

The UK's European university

University of  
**Kent**



# SHORT COURSES AUTUMN 2017

Introduction to postgraduate study

Tonbridge

# INTRODUCTION

## **Kent's new postgraduate-level courses at its centre in Tonbridge are designed for anyone with the passion and motivation to develop their knowledge at an advanced level in a small group environment.**

These courses do not award academic credits; they can be studied for pleasure, or as preparation and an indication of your suitability for applying for a full postgraduate qualification programme.

For autumn 2017, we are delighted to be able to offer courses in Art History, Creative Writing, History, Literature and also in Psychology, a new subject for this programme.

The short courses take place at the University of Kent's Tonbridge Centre, which is just a few minutes' walk from Tonbridge railway station.

## **University of Kent's Tonbridge Centre**

The University's Tonbridge Centre has been established for over 30 years and is a small and friendly centre dedicated to part-time study. The Centre provides high-quality teaching in a supportive environment to students of all ages and from a variety of backgrounds. It also focuses on supporting the continuing professional development needs of the business community in the region.

## **Excellent study resources**

Students taking one of these postgraduate-level short courses are eligible to receive a Kent student card. This gives access to student resources and services for the duration of the course; applicants wishing to use this opportunity should have some computer literacy and be familiar with using email as a minimum. Tonbridge staff are happy to discuss this aspect individually with applicants. Some technical help is also available from University staff during the course. Course study material may be provided electronically and/or in paper form.

Accessing the additional resources provides an opportunity for maximum participation in the course and is indicative of what is available if you are considering applying for a full postgraduate programme. There is also an optional assignment opportunity at the end of the course for marking and feedback, which may be used as a sample piece of work to support an application for a full postgraduate qualification programme.

Resources at the Centre include a library with computers for students' use; these are linked to the University's network and are equipped for word processing, email and internet access. There are extensive print and online resources in the Centre's library, and students also have access to the University's other libraries which contain well

over a million books, periodicals, pamphlets, audio tapes, videos, DVDs, slides and microfilms, some of which can be delivered to Tonbridge via a regular University courier service.

All students at Tonbridge are encouraged to use the support services offered by the Student Learning Advisory Service, and also have access to specialist advice such as that offered by our award-winning Careers and Employability Service, and the Student Support and Wellbeing teams.

## **Inspirational teaching**

Kent is known for its teaching style; our academics have an outstanding ability to pass on their passion for study and debate. Staff are approachable and accessible. Through direct contact with them, you are intellectually challenged and encouraged to broaden your horizons.

Kent was awarded gold in the Teaching Excellence Framework (TEF). Based on the evidence available, the TEF Panel judged that the University of Kent delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. This gold award recognises our consistently outstanding teaching.

# ART HISTORY

## Explore and discuss modern and contemporary art and art historical developments from the 1850s to the 1990s.

### Looking at Modern and Contemporary Art and Art History

#### Modern Art (1850s–1970s)

In the early 1860s Édouard Manet, along with the French Impressionists, opened up a new era of 'Modern Art' with their revolutionary, subjective style of painting. Successive decades were dominated by a quick succession of art movements.

#### Contemporary/Postmodern Art (1970s – present)

Contemporary artists have rejected the idea that art should provide normative meaning and value for society. With the arrival of new technologies, for example, video, digital photography and computers, contemporary art movements focus on 'how' art is created and disseminated. The emphasis has shifted to ideas and concepts rather than the production of precious art objects and the skills needed to make them. New contemporary art forms have emerged, such as Conceptualism, Performance, Happenings and Installation, as well as Land Art.

#### Course content

The course examines the conditions in which art is created, exhibited, discussed and collected in conjunction with social, cultural

political and technological developments. You explore some of the principal art historical approaches and methods in order to describe, analyse and evaluate art works.

We explore a range of contexts in which an artwork might be experienced, such as the historical context and the political circumstances in which the artwork was produced. We also look at the artist's biographical details, technical information about the medium used and the production process.

You learn how to 'formally' assess an art work by investigating composition techniques, looking closely at lines, shapes, colours and tones. You also develop your engagement with the subject in conjunction with a range of fundamental art historical methods, approaches and theories.

- Week 1: Introduction
- Week 2: The Beginning of Modernity; Realism, Impressionism, Post-Impressionism
- Week 3: Early Photography and its Influence on Art; Pictorialism, Futurism, Cubism
- Week 4: From Representation to Abstraction; Fauvism, Expressionism, Cubism
- Week 5: Early 20th-century Art: Anarchy and World-weary Cynicism?; New Objectivity; Dada
- Week 6: Abstract Expressionism, Pop Art and Photo-Conceptualism

A suggested reading list will be made available after booking.

### Course tutor

**Dr Katia Mai** has a PhD in Art History from the University of Sussex and an MA in Art History, Classical Archaeology and Pre-History from the Georg-August University in Göttingen, Germany. Her recent research interests cover the history and theory of photography, with a particular focus on the role of contemporary photography as represented by artists of the Düsseldorf School such as Andreas Gursky, Thomas Ruff and Thomas Struth.

### Dates and location

Wednesdays, 1, 8, 15, 22 and 29 November; 6 December  
11am-1pm  
University Centre, Tonbridge

### Fee

£200

### How to apply

Our short courses are usually very popular and you are advised to apply as soon as possible. Online booking is preferred, please visit [www.kent.ac.uk/tonbridge](http://www.kent.ac.uk/tonbridge)

### Further information

University of Kent Tonbridge Centre,  
Avebury Avenue,  
Tonbridge  
TN9 1TG  
T: 01732 352316  
E: [tonbridgeadmin@kent.ac.uk](mailto:tonbridgeadmin@kent.ac.uk)

# CREATIVE WRITING

**Whatever you draw inspiration from, whether the natural world or family history, this short course encourages you to take control of your own work and write exciting, contemporary material.**

## **Writing Life: how to draw inspiration from the world around you to craft great stories**

Designed for ambitious writers of fiction and/or creative non-fiction, Writing Life offers an introduction to the study of creative writing at postgraduate level.

Each of the two, full-day sessions cover the discussion of techniques in contemporary writing, writing exercises and workshops. Each of the days focuses on two different sources of inspiration from life: Nature; Home; Self; and History. We consider extracts from set texts and how the techniques discovered can be applied to our own writing.

Over the course you are encouraged to think more deeply about both your writing and reading. You also have the opportunity to receive feedback on your own writing from the tutor and other participants.

## **Course content**

- Workshop and seminar-style classes
- Develop your historical awareness of literary and creative writing traditions
- Explore what makes great writing, in depth, among like-minded people. You have the opportunity to complete writing exercises, and to give and receive feedback
- Written and reading activities between sessions, including the opportunity to read and reflect on the work of your fellow students
- The opportunity to receive feedback from the tutor on short excerpts of writing. The end of course assignment provides the option to receive feedback on a longer piece of work if desired

The following texts underpin the course:

### **Week 1**

- Nature: William Fiennes, *The Snow Geese*
- Home: Nicholson Baker, *A Box of Matches*

### **Week 2**

- Self: Jeanette Winterson, *Oranges Are Not The Only Fruit*
- History: Pat Barker, *Regeneration*.

## **Course tutor**

**Dr Alex Martin-Carey** is a writer and theatre director. She is an associate lecturer in the Schools of English and Arts at the University of Kent, where she completed a PhD in Creative Writing. She also manages outreach projects for the University across humanities subjects. Alex has written short stories and pieces for stage and film, and her debut novel *The Greater Thief* was published in 2012.

## **Dates and location**

Saturdays, 14 October and 11 November  
10am-4pm  
University Centre, Tonbridge

## **Fee**

£170

## **How to apply**

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# HISTORY

**Using four very different but key events in English medieval society – the Conquest; the Murder and Translation of St Thomas; the Peasants' Revolt; and the Henrician Reformation – this course investigates controversies of interpretation within the historiography.**

## **Controversies and problems: the Conquest to the Reformation**

Medieval England witnessed great changes in the 500 years between the Norman Conquest and the Henrician Reformation, moving from a feudal society to the rise of the market and individualism. Such economic and social changes were, to a degree, mirrored in matters of religion, language and the everyday lives of those below the monarch and his nobility.

Yet, there were also continuities across the period, and we examine these differing features over time for peasants, townspeople and their lords, by focusing on four iconic events: the Norman Conquest; the Murder and Translation of St Thomas; the Peasants' Revolt; and the Henrician Reformation. These key points brought into sharp focus ideas about lordship and landholding, relations between secular and religious power and jurisdiction, the aspirations of country and townsfolk in the era following the Black Death and the

appetite for fundamental religious change at various levels within society.

These key moments remain controversial within the works of medieval historians, covering such problems as the relations between Henry II and his 'turbulent' priest before and after Becket's murder and thereafter with Henry's successors. The Peasants' Revolt, too, has been interpreted differently by scholars, not least in considering the question of just how important was urban society.

Through the use of guided secondary reading and the provision of primary sources in seminars, you are encouraged to discuss these issues within the historiography and to make your own judgement based on an analysis of documentary and other materials.

### **Course content**

The course comprises mini-lectures, discussion of secondary sources using guideline questions, some small-group work on primary sources, and general discussions of the topic using primary and secondary materials.

### **Course tutor**

**Dr Sheila Sweetinburgh** is a medieval historian at the University of Kent where she lectures in the fields of social and cultural medieval and early modern studies. For many years, she taught on Kent's part-time history undergraduate

programme at both Tonbridge and Canterbury. She completed her doctoral thesis at the University of Kent and her study on medieval hospitals in England was subsequently published in 2004. Since then she has published extensively on a wide range of medieval social and cultural history topics, primarily adopting a microhistory approach and using the rich archival sources of Kent.

### **Dates and location**

Tuesdays, 7, 14, 21 and  
28 November  
10.30am-12.30pm  
University Centre, Tonbridge

### **Fee**

£135

### **How to apply**

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# LITERATURE

**Experimental, tumultuous, revolutionary: this course considers how African-American identity has been shaped in the late 20th and early 21st centuries. Reading both fiction and poetry, we discover how ideas of blackness have been constructed through literature.**

## **African-American Writing after 1960: From Civil Rights to Black Lives Matter**

'I am invisible, understand, simply because people refuse to see me.' In Ralph Ellison's 1952 novel *Invisible Man*, black identity was yet to be recognised. This course seeks to trace the evolution of black identity in the USA, from the 1960s to the present day. You study a range of genres, from novels to avant-garde poetry, film to visual art, to explore how race has been represented and enacted through literature. Considering the aesthetic and the political, we discuss the imperatives that drive these writers to address the intersections of race, gender, belonging and trauma.

Each core text represents a significant moment of black writing in America. We begin with James Baldwin's *Another Country* (1962), which presents themes of bisexuality and interracial coupling that were taboo at the time of its

release. We move on to Amiri Baraka's radical poetry from the 1970s and 1980s, Toni Morrison's acclaimed novel *Jazz* (1992) and finish with Claudia Rankine's recent genre-crossing text *Citizen: An American Lyric* (2014). With an emphasis on selfhood, music and urban space, each week we explore how the writer addresses and critiques the power structures of dominant culture in which they operate.

Sessions prioritise wide-ranging discussion, connecting the literature with key stages in African-American politics, from Civil Rights to the contemporary Black Lives Matter movement. You have an optional opportunity to submit written academic work in the form of a final essay.

### **Reading list**

Required reading, in weekly order:

- James Baldwin, *Another Country* (1962)
- Amiri Baraka, Poetry Selections (1970s-1980s)
- Toni Morrison, *Jazz* (1992)
- Claudia Rankine, *Citizen: An American Lyric* (2014)

Suggested reading:

- Frantz Fanon, *Black Skin, White Masks* (1967)
- James Baldwin documentary, *I am not your Negro*
- Beyoncé album and videos, *Lemonade* (2016)
- Black Lives Matter political group, [www.blacklivesmatter.com](http://www.blacklivesmatter.com)

### **Learning outcomes**

- Learn to assess a variety of different types of written materials and their relation to verbal, musical and visual forms, in the course of seminar discussions
- Gain an understanding of the different historical and literary trajectories of African-American writers in the USA
- Develop an ability to apply close reading techniques to a range of literary texts and to make comparisons between them
- Develop approaches to concepts such as race, gender, urban space

### **Course tutor**

**Claire Hurley** has worked as an assistant lecturer on a variety of American literature courses at the University of Kent, where she was nominated for Teacher of the Year. She has also taught at Queen Mary, University of London and is an associate lecturer in the English department at Goldsmiths, University of London. Her PhD is on US avant-garde feminist poetry and she has published work on the writers Adrienne Rich and Gertrude Stein.

Her most recent research interests include performance and embodiment in black poetry, as well as experimental pedagogies in seminar teaching.



### Dates and location

Wednesdays, 1, 8, 15 and  
22 November  
10.30am-12.30pm  
University Centre, Tonbridge

### Fee

£135

### How to apply

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*“We all love working with Claire; her knowledge and understanding of the literature and politics of the late 20th-century US is simply extraordinary. She is one of the most talented, original and passionate lecturers working in her field and student feedback confirms that.”*

#### **Dr Michael Collins**

Senior Lecturer in American Literature;  
Director of Graduate Studies, Centre for  
American Studies, University of Kent

# PSYCHOLOGY

**The world, and specifically the workplace, revolves around people. This short course in organisational psychology is for anyone with an interest in how people work, coupled with a desire to improve organisations and the working lives of the employees who inhabit them.**

## **Applying Psychology in the 21st-century Workplace and Beyond**

We examine the role that psychology plays in today's workplace. Designed to provide insights into the psychology of group behaviour and decision-making, selection and assessment, employee well-being and diversity and inclusion, the course develops your understanding of the contextual forces within organisations, and provides tools to understand human behaviour in the 21st-century workplace and beyond.

### **Course content**

Each two-hour session includes:

- a lecture providing the critical organisational and psychological background
- a small face-to-face group or individual exercise
- a facilitated Q&A session.



The course focuses on providing practical insights, tools and tips you can apply in the workplace – or in everyday life.

### **Session 1: Group Decision-making**

Groups are ubiquitous; believed to provide superior outcomes and maximise efficiencies in organisations and everyday life. Yet research shows groups do not always make optimal decisions. Fixing this is a challenge and a necessity, since many major decisions in the 21st-century workplace are made every day by small groups.

This session provides the theoretical background to the challenges groups face in sharing and processing information, examining the reasons why groups often fail

to reach optimal decisions. It also looks at areas where research has tested potential interventions, giving the session 'real world' relevance.

### **Session 2: Selection and Assessment**

This session considers the challenges organisations face in recruitment and selection. This includes the role of psychology in personnel selection and key principles in selection and assessment. We also examine job analysis, competency profiling (including using competencies as assessment criteria) and selection methods. It concludes with an overview of the criteria used to assess selection methods and the current state of assessment in the workplace.



### Session 3: Employee Health and Well-being

We take an in-depth look at one of the biggest challenges of the 21st-century workplace. Structural and transactional models of workplace stress are examined, together with more recent stress models which combine both approaches. The positive side of stress is also covered. The session concludes with a review of the types of interventions available to tackle stress and promote well-being at work.

### Session 4: Equality & Diversity (E&D)

We examine the importance of what E&D means in the 21st-century workplace and the organisational benefits, and challenges, of implementing an effective E&D strategy.

The business case for diversity is scrutinised, together with the positive (and negative) outcomes of diversity: is it a double-edged sword? The psychology of stereotypes, unconscious bias, prejudice and discrimination is explained.

### Assessment

Course assessment is optional; further details will be provided by the tutor during the course.

### Learning outcomes

- Understanding of the organisational and psychological background to the key challenges of the 21st-century workplace (and beyond)
- Ability to identify best practices in overcoming these key challenges
- Practical insights, tools and tips you can take back to your workplace and implement every day
- Insights into studying organisational psychology at higher levels and applying this in today's workplace

### Course tutor

**Dawn H Nicholson** came to academic research having worked for almost 28 years in human resources (HR) roles and as an adviser to HR, in professional and financial services in the City of London.

Most recently, she spent three years as a partner in PwC's HR consulting business, advising clients on their people-related issues. Prior to that she was Managing Director, Deputy Head of Human Resources for Europe for the global investment bank Morgan Stanley, where she worked for 16 years.

Dawn is currently a PhD Researcher in Psychology at Kent, focused on improving the way small groups process information and make decisions, including hiring decisions, and specifically the role of intragroup diversity in those processes.

### Dates and location

This course takes place at the University Centre, Tonbridge and is offered twice:

- over four Fridays  
3, 10, 17 and 24 November  
10.30am-12.30pm

Or

- over two Saturdays  
4 and 18 November  
10am-3pm

### Fee

£175

### How to apply

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# GENERAL INFORMATION

## Kent: the UK's European university

Kent is known as the UK's European university. Our two main UK campuses at Canterbury and Medway and our part-time centre in Tonbridge are located in the south-east of England, close to London. We also have study locations in Athens, Brussels, Paris and Rome.

We have a diverse, cosmopolitan population with 158 nationalities represented and 42% of our academic staff come from overseas. We also have strong links with universities in Europe, and from Kent, you are about two hours away from Paris and Brussels by train.

## World-leading research

As a student at Kent, you are taught by leading academics, who produce research of international standing. Based on our excellent results in the most recent Research Excellence Framework (REF), Kent was ranked 17th\* in the UK for research intensity by the *Times Higher Education*, confirming our position as one of the UK's leading research-intensive universities.

## Strong academic community

At Kent, our postgraduate students are part of a thriving intellectual community that includes staff and students from all our locations. In addition to lectures, seminars and one-to-one supervisions, our students benefit from a rich and stimulating research culture.

\* of 122 universities, not including specialist institutions

## A global outlook

Kent has a great international reputation, attracting academic staff and students from around the world. Our academic schools are engaged in collaborative research with universities worldwide. We offer a range of opportunities to study abroad and an approach that is truly global.

## The Graduate School

After completing the taster short course, should you successfully apply to study at postgraduate level, you have the support of the Graduate School, which promotes your academic interests. The Graduate School also co-ordinates the Researcher Development Programme and the Global Skills Award, and facilitates cross-disciplinary interaction and social networking.

## Funding

Kent provides a variety of financial support opportunities for postgraduate students on a full-qualification programme. These range from research studentships, location-specific funding, sport and music scholarships, and funding specifically for overseas fee-paying students. For further information, see [www.kent.ac.uk/pgfunding](http://www.kent.ac.uk/pgfunding)

If you are a UK mature student, you may be able to apply for government funding for either a full-time or part-time programme.

The amount you can receive depends on your family situation and the type of programme you are taking.

For details, please visit [www.gov.uk/mature-student-university-funding](http://www.gov.uk/mature-student-university-funding)

## Enhanced career prospects

At Kent, we want you to be in a good position to face the demands of a tough economic environment. During your studies, you acquire a high level of academic knowledge and specialist practical skills. We also help you to develop key transferable skills that are essential within the competitive world of work.

## Further information

For information about applying to Kent, or to order a copy of the *Graduate Prospectus*, please contact:  
Recruitment and Admissions Office, The Registry,  
University of Kent, Canterbury,  
Kent CT2 7NZ, UK  
T: +44 (0)1227 827272  
F: +44 (0)1227 827077  
[www.kent.ac.uk/pg](http://www.kent.ac.uk/pg)

## Visit us

The University holds Open Days and postgraduate recruitment events throughout the year at our other campuses. Please see [www.kent.ac.uk/visit](http://www.kent.ac.uk/visit) for details.



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For the University to operate efficiently, it needs to process information about you for administrative, academic and health and safety reasons. Any offer we make to you is subject to your consent to process such information and is a requirement in order for you to be registered as a student. All students must agree to abide by the University rules and regulations at: [www.kent.ac.uk/regulations](http://www.kent.ac.uk/regulations)

# CONTACT US

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For the latest information on our courses,  
please visit [www.kent.ac.uk/tonbridge](http://www.kent.ac.uk/tonbridge)