credits (7.5 ECTS Credits)</b> Dr John Merriman	<b>MODULE MA303</b>  Autumn
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<b>Prerequisites:</b>	Grade C or above in 'A' level in Mathematics (or an 'equivalent' subject such as Pure Mathematics, Mathematics and Statistics).
<b>Method of Assessment:</b>	Assessment is 100% by 2-hour examination at the end of the year.
<b>Contact Hours:</b>	There are 36 hours of lectures and 12 hours of supervised classes.

**Module Details:**

Algebra is that area of Mathematics that studies the formal manipulation of symbols and symbolic systems. Polynomials are the simplest functions which one encounters in mathematics and familiarity with polynomial algebra is an essential foundation for university mathematics. Polynomials lead naturally into the study of complex numbers. The second part of the module looks more closely at the operations of arithmetic and their extensions to certain finite number systems. These have many surprising practical applications, for example in relation to codes and ciphers for secure communications. The third part is devoted to linear algebra which, in the first instance, is concerned with the solution of systems of linear equations and leads on to the study of matrices. The sections may be delivered in a slightly different order from that given below.

Polynomials and Complex Numbers. Polynomial Identities, division algorithm, remainder theorem. Complex Numbers and elementary geometry of the Complex plane. Roots of polynomials and symmetric functions of roots of polynomials. Arithmetic. Factorisation. Divisibility of integers; unique factorisation; hcfs; Euclidean Division algorithm. Congruences. Chinese remainder theorem: Fermat's theorem. Linear Algebra. Linear equations and Gaussian Elimination. Matrix Algebra. Basic operations; powers; Gauss-Jordan method for inverses. Determinants. Criterion for invertibility of Matrices; eigenvalues, eigenvectors.

**Preliminary Reading:**

Outline Lecture Notes will be available for each of the three parts of the module unit. Most A-level Further Pure Mathematics texts provide plentiful coverage of the topics in the first part.

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|----------------------------------|--|
| L Bostock, S Chandler & C Rourke | <i>Further Pure Mathematics.</i> (Stanley Thornes Ltd., Cheltenham, 1982)                  |
| LN Childs                        | <i>A concrete introduction to higher algebra</i> (2 <sup>nd</sup> ed., Springer, 1995) (R) |
| AG Hamilton                      | <i>Linear Algebra an Introduction</i> (CUP, 1989) (R)                                      |

**Dependent modules:** this is one of the first year core mathematics modules. Later algebra modules, MA553, MA554, MA549 and MA570 all depend heavily on this background.

<b>DISCRETE MATHEMATICS AND PROBABILITY (Level C)</b> <b>15 Credits (7.5 ECTS Credits)</b> Professor Peter Fleischmann	<b>MODULE MA304</b>  Autumn
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<b>Prerequisites:</b>	Grade C or above in 'A' level in Mathematics (or an 'equivalent' subject such as Pure Mathematics and Statistics).
<b>Method of Assessment:</b>	Assessment is by a two-hour written examination at the end of the year.
<b>Contact Hours:</b>	36 one-hour lectures and 12 one-hour examples classes.

**Module Details:**

This module consists of two parts (a) Discrete Mathematics, (b) Probability. The first part aims to improve precision in logical argument and symbolic calculation. The topics covered include logic, proofs, induction, set and combinatorics. The second part introduces the main concepts in elementary probability theory, and lays the foundations for more advanced treatment in module MA306 which follows, and the module Probability and Inference in the second year.

The following topics will be covered: logic, sets, cardinality, counting, the binomial and multinomial formulae, partitions and equivalence relations. Concepts and axioms of probability, theory for unstructured sample spaces; marginal, conditional and joint probabilities, discrete and continuous random variables; expectation, Bayes theorem, common distributions, joint distributions.

**Preliminary Reading:**

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|-----------------------|--|
| A Chetwynd & P Diggle | <i>Discrete Mathematics.</i> Modular Mathematics Series (Arnold, London. 1995) (R)   |
| GM Clarke & DA Cooke  | <i>A Basic Course in Statistics.</i> (3 <sup>rd</sup> edn., Edward Arnold. 1992) (B) |
| S Ross                | <i>A First Course in Probability.</i> (4 <sup>th</sup> edn. Prentice-Hall, 1994) (R) |

**ECONOMICS FOR MATHEMATICIANS (Level C)****MODULE MA309****15 Credits (7.5 ECTS Credits)**

Mrs Loba van der Bijl

Spring

**Exclusions**

This module cannot be taken with EC302, EC304 or EC310

**Method of Assessment:**

3 hour written examination (80%) and 2 assessments (20%).

**Contact Hours:**

The module consists of 36 hours of classes, comprising lectures, discussions and examples classes.

**Module Details:**

This module provides an introduction to the basic economic principles and methods and is suitable for mathematicians. It is designed for students who have not studied economics before. The coverage is aimed at being sufficient to enable students to gain exemption from the professional examinations, whilst also giving a coherent coverage of the material suitable for students of other degree programmes where understanding economic concept and principles is beneficial.

**Topics in the syllabus are as follows:** The interaction between supply and demand in the provision of a product, and the way in which equilibrium in market prices is determined. Elasticity of supply and demand. Utility maximisation and consumer choice. Insurance systems to reduce financial impact of uncertain events. Opportunity cost. Profit maximisation. Short run and long run production choices. Competition and monopolies and the effects on supply and demand. Structure of the public sector finances of an industrialised society. GDP, GNP and NNP. The effect of saving/consumption on the economy. Impact of government intervention on the economy. Exchange rates and international trade. Factors affecting the rate of inflation, interest rates, rate of economic growth.

**Reading List:**

The study notes published by the Actuarial Education Company for the relevant Subject provide the basic coverage of the syllabus together with exercises. For a more thorough treatment of the topics the following is recommended:

David Begg, Stanley Fischer and Rudiger Dornbusch *Economics*, McGraw-Hill  
 David Begg and Peter Smith *Economics Workbook*: McGraw-Hill  
 Paul Samuelson and William Norhaus *Economics*. McGraw-Hill

**SCHOOL OF PHYSICAL SCIENCES****DISASTERS (Level C)****MODULE PH307****15 Credits (7.5 ECTS Credits)**

Professor AV Chadwick

Autumn

**Method of Assessment:**

100% coursework. Two essays - 1 x 4000 words (40%), 1 x 5000 words (50%), seminar performance 10%

**Contact Hours:**

10 Lectures and 10 Seminars

**Module Details:**

Hurricanes, volcano eruptions, earthquakes, shipping disasters, stock market crashes, viruses crashing important servers world-wide and the Chernobyl explosion are all topics which can partly be understood from a scientific viewpoint. In a fairly clear sense, they represent situations in which the usual smooth-running laws of science breakdown (perhaps in the way that wars represent a breakdown in the usual diplomatic relations between states), but in recent years methods have been developed which give some insight into catastrophic events. This module will cover a number of phenomena, many of them well known and well publicised giving a clear account of each and discussing the scientific, technical and human contributions to the disaster. The module is given by physicists and chemists but the general tone and language is not at all technical. The questions we shall ask are: How are these disasters caused? Are they avoidable? What is their impact on human society? The module will be structured on a number of case studies, illustrating very different features by searching for common elements. This course includes a lecture on the general theme of the limitations of "scientific" evidence.

**Learning Outcomes and \*Generic Learning Outcomes:**

1. Development of a perspective on scientific reasoning.
2. Knowledge of the scientific basis of disasters.
3. Knowledge of the human impact of disasters.
4. Knowledge of the economic impact of disasters.
5. Ability to judge scientific and technical reports in the media.
6. \*Ability to research information sources for primary data.
7. \*Skills in presenting scientific material in an essay format.
8. \*Interpersonal skills, relating to the ability to interact with other people and to engage in seminar work.

**Preliminary Reading:**

JWN Sullivan *Limitations of Science* (QC21)  
 Leo Tolstoy *War and Peace*, (epilogue) (PS 3366. V6)  
 Nevil Shute *Sliderule* Heinemann, 1956

<b>Method of Assessment:</b>	25% coursework (2 assessments including a multiple choice class test). 75% examination
<b>Contact Hours:</b>	28 lectures

**Module Details:**

This module aims to define Forensic Science and its practices at scenes of crime. The practices of chemistry, physics and biology that follow from attendance of forensic scientists at scenes of crime will be emphasised. As well as preparing forensic science students for specialist forensic modules in Stages 2 and 3, the module is designed to be accessible to Social Sciences and Humanities students with an intelligent interest in science.

**Forensic Science [15 lectures]**

What is forensic science? Historical and legal background of forensic science – exchange principles and linkage theory. Forensic science in the UK – inductive and deductive reasoning. Identification, characterisation, recovery and weighting of trace evidence types. Crime scene searching methodologies; the integrity and continuity of evidence Introduction to laboratory testing dealing with glass, tool-mark and tyre impressions.

The management of scientific support at crime scenes. Procedures at crime scenes illustrated by reference to crimes of burglary, murder and sexual offences. Fingerprint history, classification, recovery and chemical enhancement of fingerprints. Blood pattern analysis supporting the advances in DNA techniques. Firearms classification, internal & external ballistics, trajectory, mass and velocity. Firearms injuries at crime scenes. Introduction to DNA analysis and the functioning of the National DNA Database. Sexual offence investigation and body fluid identification. Clinical indicators of death and murder scene investigation.

**Presentation of Expert Forensic Evidence: [2 lectures]**

The British legal system and courts. Prosecution and defence and the presentation of expert findings in courts. Rules of disclosure and importance documentation. Explanation of the trial process.

**Drug Abuse, Alcohol and Forensic Toxicology: [6 lectures]**

Drugs of abuse and their identification. Drugs, alcohol poisons and their metabolism. Toxicology and the role of the forensic toxicologist. Qualitative and quantitative laboratory analysis.

**Document Examination: [2 lectures]**

Signature and handwriting identification. Paper, inks and printed documents. Damage characterisation.

**Fires and Explosions [3 lectures]**

Arson. Fire and combustion. Flame propagation. Types of explosives and the nature of explosions. The crime scene investigation, sampling and laboratory examination.

**Learning Outcomes:**

On successful completion of the module, students will be able to demonstrate knowledge and understanding of:

- the organisation of scientific support for law enforcement in England and Wales.
- The principal areas and scientific methods of forensic investigation.
- The role of the forensic scientist.
- Legal procedures relating to forensic evidence and the role of expert witnesses.

**Core text:**

Peter White, ed.

*Crime Scene to Court: The Essentials of Forensic Science*, 2<sup>nd</sup> edn., Royal Society of Chemistry, 2004 ISBN 0854046569

**Recommended text:**

Richard Saferstein

*Criminalistics: An Introduction to Forensic Science*, 8<sup>th</sup> edn., Prentice-Hall, 2004. ISBN 0131228897

ARW Jackson & JM Jackson

*Forensic Science*. Pearson 2004. ISBN: 0130432512