

2010-11 Humanities Undergraduate Stage 1 Module Handbook

01 School of Arts

DR315 Modern Theatre: A Theoretical Landscape						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Klich Dr R

Contact Hours

5 hours per week. 3 hour lecture/video screening to introduce you to the ideas and work you will discuss later in your 2 hour seminar

Restrictions

Not available as a Wild Module. Only available to Single Honours Drama students.

Availability

Available to Single Honours Drama students under code DR315, to Joint Honours Drama students DR316

Synopsis

This module is designed to be a foundation for your future studies in Drama, by developing the knowledge of theatre you have gained from earlier studies, whether of plays in A-level English, or of the work of theatre practitioners in 'A' level Theatre Studies or Performing Arts, or of theatre and stage practice for BTEch or HND. This module aims to challenge your ideas about what 'theatre' is, its relation to 'reality', its forms and its possibilities, as well as introducing you to contemporary ideas of 'performance' as an alternative to 'theatre', and what a post-dramatic theatre might be. In the module, you will be looking at a series of theorisations of theatre and performance made over the past century and a half. Sometimes these will be in the expected form of writings, sometimes in the form of theory/ideas made visible through performance practice. Often in dialogue with each other, these approaches to theatre and performance form a major part of the theoretical 'tool kit' of the contemporary Western theatre/performance practitioner. Amongst the international theatre makers and theorists whose work you will explore are Anton Chekov, Antonin Artaud, Peter Brook, Jerzy Grotowski, Bertold Brecht, Pina Bausch, DV8, The Wooster Group and Forced Entertainment. Of course in one module these ideas can only be introduced, but each of the topics studied on this module is followed up in modules in Stage 2 of the Drama programmes. In this way the module may assist you to determine your pathway through those programmes.

Preliminary Reading

R SCHNEIDER & G CODY (eds.) - 'Redirections', Routledge, London, 2002

A ARTAUD - 'The Theatre and Its Double', Calder, London, 1981

P BROOK - 'The Empty Space', Penguin, London,

M HUXLEY & N WITTS (eds.) - 'The Twentieth Century Performance Reader', Routledge, London, 1999

N CHILDS & J WALWIN - 'A Split Second of Paradise', Rivers Oram Press, London, 1998

DR316 Modern Theatre: A Theoretical Landscape						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	100% Coursework	Varakis-Martin Dr A

Restrictions

Not available as a Wild Module. Only available to Joint Honours Drama Students.

Availability

Available to Joint Honours Drama students under code DR316 and Single Honours Drama students under code DR315

Synopsis

See entry for DR315

2010-11 Humanities Undergraduate Stage 1 Module Handbook

DR317 Texts for Theatre

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	100% Coursework	Boenisch Dr P

Contact Hours

4 hours per week

Restrictions

Not available as a Wild Module

Synopsis

This module is designed as a foundation for Single Honours students for your MDrama studies. The staging of dramatic texts is one of the cornerstones of Western European theatre practice, ever since about 500BC. For every career in theatre, whether on stage or backstage, whether in the creative team or as producer, performer, stage manager or stand-up comedian, a thorough knowledge in the skill and craft of dramaturgy, in the repertoire of play texts from all ages and all corners of the world and in theatre history is indispensable. Studying play texts allows you to acquire essential knowledge about crafting plots, roles, spaces and bodies which is absolutely vital when you go on, in the future, to direct plays, but also for devising your own work, creating characters (for example as a stand-up comedian or for a solo-performance), designing a set for performance, stage managing or producing a show. "Texts for Theatre" is therefore a most vital foundation module in your first year of studies. You will learn how to approach texts for theatre not as literature, but - as the module title suggests - as texts for theatre. The module will focus on a number of selected texts, which will be announced at the start of the year, and which you will need to have read at the start of Spring Term. Weekly lectures discuss fundamental concepts such as plot, roles, characters, action, and dramatic speech acts, and also introduce historical and theoretical interpretative perspectives on theatre. You will work primarily on an intensive team project for the majority of the term. It is expected that you will spend at least five hours per week on unsupervised work within your research teams.

Preliminary Reading

- W B WORTHEN, (ed.) - 'The Wadsworth Anthology of Drama', Heinle & Heinle, 2003
M WALLIS. S SHEPHERD - 'Studying Plays', Arnold, 2002
J R BROWN, (ed.) - 'The Oxford Illustrated History of Theatre', Oxford UP, 2001
M PATTERSON - 'Oxford Guide to Plays: An A-Z Guide to the 1,000 best Plays of World Theatre', Oxford UP, 2007
M FORTIER, - 'Theory/ Theatre. An Introduction', Revised ed., Routledge, 2002
P ALLAIN and J HARVIE - 'The Routledge Companion to Theatre and Performance', Routledge, 2006
K PICKERING - 'Key Concepts in Drama and Performance', Palgrave, Macmillan, 2005

DR323 Performance Skills

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Camilleri Dr F

Contact Hours

2 hours per week

Restrictions

Not available as a Wild Module

Synopsis

This module will equip students with fundamental performance skills to support practical work encountered later in the programme. Though the drama programmes are not training based, it is recognised that students need strong foundations in basic skills and techniques to support and enable their performance work in those later stages of the module. The module will therefore teach basic practical skills related to the voice, body and improvisation. Students will receive an introduction to key approaches in body use and understanding, including how to warm up and prepare the body and voice; how to care for themselves as performers; how to maximise potential of the body/voice as a free and open resource; how to understand the basic bodily principles of energy, focus, concentration, engagement and projection that lie behind all modes of performance. The module will include 20 weekly sessions in body/movement techniques such as Alexander, Japanese Butoh, Laban, tai chi, yoga, pilates and contact improvisation. The module's vocal exploration will include alignment, breathing, freeing the vocal instrument, channel release, resonance, placement, pitch, articulation and text. Students will apply and develop the skills learnt in short group 'études' rehearsed and presented in the Summer term in a year one festival. There will also be introductory and plenary sessions in Autumn, Spring and Summer terms so that the individual training and skills-based work is presented in broader theoretical and cultural contexts.

Preliminary Reading

- Physical training at Odin Teatret, work demonstration by Odin Teatret, Holstebro, Odin Teatret Film, 1972
Vocal training at Odin Teatret, work demonstration by Odin Teatret, Holstebro, Odin Teatret Film, 1972
BERRY, CICELY - 'The Actor and his Text', Harrap, London, 1987
DENNIS, ANNE - 'The Articulate Body', Drama Book Publisher, 1995
JOHNSTONE, KEITH - 'Impro', Methuen, London, 1996
PISK, LITZ - 'The Actor and his Body', Harrap, 1975
RODENBURG, PATSY - 'The Right to Speak', Methuen, London, 1992

2010-11 Humanities Undergraduate Stage 1 Module Handbook

DR324 Performance Skills (JH)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Camilleri Dr F

Contact Hours

2 hours per week

Restrictions

Not available as a Wild Module. Only available to Joint Honours Drama Students.

Synopsis

This module will equip students with fundamental performance skills to support practical work encountered later in the programme. Though the drama programmes are not training based, it is recognised that students need strong foundations in basic skills and techniques to support and enable their performance work in those later stages of the module. The module will teach basic practical skills related to the voice, body and improvisation. Students will receive an introduction to key approaches in body use and understanding, including how to warm up and prepare the body and voice; how to care for themselves as performers; how to maximise potential of the body/voice as a free and open resource; how to understand the basic bodily principles of energy, focus, concentration, engagement and projection that lie behind all modes of performance. The module will include sessions in body/movement techniques such as Alexander, Laban, tai chi, yoga, pilates and simple dance. The module's vocal exploration will include alignment, breathing, freeing the vocal instrument, channel release, resonance, placement, pitch, articulation. The improvisation practice will also facilitate the student's creative growth and development. The module will be taught through specialised weekly voice, improvisation and movement classes. Throughout the term there will be some lectures and screenings and the module will finish with a creative group performance project in the last week of term.

Preliminary Reading

BERRY, CICELY - 'The Actor and his Text', Harrap, London, 1987
 DENNIS, ANNE - 'The Articulate Body', Drama Book Publisher, 1995
 RODENBURG, PATSY - 'The Right to Speak', Methuen, London, 1992
 PISK, LITZ - 'The Actor and his Body', Harrap, 1975
 JOHNSTONE, KEITH - 'Impro', Methuen, London, 1996

DR334 Theatre Workshop

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Trimingham Dr M

Contact Hours

4 hours per week

Restrictions

Not available as a Wild Module

Synopsis

This module aims to introduce you to the practical procedures and equipment utilised in the staging of theatre. Over two terms you will undertake at least two different disciplines which may include Stage Management, Lighting Design, Sound Design or Scenic Construction. You will explore the world of theatre from a different angle in each of the technical disciplines so that by the end of the module you will be familiar with the technical and logistical aspects of production, but your technical skills and expertise will be integrated with aspects of the whole curriculum in year 1. Some classes will involve active production work, others will be based around a theatrical process, for example using a theoretical/historical framework or a particular text. This module requires at different times independent study, practical work outside session and some evening and weekend work.

Preliminary Reading

PETER DEAN - 'Production Management: Making Shows Happen', The Crowood Press, 2002
 SOOZIE COPLEY & PHILIPPA KILLNER - 'Stage Management, A Practical Guide'. The Crowood Press, 2001
 JOHN BLURTON - 'Scenery: Draughting and Construction', A & C Black, London, 2001
 MARCO VAN BEEK - 'A Practical Guide To Health And Safety In The Entertainment Industry', Entertainment Technology Press, 2000
 FRANCIS REID - 'The ABC of Stage Technology', A&C Black, London, 1995
 PETER COLEMAN - 'Basics-A Beginners Guide to Stage Lighting', ETP, 2003
 PATRICK FINELLI - 'Sound for the Stage', ETP, 2003

2010-11 Humanities Undergraduate Stage 1 Module Handbook

FI308	PI: Exploring the Frame					
-------	-------------------------	--	--	--	--	--

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Pitts Dr V

Contact Hours

3 contact hours per week. In addition to class time students are expected to complete 17 private study/practice hours per week

Restrictions

Not available as a Wild Module

Availability

The module may be taken in Autumn Term (FI308) or Spring Term (FI309) - both modules are subject to quota. If one module is oversubscribed but places remain on the other, students may be asked to change the term in which they take the module.

Method of Assessment

60% short practical projects; 30% 1 x written essay 1500 - 2000 words; 10% workshop/creative participation

Synopsis

Exploring the Frame draws upon concepts in Film Studies to inform an introduction to Moving Image Production that focuses on the exploration of cinematic language. Basic technical skills in DV production and post-production are taught along with craft skills applicable to both narrative and non narrative screen production. Through a combination of lectures, creative and technical workshops, and peer reviews of work in progress, this module encourages experimentation, critical reflection, independent thought and dialogue between theory and practice. Effective group work is also integral to the success of student work on this module.

Practical assignments are designed to trigger both creative thinking and consideration of audience responses to cinematic language. The focus is on visual and audio composition in production and post-production, appropriate deployment of continuous and/or discontinuous shooting and editing styles and effective use of off-screen space. Students maintain a journal throughout the term and draw from this for their final essay, which includes a critical analysis on their practice.

This module is a pre-requisite for all Film students wishing to take practice-based Film modules in Stages 2 and 3. A mark of 60 or over is required in order to proceed to the stage 2 modules FI 555 Introduction to Screenwriting and FI586 Representing Actuality.

Preliminary Reading

REES, A. L. - 'A History of Experimental Film and Video', BFI, 1999
 BORDWELL, D & THOMPSON, K - 'Film Art - An Introduction', McGraw Hill, 2004

FI309	Exploring the Frame					
-------	---------------------	--	--	--	--	--

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	100% Coursework	Pitts Dr V

Availability

Available in the Autumn term under code FI308 and Spring term under code FI309

Synopsis

See entry for FI308

FI310	Introduction to Narrative Cinema 1: American Cinema					
-------	---	--	--	--	--	--

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Sayad Dr C

Contact Hours

10 lectures x 1 hour, 10 seminars x 75 minutes, 10 screenings x 2 hours

Restrictions

Not available as a Wild Module

Method of Assessment

20% 1 x Quiz; 30% 1 x essay 1500 words; 40% 1 x essay 2500 words; 10% Seminar Performance

Synopsis

The module introduces you to the twentieth-century cinema of the USA, focussing on the period of classical Hollywood film from the 1920s to 1960s. We consider its forms of production and storytelling and their historical development in relation to the cultural role of Hollywood in America and abroad. Taking a different film each week as a case study, we examine aspects of genre; narrative space and point of view; technology and its consequences for sound and visual style in film; film performance. The module will also introduce you to the historical, cultural and aesthetic understanding of cinema, and develop skills appropriate to the serious study of film especially those of close analysis through detailed discussions of the workings and significance of specific films and film sequences, both in seminars and in essay writing.

Preliminary Reading

BORDWELL, D. & THOMPSON, K. - 'Film Art - An Introduction', latest edition, McGraw Hill, London

2010-11 Humanities Undergraduate Stage 1 Module Handbook

FI311 Introduction to Narrative Cinema 2: World Cinema

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	100% Coursework	Choi Dr J

Contact Hours

10 lectures x 1 hour, 10 seminars x 75 minutes, 10 screenings x 2 hours

Pre-requisites

Introduction to Narrative Cinema 1: American Cinema

Restrictions

Not available as a Wild Module

Method of Assessment

30% 1 x essay 1500 words; 40% 1 x essay 2500 words; 20% Quiz; 10% seminar participation

Synopsis

The course introduces you to a variety of 'World', or international, cinemas. We will examine films as products of their particular national and regional origins and as addressing specific audiences. In addition we will treat topics such as realism, film as personal expression, how film represents or reflects upon history as well as matters of industry, technology and distribution. We will also explore how the films are informed by, or sometimes work to reject, Hollywood traditions of filmmaking. In the seminars you will continue to develop your skills in close analysis, discussing the style and significance of specific sequences. In addition, you will begin to assess critical writing that focuses both on the films themselves and on broader issues surrounding their production or critical reception. This engagement with published work in both lectures and seminars is designed to extend your skills as film scholars.

Preliminary Reading

THOMPSON, K., and BORDWELL, D., Film History: An Introduction (McGraw Hill, 2009)

HA314 The Shock of the Now: Themes in Contemporary Art

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

Availability

Available as a 15 credit module under code HA314, as a 30 credit module under code HA315

Method of Assessment

100% Coursework: 40% 1 x critical essay; 30% Seminar Presentation; 30% Seminar notes

Synopsis

Please see synopsis for HA315

HA315 The Shock of the Now: Themes in Contemporary Art

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Newall Dr M

Contact Hours

2 hour lecture and 2 hour seminar per week

Availability

Available as a 30 credit module under code HA315, as a 15 credit module under code HA314

Method of Assessment

100% Coursework: Two critical essays (20% and 40%); Seminar Presentation (20%); Seminar notes (20%)

Synopsis

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

FREELAND, Cynthia - 'Art Theory: A Very Short Introduction', Oxford University Press, 2001

STALLABRASS, Julian - 'High Art Lite: British Art in the 1990's', Verso, 1999

COLLINGS, Matthew - 'This is Modern Art', Weidenfeld & Nicolson, 1999

FOSTER, Hal, KRAUSS, Rosalind, BOIS, Yve-Alain, BUCHLOH, Benjamin HD - 'Art Since 1900: Modernism, Antimodernism, Postmodernism', Thames & Hudson 2004

2010-11 Humanities Undergraduate Stage 1 Module Handbook

HA316 Thinking about Photography and its Histories

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Mikuriya Ms T

Availability

Available as a 15 credit module under code HA316, as a 30 credit module under code HA317

Method of Assessment

100% Coursework: Short Essay (30%); Critical Essay (50%); Reading Journal and attendance (20%)

Synopsis

See entry for HA317

HA317 Thinking about Photography and its Histories

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	30 (15)	100% Coursework	Mikuriya Ms T

Contact Hours

2 hour lecture and 2 hour seminar per week

Availability

Available as a 30 credit module under code HA317, as a 15 credit module under code HA316

Method of Assessment

100% Coursework: Short Essay (30%); Two Critical Essays (50%); Reading Journal and attendance (20%)

Synopsis

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.

Preliminary Reading

BARTHES, Roland - 'Camera Lucida: Reflections on Photography'

BATCHEN, Geoffrey - 'Burning with Desire: The Conception of Photography'

CLARKE, Graham - 'The Photograph'

WELLS, Liz - 'Photography: A Critical Introduction'

TAGG, John - 'The Burden of Representation: Essays on Photographies and Histories'

HA318 Now That Is Art! Aesthetics and the Visual Arts

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Maes Dr H
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	

Availability

Available as a 15 credit module under code HA318, as a 30 credit module under code HA319

Method of Assessment

100% Coursework: Critical Summary (30%); Essay (50%); Seminar Performance and Preparation Notes (20%)

Synopsis

See entry for HA319

2010-11 Humanities Undergraduate Stage 1 Module Handbook

HA319 Now That Is Art! Aesthetics and the Visual Arts

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	30 (15)		Maes Dr H
2	Canterbury	Spring	C	30 (15)	100% Coursework	

Contact Hours

2 hour lecture and 1 hour seminar per week

Availability

Available as a 30 credit module under code HA319, as a 15 credit module under code HA318

Method of Assessment

100% Coursework: Critical summary (20%); Essay (50%); Seminar Presentation (15%); Seminar Performance and Preparation Notes (15%)

Synopsis

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

WARBURTON, Nigel - 'The Art in Question', Routledge
 DICKIE, George - 'Introduction to Aesthetics', Oxford UP
 GRAHAM, Gordon - 'Philosophy of the Arts', Routledge

HA350 Study of a Single Artist: Picasso

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)		

Contact Hours

2 hour lecture; 1.5 hour seminar

Method of Assessment

20% Seminar Notes; 30% Critical Summary of a Single Text; 50% Essay

Synopsis

Please see synopsis for HA351

HA351 Study of a Single Artist: Picasso

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)		

Contact Hours

2 hour lecture; 1.5 hour seminar

Method of Assessment

10% Seminar Notes; 15% Critical Summary of a Single Text; 25% Essay; 50% Critical Essay

Synopsis

Pablo Picasso (1881-1973) was one of the most important artists of the Twentieth Century whose art was of critical significance for the development of modernism in its various forms (cubism, surrealism etc.). He worked as a painter, sculptor, and graphic artist, while also contributing to other art forms like the theatre. During his long career he produced some of the most iconic art works of his day, such as *Les Femmes d'Alger (O. J. R. M.)* (1907) and *Guernica* (1937). Picasso exerted a defining influence on his contemporaries and helped redefine our conception of the artist. Through the in depth study of the works of art of a single artist, the interpretations made of them and the cultural significance of the artist's life and oeuvre, students will be introduced in this module to a wide range of approaches and issues central to the theory and practice of the discipline of Art History.

Preliminary Reading

COWLING, E, 'Picasso: Style and Meaning', 2002
 FOSTER, H et al, 'Art since 1900', 2004
 RICHARDSON, J, 'A Life of Picasso', vols. 1-3, 1991-2007

2010-11 Humanities Undergraduate Stage 1 Module Handbook

03 School of English

EN302		Early Drama				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	75% Coursework, 25% Project	Brown Prof P(EN)

Contact Hours

1 hour lecture and 1½ hour seminar per week

Restrictions

Not available as a Wild Module

Synopsis

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 'Biliious' 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 features in Stage 2.

Preliminary Reading

AC CAWLEY (ed.) - 'Everyman and Medieval Miracle Plays'

CHRISTOPHER MARLOWE - 'Dr Faustus'

P HAPPE - 'English Drama before Shakespeare'

Essential: Early Drama booklet (available at the beginning of the module)

EN308		Romanticism and Critical Theory				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	45 (22.5)	67% Coursework, 33% Exam	Cregan-Reid Dr V

Contact Hours

1 hour lecture, 2 hour seminar per week

Restrictions

Not available as a Wild Module

Synopsis

This year-long module is an introduction to the study of English literature. It aims to develop your knowledge of how to read literary texts in the context of their artistic and cultural milieu, and introduces the terms and concepts which are used in the discussion and analysis of literature. The course examines some of the most significant writing of the Romantic period (1780-1830) - a period in which the role and forms of literature were being redefined - alongside recent debates in critical theory. You will study a wide range of literary texts from the poetry of Blake and Wordsworth to the novels of Jane Austen and Mary Shelley (*Frankenstein*), with reference to contemporary debates and against the backdrop of the period's turbulent history (the French Revolution, the growth of cities, industrialisation). In parallel, this module explores key critical questions about literature: Why read it? What is an author? What is the role of poetry in society? How is literature shaped by culture? What is 'Art'? Lectures introduce central topics in Romanticism and Critical Theory, while seminars emphasise lively discussion.

Preliminary Reading

DUNCAN WU (ed.) - 'Romanticism: An Anthology', 3rd ed.

MARY SHELLEY - 'Frankenstein'

2010-11 Humanities Undergraduate Stage 1 Module Handbook

EN325 Critical Practice

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Norman Dr W

Contact Hours

10 weekly 1-hour seminars

Restrictions

Not available as a Wild Module

Synopsis

Why do we read? What do we read? How do we read?

Close reading is fundamental to the interpretation of literature; 'reading closely' involves developing a deep understanding and a precise interpretation of a literary passage that is based first and foremost on the words themselves. But a close reading does not stop there; rather, it explores the nuances and connotations of language and is sensitive to the contradictions and dynamic tensions with the text.

This module will introduce you to the key skills of close-reading and literary analysis and equip you with the tools to approach literary texts with confidence and to write your own literary analyses. Using a range of short texts, both poetry and prose, we will pay close attention to the nuances and associations of literary language and the linguistic, cultural, semantic and structural aspects of writing. You will also be encouraged to consider ideas of 'the canon' - how and why we read and study particular texts and not others – and develop a critical vocabulary for use throughout your studies.

The texts selected for discussion offer a broad introduction to the best and most celebrated writing in the history of English Literature, from its beginnings before the Norman Conquest to its post-colonial form, and include writings by Milton, Keats, Austen, Hardy, Woolf, Whitman and Rushdie.

Preliminary Reading

REBECCA STOTT, ANNA SNAITH & RICK RYLANCE - 'Making your Case: A Practical Guide to Essay Writing', Longman / Pearson Education, 2001

REBECCA STOTT & PETER CHAPMAN - 'Grammar and Writing', Longman / Pearson Education, 2001

A course booklet will be made available.

EN326 Narrative Theory and Practice

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Thomas Ms S

Contact Hours

1 hour lecture and 1 hour seminar per week

Restrictions

Not available as a Wild Module

Synopsis

This module will introduce key concepts and ideas in theories of narrative, and will provide students with the critical and creative tools they need to start working with narrative – as writers and critics. Students will learn the basics of prose writing, including how to work with voice, tense, register and different types of narrator. They will also focus intensively on narrative structure and will experiment with different types of plot, from the Aristotelian to the impressionistic. This module will ultimately encourage students to consider the ways in which reading leads to writing, and to what extent original, contemporary storytelling must always refer to other texts, stories and structures from the past and present. Students will produce one essay and one piece of narrative fiction.

Preliminary Reading

HOMER - 'The Odyssey', Oxford World Classics, 1998

SHAKESPEARE - 'Hamlet', Penguin, 2005

ARISTOTLE - 'Poetics', Penguin, 1996

2010-11 Humanities Undergraduate Stage 1 Module Handbook

EN327 Poetry Theory and Practice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Smith Mr S

Contact Hours

10 x 1 hour lectures; 10 x 1 hour seminars; plus 10 study hours per week.

Restrictions

Not available as a Wild Module

Synopsis

This module will introduce key concepts and ideas in the history of poetry, and will provide students with the critical and creative tools they need to start writing their own poetry. Taking classic texts in the history of poetry and poetics as starting points, the module will consider how and why poetry is written. Students will learn to identify forms and metrical arrangements and will gain an understanding of poetry's major modes. They will be encouraged to consider the processes by which poetry is made (and the stories told about these processes), and also the relation of poetry to society.

Preliminary Reading

HOMER - 'Odyssey', Oxford World's Classics

The ENTHUSIAST - 'The Enthusiast Field Guide to Poetry'

JOHN REDMOND - 'How to Write a Poem', Blackwell

CARY NELSON (ed.) - 'Anthology of Modern American Poetry', OUP, 2000

EDNA LONGLEY (ed.) - 'Bloodaxe Book of 20th Century Poetry', Bloodaxe, 2000

ARISTOTLE - 'Poetics', Penguin

EN331 Readings in the Twentieth Century						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Klein Prof B

Contact Hours

18 x weekly two hour seminar, 18 x weekly one hour lecture plus screenings

Restrictions

Not available as a Wild Module

Synopsis

This module emphasizes the links between literature, history, and culture. It introduces students to the formative events, debates and struggles of the twentieth century, and how these have been addressed by different modes of creative and critical writing. Topics such as the First World War, Modernism, the Holocaust, the US culture industry, postcolonial studies, as well as 9/11, will be considered and discussed in relation to fictional and critical literature, films, photography, graphic novels, music, and other media. Weekly screenings will run alongside lectures and seminar discussions. Literary works across all genres will be read in relation to visual material – such as paintings, examples of war photography, various feature and documentary films, etc – and a range of selected critical reading. The majority of writing samples are drawn from English, American and more broadly anglophone writing, though several instances of writing in other languages will also be included (all taught in translation).

Preliminary Reading

FRANZ KAFKA - 'The Transformation'

WH AUDEN - 'Spain 1937'

PETER WEISS - 'The Investigation'

CORMAC MCCARTHY - 'The Road'

GEORGE ORWELL - 'Shooting an Elephant'

SAMUEL SELVON - 'The Lonely Londoners'

2010-11 Humanities Undergraduate Stage 1 Module Handbook

04 School of European Culture and Languages

CL310		Greek for Beginners				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Alwis Dr A

Contact Hours

1 hour seminar and 2 hour seminar per week

Method of Assessment

20% Coursework (two assessment tests of equal weighting); 80% Exam

Synopsis

The aim of the module is to provide students with a firm foundation in the Classical Greek language. The text book used combines grammar and syntax with passages about a farmer and his family living in fifth-century Attica. As the story progresses, we move onto the Peloponnesian war and thus adapted texts of Thucydides. Reading is therefore ensured from the very first lesson. Extracts from the Bible will also be used. The module will follow the structured approach of Athenaze I (OUP).

Preliminary Reading

ABBOT & MANSFIELD - 'A Primer of Greek Grammar: Accidence and Syntax', Duckworth, 1987

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

CL311		Latin for Beginners				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Keaveney Dr A

Contact Hours

44 contact hours (22 lectures, 22 classes)

Synopsis

This course introduces Latin to complete, or near, beginners, aiming to cover the basic aspects of grammar required for understanding, reading and translating this ancient language. Using a textbook, in which each chapter focuses on different topics of grammar, the students apply what they have learnt through the translation of sentences adapted from ancient authors. By the end of the course, students should have acquired an adequate foundation for pursuing Latin at intermediate level, in which they can advance to reading complete unadapted texts.

Preliminary Reading

WHEELLOCK, F.M. - 'Wheelock's Latin', 6th Edition, Harper Collins

CL315		Classical Mythology: Themes and Approaches				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	75% Coursework, 25% Exam	Bartley Dr A

Contact Hours

39 contact hours (19 lectures, 20 seminars).

Synopsis

This module is intended as a general introduction to the heritage of myth in the Ancient World, and to efforts to make sense of myth as a means of expression. In the Autumn term, the aim is to introduce students to a working repertoire of some of the best-known myths; in the Spring term, the emphasis will be on a series of theories to explain the 'workings' of myth offered from a variety of disciplines ancient and modern.

Preliminary Reading

Selected episodes from: Poems of Heaven and Hell from Ancient Mesopotamia

Metamorphoses; Lucian, selections; Longus

Daphnis and Chloe, selections.

J BREMMER (ed.) - 'Interpretations of Greek Mythology'

E R DODDS - 'The Greeks and the Irrational'

K DOWDEN - 'The Uses of Greek Mythology'

HESIOD - 'Works and Days and Theogony'

HERODOTUS & PLATO - Selections

OVID - 'Metamorphoses'

VEYNE, P. - 'Did the Greeks believe in their Myths?'

HOMER - 'Iliad and Odyssey'

KIRK, G.S. - 'The Nature of Greek Myth' and 'Myth: Its Meaning in Ancient and other Cultures'

2010-11 Humanities Undergraduate Stage 1 Module Handbook

CL329 Introduction to Archaeology

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Lavan Dr L

Contact Hours

22 contact hours (11 lectures and 11 seminars)

Synopsis

This module provides an introduction to the discipline of archaeology and the work of archaeologists, examining specific techniques of data recovery and analysis, exploring key issues from different periods, and focusing on the problems and constraints of archaeological evidence and its interpretation. The lecture series will include an overview of some of the more important techniques of field survey, excavation and post-excavation analysis. The investigation of the ancient world will be illustrated using relevant case studies significant prehistoric, Roman and medieval sites such as Stonehenge, Pompeii and Sutton Hoo. The parallel seminars will engage directly with primary source material and will cover varied approaches to the analysis and interpretation of data, including an introduction to computers in archaeology, and the appraisal of various tools (historical sources, anthropological parallels, theoretical models, etc) for the interpretation of archaeological evidence. The module will also include a museum/excavation visit and a reading week.

Preliminary Reading

RENFREW, C. & BAHN, P - 'Archaeology: Theories, Methods and Practice', Thames and Hudson, London (3rd edition), 2000
 SCARRE, C (ed.) - 'The Human Past', Thames and Mudflow, London, 2005
 BARKER, P - 'Techniques of Archaeological Excavation', Routledge, London/New York (3rd edition), 1993
 CARVER, M. - 'Sutton Hoo, Burial Ground of Kings?', British Museum Press, London, 1998
 WILKINSON, P. - 'Archaeology: What it is, Where it is and How to do it', Archaeopress, Oxford, 2007
 SPINDLER, K. - 'The Man in the Ice: the Preserved Body of a Neolithic Man Reveals the Secrets of the Stone Age', Weidenfeld and Nicolson, London, 1994
 SOUDEN, D - 'Stonehenge, Mysteries of the Stones and Landscape', Collins & Brown in assoc. with English Heritage, London, 1997
 ETIENNE, R. - 'Pompeii, the Day a City Died', Thames & Hudson, London, 1992

CL336 Aegean Archaeology

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Kyriakidis Dr E

Contact Hours

1 hour lecture and 2 hour seminar per week

Synopsis

A great many aspects of the Greek world in Archaic and Classical times can be traced back to the Great European Bronze Age civilizations of the second millennium BC: this is the world of Mycenaean palaces, of Minoan Crete (not to mention the minotaur!), and the Greek heroic age of the Iliad and Odyssey. It is also a world in which the decipherment of the Minoan linear B script as the most ancient form of Greek has opened up a culture almost unknown until the 1950s, and exciting new developments continue. In this module we shall be examining the Minoan and Mycenaean world by studying its religion, its art and architecture, its politics and script; and we shall assess the influence this world has had on the world of later antiquity.

Preliminary Reading

DICKINSON, O. T. P. K - 'The Aegean Bronze Age', Cambridge University Press, 1994.
 RACKHAM, O. & MOODY, J. - 'The Making of the Cretan Landscape', Manchester University Press, 1996
 Website - http://projectsx.dartmouth.edu/history/bronze_age/

2010-11 Humanities Undergraduate Stage 1 Module Handbook

CL347 Introduction to Egyptian Archaeology

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	La'da Dr C

Contact Hours

22 contact hours (11 lectures and 11 seminars)

Synopsis

This module is intended as a background for those new to studying Egyptology, but who want to pursue the subject from an archaeological point of view. It will explore the diversity of methodologies and debates concerning Egyptian archaeology. In doing so, it will introduce students to aspects of anthropological and archaeological theory, as well as the relationship between theory, fieldwork, and the resulting interpretation. The aim is to provide an introduction to the archaeology of ancient Egypt and its culture, monuments, and civilization. The module will develop an understanding of the wide range of archaeological material encountered at Egyptian sites, demonstrating how the study of material culture greatly contributes to the understanding of important aspects of ancient Egyptian culture (history, geography, material remains and society). The history of Egyptology and Egyptian archaeology will also be examined, including discussion of new excavations in Egypt, connecting recent work with the results of projects spanning the late 19th and 20th centuries. The Egyptians created a dynamic, lively and complex society, and we know something of the lives of many individuals; by the end of the module students will have learned how to approach their remains in a scholarly yet sensitive way. Students will also learn how to overcome the particular problem inherent in studying an ancient civilisation with no living witnesses, making critical use of archaeological records.

Preliminary Reading

GRIMAL, N - 'A History of Ancient Egypt', Blackwell, Oxford, 2000

SHAW, I. - 'The Oxford History of Ancient Egypt', Oxford University Press, Oxford, 2003

BREWER, D.J. - 'Egypt and the Egyptians', Cambridge University Press, Cambridge, 2003

SHAFER, B. (ed.) - 'Temples of Ancient Egypt', I.B. Tauris, London, 1998

ROBINS, G. - 'The Art of Ancient Egypt', British Museum Press for the Trustees of the British Museum, London, 1997

WATTERSON, B. - 'Gods of Ancient Egypt', Sutton, Stroud 1999

QUIRKE, S. - 'The British Museum Book of Ancient Egypt', British Museum Press for the Trustees of the British Museum, London, 1992

LUSTIG, J. - 'Anthropology and Egyptology: A Developing Dialogue', Sheffield Academic Press, Sheffield, 1997

2010-11 Humanities Undergraduate Stage 1 Module Handbook

CL353 The Civilisations of Greece and Rome						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)		Alwis Dr A

Contact Hours

autumn - a 1 hour lecture and seminar per week

spring - Roman history, a 1 hour lecture and seminar per week. Latin Literature, a 2 hour seminar per week

autumn - a 1 hour lecture and seminar per week

spring - Roman history, a 1 hour lecture and seminar per week. Latin Literature, a 2 hour seminar per week

Method of Assessment

100% coursework

Synopsis

In the Autumn term we start with Greece. The history will centre on Athens in the 5th century B.C. We begin with Solon's reforms, then after considering the period of the Persian invasions we study the developed democracy with its empire under Pericles and its destruction in the Peloponnesian War. After 5 weeks, we move to the literature of the period, more specifically, the development of tragedy and comedy in fifth-century Athens, examining staging and dramatic conventions such as the role of actor, chorus and religious function and plot, especially the handling of mythological themes. We will analyse a selection of major plays by Aeschylus, Sophocles, Euripides and Aristophanes. Within this framework the module explores the role of tragedy and comedy as vehicles for public debate in the democracy, and its treatment of justice, religion, rationalism and patriotic themes.

In the Spring term, we move to Rome. In the Roman part of the course we shall treat the last century of the republic. Our focus will be on how that republic fell and was replaced by the empire whose founder was Augustus. Among the themes examined will be political violence, the intrusion of the army into political life and the rise of the warlord. In the literature part of the Spring term the module is concerned with the patronage of the arts (poetry, history writing, art and architecture) under Augustus, with the role of the arts as propaganda, and the thesis that writers were recruited to act as spokesmen for the policies and ideals of the principate. The central theme is the creation of enduring images of Rome and Empire, using traditional historical and mythological materials; alongside this the module treats areas of public policy such as moral legislation, festivals, religious reform and the position of women. The module is also concerned with the responses of the writers, whether as supporters of public policy, or as commenting on and reacting against it. Thus, its content is much better understood as a result of the historical development outlined in the first part of term.

Preliminary Reading

Greek History - Primary Sources:

ARISTOTLE, 'Constitution of Athens'

HERODOTUS, 'Histories'

PLUTARCH, 'Selected Lives'

THUCYDIDES, 'The Peloponnesian War'

Greek Literature - Primary Sources:

AESCHYLUS, 'The Oresteia'

SOPHOCLES, 'Oedipus'

EURIPIDES, 'The Bacchae'

ARISTOPHANES, 'The Frogs'

Roman History - Primary Sources:

APPIAN, 'The Civil Wars'

PLUTARCH, 'Selected Lives'

SALLUST, 'The Conspiracy of Catiline'

SUETONIUS, 'Lives of Caesar and Augustus'

Latin Literature - Primary Sources:

LIVY, 'The Early History of Rome'

OVID, 'The Love Poems'

PROPERTIUS, 'Elegies'

HORACE, 'The Odes and Epodes'

2010-11 Humanities Undergraduate Stage 1 Module Handbook

CL354 Roman Emperors and Biography

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)		Laurence Prof R

Contact Hours

a 1 hour lecture and seminar per week

Method of Assessment

100% coursework

Synopsis

Today most adults have a conception of the lives of Roman emperors derived from TV or film. Few can discuss how the nature of ancient biography shapes the way in which the modern conception of the Roman emperor. Biography was a genre developed under the Roman Empire, most notably by Suetonius. This can be seen as a response to the presence of the Emperor or Princeps, but is also the genre which created a cultural memory that was shot through with the morals associated with good and bad; virtue and vice and so on. Few dead emperors were ever seen a paradigms for the virtuous life; whereas the living ones provided moral exemplars. The module is designed to unpick our modern image of the emperors to reveal how biographies from antiquity constructs our image of the past.

Preliminary Reading

'Suetonius Lives of the Caesars'. This text is available on-line
<http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Suetonius/12Caesars/home.html>. Begin with the Life of Caligula.

'Tacitus The Agricola'. The text is available on-line, <http://www.fordham.edu/halsall/ancient/tacitus-agricola.html>

For an overview of the period of history, the following book is recommended but there are others that are available from the library.

ALSTON, R.A. 'Aspects of Roman History' (AD 14-117), Routledge: London (1998)

CL513 Intermediate Latin

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	Keaveney Dr A

Contact Hours

48 contact hours (2 hours per week)

Synopsis

This module is intended for students who have taken Beginners' Latin (CL311) or have some previous knowledge of the language. It initially continues the direct study of Latin grammar and syntax, but increasingly concentrates on elementary unseen translation and the study of easy Latin texts. In the first term the emphasis is on the completion of the study of grammar and syntax; in the Spring and Summer Terms students normally study classical texts and unseens, though medieval options are available.

Preliminary Reading

WHEELOCK, M. & TAYLOR, D.W. - 'Wheelock's Latin', 6th ed., Harper Collins

CL550 Intermediate Greek Language

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	La'da Dr C

Contact Hours

72 contact hours (1 x one-hour & 1 x two-hour seminar per week for 24 weeks)

Synopsis

This module is intended for students who have taken Beginners' Greek (CL310) or have some previous knowledge of the language. The text used combines grammar and syntax with unseen translation. The course will follow the structured approach of Athenaze I and Athenaze II (OUP) and aims to develop knowledge of Greek achieved at the end of CL310 to the point where students are capable of autonomous reading of unadapted Greek texts. Weekly vocabulary tests ensure that constant revision is part of the module.

Preliminary Reading

ABBOT & MANSFIELD - 'A Primer of Greek Grammar: Accidence and Syntax', Duckworth, 1987

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

2010-11 Humanities Undergraduate Stage 1 Module Handbook

CP305 Freedom and Oppression in Modern Literature

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Morley Ms E

Synopsis

The twentieth-century imagination was marked by a spirit of doubt, especially of the Enlightenment faith in Reason's capacity to advance mankind to happiness and freedom. This module focuses on some classic fictional and non-fictional explorations of these themes. We consider the texts as works of literature in their own right and also as vehicles for the ideas they interrogate and propagate: happiness, morality without God, personal and political freedom, the self and its responsibilities.

Preliminary Reading

ANDRE GIDE - 'The Immoralist'
 ALBERT CAMUS - 'The Outsider'
 FRANZ KAFKA - 'Metamorphosis'
 JAMES JOYCE - 'The Dead'
 SYLVIA PLATH - 'The Bell Jar'

CP306 Guilt and Redemption in Modern Literature

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Stähler Dr A

Synopsis

The 'knowledge of good and evil' is unique to human beings. It informs the individual's conscience and determines the moral systems on which societies are based. The violation of moral codes is expected to induce the experience of guilt, while the lack of any sense of guilt is considered to be psychopathic. As the manifestation of an internal, and sometimes also external, struggle of varying intensity, guilt is an almost universal concern of literary texts; as is the quest for redemption, the alleviation of guilt and despair – through atonement, forgiveness or denial. In this module, we analyse literary texts which explore the frequently fuzzy edges of the experiences of guilt and redemption as a human quandary and as perceived against changing conceptions of morality. Texts included in the reading list engage with questions of personal and collective guilt in relation to hubris, cruelty, the violation of animal rights, and genocide.

Preliminary Reading

DOSTOYEVSKY, F., 'Crime and Punishment'
 MUSIL, R., 'The Confusions of Young Törless'
 CAMUS, A., 'The Fall'
 COETZEE, J.M., 'The Lives of Animals'
 JACOBSON, D., 'The God-Fearer'
 SCHLINK, B., 'The Reader'
 STASSEN, J-P., 'Deogratias: A Tale of Rwanda' (graphic novel)
 DIOP, B.B., 'Murambi: The Book of Bones'

CP311 The Tale

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	March-Russell Dr P

Synopsis

This literary-critical module deals with a wide range of selected international tales ranging from antiquity to the present day. We address issues such as the development of oral folk tales and fairy tales into written forms, and discuss various short prose genres including Aesopian fables, myths, folk tales and fairy tales, as well as tales of the fantastic, 19th century art tales and the modern short story.

The framework of discussion comprises a general survey of the issues that face the comparatist. We practice different methods of literary analysis, including close reading and comparative analysis, by examining story-motifs and story-structures, and by considering symbolic meanings in the light of psychoanalytic concepts. We also explore questions of transmission and transformation (e.g. how stories and motifs travel from one culture to another and alter in shape and emphasis) and questions of genre (for example the fantastic). A selection of critical texts on narrative devices and patterns, on psychoanalytical, structuralist and feminist approaches to the fairy tale and on genre theories are studied in conjunction with the primary texts. This is a core module for all students of Comparative Literature. All texts are in English.

Preliminary Reading

ANON - 'Tales from the Thousand and One Nights', Penguin, 1973
 J & W GRIMM - 'Grimm's Fairy Tales', Penguin, 1995
 EDGAR ALLAN POE - 'The Fall of the House of Usher and Other Writings', Penguin, 2003
 FRANZ KAFKA - 'The Complete Short Stories', Vintage, 1992
 JORGE LUIS BORGES - 'Labyrinths: Selected Stories and Other Writings', Penguin, 2000
 ANGELA CARTER - 'The Bloody Chamber', Penguin, 1979
 TZVETAN TODOROV - 'The Fantastic: A Structural Approach to a Literary Genre', Cornell University Press, 1975
 BRUNO BETTELHEIM - 'The Uses of Enchantment', Penguin, 1991
 ANON - 'The Epic of Gilgamesh', Penguin, 1972
 HOMER - 'The Odyssey', Penguin, 2003

2010-11 Humanities Undergraduate Stage 1 Module Handbook

CP317 Childhood & Adolescence in Modern Fiction

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

Synopsis

It has been argued that early modern Europe invented the idea of childhood as a separate human condition. This module is designed not to resolve that argument but to compare different attitudes to childhood and adolescence as represented in modern European, American and postcolonial fiction. The module will also introduce students to different approaches in studying genre, character and narrative technique.

Preliminary Reading

FRANCES HODGSON BURNETT, 'The Secret Garden'
 CARLO COLLODI, 'The Adventures of Pinocchio'
 TSITSI DANGAREMBGA, 'Nervous Conditions'
 MARK HADDON, 'The Curious Incident of the Dog in the Night Time'

CP318 Introduction to Contemporary European and Hispanic Cinemas

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Lázaro-Reboll Dr A

Contact Hours

2 hours per week

Synopsis

This module introduces students to a wide range of films produced in different European and Latin American countries between the late 1980s and the present day. We focus on prevailing trends and dominant themes in contemporary European and Hispanic cinemas. The aim is to make students aware of the role that cinema has played and continues to play in the cultural life of Europe and Latin America, its importance in establishing national and supra-national identity, and the ways in which international relations are expressed through film production. The module begins with an overview of European and Latin American cinema, and is then divided into geographically determined sections (Germany, Denmark, Poland, France, Italy, Spain, and Mexico) before being brought together again in the final lecture.

FILMS STUDIED INCLUDE: Goodbye Lenin! (Wolfgang Becker, 2003), Amélie (Jean-Pierre Jeunet, 2001), Amores Perros (Alejandro González Inárritu, 2000), Festen (Thomas Vinterberg, 1998), Podwójne życie Weroniki / The Double Life of Veronique (Krzysztof Kieslowski, 1991), Todo sobre mi madre / All About My Mother (Pedro Almodóvar, 1999)

CP320 The Romantic Movement in Europe

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	March-Russell Dr P

Synopsis

The module examines the emergence of Romantic literature in late eighteenth century Europe. It begins with the influence of thinkers such as Rousseau and movements such as "Sturm und Drang" before considering key works from France and Germany. In the second half of the module, the attention turns to Russia and the foreshadowing of nineteenth century realism.

Preliminary Reading

BENJAMIN CONSTANT, 'Adolphe', (Oxford World's Classics)
 MIKHAIL LERMONTOV, 'A Hero of Our Time', (Penguin)
 ALEXANDER PUSHKIN, 'Eugene Onegin', (Penguin)
 FRIEDRICH SCHILLER, 'Mary Stuart', (Penguin)

CP321 Literature and Nationhood

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Stähler Dr A

Synopsis

What makes Shakespeare a classic – and who? When, and where? Is "unser Shakespeare" – "our (!) Shakespeare", a phrase that gained currency among the German cultural elite of the nineteenth century – just another instance of brazen cultural larceny? If so, what makes it so? Is there a claim to the exclusive Englishness of Shakespeare? But then: how do you define Englishness? What, indeed, makes a nation, what a national literature? And how did Shakespeare ever become a German? Nations, it has been said, are imagined communities (Benedict Anderson). How does literature contribute to the imaginary of a nation, and in how far is literature itself its product? In this module we will address these, and more, questions. We will focus on 'representative' works of six different national literatures (yes, their authors are mostly "dead white European males" – that is the point; or one of them, at least); we will investigate the interplay between literary texts, the formation of literary canons and constructions of nationhood; and we will challenge the boundaries these conceptions impose on literature and its readers.

Preliminary Reading

SHAKESPEARE, W, 'Henry V', Cambridge University Press 1599/1993
 WOLFGANG von GOETHE, J, 'Faust I: Part One', Oxford World's Classics 1806/1987
 STENGHAL, 'The Red and the Black', Penguin 1830/2002
 DOSTOYEVSKY, F, 'Notes from Underground', Penguin 1864/2009
 TOMASI di LAMPEDUSA, G, 'The Leopard', Vintage 1958/2007
 GORKY, M, 'The Lower Depths', Methuen 1902/2003
 YIZHAR, S, 'Khirbat Khizeh', Ibis 1949/2008
 SHAMMAS, A, 'Arabesques', University of California Press 1986/2001

2010-11 Humanities Undergraduate Stage 1 Module Handbook

FR300 Learning French 3 (Post A Level)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Tregouet Dr A

Contact Hours

3 contact hours per week (grammar lecture, written skills seminar, oral skills seminar). In addition to classtime, students are expected to spend one hour per week in the Media Lab for self study

Pre-requisites

'A' or 'AS' Level French, or equivalent.

Restrictions

This module is not open to native speakers and bilingual students, who should consult with the module convenor for an alternative module.

Synopsis

This year-long module reinforces and expands skills acquired at 'A' level by using a wide variety of materials. The module involves three timetabled hours per week. The first hour is a formal lecture on specific points of French grammar. The second hour is the written skills seminar which concentrates on grammar, syntax, essay writing and translation skills. The third hour is the oral skills seminar which involves oral expression and listening comprehension activities.

Materials:

Module booklet containing written and oral/aural activities

FR301 Writer and Genre in France I

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Duffy Dr L

Pre-requisites

'A' or 'AS' Level French, or equivalent

Synopsis

This module selects works from the rich French tradition of drama, from the classical to the modern, examining questions such as dramatic illusion, the ways in which character is portrayed on stage, the meaning of a play in its context, and the ways in which the production of a play can change its impact. The module is a particularly good means of introduction to French literature, since plays are generally more concise than novels, while being equally important in the evolution of French cultural life and literature. All texts are studied in French and the teaching takes place partly in French and partly in English. FR301 may be taken independently of FR302.

Preliminary Reading

MOLIERE - 'Le Tartuffe'
MARIVAUX - 'Le Jeu de l'amour et du hasard'
ROSTAND - 'Cyrano de Bergerac'
SARTRE - 'Les Mains Sales'
YOURCENAR - 'La Petite Sirène' (photocopy available)

FR302 Writer and Genre in France II

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

Pre-requisites

'A' or 'AS' Level French, or equivalent

Synopsis

This module is intended for students who enjoy the idea of reading novels, and shorter fiction, regardless of how much they have read before coming to university. It is designed to introduce students to the range and variety of French Literature by the close study of a number of enjoyable sample texts from the eighteenth, nineteenth and twentieth centuries. It also permits connections to be made with literature in other European traditions, especially German and English, and can be effectively combined with studies in related areas such as Philosophy, History or Comparative Literature. All texts are studied in French and the teaching takes place partly in French and partly in English. FR302 may be taken independently of FR301.

Preliminary Reading

VOLTAIRE - 'Zadig'
HUGO - 'Le Dernier Jour d'un condamné'
FLAUBERT - 'Un Cœur Simple' in 'Trois Contes'
AYME - 'Le Passe-muraille', 'La carte' in 'Le Passe-muraille'
CAMUS - 'L'Hôte', 'La femme adultère' in 'L'Exil et le royaume'
YOURCENAR - 'Comment Wang-fô fut sauvé', 'Le Lait de la mort' in 'Nouvelles Orientales'
SEBBAR - 'La jeune fille au balcon', 'La photo d'identité' in 'La jeune fille au balcon'

2010-11 Humanities Undergraduate Stage 1 Module Handbook

FR308 Questions of French Cinema

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

Pre-requisites

'A' or 'AS' level French or equivalent

Synopsis

This module will provide students with a basic knowledge of the most important periods of French cinema (including poetic realism, the nouvelle vague, Beur cinema, the 1980s 'cinéma du look') and introduce key film concepts such as the 'politique des auteurs'. Students will gain experience in critical reading and viewing, in close analysis of films, texts and issues, and in developing arguments in French. They will also be introduced to the skills of presentation and the sustaining of cogent argument in written English. The module will examine a number of films from the 1920s to the present which illustrate the scope and development of French cinema. While most of the films are now regarded as canonical, a major aim of the module is to place the works in context so as to emphasize their radical and often transgressive power.

Preliminary Reading

SUSAN HAYWARD - 'French National Cinema', Routledge, 1993

Films:

Entr'acte (René Clair, 1924)

La Règle du Jeu (Jean Renoir, 1939)

Orphée (Jean Cocteau, 1950)

La Traversée de Paris (Claude Autant-Lara, 1956)

Vivre sa vie (Jean-Luc Godard, 1962)

La Jetée (Chris Marker, 1962)

Les Parapluies de Cherbourg (Jacques Demy, 1964)

37°2 le matin (Jean-Jacques Beineix, 1986)

La Haine (Mathieu Kassovitz, 1995)

FR310 Twentieth Century France in Crisis

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	O'Meara Dr L

Pre-requisites

A Level French or equivalent

Synopsis

This module is available as Wild to those students who have achieved at least A level standard in French. This module will explore how four major 'crises' in twentieth-century France are reflected in cinema: World War I, World War II, the Algerian crisis, and the events of May 1968. A dossier of textual materials provides the student with background historical and cultural documents, and suggests further reading. Some films are almost contemporary with events, whereas others were made decades later. We will explore themes such as realistic depiction, socio-political agendas, and collective or individual memory.

Preliminary Reading

Films:

MALLE - Milou en mai

PONTECORVO - La bataille d'Alger

RENOIR - La Grande Illusion

MALLE - Au-revoir les enfants

TRUFFAUT - Le Dernier Métro

JEUNET - Un long dimanche de fiançailles

FR326 French for Beginners

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	15 (7.5)	100% Coursework	Tregouet Dr A

Contact Hours

3 contact hours per week. In addition to classtime, students are expected to spend one hour per week in the Media Lab for self study.

Pre-requisites

This module is open to students with no prior study of French.

Restrictions

This module is not available to students who are studying French as a Single Honours or as a Joint Honours subject.

Synopsis

This module is for students with NO prior experience in French.

This year-long module introduces students to basic skills of French language and allows them to learn French at a non-specialist level. Students are taught basic grammatical principles and the use of spoken French to answer simple practical questions. The module is intended for students from any discipline in the University who wish to learn French from Beginners' level as a wild module. Successful completion of this module would allow students to progress to French Language and Culture 1.

Materials:

Panorama1: Méthode de français

2010-11 Humanities Undergraduate Stage 1 Module Handbook

FR327 Learning French 2A (Post GCSE)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Tregouet Dr A

Contact Hours

3 contact hours per week

In addition to classtime, students are expected to spend 1 self-study hour per week in the Media Lab.

Pre-requisites

This module is for students who have studied French previously, such as GCSE French, or equivalent.

Restrictions

This module is not intended for students with an 'A' Level in French, bilingual students, or French native speakers.

Synopsis

This term-long module is intended for students from any discipline who wish to continue their study of French. It also permits them to carry on to the next step up in French (FR328 in the Spring term). Students cover two main topics each week: grammar (1 hour) and language skills through culture (2 hours). The module takes students through the first half of the grammar text entitled Panorama 2 and therefore covers a significant number of key grammatical structures. In addition, students explore the geographical, cultural and economic attributes of different regions of France: overseas departments, Paris and its suburbs, Centre, North and East, Centre-East, South-East, South-West, West.

FR328 Learning French 2B (Post GCSE)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Tregouet Dr A

Contact Hours

3 contact hours per week

In addition to classtime, students are expected to spend 1 self-study hour per week in the Media Lab

Pre-requisites

This module is for students who have successfully completed FR327.

Restrictions

This module is not intended for students with an A Level in French, bilingual students, or French native speakers.

Synopsis

This term-long module is intended for students from any discipline who wish to continue their study of French and for students who wish to study French to degree level and participate in the year abroad but do not have an 'A' level in French. This module is for students who have successfully completed FR327 in the Autumn Term and at the end of this module will be able to progress to Learning French 4 which will prepare them for the year abroad.

Students cover two main topics each week: grammar (1 hour) and language skills through literature (2 hours). The module takes students through the second half of the grammar text entitled Panorama 2 and therefore covers a significant number of key grammatical structures. In addition, students refine their language skills through the study of the French language presented in the context of two short novels.

Materials:

Lectures CLE en Français facile: Maupassant-Une vie

Lectures CLE en Français facile: Sand-La Mare aux diables

Panorama 2: Méthode de français

FR330 Intensive French for Beginners

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Tregouet Dr A

Contact Hours

4 contact hours per week

In addition to classtime, students are expected to spend one self-study hour per week in the Media Lab.

Pre-requisites

This module is for students with NO or LITTLE (no more than 2 years) experience in French. Students with longer experience should take FR327.

Restrictions

This module is not intended for students with an A Level or GCSE in French, bilingual students or for French native speakers.

Synopsis

This module is for students with NO or LITTLE (no more than 2 years) experience in French. Students with longer experience should take FR327. This year-long module is intended for students who wish to proceed to Diploma and Degree level in French (who should then also take FR331 and FR332). It permits them to carry on to the next step up in French: FR589 Learning French 4. It may be taken as a Wild Module. The module is taught by means of 4 weekly seminars. Students cover three main topics each week: grammar, vocabulary and civilization. The module takes students through the following texts: Panorama 1 and Panorama 2 and therefore covers a significant number of key grammatical structures.

2010-11 Humanities Undergraduate Stage 1 Module Handbook

FR331 French Drama: Love, Marriage and Politics (in translation)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	de Medeiros Dr A

Synopsis

This module will introduce students to a number of important French plays in translation. The plays will be drawn from the seventeenth to the twentieth centuries. Attention will be paid to theories of drama (in particular, Classical and Romantic theory). The main focus of the module, however, will be thematic, as the various ways in which love, marriage and politics are lent dramatic form by the authors studied will be analysed.

Preliminary Reading

MOLIERE - 'The Miser', 'The Bourgeois Gentleman'
 RACINE - 'Phaedra'
 MARIVAUX - 'La Double Inconstance'
 HUGO - 'Preface to Cromwell'
 MUSSET - 'Lorenzaccio'
 ANOUILH - 'Antigone'
 SARTRE - 'No Exit'

FR332 French Narratives: Love, Marriage and Politics (in translation)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Fowler Dr J

Contact Hours

1 lecture, 1 seminar and one hour of conversation per week.

Pre-requisites

'A' or 'AS' Level French, or equivalent.

Synopsis

The module will explore the treatment of love, marriage and politics in examples of French narrative fiction from the eighteenth to the twentieth centuries. In addition to this thematic approach attention will be paid to the analysis of literary form, as well as to the use of literature to convey ideology. The extent to which historical context is relevant to analysis of the texts will also be examined.

Preliminary Reading

VOLTAIRE - 'Candide'
 CONSTANT - 'Adolphe'
 MAUPASSANT - 'Short Stories'
 VERCORS - 'The Silence of the Sea'
 CAMUS - 'The Stranger'
 BÂ - 'So Long a Letter'
 ERNAUX - 'Shame'

GE301 Learning German 3 (Post A Level)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	Durrani Prof O

Contact Hours

1 lecture, 1 seminar and one hour of conversation per week

Pre-requisites

'A' or 'AS' Level German, or equivalent.

Restrictions

Timetable will not allow this module to be taken with EC302

Synopsis

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

CRYSTAL, David - 'Rediscover Grammar', Longman, 2004
 DODD et al - 'Modern German Grammar Workbook' and 'Modern German Grammar: A Practical Guide', Routledge, 2003
 LEWIS, Derek - 'Contemporary German. A Handbook', Edward Arnold, London, 2001

2010-11 Humanities Undergraduate Stage 1 Module Handbook

GE304 Learning German 1 (Beginners)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	Krauss Miss S

Contact Hours

2 hour seminar and 1 hour conversation per week

Synopsis

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 other resources such as available computer programs, internet sources or the video lab for private study. The module leads either to Intermediate German or, for the highly motivated, to German Post 'A' level.

Preliminary Reading

LEMCKE, C - 'Berliner Platz 1 – Deutsch im Alltag für Erwachsene – Lehr- und Arbeitsbuch 1, Berlin: Langenscheidt, 2002

GE307 Learning German 2 (Intermediate)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	Partridge Dr J

Pre-requisites

GCSE German or equivalent

Synopsis

This module is intended for students who have completed a beginner's module 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

LEMCKE, C, ROHERMANN, L, SCHERLING, T - 'Berliner Platz 2 - Deutsch im Alltag für Erwachsene - Lehr- und Arbeitsbuch 2, Berlin:Langenscheidt, 2003

TEBBUTT, S - 'Klaro!', Edward Arnold, London, 2001

GE311 Varieties of German Writing

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

Pre-requisites

'A' or 'AS' Level German, or equivalent.

Synopsis

From Goethe's revolutionary lyric poetry to Kafka's bizarre fantasy of alienation, from Heine's sardonic satires to Brecht's epic theatre, the best German writing is ground-breaking and international. In this introduction to the period which saw the formation of modern Germany (1770-1945) we study a range of poems and short stories, plays, novellas and films. You choose your two favourites for discussion in assessed essays or presentations. Material is in German, teaching and assessed work in English.

Preliminary Reading

BRECHT, B - 'Die Dreigroschenoper', Suhrkamp, 1958

GOTTHELF, J - 'Die schwarze Spinne', Reclam, 1950

HAUPTMANN, G - 'Vor Sonnenaufgang', Ulstein, 1965

KAFKA, F - 'Die Verwandlung', Reclam, 1978

KAISER, G - 'Von morgens bis mitternachts', Reclam, 1965

TIECK, L - 'Der blonde Eckbert', 'Der Runenberg', Reclam, 1952

2010-11 Humanities Undergraduate Stage 1 Module Handbook

GE312 Images of Germany, 1945-1990

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Hutchinson Dr B

Pre-requisites

'A' or 'AS' Level German, or equivalent.

Synopsis

German-speaking Europe underwent profound political upheavals in the aftermath of the Second World War. The short stories, poems, films, and plays studied on this module focus on social and political themes, such as life in the ruins of a war-ravaged country, memories of the Holocaust, building socialism in the German Democratic Republic, protest against the Vietnam War, Baader-Meinhof terrorism, reunification, and everyday life in post-unification Germany. You choose your two favourites for discussion in assessed essays or presentations. Material is in German, teaching and assessed work in English.

Preliminary Reading

ALLINSON, M - 'Germany and Austria 1814-2000', Arnold, London, 2002
 BERNHARD, T - 'Heldenplatz', Suhrkamp, 1988
 FRIED, E - 'und Vietnam und', Wagenbach, 1966
 FÜHAMNN, F - 'Böhmen am Meer', Rotbuch, 1999
 GRASS, G - 'Die Plebejer proben den Aufstand', Steidl, 2003
 MARON, M - 'Pawels Briefe', Fischer, 1999

GE321 Speak Proper German!

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Partridge Dr J

Contact Hours

20 contact hours (10 one-hour lectures, 10 one-hour seminar/workshops)

Synopsis

This module is available as wild to those students with 'A' Level German or equivalent. This module is designed to help you understand the German sound system, pronounce German correctly and to learn how to record it orthographically and phonetically. You will learn how orthographic and phonological systems vary and be able to apply this knowledge effectively. You will be able to discuss and demonstrate on a practical and theoretical basis the need for different types of notational systems, explain their workings, and will be able to work out by means of exercises in transcription and conversion from speech to notation and vice versa the consequences of choosing a particular sound. In short, you will learn how to speak and record authentic German.

Preliminary Reading

BOASE-BEIER, J and LODGE, K - 'The German Language', Blackwell, Oxford, 2003
 HALL, C - 'Modern German Pronunciation: An Introduction for Speakers of English', Manchester University Press, 2003
 JOHNSON, S & BRABER, N - 'Exploring the German Language', 2nd edition, Cambridge University Press, 2008
 MOULTON, W.G - 'The Sounds of English and German', University of Chicago Press, Chicago, 1962
 RUSS, C.V.J. - 'The sounds of German', Cambridge University Press, Cambridge, 2010
 SCHWITALLA, J - 'Gesprochenes Deutsch: eine Einführung', Erich Schmidt Verlag, Berlin, 1997

2010-11 Humanities Undergraduate Stage 1 Module Handbook

IT301 Learning Italian 1 (Beginners, Non-Core)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	Giuffrida Ms AM

Contact Hours

4 one hour seminars and one hour lecture per week

Pre-requisites

'A' Level in a Modern European Language OR Latin 'O'/GCSE.

Availability

This module, Learning Italian 1 (Beginners non-core) is available to all students as a Wild Module under code IT301 version 4 and Learning Italian 1 (Beginners core) to Italian students as a Core Module under code IT301 version 3 .

Synopsis

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. 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

Course Books

Gruppo Italiaidea, Italian Espresso 1, libro + CD audio ISBN: 9788889237298

Gruppo Italiaidea, Italian Espresso 1, book ISBN: 9788889237212

Gruppo Italiaidea, Italian Espresso 1, Workbook ISBN: 9788889237250

Recommended Reading

Gruppo Italiaidea, Italian Espresso 2, libro + CD audio ISBN: 9788889237755

Gruppo Italiaidea, Italian Espresso 2, book ISBN: 9788889237953

Gruppo Italiaidea, Italian Espresso 2, Workbook ISBN: 9788889237977

IT307 Italian Advanced: Texts in Context (in Italian)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	

Pre-requisites

'A' Level Italian (Intermediate/GCSE/AS Level will be considered).

Method of Assessment

2 essays of 1500 words, (the first 30%, the second 50%);
attendance and participation in class discussion (10%); seminar presentation (10%)

Synopsis

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 - 'L'allegria', Mondadori (selection of poems)

B. FENOGLIO - 'Una questione privata', Garzanti

E. MONTALE - 'Ossi di seppia', Mondadori (selection of poems)

IT308 Learning Italian 3 (Post A Level)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	Behan Dr T

Contact Hours

4 hours per week in the Autumn term, 3 hours per week Spring term.

Pre-requisites

'A' Level Italian (Intermediate/GCSE/AS Level will be considered)

Synopsis

The module comprises three elements: one hour per week devoted to translation from English into Italian and advanced grammar, one hour per week devoted to translation from Italian into English and written composition, and one hour of conversation practice. Students will increase their linguistic competence through weekly translating exercises. Students are also required to attend a 1-hour lecture on Italian Culture per week in the Autumn Term.

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).

2010-11 Humanities Undergraduate Stage 1 Module Handbook

IT312 History of Italian Cinema: The Legacy of Neo-Realism

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Chiesa Dr L

Synopsis

This module discusses the work of some major Italian film-makers who contributed to neorealism (De Sica, De Santis, Rossellini) and that of a number of other Italian and Italian-American film-makers 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 Italian-American gangster cinema should possibly be regarded as the most faithful heir to classical, "realist" neorealism.

Preliminary Reading

GINSBORG, P - 'A History of Contemporary Italy. Society and Politics 1943-1988', Penguin, 1990
 MARCUS, M - 'Italian film in the Light of Neorealism', Princeton University Press, 1986
 SORLIN, P - 'Italian National Cinema 1896-1996', Routledge, 1996
 LIEHM, M - 'Passion and Defiance: Film in Italy From 1942 to the Present', California University Press, 1984

IT315 Writing Italy through the Centuries: An Introduction

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Giuffrida Ms AM

Synopsis

This module aims to introduce students to Italian Literature through the centuries (from the late XIV century to the late XX century). Its principal objective will be to set representative works of a number of key Italian writers, such as: Dante, Boccaccio, Verga and Calvino, in their socio-historical and cultural background.

Preliminary Reading

BOCCACCIO, G - 'A selection of novelle from the Decameron'
 Various authors - 'Some excerpts from late XX century crime story Italian novelists'
 CALVINO, I - Excerpts from the novel, 'Se una notte d'inverno un viaggiatore'
 DANTE - 'A sonnet from La vita nuova' and 'An excerpt from the Inferno'

LA300 Learning Portuguese 1A (Beginners)

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

Contact Hours

Three seminars per week

Synopsis

This module is for absolute beginners. It may only be taken as a Wild Module. It aims to give students a basic knowledge of reading, listening, and spoken skills in a dynamic and communicative way, through individual, pair and group work. You will be using authentic texts and media-lab resources as well as traditional grammar books with exercise supplements. The culture element of the module will focus on mainland Portugal and its role as an European Nation. The focus is on accuracy as well as communication. Students will be expected to use the range of resources available to them in the library and the media centre.

Preliminary Reading

LIMA, E. EBERLEIN O.F., & S.A. LUNES, 'Falar...ler...escrever...português', (Livro do estudante:2000) São Paulo: EPU. ISBN: 9788512543109

LA301 Learning Portuguese 1B (Beginners)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Pinto Ms SR

Contact Hours

Three seminars per week

Pre-requisites

LA300 Learning Portuguese 1A

Synopsis

This module is for those who have taken LA300 Learning Portuguese 1A in the Autumn term and wish to continue with the study of Portuguese language and culture. It may only be taken as a Wild Module. It aims to give students a basic knowledge of reading, listening, writing and spoken skills in a dynamic and communicative way, through individual, pair and group work. You will be using authentic texts and media-lab resources as well as traditional grammar books with exercise supplements. The culture element of the module will focus on Brazil and its role as a Portuguese Speaking nation in the wider context of South America. Students will be expected to use the range of resources available to them in the library and the media centre.

Preliminary Reading

LIMA, E. EBERLEIN O.F., & S.A. LUNES, 'Falar...ler...escrever...português', (Livro do estudante:2000) São Paulo: EPU. ISBN: 9788512543109

2010-11 Humanities Undergraduate Stage 1 Module Handbook

LA302 Learning Mandarin 1A

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	TBA - CEWL

Contact Hours

3 hours per week

Synopsis

This module is for absolute beginners. It aims to give students a basic knowledge of listening, and speaking skills in a dynamic and communicative way, through individual, pair and group work. There is a balance between communicative activities, structure practice, reading and some writing skills. You will be using authentic texts and media-lab resources as well as traditional grammar books with exercise supplements. The focus is on accuracy as well as communication. Homework is set each week. Students will be expected to use the range of resources available to them in the library and the media centre.

Preliminary Reading

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

LA303 Learning Mandarin 1B

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	TBA - CEWL

Contact Hours

3 hours per week

Pre-requisites

LA302 Learning Mandarin 1A or equivalent

Synopsis

This module aims to give students a basic knowledge of listening, writing and speaking skills in a dynamic and communicative way, through individual, pair and group work. There is a balance between communicative activities, structure practice, reading and some writing skills. The focus is on accuracy as well as communication. Homework is set each week. You will be using authentic texts and media-lab resources as well as traditional grammar books with exercise supplements. Students will be expected to use the range of resources available to them in the library and the media centre.

Preliminary Reading

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

LA304 Learning Japanese 1A: An Introduction to Elementary Japanese

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Nemoto-Smith Mrs F

Contact Hours

Three seminars per week

Synopsis

This module is for absolute beginners. The aim of this module is to give students a good foundation in all areas of Japanese Language including the cultural background. You will self teach Hiragana and Katakana using a Kana textbook and accompanying CD. The teaching of the grammatical structure will be paced at first to allow time for learning of Kana. There will be plenty of opportunities to converse in Japanese using newly learned vocabularies and grammatical structures. Homework is set each week. Students will be expected to use the range of resources available to them in the library and the media centre.

Preliminary Reading

'Self Study Kana Workbook' (book and CD), 3A Corporation

'Minna no Nihongo I Textbook' (book), 3A Corporation

'Minna no Nihongo I Translation and Grammatical Notes' (book), 3A Corporation

LA305 Learning Japanese 1B: An Introduction to Elementary Japanese

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Nemoto-Smith Mrs F

Contact Hours

Three seminars per week

Pre-requisites

LA304 Learning Japanese 1A or equivalent

Synopsis

This module is for those who have taken Learning Japanese 1A in the first period or who have equivalent ability in Japanese and wish to continue with the study of Japanese. The aim of this module is to give students a firm foundation in all areas of Japanese Language including the cultural background. You will be comfortably reading and writing in Hiragana and Katakana and start studying basic Kanji characters (Modified Chinese characters) with the Kanji textbook. There will be plenty of opportunities to converse in Japanese using newly learned vocabularies and grammatical structures. Homework is set each week. Students will be expected to use the range of resources available to them in the library and the media centre.

Preliminary Reading

Minna no Nihongo I Textbook (book), 3A Corporation

Minna no Nihongo I Translation and Grammatical Notes (book), 3A Corporation

KANO, CHIEKO et al - 'Basic Kanji Book Vol 1', Bonjinsha CO Ltd

2010-11 Humanities Undergraduate Stage 1 Module Handbook

LA306 African, Brazilian and Portuguese Literature in Translation

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)		da Silva Mr A

Synopsis

Through four literary texts and within a comparative perspective, the main purpose of this module will be to analyse how African, Brazilian and Portuguese writers reflect on their colonial past as well as on the way previous colonies rewrote the European literary models and built their national mythology.

The Portuguese literary text selected explore how a new generation of writers looks upon a war they rejected. The Brazilian and Mozambiquian literary texts will allow us to reflect on the development of new literatures, which established their own voice and national founding myths by rewriting the European literary models and norms.

Preliminary Reading

LIDIA JORGE - 'The Murmuring Coast'

JOSE ALENCAR - 'Iracema'

LA500 Learning Portuguese 2A - Intermediate Portuguese

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

Contact Hours

Three seminars per week

Pre-requisites

Learning Portuguese 1A and 1B or equivalent.

Synopsis

This module is for those who wish to continue with the study of Portuguese language and culture. By the end of the module you will be able to understand and write short messages and announcements, read short stories and find specific information, communicate in routine situations, maintain social conversation, recognize understand and elaborate different types of written text (messages, postcards, formal and informal letters, recipes, small newspaper articles, etc). You will practice your reading, listening, and spoken skills in a dynamic and communicative way, through individual, pair and group work. You will be using authentic texts and media-lab resources as well as traditional grammar books with exercise supplements. The culture element of the module will focus on mainland Portugal and its role as an European Nation. The focus is on accuracy as well as communication. Students will be expected to use the range of resources available to them in the library and the media center.

Preliminary Reading

TAVARES, A (2004) - Português XXI (nível 2) - Livro do Aluno, Lisboa/Porto: Lidel

TAVARES, A (2004), Português XXI (nível 2) – Caderno de Exercícios, Lisboa/Porto: Lidel.

LA501 Learning Portuguese 2B - Intermediate Portuguese

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

Contact Hours

Three seminars per week

Pre-requisites

Learning Portuguese 1A, 1B and 2A or equivalent

Synopsis

This module is the continuation of Learning Portuguese 2A. By the end of the module you will be able to understand and write short messages and announcements, read short stories and find specific information, communicate in routine situations, maintain social conversation, recognize understand and elaborate different types of written text (messages, postcards, formal and informal letters, recipes, small newspaper articles, etc). You will practice your reading, listening, and spoken skills in a dynamic and communicative way, through individual, pair and group work. You will be using authentic texts and media-lab resources as well as traditional grammar books with exercise supplements. The culture element of the module will focus on Brazil and its role as a Portuguese Speaking nation in the wider context of South America. Students will be expected to use the range of resources available to them in the library and the media center.

Preliminary Reading

TAVARES, A (2004), Português XXI (nível 2) - Livro do Aluno, Lisboa/Porto: Lidel.

TAVARES, A (2004), Português XXI (nível 2) – Caderno de Exercícios, Lisboa/Porto: Lidel.

2010-11 Humanities Undergraduate Stage 1 Module Handbook

LA502 Learning Mandarin 2A

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	15 (7.5)	100% Coursework	TBA - CEWL

Contact Hours

3 hours per week

Pre-requisites

Elementary Mandarin Chinese 1A/1B or equivalent

Method of Assessment

100% coursework - Research Project 20%, two in-class Progress Language Assessments 30% and 50%

Synopsis

This module is the first stage at post-beginners level. Students must already have a basic knowledge of Mandarin Chinese. This course may only be taken as a Wild Module. It aims to give students a further knowledge of listening, speaking, reading and writing skills in a dynamic and communicative way, through individual, pair and group work. There is a balance between communicative activities, structure practice, reading and writing skills and cultural awareness. You will be using authentic texts and media-lab resources as well as traditional grammar books with exercise supplements. The focus is on linguistic accuracy as well as communication ability. Homework is set each week. Students will be expected to use the range of resources available to them in the library and the media centre.

Preliminary Reading

ZHANG G, LI LM, Suen L, - 'Chinese in Steps: v. 2: For Speakers of Chinese as a Foreign Language', (Book and CD)

PHILIP YUNGKIN LEE - 'Chinese in a Flash', volume 2

CLAUDIA ROSS and JING-HENG SHENG MA, - 'Modern Mandarin Chinese Grammar'

LA503 Learning Mandarin 2B

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	15 (7.5)	100% Coursework	TBA - CEWL

Contact Hours

3 contact hours per week

Pre-requisites

Learning Mandarin 2A or equivalent

Method of Assessment

100% coursework - Research Project 20%, 2 In-Class Progress Language Assessment 30% and 50%

Synopsis

This module is the second stage at post-beginners level. Students must have successfully completed the first stage of the post-beginners course. It aims to extend the student's knowledge of listening, speaking, reading and writing skills in a dynamic and communicative way, through individual, pair and group work. There is a balance between communicative activities, structure practice, reading and writing skills and cultural awareness. You will be using authentic texts and media-lab resources as well as traditional grammar books with exercise supplements. The focus is on linguistic accuracy as well as communication ability. Homework is set each week. Students will be expected to use the range of resources available to them in the library and the media centre.

Preliminary Reading

PHILIP YUNGKIN LEE - 'Chinese in a Flash', volume 2

CLAUDIA ROSS and JING-HENG SHENG MA, - 'Modern Mandarin Chinese Grammar'

ZHANG G, LI LM, Suen L, - 'Chinese in Steps: v. 2: For Speakers of Chinese as a Foreign Language', (Book and CD)

LA504 Learning Japanese 2A - Post-Beginners

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

Contact Hours

Three seminars per week

Pre-requisites

Learning Japanese 1A and 1B or equivalent.

Synopsis

This module is for students who have a command of Hiragana and Katakana and also know around 50 basic Kanji. The module aims to teach well-balanced Language skills in all areas of Japanese. You will also gain knowledge of cultural and useful information on daily life, e.g. how to use bank cash point machines. The grammatical structures covered in this module are: expressing one's wish and desire, asking permissions, describing one's actions, giving instructions, offering help and expressing one's ability. In the seminars you will have ample opportunities to communicate in Japanese. You will study Kanji with the Kanji textbook and will be able to read and write and use over 100 Kanji. Basic Japanese IT skills (Microsoft Word) will be introduced in this module. Students will be expected to use the range of resources available to them in the library and the media centre. Homework is set each week.

2010-11 Humanities Undergraduate Stage 1 Module Handbook

LA505 Learning Japanese 2B - Post-Beginners

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Nemoto-Smith Mrs F

Contact Hours

Three seminars per week

Pre-requisites

LA504 Learning Japanese 2A or equivalent

Synopsis

This module is for those who have some ability in and wish to continue learning Japanese. The module aims to teach well-balanced Language skills in all areas of Japanese. You will also gain knowledge of cultural and useful information on daily life, e.g. reading road signs, positions in society. The grammatical structures covered in this module are: expressing one's experience, plain style speech, stating one's opinion, conditional sentences and giving and receiving of actions. In the seminars you will have ample opportunities to communicate in Japanese. You will study Kanji with the Kanji textbook and will be able to read and write using over 170 Kanji. You will further develop Japanese IT skills (Microsoft Word). Students will be expected to use the range of resources available to them in the library and the media centre. Homework is set each week.

LL302 Language and Structure

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)		Kolokonte Dr M

Contact Hours

1 one-hour lecture and 1 one-hour seminar per week

Synopsis

This module will focus specifically on grammar, i.e. the rules used by natural language speakers to order meaningful elements in sentences. How should grammar be analysed, and how and why do the grammars of different languages differ? Each week students will focus on a particular aspect of the grammar of English (e.g. word classes, grammatical functions, sentence structure) from both theoretical and practical perspectives. Through the introduction of a conceptual framework for description and analysis, students will gain a deeper understanding of how sentences in natural languages are constructed, at both word level (morphology) and sentence level (syntax).

Preliminary Reading

BURTON-ROBERTS, N., 'Analysing Sentences: An Introduction to English Syntax' London: Longman (1997)

CRYSTAL, D., 'Rediscover Grammar' London: Longman (2003)

CRYSTAL, D., 'Making Sense out of Grammar' London: Longman (2004)

HUDDLESTON, R. & PULLUM, G.K., 'A Student's Introduction to English Grammar' Cambridge: Cambridge University Press (2005)

LL303 Sounds of English

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)		Hornsby Dr D

Contact Hours

1 one-hour lecture and 1 one-hour seminar per week

Synopsis

In this module you will learn about the phonetics and phonology of English and how to transcribe speech sounds using the International Phonetic Alphabet. You will learn how individual sounds are articulated and how these sounds are joined to make words and then connected to make continuous speech. You will also consider the features of English pronunciation which you may not notice but which are part of the way we talk. In addition, we will consider how we stress parts of words and words in sentences to convey meaning; how we use the rise and fall of sounds to add meaning. Teaching will be through lectures and seminars.

Preliminary Reading

COLLINS, B & MEES, I.M. - 'Practical Phonetics and Phonology: A Resource Book for Students', Routledge, 2003

GIEGERICH, Heinz J. - 'English Phonology: An Introduction', 1992

ROACH, Peter - 'English Phonetics and Phonology', Cambridge University Press, 2000

YAVAS, Mehmet S. - 'Applied English Phonology', Blackwell, 2006

2010-11 Humanities Undergraduate Stage 1 Module Handbook

LL304 Language, Self and Society

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)		Hornsby Dr D

Contact Hours

1 one-hour lecture and 1 one-hour seminar per week.

Synopsis

This module will begin by considering some language myths, e.g. the notion that some languages may be 'better' or 'more beautiful' than others, and ask where our notions of correctness come from. It will also consider the Sapir-Whorf hypothesis, i.e. the notion that thought is conditioned by the structures of one's language, and explore the way in which society is reflected in linguistic variation and change. Through concepts such as bilingualism, diglossia, code-switching, language death, revival and revitalization, the module will also examine questions of language choice and their significance in multilingual societies.

Preliminary Reading

BLAKE, B. 'All About Language', OUP, Oxford, 2008
FASOLD, R. 'The Sociolinguistics of Society', Blackwell, Oxford, 1990
TRUDGILL, P. 'Sociolinguistics', Penguin, Harmondsworth, 2005
WARDHAUGH, R. 'An Introduction to Sociolinguistics', Blackwell, Oxford, 2005

LL305 Language and Meaning

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)		Kolokonte Dr M

Contact Hours

1 one-hour lecture and 1 one-hour seminar per week.

Synopsis

This module introduces linguistic approaches to the study of meaning and communication, emphasising the processes of decoding and inference through which interpretations of words and sentences are constructed. Relevant theoretical work in the fields of semantics (the study of word and sentence meaning) and pragmatics (the study of meaning in context) will be outlined, discussed and evaluated critically. The module will also explore controversies over utterance or text meaning, and attempt to determine the boundaries of reasonable or warranted interpretation.

Preliminary Reading

BLAKEMORE, D 'Understanding Utterances' Blackwell, Oxford, 1992.
HUANG, Y. 'Pragmatics' Oxford University Press, New York, 2006
KEARNS, K 'Semantics' Macmillan, London, 2000
LYONS, J 'Linguistic Semantics', CUP, Cambridge, 1995
SAEED, J 'Semantics' Blackwell, Oxford, 2003

LL307 Tackling Text: Explaining Style

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)		Scott Dr J

Method of Assessment

40% Coursework 60% Examination

Synopsis

This module is an introduction to stylistics: the systematic study of language in literature. The module extends your skill in critical analysis by highlighting and explaining linguistic features in the creation of meaning and effect by focusing on close reading of texts in the light of theoretical and methodological material explored in the lectures, and will be of interest to students of both language and literary studies. You will be encouraged to produce your own analyses of literary texts with reference to specific stylistic features such as sound patterning and figurative language in poetry; point of view and speech and thought presentation in prose fiction; and speech acts, turn-taking and politeness in drama texts.

Preliminary Reading

ASTLEY, N. 'Being Alive', Bloodaxe, 2004
CHURCHILL, C. 'Top Girls', Methuen Student Edition, 1991
ISHIGURO, K. 'Remains of the Day', Penguin, 2000
SHORT, M. 'Exploring the Language of Poems, Plays and Prose', Longman, 1996
SIMPSON, P. 'Stylistics', Routledge, 2004
TOOLAN, M. 'Language in Literature', Arnold, 2004

2010-11 Humanities Undergraduate Stage 1 Module Handbook

LL309 World Englishes

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)		Bex Mr AR

Contact Hours

1 lecture and 1 seminar per week

Synopsis

This module focuses on the global spread of the English Language as an aspect of historical and contemporary cultural and commercial events. Students will get the opportunity to compare varieties of English both in Britain and in other English speaking countries, examining the features that distinguish them from each other. These varieties will include British, American and Australian English in addition to other colonial and pidgin and creole varieties. The descriptive focus of the module will also give students the opportunity to apply the knowledge they have gained in other modules, in particular: language analysis, phonetics and phonology, morphosyntax and sociolinguistics.

Preliminary Reading

DAVIES, D. - 'Varieties of Modern English: An Introduction', Pearson Longman, London, 2005

MESTRIE, R. and BHATT, R.M. - 'World Englishes', CUP, Cambridge, 2008

LS300 Learning Spanish 3 (Post A Level)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Martinez-Garrido Ms G

Contact Hours

Total of 80 hours, 4 hours per week - 2 seminars, 1 Language Laboratory and 1 oral class

Pre-requisites

'A' or 'AS' level Spanish, or equivalent

Synopsis

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. Regular written work will be required throughout the year.

Native/near-native speakers taking a four-year degree which includes Spanish will normally be exempt from this module. If you think you belong to this category, please choose an alternative module and contact Hispanic Studies as soon as possible at the beginning of term.

Preliminary Reading

All materials will be available on Moodle. Information will be provided at the beginning of the course.

LS302 Intensive Learning Spanish 1 (Beginners)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Martinez-Garrido Ms G

Contact Hours

Total of 80 hours, 4 hours per week - 2 seminars, 1 grammar lecture and 1 conversation class

Synopsis

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 module 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 module 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 module. If you have little language learning experience, you may find the pace too fast. The module is intended primarily as part of a two-year option for students needing to spend their third year in Spain. Regular written work will be required throughout the year.

Preliminary Reading

LM LOPEZ & N SAUS - 'Rápido (curso intensivo de Español)', Difusiou, S.L. Barcelona, 1994

Further materials will be available on Moodle

2010-11 Humanities Undergraduate Stage 1 Module Handbook

LS304 Modern Spanish Theatre (in Translation)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Roser i Puig Dr M

Contact Hours

Total of 20 contact hours

Synopsis

It is the aim of this module 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

JOSE ZORILLA - 'The Real Don Juan'
 FERNANDO ARRABAL - 'The Architect of the Emperor of Assyria'
 RAMON del VALLE-INCLAN - 'Bohemian Lights'
 GEORGE, D and LONDON, J. (eds.) - 'Modern Catalan Plays'
 ROSER i PUIG, M. (ed.) - 'A Female Scene'

LS310 Ab initio Catalan - Learning Catalan 1A

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	TBA - Hispanic Studies

Contact Hours

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

Restrictions

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

Synopsis

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

Preliminary Reading

MARTA MAS- 'Veus 1 Curs de catala Llibre de gramàtica i exercicis', Publicacions de l'Abadia de Montserrat, 2005

LS311 Ab initio Catalan - Learning Catalan 1B

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	TBA - Hispanic Studies

Contact Hours

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

Restrictions

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

Synopsis

The main aims of this module are: to develop the basic skills learnt in ab initio Catalan with special emphasis on reading and understanding, to deal with most situations likely to arise whilst travelling in the Catalan speaking countries, to understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation and to use Catalan criticism as reference material in content courses. This module will be particularly good for any students interested in widening their knowledge in Romance languages and for those intending to spend time in the Catalan countries. It will complement the LS515/LS538 Catalan Culture module in Stage 2, by providing a chance to develop Catalan Language skills and to use Catalan criticism in essay writing and class presentations. The latter will widen student's ability to draw from a wider range of ideas which they can use in their content courses in Spanish and other subjects. Quadern de treball available from the Section Secretary in CNW Room 111

Preliminary Reading

MARTA MAS - 'Veus 1 Curs de catala Llibre de gramàtica i exercicis,' Publicacions de l'Abadia de Montserrat, 2005

2010-11 Humanities Undergraduate Stage 1 Module Handbook

LS312 Introduction to Hispanic Culture

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Roser i Puig Dr M

Contact Hours

Total of 20 contact hours

Availability

Available in the Spring Term under code LS312, in the Autumn Term under code LS313

Synopsis

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 Stage Two 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 20th 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

LS313 Introduction to Hispanic Culture

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	TBA - Hispanic Studies

Contact Hours

Available in the Autumn Term under code LS313, the Spring Term under LS312

Synopsis

See entry for LS312

LS314 Learning Spanish 1A (Beginners)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Martinez-Garrido Ms G

Contact Hours

Total of 60 contact hours, 3 per week - 2 seminars and 1 conversation class

Synopsis

This programme will be intended for students from any discipline who wish to learn Spanish from scratch as a Wild Module. It will also permit them to carry on to the Learning Spanish 1B in the Winter term and can also lead to students taking the Intermediate Spanish module 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 module 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 module 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

All materials will be available on Moodle

2010-11 Humanities Undergraduate Stage 1 Module Handbook

LS315 Learning Spanish 1B (Beginners)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Martinez-Garrido Ms G

Contact Hours

Total of 60 contact hours - 2 one-hour seminars and 1 conversation class per week

Pre-requisites

Learning Spanish 1A or equivalent

Synopsis

This programme will be intended for students from any discipline who wish to learn Spanish. It will also permit them to carry on to the Spanish Intermediate module. 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 module 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 module 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

All materials will be available on Moodle

LS316 Learning Spanish 2A (Intermediate)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Martinez-Garrido Ms G

Contact Hours

Total of 60 contact hours - 2 one-hour seminars and 1 conversation class per week

Synopsis

The student must have completed Learning Spanish 1A and Learning Spanish 1B or have an equivalent knowledge of Spanish for this module. This module is for students not intending to take a year abroad in their third year in a Spanish speaking country. Students will consolidate their knowledge of Spanish and improve reading, aural and understanding skills. Students will develop the skills learnt in the Spanish Intermediate module so that by the end of the module 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 module 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

SANCHEZ, A - 'Cumbre. Nivel medio Libro del alumno, Coursework book', SGEL, Madrid

SANCHEZ, A - 'Cumbre. Nivel medio Libro del alumno, Students' exercise book', SGEL, Madrid

Further materials will be available on Moodle

LS317 Learning Spanish 2B (Intermediate)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Martinez-Garrido Ms G

Contact Hours

Total of 60 contact hours - 2 one-hour seminars and 1 conversation class per week

Synopsis

This programme will be intended for students from any discipline who wish to do a Spanish wild-module at post intermediate level. This post intermediate module will be a follow-on module from Spanish Intermediate. It can also lead to the student taking the Intermediate Spanish Post-'A' Level module the following year if desired. Students will consolidate their knowledge of Spanish. This module 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 module 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

SANCHEZ, A - 'Cumbre. Nivel medio Libro del alumno, Coursework book', SGEL, Madrid

SANCHEZ, A - 'Cumbre. Nivel medio Libro del alumno, Students' exercise book', SGEL, Madrid

Further materials will be available on Moodle

2010-11 Humanities Undergraduate Stage 1 Module Handbook

LS318 The Modern Spanish Novel in Translation

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Lázaro-Reboll Dr A

Contact Hours

Total of 20 contact hours

Pre-requisites

No knowledge of Spanish is required.

Synopsis

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 20th century. The texts will be studied in English translation - although those with knowledge of Spanish will be encouraged to read the originals.

Preliminary Reading

MIGUEL de UNAMUNO - 'Abel Sánchez'

RAMON J SENDER - 'Requiem for a Spanish Peasant'

JUAN GOYTISOLO - 'Juan the Landless'

CARMEN MARTIN GAITE - 'The Back Room'

LS319 State-Building in Latin America

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

Contact Hours

Total of 20 contact hours

Synopsis

This module provides an introduction to Latin America through the lens of state formation. It examines the nineteenth century from the end of the colonial period and independence through to the decolonization of Cuba. It has a particular focus on the cases of Argentina, Bolivia, Columbia, Chile, Cuba, Mexico, Peru and Venezuela. Topics include the recurrence of internal and external wars, tensions between the centre and regions, the development of export markets and its links to the creation of stability, caudillismo, and the importance of ideology in state building.

Preliminary Reading

DAVID BUSHNELL and NEIL MACAULAY - 'The Emergence of Latin America in the Nineteenth Century'

JOHN LYNCH - 'The Spanish American Revolutions, 1808 –1826'

LS552 Learning Catalan 2A (Intermediate)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	15 (7.5)	100% Coursework	TBA - Hispanic Studies

Contact Hours

Total of 20 contact hours, 2 per week - 1 lecture and 1 seminar

Synopsis

This module will be of particular interest to any students interested in widening their knowledge in Romance languages and to those intending to spend time in the Catalan countries (At present we have students in ERASMUS exchanges with the universities of Alacant and Barcelona as part of our year abroad program. Some students also choose to apply for teaching posts in the Catalan countries and knowledge of the autochthonous language is an advantage for them). It will complement the LS515/LS538 Catalan Culture module in Stage Two, by providing a chance to develop Catalan language skills and to use Catalan criticism in essay writing and class presentations. The latter will widen student's ability to draw from a wider range of ideas which they can use in their content courses in Spanish and other subjects. Key grammatical structures will be taught through the means of purpose-designed Catalan language course-books. Cultural background will be provided by materials supplied by the Universitat d'Alacant, some works in English translation and some texts in Catalan. A range of critical materials will form the basis for discussions, translations and applied exercises. Development of understanding of Catalan texts will be done through reading comprehension, translation into English, and guided debates and discussions.

Preliminary Reading

MARTA MAS - 'Veus 2. Curs de catala. Llibre de gramàtica i exercicis', Publicacions de l'Abadia de Montserrat, 2005

2010-11 Humanities Undergraduate Stage 1 Module Handbook

LS553 Learning Catalan 2B (Intermediate)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	15 (7.5)	100% Coursework	TBA - Hispanic Studies

Contact Hours

Total of 20 contact hours, 2 per week - 1 lecture and 1 seminar

Synopsis

This module will be of particular interest to any students interested in widening their knowledge in Romance languages and to those intending to spend time in the Catalan countries (At present we have students in ERASMUS exchanges with the universities of Alacant and Barcelona as part of out year abroad program. Some students also choose to apply for teaching posts in the Catalan countries and knowledge of the autochthonous language is an advantage for them). It will complement the LS515/LS538 Catalan Culture module in Stage Two, by providing a chance to develop Catalan language skills and to use Catalan criticism in essay writing and class presentations. The latter will widen student's ability to draw from a wider range of ideas which they can use in their content courses in Spanish and other subjects. Key grammatical structures will be taught through the means of purpose-designed Catalan language course-books. Cultural background will be provided by materials supplied by the Universitat d'Alacant, some works in English translation and some texts in Catalan. A range of critical materials will form the basis for discussions, translations and applied exercises. Development of understanding of Catalan texts will be done through reading comprehension, translation into English, and guided debates and discussions. However, students who have spent their year abroad in a Catalan speaking area are likely to want to take LS553 without taking 552, in order to expand their knowledge in Catalan language.

Preliminary Reading

MARTA MAS - 'Veus 2. Curs de catala. Llibre de gramàtica i exercicis', Publicacions de l'Abadia de Montserrat, 2005

Further course material is available on Moodle

PL302 Introduction to Philosophy: Knowledge and Metaphysics

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Taylor Mr R

Availability

Students taking Philosophy as part of their degree should select PL302, students wishing to study this as a Wild Module should register for PL312

Synopsis

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 Lecture Topics will include the following: Descartes on doubt and certainty; Mind/Body Dualism; Descartes' Rationalism; Russell's Empiricism - Hume's Legacy; Idealism and Phenomenalism; Materialism and Physicalism; Determinism and The Problem of Free Will 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.

Preliminary Reading

THOMAS NAGEL - 'What does it all mean?: A Very Short Introduction to Philosophy', Oxford University Press, 2004

RENE DESCARTES - 'Meditations on First Philosophy', NuVision Publications, 2007

JOHN HOSPERS - 'An Introduction to Philosophical Analysis', (4th ed.), Routledge, 1997

PL303 Introduction to Philosophy: Ethics

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Taylor Mr R

Contact Hours

1 hour lecture per week and regular seminars

Availability

Students taking Philosophy as part of their degree should select PL303, students wishing to study this as a Wild Module should register for PL313

Method of Assessment

100% coursework - 2 essays at 45% each and 10% Seminar Performance

Synopsis

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 make critical assessments of the kinds of argument adduced in support of moral judgements. 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

PETER SINGER (ed.) - 'Ethics', Oxford University Press, 1994

2010-11 Humanities Undergraduate Stage 1 Module Handbook

PL305 Existentialism

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

Contact Hours

1 lecture and 1 seminar per week

Synopsis

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.

Preliminary Reading

GOLOMB, J - 'In Search of Authenticity', Routledge, 1995
 WARTENBERG, T.E. - 'Existentialism: A Beginner's Guide', Oneworld, 2008
 COOPER, D.E. - 'Existentialism', Blackwell, 1999

PL310 Philosophical Thinking

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Corfield Dr D

Availability

Students taking Philosophy as part of their degree should select PL310, students wishing to study this as a Wild Module should register for PL314

Synopsis

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', UKC Philosophy website

PL311 Ideas in the Arts: Aesthetics, Truth and Meaning

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Westphal Prof KR

Contact Hours

1 hour lecture and 1 hour seminar per week

Synopsis

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 consist of a booklet of essays which can be purchased through the SECL office, room 113.

Preliminary Reading

JAMES, H - 'The Turn of the Screw', Oxford University Press, 2008
 SOPHOCLES - 'Antigone'

PL312 Introduction to Philosophy: Knowledge and Metaphysics (non-core)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Taylor Mr R

Availability

Students wishing to study this as a Wild Module should register for PL312, students taking Philosophy as part of their degree should select PL302

Synopsis

See entry for PL302

2010-11 Humanities Undergraduate Stage 1 Module Handbook

PL313 Introduction to Philosophy: Ethics (non-core)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Taylor Mr R

Availability

Students wishing to study this as a Wild Module should register for PL313, students taking Philosophy as part of their degree should select PL303

Synopsis

See entry for PL303

PL314 Philosophical Thinking (non-core)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Corfield Dr D

Availability

Students wishing to study this as a Wild Module should register for PL314, students taking Philosophy as part of their degree should select PL310

Synopsis

See entry for PL310

PL315 Philosophical Reading and Writing (core)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)		

Availability

Students wishing to study this as a Wild Module should register for PL316, students taking Philosophy as part of their degree should select PL315

Synopsis

What do philosophers do? What do they typically think about? How do philosophers write? What sorts of writing are acceptable in philosophy? How should you write? How should philosophy best be read in order to be understood and assessed?

In this module we will introduce you to some of the most interesting questions in philosophy, both from its history and from current debates. As we do this we will show you how to read and write as a philosopher.

Some of the questions we might discuss are: 'Why is Hume's fork so important in the history of philosophy?', 'What is the difference between evaluative and descriptive judgements in aesthetics?' and 'What is the difference between 'is' and 'ought'?' We will also think about questions of more general philosophical import, such as: 'What it is to presuppose something?', 'What is it to argue in a vicious circle?', and 'What does a philosophical definition look like?'

Preliminary Reading

A. P. MARTINICH - 'Philosophical Writing: An Introduction', Oxford: Blackwell, 2005
 N WARBURTON - 'Philosophy: the Essential Study Guide', London: Routledge, 2004

PL316 Philosophical Reading and Writing (non-core)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)		

Availability

Students wishing to study this as a Wild Module should register for PL316, students taking Philosophy as part of their degree should select PL315

Synopsis

See entry for PL315

2010-11 Humanities Undergraduate Stage 1 Module Handbook

TH325 What is Religion?

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

Synopsis

This module explores the nature of religion and examines some of the theories offered to explain its existence. Is it possible to understand a religion to which you do not belong? Are religious people always biased? Do atheists make good theologians? Can we really be objective and neutral when it comes to religion? Specific reference will be made to the work of a number of thinkers who have offered various, often competing, definitions of religion, including Karl Marx, Sigmund Freud, Carl Jung, Emile Durkheim and Rudolf Otto.

Preliminary Reading

CONNOLLY, P (ed.) - 'Approaches to the Study of Religion', Cassell, 1999
 CRAWFORD, R - 'What is Religion?', Routledge, 2002
 SEGAL, R (ed.) - 'The Blackwell Companion to the Study of Religion', Blackwell, 2006
 HINNELLS, J (ed.) - 'The Routledge Companion to the Study of Religion', Routledge, 2005
 RODRIGUES, H & HARDING, J.S. - 'Introduction to the Study of Religion', Routledge, 2009.
 PALS, D.L. - 'Eight Theories of Religion', Oxford University Press, 2006.
 PADEN, W.E. - 'Interpreting the Sacred: Ways of Viewing Religion', Beacon Press, 1992

TH331 Introduction to Hinduism & Buddhism

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Schlamm Dr L

Synopsis

The purpose of this module is to introduce students to the Hindu and Buddhist religious traditions. The first half of the module will examine some of the most interesting features of the Vedic and post-Vedic tradition: the Upanishads, the Bhagavad Gita and the polytheism of the Mahabharata. The second half will examine the contrasting philosophical positions of the Theravada and Mahayana Buddhist traditions using materials from the Pali canon and several Sanskrit Sutras. Particular attention will be given to the variety of interpretations of the Buddhist 'No-self' doctrine and concept of enlightenment as well as the meaning and function of the Buddha's career. It is hoped that this exploration will lead to general discussion of the nature of mystical experience.

Preliminary Reading

ELIADE, M - 'Yoga: Immortality and Freedom', Princeton University Press, New Jersey, 1970
 ORGAN, T - 'Hinduism: Its Historical Development', Barron's Educational Series, New York, 1974
 HOPKINS, T - 'The Hindu Religious Tradition', Wadsworth, California, 1971
 KOLLER, J.M. - 'The Indian Way', MacMillan, New York, 1982
 ZAEHNER, R.C. - 'Hindu Scriptures', Everyman's Library, London, 1992
 HARVEY, P - 'An Introduction to Buddhism', CUP, Cambridge, 1990
 CONZE, E - 'Buddhism: Its Essence and Development', Dover, New York, 2003 and 'Buddhist Scriptures', Penguin, London, 1959

TH332 Myths, Symbols and Mysteries in Judaeo-Christian Tradition

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Moore Dr P

Synopsis

Focusing primarily upon material from the Biblical and Christian traditions, this module has two main aims: on the one hand to introduce students to the rich mythic and symbolic inheritance of the Biblical and Christian traditions, and on the other to help students of Religious Studies develop their skills in research, writing and scholarly documentation. These aims are united in the module's principle written requirement: the composition of a 4000 – 5000 word dissertation project on a particular topic negotiated with the module convenor. Lectures and seminars cover a variety of themes from Judaic, Christian and Classical sources: creation myths, flood myths, otherworld journeys, saints and supernatural beings, and nativity stories.

Preliminary Reading

HARGREAVES, J - 'A Guide to Genesis', SPCK, London, 1998
 JASPER, D & PRICKETT, S - 'The Bible and Literature: a reader', Blackwell, Oxford, 1999
 WILLIAMSON, B - 'Christian Art: A Very Short Introduction', OUP, Oxford, 2004
 SEGAL, R.A. - 'Myth: A Very Short Introduction', OUP, Oxford, 2004

2010-11 Humanities Undergraduate Stage 1 Module Handbook

TH334		Religion and Sex				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Carrette Prof J

Synopsis

This module seeks to examine the importance of sex and the body in history of religions. It will show how religion and sex are presented in both ancient traditions and modern commercial contexts and will explore why sex is central to the religious life. The module will take a series of case studies in both Eastern and Western traditions to show different historical aspects of religion and sex. The aim is to show how religion both promotes and conceals sex and the ways that such issues are represented in modernity.

Preliminary Reading

JORDON, M. - 'The Ethics of Sex', Blackwell, Oxford, 2002

KING, U. (ed) - 'Religion and Gender', Blackwell, Oxford, 1995

RUNZO, J. & MARTIN, N.M. - 'Love, Sex and Gender in the World Religions', One World, Oxford, 2000

MANNING, C. & ZUCKERMAN, P. - 'Sex and Religion', Thomson Wadsworth, Belmont, 2005

TH340		Gods of the Desert: Judaism and Islam				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Voss Dr A

Synopsis

This module investigates the history, thought, culture and scriptures of two monotheistic faiths, Judaism and Islam, as well as the broad historical development of Jewish and Islamic religion. Topics in Judaism include the life and work of the Patriarchs, the concept of the 'chosen people', the Promised Land, the Torah, synagogue, Jewish festivals and the Jewish home. In the case of Islam, topics include the life and work of Muhammad, the Five Pillars, the Qur'an and Hadith, Sunni and Shi'ite Muslims, Sufism, the Shariah and the Islamic contribution to the arts and sciences.

Preliminary Reading

ASLAN, R. - 'No God But God: The Origins, Evolution and Future of Islam', Arrow, 2006

CLOSE, B. - 'Judaism', Hodder & Stoughton, London, 1991

COHN-SHERBOK, D. & L. - 'Judaism: A Short Introduction', Oneworld, 1999

SELTZER, R.M. - 'Judaism: A People and its History', MacMillan, 1989

ROBINSON, N. - 'Islam: A Concise Introduction', Routledge, 1998.

MAQSOOD, RUQAIYYAH WARIS - 'Teach Yourself Islam', Hodder & Stoughton, 1994.

2010-11 Humanities Undergraduate Stage 1 Module Handbook

05 School of History

HI300 Introduction to Literature and Science						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Smith Prof C

Contact Hours

Total of 30 hours

Synopsis

This module is recommended for students reading English & American Literature. This module introduces Humanities students to the impact of science on English and American Literature since 1800. Writers, philosophers, theologians, historians and other thinkers have responded in various ways to the fundamental changes in our view of the world brought about by science. For example, the nineteenth century witnessed a questioning of the notion of benevolent Providence at work in nature, and nature came to be seen, in Tennyson's words, as 'red in tooth and claw'. Similarly the dominance of the machine in the industrial revolution produced an image of science as a depersonalising, dehumanising force which tended to push aside the poetic imagination. The module will consider, through selected texts, the consequences of these developments for the literature of the time. The content of the module should have a special appeal to Single Honours English & American Literature students. It has also proved of great value to students of Modern History as well as Joint Honours Students. Knowledge of science is not expected.

Preliminary Reading

Jonathan SWIFT - 'Gulliver's Travels'

Charles DICKENS - 'Hard Times'

Edgar Allen POE - 'The Fall of the House of Usher and Other Writings'

Mary SHELLEY - 'Frankenstein'

Paul THEROUX - 'The Mosquito Coast'

George ORWELL - 'Nineteen Eighty-four'

Joseph CONRAD - 'The Secret Agent'

H.G. WELLS - 'The Time Machine'

HI308 Science Fiction						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	75% Coursework, 25% Exam	Dolby, Mr A

Contact Hours

Total of 30 hours

Synopsis

Science fiction is a cultural form with a high 'tingle factor' for many people. We will take that thrill seriously and explore what might lie behind it. The module will help those taking the module to articulate their reactions to this form of popular literature. This will require suspending and questioning the boundary between academic concerns and the rest of life. Our study of science fiction is organised around exploring its nature as a genre - in literature and in the mass media of film, television and radio. Writing science fiction can provide an especially clear sense of the potential and the limits of the genre. Historical and comparative study can provide complementary insights. Science fiction has become an important cultural resource in many scholarly disciplines and intellectual movements. It helps in the construction of non-standard perspectives, through such devices as taking a non-human viewpoint (cognitive estrangement) thinking about alternative realities, or trying to look further into the future. We will investigate issues to which science fiction has been applied, to see what it has to offer.

Preliminary Reading

DICK, P.K. - 'Do Androids Dream of Electric Sheep?' 1968

WELLS, H.G. - 'The War of the Worlds', 1898

CLUTE, J. & NICHOLLS, P. (eds.) - 'The Encyclopedia of Science Fiction', 1993

RABKIN, E.S. (ed.) - 'Science Fiction: A Historical Anthology', 1983

PIERCY, M. - 'Woman on the Edge of Time', 1976

2010-11 Humanities Undergraduate Stage 1 Module Handbook

HI339 Medieval Pilgrimage

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Bombi Dr B

Synopsis

This module considers the nature and practice of pilgrimage in medieval Europe. Pilgrimage is taken to be a fundamental and highly contested concept in medieval culture which involves religious, social, political, and economic life at every social level. It is concerned with saints, cults, relics, miracles, and magic; with penance and healing, and with political protest and legitimation; with travel and perceptions of other cultures; with the spiritual imagination, mystical experience, and affective piety. Embodying the changing practices of orthodox Christianity, it also expresses the unorthodoxies of popular culture. This study will provide a framework for the understanding of the place of European pilgrimage from c1000 to 1550 and will focus upon English case studies, in particular the cult of Thomas Becket at Canterbury, as well as European ones. From the 4th century pilgrimage to the city of Jerusalem occupied a vital role in medieval mentalities and generated a rich heritage of cultural artefacts which survive to this day. Attention will be given to the institutional aspects of pilgrimage, sanctity and miracles; the nature of shrines and their associated buildings, and to the objects of the visual arts which celebrated cults and helped to sustain them; popular religion and beliefs in the Late Middle Ages.

Preliminary Reading

WEBB, D., 'Pilgrims and pilgrimage in the medieval West' (London, 1999).
 FINUCANE, R 'Miracles and Pilgrims' (1977)
 DUFFY, E, 'The Stripping of the Altars' (2005)
 SUMPTION, J 'Pilgrimage: an Image of Medieval Religion' (London, 1975).
 WEBB, D 'Pilgrimage in Medieval England' (London, 2000)
 STAUNTON, M, 'The lives of Thomas Becket' (Manchester, 2001)

HI346 Monarchy and Aristocracy in England 1460-1640

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Grummit Dr D

Contact Hours

Total of 15 hours

Synopsis

This module focuses upon the dynastic history of England in a period of personal monarchy and on the role of the nobility as supporters and, sometimes, opponents of the monarch. Students are encouraged to explore critically the merits and drawbacks of the biographical approach to the writing of history, and to study the impact of the personalities of the monarchs on political life and policy-making.

Preliminary Reading

POLLARD, A.J. - 'The Wars of the Roses', Macmillan
 LOADES, D. - 'Politics and the Nation, 1450-1660', Fontana
 KENYON, J. - 'Stuart England', Allen Lane
 STONE, L. - 'The Crisis of the Aristocracy, 1558-1641', Oxford
 STARKEY, D. (ed.) - 'Rivals in Power', Macmillan
 WILLIAMS, P. - 'The Tudor Regime', Oxford

HI348 Renaissance Courts: Culture and Politics (teaching Period II)

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Potter Dr D

Synopsis

The aim of this module is to examine the political history of Renaissance Europe through some of the most important works of analytical political thought and speculation, placing them in the context of actual political processes. The core of the work will concentrate on a series of key texts: Machiavelli's *The Prince* (Penguin); Castiglione's *The Book of the Courtier* (Penguin) Erasmus' *Complaint of Peace/Institution of the Christian Prince* (photocopy), La Boetie's *Discourse of Voluntary Servitude* (or *Contr'un*) (Black Rose). Each of these will be discussed in depth. They will be placed in the context of the culture of the Renaissance and of the systems of courtly politics which prevailed in England, France, Burgundy, Spain and Italy.

Preliminary Reading

DICKENS, AG, 'The Courts of Europe', Thames & Hudson
 LOADES, D, 'The Tudor Court', Batsford
 POTTER, D, 'A History of France, 1450-1650: the Emergence of a Nation State', Palgrave Macmillan
 ELIAS, N, 'The Court Society', Blackwell
 ADAMSON, J, 'The Princely Courts of Europe', Weidenfeld
 MARTINES, L, 'Power and Imagination', Penguin

2010-11 Humanities Undergraduate Stage 1 Module Handbook

HI353 Britain and the Second World War: The Home Front

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Beckett Prof I
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Beckett Prof I

Contact Hours

Total of 15 hours

Synopsis

War has often been a catalyst for change. This module will examine how far this was true of politics, society, culture and the economy in Britain in the Second World War. The module will draw on a wide range of primary sources: Parliamentary debates, contemporary writings, including those of George Orwell and J B Priestley, cartoons, diaries, and oral history memoirs. In order to increase familiarity with primary sources students will complete a compulsory document question as part of their Coursework. By the end of the module students should be able to discuss with authority the varying interpretations of the impact of the war. They will also have experienced the different approaches of political, social, cultural and economic historians, and this should provide a basis for choice of modules in Part II.

Preliminary Reading

ADDISON, P. - 'The Road to 1945'

CONNELLY, M. - 'We Can Take It! Britain and the Memory of the Second World War'

MARWICK, A. - 'The Home Front: The British and the Second World War'

LONGMATE, N. - 'How We Lived Then: A History of Everyday Life During the Second World War'

JEFFREYS, K. - 'War and Reform: British Politics during the Second World War'

CALDER, A. - 'The Myth of the Blitz'

CALDER, A. - 'The People's War'

HI360 Making History

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Ormrod Dr DJ

Contact Hours

Total of 30 hours

Synopsis

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 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. Topics to be covered: Alfred and the beginnings of biography, new worlds, new cosmologies, the age of Machinery, National identity and Managing modernity

Preliminary Reading

YORKE, B. - 'Wessex in the Early Middle Ages', 1995

HUDSON, P. - 'Industrial Revolution' 1992

DAUNTON, M. - 'Progress and Poverty, 1700-1850', 1995

ABELS, R. - 'Alfred the Great', 1998

JORDANOVA, L. - 'History in Practice', Arnold, 2000

TOSH, J. - 'In Pursuit of History', Longman 3rd ed., 1999

SHAPIN, S. - 'The Scientific Revolution', Chicago University Press, 1996

DEAR, P. - 'Revolutionising the Sciences: European Knowledge and its ambitions 1500-1700', Palgrave, 2001

MARWICK, A., EMSLEY, C. & SIMPSON, W. (eds.) - 'Total War and Historical Change', Oxford, 2001

GOULD, S.J. - 'The Mismeasure of Man', Penguin, 2nd ed., 1997

ANDERSON, B. - 'Imagined Communities: reflections on the origin and spread of nationalism', Verso

HOBSBAWM, E.J. - 'The Invention of Tradition', Cambridge University Press

2010-11 Humanities Undergraduate Stage 1 Module Handbook

HI366 Britain in the Age of Industrialisation 1700-1830

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

Contact Hours

Total of 15 hours

Synopsis

This module aims to provide students with an historical analysis of the classic phase of British industrialisation, traditionally known as the 'Industrial Revolution'. Historians nowadays emphasise the gradual nature of industrial transformation in Britain, and the period considered here is sufficiently long to encompass several key issues in economic history: the transformation of the rural sector, the role of international trade in development, the origins and dynamics of industrial growth and innovation, the rise of a consumer society, the process of urbanisation, and the social costs of industrialisation. The module will provide a grounding in historical concepts appropriate to the social sciences, and students will acquire a familiarity with historical statistics.

Preliminary Reading

HUDSON, P. - 'The Industrial Revolution', 1992

DAUNTON, M. - 'Progress and Poverty. An Economic and Social History of Britain, 1700-1850', 1994

MATHIAS, P. - 'The First Industrial Nation', 1983

FLOUD, R. & MCCLOSKEY, D. - 'The Economic History of Britain since 1700', vols I, 1994

DIGBY, A. & FEINSTEIN, C. - 'New Directions in Economic and Social History', vols I & II, 1989, 1992

HI377 The Hundred Years' War

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

Contact Hours

Total of 15 hours

Synopsis

This module is designed to introduce Stage 1 students to the study of French history primarily through sources dating from the fourteenth and fifteenth centuries. These include chronicles, personal writings, and legal and political documents. They are intended both to give a grasp of how to use primary sources and to throw light on the main themes of the period in Anglo-French conflict, c. 1340-1460: the organisation and effects of war, the propaganda of war, and the contest for power in France between two rival dynasties, which involved competing ideas about the French polity.

Preliminary Reading

ALLMAND, C. - 'The Hundred Years' War', Cambridge

HOLMES, G. - 'Europe: Hierarchy and Revolt 1320-1450', Fontana

SUMPTION, J. - 'The Hundred Years War', vol. I, Faber and Faber

DUBY, G. - 'France in the Middle Ages, 987-1460', Blackwell

POTTER, D. - 'A History of France, 1460-1560: the Emergence of a Nation State', Macmillan

LEWIS, P.S. (ed.) - 'The Recovery of France in the Fifteenth Century', Macmillan and 'Later Medieval France', Macmillan

2010-11 Humanities Undergraduate Stage 1 Module Handbook

HI385 Introduction to the History of Medicine

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)		Anderson Dr J

Contact Hours

Total of 15 hours

Synopsis

The module introduces students to a broad range of material and themes relevant to the history of medicine, highlighting changes and continuities in medical practice and theory as well as in medical institutions and professional conduct. The section on ancient medicine addresses the role of Greek writers such as Hippocrates and the Roman medical tradition as represented in the texts of Galen. The section on medieval medicine focuses on major epidemics, the origins of medical institutions, and the role of medical care and cure in the context of social and demographic changes. In particular, this section addresses the role of the Black Death and subsequent plagues, as well as the history of hospitals. The section on medicine and the natural world discusses the source of medical knowledge as derived from the natural world through diverse cultural, social and scientific practices. The section on health and climate highlights the historical links between disease, climate and environment, for example the emergence of theories of miasma, putrefaction and the ideas of "unhealthy climates". The section on medicine and empire introduces the historical links between medicine and imperialism from the eighteenth century onwards. The section on early modern and modern medicine explores the development of psychiatry and the asylum system in the 18th century, the rise of the welfare state and new theories of biology and disease transmission in the 19th century. These will be linked to the development of medical ethics.

Preliminary Reading

ARNOLD, D. - 'Warm Climates and Western Medicine'

CONRAD, L. I.- 'The Western Medical Tradition'

DRAYTON, R. - 'Nature's Government'

GETZ F- M. - 'Medicine in the English Middle Ages'

HARRISON, M. - 'Climates and Constitutions'

SLACK, P. - 'The Impact of Plague in Tudor and Stuart England'

JACKSON, R. - 'Doctors and Diseases in the Roman Empire'

PORTER, R. - 'The Greatest Benefit to Mankind'.

LOUDON, I. - 'Western Medicine: An Illustrated History'

HI390 The Emergence of America: From European Settlement to 1880

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

Contact Hours

Total of 15 hours

Synopsis

The module will focus primarily on the period from the 18th century onwards but will begin with an outline treatment of the British colonies in North America from initial European settlement. Interactions between Native American, African, African-American and European populations will be emphasised in the colonial period. Thereafter the module is pursued via the first anti-colonial revolution in modern history and the creation of a new nation and concludes with the reconstitution of the nation after a bloody civil war and on the eve of large-scale industrialisation. Themes include the causes and consequences of the Revolution, the new political system, the development of mass democracy, economic development and territorial expansion into the West, reform movements, sectional conflict between North and South, slavery, the Civil War and the re-establishment of a national order during Reconstruction.

Preliminary Reading

HOFFMAN & GJERDE (eds.) - 'Major Problems in American History', Vol. I

GRANT & HOLDEN REID (eds.) - 'The American Civil War: Explorations and Reconsiderations'

JONES, M. - 'The Limits of Liberty'

NOBLES, G. - 'American Frontiers'

COUNTRYMAN, E. - 'The Americans'

KOLCHIN, P. - 'American Slavery, 1619-1877'

2010-11 Humanities Undergraduate Stage 1 Module Handbook

HI391 The Rise of the United States Since 1880

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

Contact Hours

Total of 15 hours

Synopsis

The module will introduce the students to the history of the U.S during its dramatic rise to industrial and international power. Beginning with the transformation of the U.S into an urban industrial civilisation at the end of the 19th Century, it ends with a review of the American position at the beginning of the 21st century. Themes include early 20th century reform, the rise to world power by 1918, prosperity and the Depression, the New Deal, war and Cold War, race relations, Vietnam, supposed decline and resurgence from Nixon to Reagan, the end of the Cold War, the Clinton Administration.

Preliminary Reading

HOFFMAN & GJERDE (eds.) - 'Major Problems in American History' Vol. II
 CHAFE & SITKOFF (eds.) - 'History of Our Time'.
 AMBROSE & BRINKLEY - 'America's Rise to World Power'
 BADGER, A.J. - 'The New Deal'
 JONES, M. - 'The Limits of Liberty'
 BRODY, D. - 'American Workers in the 20th Century' Vol. I

HI397 Cinema and Society, 1930 - 1960

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Welch Prof DA

Synopsis

The aim of the module is to provide students with an introduction to the ways in which historians use film as evidence. It draws on a wide range of films, and stresses that they are to be understood in the context of the societies that produced them. The films themselves reflect the ways in which the national cinemas of Britain, Europe and America portrayed the world around them. The module will question the extent to which cinema, the most potent method of mass communication during this period, influenced hearts and minds by looking at films that were commercially successful and popular. In this way, students will be introduced to the use of non-literary sources as historical documents, will be taught how to interpret them and become aware of the importance of contextualising evidence within a wider framework. Topics to be covered: Britain and the Great War: The Battle of the Somme; Soviet cinema: Battleship Potemkin; America in Depression: Grapes of Wrath; Britain at War: In Which We Serve; America at War: Bataan; Germany at War: Titanic; The McCarthy Era: On the Waterfront

Preliminary Reading

Anthony ALDGATE & Jeffrey RICHARDS - 'The Best of British: Cinema and Society from 1930-present'
 David WELCH - 'Propaganda and the German Cinema, 1933-1945'
 Richard TAYLOR - 'Film Propaganda, Nazi Germany and Soviet Russia'
 Thomas SCHULTZ - 'Hollywood Genres'

HI410 Medieval Europe c. 400-1066

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

Contact Hours

Total of 15 hours

Synopsis

What happened when the Roman Empire collapsed? When did countries like England, France and Germany come into being? How violent were the Vikings? What actually happened at the Norman Conquest? This module is designed to provide an introduction to early medieval European history. We will focus on the main political events and most significant changes that took place during this period. We will also look at aspects of society and culture. The aims are that students should have a clear understanding of the outlines of European history in this period, a sense of what life was like in particular communities, and of the types of evidence that survive for historians to use. The weekly lectures will help guide students through the module, and in the regular seminars there will be opportunities to explore key debates and sources in more detail.

There will be an optional fieldtrip to St Augustine's Abbey and St Martin's, Canterbury.

Preliminary Reading

COLLINS, R - 'Europe 300-1000', 2nd ed., Basingstoke, 2001
 HOLMES, G. (ed.) - 'The Oxford Illustrated History of Medieval Europe', Oxford, 1998
 SMITH, J.M. - 'Europe After Rome', Oxford, 2005
 RESENWEIN, B. - 'A Short History of the Middle Ages', Peterborough, Ontario, 2002
 MCKITTERICK, R. (ed) - 'The Early Middle Ages, 400-1000', Oxford, 2001

2010-11 Humanities Undergraduate Stage 1 Module Handbook

HI411 Medieval Europe c. 1066-1450

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Bombi Dr B

Contact Hours

Total of 15 hours

Synopsis

This module is a survey of medieval Europe from c. 1000 to c. 1450. It includes elements of political, institutional, religious, social and cultural history. The module is intended to provide students with a foundation that will allow them to make the most of other courses in European history, particularly those focusing on the Middle Ages and Early Modern period, by equipping them with a grounding in geography and chronology, as well as in a variety of approaches to the study of history. Lectures will provide an overview of some of the period's defining features including the feudal system; kingship; the crusades, warfare and chivalry; popes (and anti-popes); monasticism and the coming of the friars; heresy; visual culture; women and the family; and towns and trade. Two-hour fortnightly seminars will introduce students to the reading and understanding of primary sources on relevant topics.

Preliminary Reading

BARTLETT, R. - 'The Making of Europe: conquest, colonization and cultural change, 950-1350', London, 1994
 COOK W. & HERZMAN R. B - 'The medieval world view: an introduction', New York-Oxford, 2004
 TIERNEY B. & PAINTER S. - 'Western Europe in the Middle Ages, 300-1475', Boston-London, 1999
 BULL M. G. - 'Thinking medieval: an introduction to the study of the Middle Ages', Basingstoke, 2005
 BARBER M., - 'The two cities: Medieval Europe, 1050-1320', London, 1992
 SOUTHERN R. W. - 'The making of the Middle Ages', London, 1993

HI415 Britain and Europe, 1500-1660

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Fincham Prof K

Contact Hours

Total of 15 hours

Synopsis

This module aims to give students a sound overview of major political, religious and cultural developments from 1500 to the mid-seventeenth century. So often taught separately, British history will here be treated as part of a broader history of Western Europe. Central themes include Renaissance monarchy, the Reformation, female monarchy, republican and monarchical theories and practice of power, civil wars, and the 'general crisis' of the mid-seventeenth century. These are all rich and interconnected topics, which are intended to provide an introduction to more specialised modules on British and European history in Stages 2-3.

Preliminary Reading

BONNEY, R. - 'The European Dynastic States 1494-1660', 1991
 RICHARDSON, G. - 'Renaissance Monarchy', 2002
 BRIGDEN, S - 'Lost Worlds, New Worlds: The Rule of the Tudors', 2000
 PETTEGREE, A. - 'Europe in the Sixteenth Century', 2002
 PARKER, G. - 'Europe in Crisis, 1598-1648', 1979
 DUFFY, E. - 'The Stripping of the Altars', 1992
 KISHLANSKY, M. - 'A Monarchy Transformed: Britain 1603-1714', 1996
 MUNCK, T. - 'Seventeenth Century Europe 1598-1700', 1990
 MILLER, J. (ed.) - 'Absolutism in Seventeenth-Century Europe', 1990
 MACKENNY, R. - 'Sixteenth-Century Europe', 1993
 LOCKYER, R - 'Habsburg and Bourbon Europe, 1470-1720', 1974
 KOENIGSBERGER, H.G. - 'Early Modern Europe 1500-1789', 1987
 KOENIGSBERGER, H.G. & MOSSE, G. - 'Europe in the Sixteenth Century', 1968
 ELTON, G.R. - 'Reformation Europe, 1517-59', 1963
 HALE, J.R. - 'Renaissance Europe, 1450-1520', 1971
 ELLIOTT, J.H. - 'Europe Divided, 1559-98', 1968
 CAMERON, E. - 'The European Reformation', 1991
 MACCULLOCH, D. - 'Reformation: Europe's House Divided 1490-1700', 2003
 ADAMSON, J. (ed). - 'The Princely Courts of Europe 1500-1750', 1999

HI416 Victorian Britain: Politics, Society and Culture

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Legget Mr D

Synopsis

This module examines the principal themes of the political, social and cultural history of Britain during the Victorian era (c. 1830–1900). This period saw the building of one of the world's greatest empires, the transformation of Britain from a rural society into the world's first and leading industrial nation, and the development of a modern state and new forms of democratic participation.

Preliminary Reading

NORMAN MCCORD & BILL PURDUE - 'British History 1815-1914', Oxford University Press, Oxford, 2nd ed, 2007

2010-11 Humanities Undergraduate Stage 1 Module Handbook

HI419 England in the Age of Chivalry: c1200-1400

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

Contact Hours

Total of 15 hours

Synopsis

On the Tuesday after Easter in 1278, the supposed tombs of King Arthur and Queen Guinevere were opened in a twilight ceremony at Glastonbury Abbey. King Edward I and his queen, Eleanor of Castile, were in attendance. The following day, Edward wrapped Arthur's giant bones in a precious cloth, and Eleanor did the same with Guinevere's; then, in a public ceremony, they placed the relics in caskets which were enclosed in a mausoleum before the Abbey's high altar. Edward's devotion to the cult of his mythic ancestor hints at the cocktail of legendary history, piety, chivalry and national identity that inspired English elite culture during the Plantagenet dynasty. This module offers an introduction to English cultural history in the years between 1200-1400, looking in particular at the reigns of the three Edwards (Edward I, 1272-1307; Edward II, 1307-1327, and Edward III, 1327-1377). Set against the backdrop of the Crusades and the ongoing wars against Wales, Scotland, and France; the calamitous reign of Edward II; and the ravages of the Black Death, we will investigate the context in which many of medieval England's finest cathedrals, paintings, sculptures and literary works were created. We will investigate the chivalric ideals to which the proverbial knights in shining armour aspired, and ask how a glitteringly romantic courtly culture squared with the brutal realities of an England at war with its closest neighbours and torn apart by various domestic crises. This module will offer you a solid foundation for a number of medieval Stage 2/3 modules, including HI789: The Art of Death, HI5042: Gothic Art, and HI5019: The Monster in Medieval Culture.

Preliminary Reading

- PRESTWICH, M - 'The Three Edwards: War and State in England, 1272-1377', 2nd ed, London, 2003
 BINSKI, P - 'Westminster Abbey and the Plantagenets: Kingship and the Representation of Power 1200-1400', New Haven, 1995
 KEEN, M - 'Origins of the English Gentleman: Heraldry, Chivalry and Gentility in Medieval England, c.1300-c.1500', Stroud, 2002 and 'Chivalry', New Haven, 1984
 HORROX, R & ORMROD, W.M. (ed) - 'A Social History of England, 1200-1500', Cambridge, 2006
 BINSKI, P & ALEXANDER, J (ed) - 'Age of Chivalry: Art in Plantagenet England 1200-1400', London, 1987
 HALLAM, E.M. (ed.) - 'Chronicles of the Age of Chivalry: the Plantagenet Dynasty from 1216 to 1377: Henry III and the three Edwards, the era of the Black Prince and the Black Death', London, 2000

HI420 Russia 1682-1905: Autocracy, Reform and Culture

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Boobbyer Dr P

Contact Hours

Total of 15 hours

Synopsis

It is impossible to understand the rise and fall of Soviet communism without understanding the tsarist system and the values that it promoted. This module will give students an appreciation of Russia in the eighteenth and nineteenth centuries. Starting with the reign of Peter the Great and ending with the rise of Marxism in Russia before 1905, the module will explore Russia's troubled attempts to introduce modernisation and reform, its complicated relationship with the West, the emergence of the intelligentsia and the revolutionary movement, and the literary and religious ideas of the period. A variety of primary sources will be used in seminars.

Preliminary Reading

- CHRISTIAN, David - 'Imperial and Soviet Russia'
 WALDRON, Peter - 'Governing Tsarist Russia'
 SETON-WATSON, Hugh - 'The Russian Empire'
 SAUNDERS, David - 'Russia in the Age of Reaction and Reform, 1880-1881'
 PIPES, Richard - 'Russia under the Old Regime'
 OFFORD, Derek - 'Nineteenth Century Russia: Opposition to Autocracy'
 MALIA, Martin - 'Russia under Western Eyes'
 HOSKING, G - 'Russia: People and Empire'
 GOODING, John - 'Rulers and Subjects: government and people in Russia 1801-1991'
 FLORINSKY, M. - 'Russia, A history and an interpretation'
 FIGES, Orlando - 'Natasha's Dance'

2010-11 Humanities Undergraduate Stage 1 Module Handbook

HI421 **Medicine and Empire: 1700-1920**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Chakrabarti Dr P

Synopsis

The module will focus on the history of European colonialism and medical practice from the eighteenth to the twentieth century. The English trading outposts of the eighteenth century in different parts were gradually transformed into the formal British Empire by the 19th Century. During the same time, modern medicine developed as a distinct intellectual and professional discipline, leading to the emergence of 'Tropical Medicine' in the empire. The module will highlight how many of these processes were linked and will introduce the students to the main historical links between disease, medicine, environment and colonial expansion between 1700 and 1920; and to provide them with the skills needed to understand evaluate, contextualise and communicate effectively their knowledge of history. The module will be based on a survey of wide historiography on these themes. Students will also be encouraged to use contemporary medicinal texts, recipe books, travellers' writings, surveys, reports, etc.

Preliminary Reading

CURTIN, P.D. - 'Death by Migration: Europe's Encounter with the Tropical World in the Nineteenth Century', 1989
 HARRISON, Mark *Climates and Constitutions: Health, Race, Environment and British Imperialism in India 1600-1850*, 1999
 ARNOLD, D. - 'Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India', 1993 and 'Warm Climates and Western Medicine; The Emergence of Tropical Medicine, 1500-1900', 1996
 MACLEOD, ROY and LEWIS, MILTON (eds.) - 'Disease, Medicine and Empire', 1988
 WORBOYS, MICHAEL - 'The Emergence of Tropical Medicine; a study on the Establishment of a Scientific Speciality', In: LEMAINÉ G, MACLEOD R, MULKAY M, WEINGART P, (eds) - 'Perspectives on the Emergence of Scientific Disciplines', Moulton, The Hague
 PATI, BISWAMOY & HARRISON, MARK (eds.) - 'Health, Medicine and Empire: Perspectives on Colonial India', 2001
 VAUGHAN, MEGAN - 'Curing their Ills, Colonial Power and African Illness', 1991
 SHERIDAN, RICHARD B. - 'Doctors and Slaves: A Medical and Demographic History of Slavery in the British West Indies, 1680-1834', 1985

HI423 **Introduction to Military History (Part1)**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)		Connelly Prof M

Contact Hours

a 1 hour lecture & a 1 hour seminar a week

Method of Assessment

100% coursework

Synopsis

This module opens with a study of the historiography of military history in order to determine the factors which have shaped the modern nature of military history as an academic discipline. From this point, the module goes on to look at the macro/strategic factors that have shaped the military experience and the waging of war including the impact of technology and the economic demands of war. The final part of the module is a series of case studies looking at the relationship between armed forces, politicians and their parent societies in order to determine the extent to which armed forces are reflections of their parent nations. The module is a vital pathway to Introduction to Military 2. Although the two are designed to be taken together, it is possible to study one alone.

Preliminary Reading

BLACK, J, 'Rethinking Military History'
 GAT, A, 'A History of Military Thought'
 HOWARD, M 'Warfare in European History'
 PARET, P (ed), 'The Makers of Modern Strategy'
 STRACHAN, H 'European Armies and the conduct of war'

2010-11 Humanities Undergraduate Stage 1 Module Handbook

HI424	Introduction to Military History (Part 2)					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)		Connelly Prof M

Contact Hours

a weekly 1 hour lecture & 1 hour seminar

Method of Assessment

100% coursework

Synopsis

This module builds on Introduction to Military 1 and examines the separate natures of armies, navies and air forces. In addition, it looks at the factors which have shaped the experience of combat for the different branches of the armed forces and questions whether there is a timeless experience of combat. The module also looks at the great military thinkers of the eighteenth, nineteenth and twentieth centuries to establish their influence on the conduct of warfare including Clausewitz, Jomini through to twentieth century figures such as J.F.C. Fuller and Basil Liddell Hart.

Preliminary Reading

BLACK, J, 'Rethinking Military History'
GAT, A, 'A History of Military Thought'
HOWARD, M 'Warfare in European History'
PARET, P (ed), 'The Makers of Modern Strategy'
STRACHAN, H 'European Armies and the conduct of war'

2010-11 Humanities Undergraduate Stage 1 Module Handbook

06 Centre for American Studies

EN303		Introduction to American Studies				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	75% Coursework, 25% Exam	Jones Dr KR

Contact Hours

2 hours per week - 1 one-hour lecture and 1 one-hour seminar

Synopsis

In the autumn term the convenor for this module will be Dr Karen Jones, in the spring term the convenor will be Dr Will Pettigrew.

The aim of this module is to provide a broad introduction to the literature, art, history and sociology of the United States. Some of the themes to be explored are: the natural environment, colonial life, slavery, US political culture, Native American representation, the 20th Century novel and poem, American architecture, music and popular culture, America at the new millennium. The module establishes a firm base from which students can proceed to Stage 2 modules and ultimately go onto study at institutions in the United States. The emphasis throughout is in interdisciplinary and multidisciplinary thought. The module is loyal to the ethos of American Studies as a groundbreaking fusion of theories, pathways and academic criticism.

Preliminary Reading

TOCQUEVILLE, A. de - 'Democracy in America', 1835

TEMPERLEY, H & BIGSBY, C (eds.) - 'A New Introduction to American Studies', 2006

BRADBURY, M., & RULAND, R. - 'From Puritanism to Postmodernism: A History of American Literature', 1993

CAMERON, A. (ed.) - 'Looking for America: An Historical Introduction to the Visual in American Studies', 2004

HARTLEY, J. & PEARSON, R. (eds.) - 'American Cultural Studies: A Reader', 2000

HORWITZ, R. P. (ed.) - 'The American Studies Anthology', 2001

KAPLAN, R., - 'An Empire Wilderness', 1998

2010-11 Humanities Undergraduate Stage 1 Module Handbook

26 School of Physical Sciences

PH307		Disasters				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Johnson Mr M

Contact Hours

Lectures: 10h 10 1-hour lectures in a single term. Each lecture provides the basic information on a particular disaster, (outcomes 1-5). Seminars: 10h. 10 1-hour seminars in a single term. Each seminar follows a specific lecture and involves discussion of a disaster, consideration of impacts, human issues, etc. (outcomes 1-6, 8)

Pre-requisites

None

Method of Assessment

100% coursework: two 2,500 word essays

Synopsis

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

Development of a perspective on scientific reasoning.

Knowledge of the scientific basis of disasters.

Knowledge of the human impact of disasters.

Knowledge of the economic impact of disasters.

Ability to judge scientific and technical reports in the media.

Ability to research information sources for primary data.

Skills in presenting scientific material in an essay format.

Interpersonal skills, relating to the ability to interact with other people and to engage in seminar work.

Preliminary Reading

SULLIVAN, J.W.N. - 'Limitations of Science' (QC21)

SHUTE, N. - 'Sliderule', Heinemann, 1957

TOLSTOY, L. - 'War and Peace', (epilogue) (PS 3366.V6);

2010-11 Humanities Undergraduate Stage 1 Module Handbook

PS301 Introduction to Forensic Science

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	75% Exam, 25% Coursework	Benfield Dr R

Contact Hours

28 lectures

Pre-requisites

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. For these students, no physical/natural science qualifications at A-level are necessary, but a C-grade or above in GCSE double science or equivalent is desirable.

Method of Assessment

Examination 75%; Coursework: Class test 12.5%, online assessment 12.5%

Synopsis

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.

Forensic Science; Evidence and the Scene of the Crime [15 lectures]

What is forensic science? Historical and legal background of forensic science – exchange principles and linkage theory. Forensic science in the U.K – 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, shoe-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 [5 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: [4 lectures]

Arson. Fire and combustion. Types of explosives and the nature of explosions. The crime scene investigation: sampling and laboratory analysis.

Learning Outcomes

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.

Preliminary Reading

Core text: WHITE, P.(ed.) - 'Crime Scene to Court: The Essentials of Forensic Science', 2nd ed., Royal Society of Chemistry, 2004. ISBN: 0854046569. (3rd edition due late 2010).

Recommended: SAFERSTEIN, R. - 'Criminalistics: An Introduction to Forensic Science', 9th ed., Prentice Hall, 2007. ISBN: 0132243970

JACKSON, A.R.W. & JACKSON, J.M. - 'Forensic Science', 2nd ed., Pearson, 2008. ISBN: 0131998803.

2010-11 Humanities Undergraduate Stage 1 Module Handbook

35 Kent Business School

CB302 Managers and Organisations						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	Parker Dr K

Contact Hours

11 lectures, 10 seminars

Restrictions

CANNOT BE TAKEN WITH CB312

Synopsis

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.

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

David Knights & Hugh Willmott (2007), *Introducing Organizational Behaviour & Management*, Thomson

LJ Mullins (2007) *Management and Organisational Behaviour*, (8th ed.) Financial Times, Prentice-Hall

CB312 Introduction to Management						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	60% Exam, 40% Coursework	Lewis Dr PMJ

Contact Hours

1 hour lecture and 1 hour seminar per week

Restrictions

CANNOT BE TAKEN WITH CB302

This module is available only to students taking Business Administration or Employment Relations & Human Resource Management and International Business degrees. Students taking Accounting & Finance and Business Administration (joint honours) will take CB302.

Synopsis

This module introduces students to theories of management, beginning with classical management systems through to contemporary management concepts. It will illustrate the continuities and transformations in management thinking and practice throughout the 20th and 21st century. Lecture topics will include the following: Scientific Management; Human Relations School; Bureaucracy; Post Bureaucratic Organizations; Contingency Approach; Culture Management; Leadership; Decision-making and Managing Ethically.

Learning Outcomes

Understand key theories of management

Understand the development of management thinking and the continuities and changes embedded in this

Understand the interplay between management and organizational forms

Understand the connection between management practices and the business environment

Understand the impact of management thinking on processes such as decision-making

Preliminary Reading

Clegg, S. Kornberger, M. and Pitsis, T. 2008: *Managing and Organizations: An Introduction to Theory and Practice*. London: Sage

Fincham, R. and Rhodes, P. 2005: *Principles of Organizational Behaviour*, 4th Edition. Oxford: Oxford University Press.

Knights, D. & Willmott, H. (eds) 2007: *Introducing Organizational Behaviour and Management*. London: Thomson Learning

Mullins, L. 2007: *Management and Organisational Behaviour*, 8th Edition. Harlow: Financial Times Prentice Hall.

Watson, T. J. 2001: *In Search of Management*. London: Thomson

Watson, T.J. 2002: *Organising and Managing Work*. Essex: Pearson Education

2010-11 Humanities Undergraduate Stage 1 Module Handbook

CB343 Global Business Environment

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	Shirole Mr R

Contact Hours

1-hour lecture and 1-hour seminar per week

Synopsis

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.

Learning Outcomes

- 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

Hill, Ch (2008) International Business, Competing in the Global Market, (7th edition), Irwon, McGraw- Hill (ISBN 0071287981)

CB675 Financial Accounting, Reporting and Analysis

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	70% Exam, 30% Coursework	Ryder Mr F

Contact Hours

2 x 1 hour lecture and 1 x 1 hour seminar per week

Restrictions

May not be taken with AC300 Financial Accounting I . Students who have taken or are taking CB540 may not take CB675 Financial Accounting, Reporting and Analysis.

Synopsis

The aim of this module is to provide the student with an understanding of the relationship between business and accounting; the principles underlying a double-entry accounting system; how to prepare primary financial statements from trial balance; the regulatory framework of financial reporting; the annual report and accounts of plcs; the analysis and interpretation of financial statements.

Learning Outcomes

- Understand the principles underlying a financial accounting system and the principles upon which financial statements are based.
- Be aware of the various influences on the financial reporting process and understand how they impact on the annual report and account of UK listed companies, in particular.
- Be aware of the link between financial accounting systems and business activities for a variety of organisations
- Be aware of the various stake-holders in the financial reporting process
- Be able to produce financial statements from trial balance for sole traders and limited companies incorporating post trial balance adjustments.

Preliminary Reading

- Attril, P. & Mc Laney, E. (2008) Accounting and Finance for Non-Specialists, 6th edition, FT Prentice Hall
- Collier, Paul M (2006) Accounting for Managers, 2nd edition. Wiley
- Ryan, R. (2008) Finance and Accounting for Business, 2nd edition. South-western Cengage Learning

2010-11 Humanities Undergraduate Stage 1 Module Handbook

36 School of Economics

EC302		Economics Mode B				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Carruth Prof A

Contact Hours

44 lectures and 23 seminars

Restrictions

EC304, EC313 and MA309 cannot be taken with this module

Synopsis

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.

Learning Outcomes

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 economics 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

PARKIN, M., POWELL, M., & MATTHEWS, K. - 'Economics', Addison-Wesley, 6th ed., 2005

LIPSEY & CHRYSYAL - 'Economics', Oxford University Press, 11th ed., 2007

PHILLIP ALLAN - 'The Economic Review', quarterly periodical

EC313		Microeconomics for Business				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	Carruth Prof A

Contact Hours

12 lectures, 11 seminars, 3 workshops

Restrictions

EC302, EC304 and MA309 cannot be taken with this module

Method of Assessment

40% coursework (consisting of one timed essay (20%) and one true/false test (20%)); 60% written examination

Synopsis

The aim of the module is to introduce students to economics and the use of economics in analysing business decisions, strategic behaviour, problems and issues. The material covered will be useful to business students through all stages of their degree. The main topics covered are: business organisations; supply and demand; operation of markets; business in a market environment; the consumer; profit maximisation; consumer, producer and government decision-making; business strategies; alternative theories of the firm; pricing strategies; input markets; and investment and capital.

Learning Outcomes

Understand the basic principles of microeconomics

Understand the main ways in which microeconomics can be used to analyse business decisions, behaviour, problems and issues

Understand the economic analysis of important current business issues in the UK, the European Union and the world economy

Be equipped with the microeconomic analysis skills and understanding necessary for business and other degrees

Be able to construct their own economic arguments and offer critical comments on the arguments of others.

Preliminary Reading

Worthington, Britton and Rees (2007), Economics for Business: Blending Theory and Practice, 2nd ed, Prentice Hall, Pearson Education

J Sloman and K Hinde (2007), Economic for Business, 4th ed, Prentice Hall, Pearson Education

2010-11 Humanities Undergraduate Stage 1 Module Handbook

37 Kent Law School

LW313 A Critical Introduction to Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Pethick Dr S

Contact Hours

Lectures - 40 hours approximately. Seminars - 20 hours approximately.

Restrictions

This module is only available to Law students

Method of Assessment

100% coursework consisting of a portfolio, an essay, comprehension assignment and seminar participation.

Synopsis

This module investigates and promotes a critical approach to topics within law and to law itself. Taking a small number of topics and debates within law, the module investigates each from a critical perspective, focusing on themes of knowledge, identity, justice and power. The aim is to enable students to acquire and develop the general skills required for critical thinking and analysis, and more particularly to consider critically our own conception of law and of the institutional structures and concepts within it.

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 contemporary critical 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 promote students' critical and reflective attitude towards their own learning.
- 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 skills required for essay and dissertation research and composition in preparation for Stage 2 work.

Preliminary Reading

Griffiths, J.A.G. - 'The Politics of the Judiciary', 5th ed., Fontana, 1997
 Grigg-Spall, I. & Ireland, P. - 'The Critical Lawyer's Handbook', Pluto, 2002
 Mansell, W., Meteyard, B. & Thomson, A. - 'A Critical Introduction to Law', 3rd ed., Cavendish, 2004
 Ward, I. - 'Introduction to Critical Legal Theory', 2nd ed., Cavendish, 2004

LW315 Introduction to Obligations						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Horsey Dr K

Contact Hours

14 hours of lectures: 10 hours of seminars: 6 hours of case classes (approximately)

Pre-requisites

Co-requisite - This module is to be taken with LW316 Foundations of Property.

Restrictions

Available only to Law students. Not available to students who have taken LW304 Obligations 1.

Method of Assessment

100% coursework (consisting of three assessments)

Synopsis

This module introduces the law of obligations, which comprises the private law of duties and rights to which individuals and organisations are subject. Traditionally, it includes the law of contract and tort (but not property). As well as introducing some of the content (which is covered more extensively in Obligations II), a key focus is on the institution of the common law through which most of the law of obligations has emerged. This aspect is especially explored through the case classes, which run alongside the lectures and seminars.

Learning Outcomes

- to have the ability to use case-law, to predict the legal outcome of problem situations in at least one area of contract law and one area of tort
- to have an understanding of the nature of private law, its main subdivisions and its development
- to have an understanding of the distinctive nature of case law and of common law

Preliminary Reading

J N Adams & R Brownsword Understanding Contract Law (Sweet & Maxwell 5th ed, 2007)
 J Conaghan and W Mansell The Wrongs of Tort (Pluto 2nd ed, 1999)
 C Harlowe Understanding Tort Law (Sweet and Maxwell 3rd ed, 2005)
 A Weir An Introduction to Tort Law (2nd ed Oxford University Press, 2006)

2010-11 Humanities Undergraduate Stage 1 Module Handbook

LW316	Foundations of Property					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Bottomley Ms A

Contact Hours

10 hours of lectures, 10 hours of seminars, 10 hours of case classes (approximately)

Pre-requisites

Co-requisite - This module is to be taken with LW315 Introduction to Obligations.

Restrictions

Only available to Law students. Not available to students who have taken LW304 Obligations I.

Method of Assessment

50% coursework (consisting of one essay); 50% written examination

Synopsis

'Property' is something we tend to presume we know about, and rarely examine as an idea or practice closely. Most often we use it to connote an object or 'thing', and presume that it has something to do with 'ownership' of that object. It is so simple to say 'my property' or 'this is mine'. This module begins to unpack and examine the ideas and practices of property more closely: How are property claims constructed? What do we mean by 'ownership'? What happens when a number of competing 'ownership claims' in one object exist? When preparing for the module it will be useful to think about (and collect material on) current debates over contested ownership (or use) of property and resources: art collections or cultural artefacts, land or natural resources dispossessed, land squatted, etc. And why, in our jurisdiction in particular, has such a strong link been made between being a 'property owner' (in this context a 'home-owner') and a 'good citizen'.

Learning Outcomes

- to distinguish between the common law subjects and property law and, in particular, to develop an understanding of the role of equity and trusts in the development of property law.
- to identify property issues, and be able to critically examine the terms within which these issues have been set; to begin to use the tools and language employed in property law.
- to develop the skills required for reading and evaluating case material, especially a critical understanding of the building of argumentation as it defines the contours and trajectory of a judgement.
- to identify, evaluate and critique the foundational components carried within the idea of 'property'.

Preliminary Reading

Preliminary Viewing - *Its a Wonderful Life*, 1946, Dir F.Copra

Preliminary Viewing - *The Truman Show*, 1998, Dir P Wier

Preliminary Viewing - *District 13*, 2004, Dir P Morel

Preliminary Viewing - *La Terre Parle Arabe*, 2007, Dir M. Gargour

Preliminary Viewing - *The Inner Tour*, 2002, Dir R. Alexandowicz

Preliminary Viewing - *All That Remains*, 2005, Dir Nada El-Yassir

N Blomley *Unsettling the City*, 2004, London: Taylor and Francis.

M Davies *Property: Meanings, Histories, Theories*, 2007, London: Glasshouse.

C Dickens *Bleak House*

H Lim and A Bottomley (eds) *Feminist Perspectives on Land Law*, 2007, London: Glasshouse.

C Rose *Property and Persuasion: Essays on the History, Theory and Rhetoric of Ownership*, 1994, Bolder, California: Westview Press.

T Murphy et al *Understanding Property Law*, 2004, London: Sweet and Maxwell.

2010-11 Humanities Undergraduate Stage 1 Module Handbook

LW508		Criminal Law				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	Dickson Ms L

Contact Hours

40 hours lectures; 20 hours seminars (approximately)

Availability

This module is normally recorded and may be downloaded.

Synopsis

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.

Learning Outcomes

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

Preliminary Reading

Simester A & Sullivan R - Criminal Law: Theory and Doctrine (Hart Publishing, 3rd ed, 2007)

Norrie A - 'Crime, Reason and History' (Weidenfeld & Nicholson 2nd ed, 2001)

2010-11 Humanities Undergraduate Stage 1 Module Handbook

LW588	Public Law 1					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	50% Coursework, 50% Exam	Carr, H, Dr (LW)

Contact Hours

40 hours lectures; 20 hours seminars (approximately)

Method of Assessment

50% coursework (consisting of 1 group oral assessment worth 10%; 1 multiple choice worth 5%, 1 group written report worth 10%, 1 writing task worth 10%, 1 essay worth 15%) together with 1 written exam worth 50%.

Synopsis

This module has four main parts.

(i) An introduction to the English legal system and its constitutional significance.

(ii) Constitutionalism – the module looks at law and political theory to ask

i) What is a state?

ii) How does a state constitute itself?

iii) What is the relationship between the citizen and the state?

iv) What is the role of law?

v) What do constitutions tell us about political projects for reform?

(iii) Forms of government

i) Democracy

ii) Federalism

iii) Supra-national bodies

(iv) Constraining the power of the state

i) Human Rights

ii) Judicial Review

iii) Other mechanisms

Learning Outcomes

Summary Intended Learning Outcomes:

• Upon successful completion of this module, students will have knowledge of:

a) The principal features of the English legal system including its institutions, civil and criminal procedures and sources of law and its interface with the European legal system

b) Constitutional principles and their impact upon government

c) Some of the philosophical arguments that lie behind constitutional and human rights discourses

d) The organisation of states, including historical and comparative perspectives

e) The legal and conventional constraints on the exercise of government power

f) Human Rights protections

g) Judicial Review and other administrative law remedies

• And be able to

i) Identify the source of legal authority for government action

j) Identify institutional structures and their impact upon individual citizens

k) Read and evaluate legal and academic texts and cases and understand their relevance to the British Constitution and to the development of administrative law and human rights law

l) Conduct basic research by using legal databases and library sources

m) Construct an argument based on authoritative sources and convey it in both oral and written form, with appropriate and accurate use of language, referencing and citation.

n) Analyse case law, identify the key concepts, the interrelation between the facts and the legal arguments, and provide a coherent account of the judgement

o) Advance coherent legal and political arguments in both verbal and written form

p) Provide a sustained and properly researched analysis in essay form

q) Work collaboratively in groups to organise

i) A visit to a local court

ii) A group oral and written presentation

iii) Reading groups

Preliminary Reading

Held, D. - 'Models of Democracy', Polity Press, 2006

Partington, M. - 'Introduction to the English Legal System', Oxford University Press, 2008

2010-11 Humanities Undergraduate Stage 1 Module Handbook

39 School of Psychology

SP304		Introduction to Psychology I				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	90% Exam, 10% Coursework	Hamilton-West Dr K

Contact Hours

1 weekly two-hour lecture

Restrictions

This module is not available to students studying Psychology. It is intended as a 'wild' module for non-Psychology students

Method of Assessment

Coursework: Students are required to earn 24 Psychology Research Participation credits during the term. Examination: All students sit a multiple choice examination.

Synopsis

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. drug and alcohol addiction, learning styles, language, love, health and illness, prejudice, and helping).

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., Psychology (3rd European edition). Harlow: Pearson Education (2007).

SP305		Introduction to Psychology II				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	90% Exam, 10% Coursework	Stathi Dr S

Contact Hours

1 weekly two-hour lecture

Restrictions

This module is not available to students studying Psychology. It is intended as a 'wild' module for non-Psychology students

Method of Assessment

Coursework: Students are required to earn 24 Psychology Research Participation credits during the term. Examination: All students sit a multiple choice examination.

Synopsis

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. the evolution of mind, mental illness and treatment, self and personality, understanding emotions, identity development and crises, and use of language).

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., Psychology (3rd European edition). Harlow: Pearson Education (2007).

2010-11 Humanities Undergraduate Stage 1 Module Handbook

40 School of Social Policy, Sociology and Social Research

SA300 Social Problems and Social Policy I: Youth, The family and the State

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Mitton Dr L

Contact Hours

22 (1 hour lecture and 1 hour seminar weekly).

Method of Assessment

50% coursework (annotated bibliography [25%] and one essay [25%]) and 50% examination (summer term)

Synopsis

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 alcohol and drug (mis)use.

Learning Outcomes

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

Baldock J et al (eds.) (3rd edn. 2007) *Social Policy*. Oxford University Press

Barry M (ed) *Understanding Social Problems*. Blackwell

Furlong A and Cartmel F (2nd edn.) *Young People and Social Change*. Open University Press

May et al M (eds) (2001) *Understanding Social Problems*. Blackwell

SA301 Social Problems and Social Policy II: The Market, The Family and the State

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

Contact Hours

22 (1 hour lecture and 1 hour seminar weekly)

Method of Assessment

50% coursework (two 1,200-1,500 word essays) and 50% examination (summer term)

Synopsis

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 SSPSSR and for those taking Law and Welfare. It looks at policy responses to such issues as family life and the work-life balance, inequalities in health, poverty, homelessness and an ageing population.

Learning Outcomes

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

Baldock J, Manning N and Vickerstaff S (eds) (3rd edn. 2007) *Social Policy*, Open University Press

2010-11 Humanities Undergraduate Stage 1 Module Handbook

45 School of Anthropology and Conservation

SE301		Social Anthropology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	TBA - Anthropology

Contact Hours

36 lectures and 12 seminars

Synopsis

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 marriage, divorce and exchange). RELIGION, RITUAL AND BELIEF (including initiation, and witchcraft). POWER, POLITICS AND IDENTITY (including ethnicity, nationalism, multiculturalism, globalisation).

Learning Outcomes

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. "An Introduction to Social Anthropology. Other People's Worlds."

Monaghan, J. & Just, P. "Social and Cultural Anthropology: A Very Short Introduction"

SE302		Foundations of Human Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	von Cramon-Taubadel, Dr N

Contact Hours

33 lectures; 11 seminars; 1 fieldtrip

Synopsis

This module is an introduction Biological Anthropology and human prehistory. It provides an exciting introduction to humans as the product of evolutionary processes. We will explore primates and primate behaviour, human growth and development, elementary genetics, the evolution of our species, origins of agriculture and cities, perceptions of race, and current research into human reproduction and sexuality. This module is required for all BSc in Anthropology and BA in Social Anthropology students. The module is also suitable for students in other disciplines who want to understand human evolution, and the history and biology of our species. A background in science is not assumed or required, neither are there any preferred A-levels or other qualifications.

Learning Outcomes

Understood the basic principles of evolution.

Developed a good understanding of human prehistory and biology.

Reviewed evidence from palaeoanthropology, evolutionary biology, comparative primatology, and archaeology that leads to this understanding.

Discussed what it means to be human.

An understanding of the origins of human culture, art, and society.

An appreciation of humans as biological entities.

Preliminary Reading

Boyd & Silk "How Humans Evolved", W.W. Norton, 2006

Jones, et al "The Cambridge Encyclopedia of Human Evolution", Cambridge University Press

Stanford, et al "Biological Anthropology", Prentice Hall, 2009

Scarre, "The Human Past", Thames & Hudson, 2005

Dawkins, "The Blind Watchmaker", Penguin, 1984