

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

04 School of European Culture and Languages

CL311 Latin for Beginners						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Exam	Nifosi Ms A
1	Canterbury	Autumn and Spring	C	30 (15)	60% Exam, 40% Coursework	Nifosi Ms A
1	Canterbury	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	Nifosi Ms A
1	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Nifosi Ms A

Contact Hours

4 hours per week

Learning Outcomes

Students will be able to show a knowledge of basic Latin accidence and syntax

Students will be able to show a grasp of grammatical terms and inflection systems, and the underlying principles of the Latin language

Students will be able to show a command of Latin vocabulary (including nouns, pronouns, adjectives, verbs, adverbs, prepositions and conjunctions)

Students will be able to show a capacity for translating simple sentences (Latin-English and English-Latin) and be able to read short passages of Latin text

Students will be able to translate short passages from Classical authors, both prose and verse

Method of Assessment

40% coursework 60% exam

Preliminary Reading

Indicative Reading List -

F M WHEELLOCK - 'Wheelock's Latin', 7th ed., Harper Collins - please do NOT use an earlier edition

Synopsis *

The aim of the module is to give students a firm foundation in Classical Latin, both vocabulary and grammar (accidence and syntax), using a modern course devised precisely with that objective in mind.

The schedule will follow the structured approach of Wheelock's Latin, covering: verbs: all four conjugations, indicative (both active and passive), present infinitive and imperative active; nouns, all five declensions, singular and plural, pronouns, demonstratives, relatives; adjectives, prepositions, the uses of the cases, simple sentence construction.

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CL359		Beginner's Greek 1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Alwis Dr A

Contact Hours

4 hours per week

Learning Outcomes

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

- 11.1 Show a basic command of some Ancient Greek accidence and syntax,
- 11.2 Have a basic knowledge of some grammatical terms and underlying principles of Ancient Greek,
- 11.3 Demonstrate basic reading skills and strategies,
- 11.4 Have basic abilities to translate Greek-to-English and English-to-Greek sentences
- 11.5 Show basic abilities to identify and solve some problems with the appropriate tools in short translation passages in prose and verse from Ancient Greek authors.

Method of Assessment

100% coursework, which will include:

40% In Class Assessments (assessing outcomes 11.1-5, 12.1-5)

40% Preparation of Exercises, Translations and Quizzes (assessing outcomes 11.1-5, 12.1-6)

20% Seminar Participation (assessing outcomes 11.1-5, 12.1-4, 6)

Preliminary Reading

Joint Association of Classical Teachers. (2007) Reading Greek: Text and Vocabulary. 2nd edition. Cambridge University Press.

Joint Association of Classical Teachers. (2007) Reading Greek: Grammar and Exercises. 2nd edition. Cambridge University Press.

Progression

CL360

Synopsis *

This course is designed for students who have not been exposed to any other highly inflected language. It aims at teaching students to read and understand ancient Greek, by providing them with knowledge of ancient Greek grammar and syntax. Grammatical theory is taught as a tool for dealing with the texts, understanding and gradually translating them.

CL360		Beginner's Greek 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Alwis Dr A

Contact Hours

4 hours per week

Learning Outcomes

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

- 11.1 Show an elementary command of Ancient Greek accidence and syntax,
- 11.2 Have an elementary knowledge of grammatical terms and underlying principles of Ancient Greek,
- 11.3 Demonstrate reading skills and strategies,
- 11.4 Demonstrate an elementary ability to translate Greek-to-English and English-to-Greek sentences
- 11.5 Show elementary abilities to identify and solve some problems with the appropriate tools in short translation passages in prose and verse from Ancient Greek authors.

Method of Assessment

100% Coursework will include:

40% In Class Assessments (assessing outcomes 11.1-5, 12.1-5)

40% Preparation of Exercises, Translations and Quizzes (assessing outcomes 11.1-5, 12.1-6)

20% Seminar Participation (assessing outcomes 11.1-5, 12.1-4, 6)

Preliminary Reading

Joint Association of Classical Teachers. (2007) Reading Greek: Text and Vocabulary. 2nd edition. Cambridge University Press.

Joint Association of Classical Teachers. (2007) Reading Greek: Grammar and Exercises. 2nd edition. Cambridge University Press.

Pre-requisites

Students should have taken CL359:Beginner's Greek 1 or equivalent

Restrictions

Students should have taken CL359:Beginner's Greek 1 or equivalent

Synopsis *

This course is designed for students who have had some exposure to a highly inflected language. It aims at teaching students to read and understand ancient Greek, by providing them with knowledge of ancient Greek grammar and syntax. Grammatical theory is taught as a tool for dealing with the texts, understanding and gradually translating them. Students will gain sufficient understanding of Greek grammar and syntax to enable them to translate Greek prose and verse. In addition, the study of ancient Greek will enrich the students' vocabulary.

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CL504 Classical & Archaeological Studies Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Nifosi Ms A

Availability

This is a core module for all Single Honours Stage 3 students in Classical & Archaeological Studies and Ancient History

Contact Hours

The course will be taught by lectures, small-group seminars (for prose style), and one-to-one tutorials, normally in 1 hour sessions. Students will receive 7 hours of lectures, 2 hours of seminars, and 5 hours supervision by supervisors, commutable as time spent producing written comments on drafts. Students are expected to put in 286 hours of private study, making this 300 hours for a 30 credit module.

Learning Outcomes

This module addresses one of the fundamental aims of the programme, to familiarise students with the techniques of independent study and practice students methodological skills they have acquired/are acquiring in their other modules. However, there should not be a major overlap between the content of dissertations and assessments that students have produced for other modules.

Students who successfully complete this module will be able to:

SLO 1. Demonstrate that they can choose a topic appropriate to their skills and interests, and where possible will be able to demonstrate originality in theme or approach.

SLO 2. Demonstrate pursuit of guided research into their chosen topic in classical and archaeological studies.

SLO 3. Demonstrate that they have been introduced to management of and standards pertinent to research publication in classics and archaeology.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

The MLA Style Sheet (New York 1970).

MHRA style book, notes for authors, editors and writers of Dissertations (London 1978).

F.W. Jenkins, Classical Studies. A Guide to the Reference Literature, 2nd edition (London 2006).

See also the updated MHRA Style Guide (MHRA 2002) on the web at www.mhra.org.uk

Restrictions

Stage 3 only. Not available as a wild module. Not available if student is taking CL636.

Synopsis *

This module is intended to introduce undergraduate students to research. As such it provides an opportunity to work on a topic of their own choosing, in either archaeology, history or ancient literature. Originality and feasibility are important aspects of writing dissertations, and to avoid problems topics will be scrutinised and approved by CLAS before research can begin. Students can expect guidance from the module convenor and an academic supervisor throughout the process, varying from one-to-one tutorials to classes on how to edit your own prose. There will also be a meeting regarding the Dissertation at the end of the Spring term of the previous year to clarify arrangements and to outline what work is required on this module.

The programme document with regulations is sent to all students at the end of spring term of Stage 2. Students are invited to suggest titles for comment, for which tutors are allocated. They are advised to do preliminary reading over the summer based on generic advice of the module convenor. They then choose precise topics in consultation with the convenor and personal tutors at the start of the autumn term.

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CL513		Intermediate Latin				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	30 (15)	100% Exam	
2	Canterbury	Autumn and Spring	I	30 (15)	60% Exam, 40% Coursework	
2	Canterbury	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	

Contact Hours

3 hours per week

Learning Outcomes

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

1. show knowledge and critical understanding of Latin prose grammar and syntax.
2. apply the underlying principles of the Latin language to prose translation.
3. understand the limits of their knowledge of Latin prose literature and how this influences their interpretations.
4. apply their linguistic knowledge to the translation of unseen passages from Latin prose authors into fluent English using appropriate reference works and other translation tools.
5. read prepared passages from Latin prose texts and comment on thematic and stylistic points of interest.

Preliminary Reading

Set texts at the appropriate level will be prescribed.

Indicative Reading List -

Caesar (ed. E.C. Kennedy), *De Bello Civili III*, BCP, 2002

Nepos (ed. R. Roebuck), *Three Lives: Alcibiades, Dion and Atticus*, BCP, 1991

Pre-requisites

Beginners' Latin, or AS or A level Latin or an equivalent qualification

Synopsis *

Students will practice grammatical work to maintain their familiarity with Latin grammar and syntax, but the main emphasis of their studies will be on prepared and unseen translation. Students will follow a graded programme of Latin prose authors for prepared and unseen translation.

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CL517		Roman Britain				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	Baker Dr P (SECL)
1	Canterbury	Spring	H	30 (15)	80% Exam, 20% Coursework	Baker Dr P (SECL)

Availability

Also available at Level 5 under code CL648

Contact Hours

One two hour seminar per week for ten weeks and one two-hour class or lecture/seminar per week for ten weeks. (In one week a site/museum visit may be substituted)

Learning Outcomes

By the end of the module, students will have:

SSLO1 been provided with an overview of the history and archaeology of Britain in the later first century BC and first four centuries AD.

SSLO2 been introduced to an awareness of the comparative values of archaeological and documentary sources.

SSLO3 studied the questions involved in the intercultural relationships among the populations of an imperial system.

SSLO4 explored the development of Britain in the wider context of Roman history.

SSLO5 describe and assess the data for the transition of Britain from its latest prehistory to its history as a Roman province.

SSLO6 show an understanding of the uses of literary and archaeological evidence and the criteria for their evaluation in the investigation of a partly documented historical period.

SSLO7 discuss critically the issues involved in such a concept as Romanisation, using the evidence of archaeological and written sources.

SSLO8 - assess the history of Britain as a province in the context of Roman history and provincial administration

Method of Assessment

50% coursework 50% exam

Preliminary Reading

Indicative Reading List

Frere, SS Britannia, Routledge, 3rd ed., rev. 1987

Ireland, S Roman Britain, A Sourcebook, Croom Helm, 1997 edn

Millett, M The Romanization of Britain, CUP, 1990

Salway, P Roman Britain, OUP, 1981

Todd, M Roman Britain, Harvester Press, 1981

Mattingly, D An Imperial Possession: Britain in the Roman Empire 2006

R. Collingwood and J. Myres, Roman Britain and the English Settlements

R.M. Ogilvie and I.A. Richmond, Commentary on Tacitus' Agricola

D.J. Breeze and B. Dobson, Hadrian's Wall

G. MacDonald, The Roman Wall in Scotland

W. Hanson and G. Maxwell, Rome's North West Frontier

Caesar, Gallic War

Tacitus, Agricola

A. Birley, Septimius Severus

S. Johnson, The Roman Forts of the Saxon Shore

J. Wacher, Roman Britain

P.J. Casey (ed.) The End of Roman Britain

Simon James, The Celts

Synopsis */span>

The module will deal with the history of the province from the time of Caesar's invasion down to the final Roman withdrawal.

Attention will be paid to the military, social, economic and cultural aspects of the Roman conquest. The course is taught by an archaeologist and an historian.

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CL550		Intermediate Greek Language				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	
1	Canterbury	Autumn and Spring	I	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Autumn and Spring	I	30 (15)	70% Exam, 30% Coursework	
1	Canterbury	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	

Contact Hours

3 hours per week

Learning Outcomes

The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes

1. show knowledge and critical understanding of Ancient Greek prose grammar and syntax.
2. apply the underlying principles of the Ancient Greek language to prose translation.
3. understand the limits of their knowledge of Ancient Greek prose literature and how this influences their interpretations.
4. apply their linguistic knowledge to the translation of unseen passages from Ancient Greek prose authors into fluent English using appropriate reference works and other translation tools.
5. read prepared passages from Ancient Greek prose texts and comment on thematic and stylistic points of interest

Preliminary Reading

Indicative Reading List -

Lysias (ed. C. Carey), Selected Speeches, CUP, 1998.
Xenophon (ed. J. Antrich & S. Usher), Anabasis, BCP 1991.

Pre-requisites

Successful completion of CL310 Greek for Beginners, or a qualification of an equivalent level

Synopsis *

Students will practice grammatical work to maintain their familiarity with ancient Greek grammar and syntax, but the main emphasis of their studies will be on prepared and unseen translation. Students will follow a graded programme of ancient Greek authors for prepared and unseen translation.

This module is subject to change pending faculty approval

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CL573 Love and Sex in Roman Society						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	30 (15)	100% Coursework	Alwis Dr A
2	Canterbury	Autumn	H	30 (15)	50% Coursework, 50% Exam	Alwis Dr A

Availability

Also available under Level 6 under code CL667

Contact Hours

There will be three contact hours per week consisting of one lecture and a two-hour seminar for ten weeks.

Learning Outcomes

By the end of the module students should have:

- 11.1 acquired knowledge and critical understanding of the problems of viewing women through sources almost exclusively representing a male aristocratic perspective
- 11.2 obtained a conceptual understanding of the nature of the relationship between the sexes and of same-sex relationships where known, across changing patterns of Roman society
- 11.3 acquired knowledge of the large and varied cross-section of literature highlighting the role of women as sexual personae, as wives and mothers, lovers and prostitutes
- 11.4 demonstrated a systematic understanding of how this literature reflects the society within which it developed
- 11.5 displayed an understanding of the difference between public and private expression in literary convention

In addition, Level 6 students should have:

- 11.6 demonstrated a systematic understanding of the conflicts between theory and practice
- 11.7 displayed conceptual understanding of the nature of sexual prejudice in the regulation of ancient societies

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List

- R Ancona & E. Greene (eds), *Gendered Dynamics in Latin Love Poetry* (Baltimore, 2005)
- S. Bartsch, *The mirror of the self: sexuality, self-knowledge, and the gaze in the early Roman Empire* (Chicago, 2006)
- K. Hersch, *The Roman wedding: ritual and meaning in antiquity* (Cambridge, 2010)
- R. Kraemer, *Unreliable Witnesses: Religion, gender, and history in the Greco-Roman Mediterranean* (Oxford, 2011)

Synopsis *

This module reviews texts relating to sexual behaviour attitudes and relationships throughout Latin Literature, raising questions both about the perception of sexuality in antiquity and how perception was translated into social and political relationships. Because of the nature of its coverage it can be counted as either a literature or a social history course, and is intended as a wide ranging complement to both. The module relies on primary texts from a variety of literary genres, from Epic and poetry to private letters, legal texts and inscriptions.

CL586 Graeco-Roman Egypt						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

Also available under code CL650 (Level 5)

Contact Hours

2 hours per week

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Learning Outcomes

By the end of the module students will:

SLO1 be able to show knowledge in depth of a selected theme, region or period in the ancient world (Programme Outcome A.4);
SLO2 be able to show knowledge of the contacts (material, artistic, cultural) between the Classical World and Egypt during the Hellenistic and Roman periods (632BC-AD642) (P. Outcome A.1,2);
SLO3 be able to assess the uses of different sorts of evidence (literary, epigraphic, papyrological, archaeological) in the study of an ancient civilization, and to show familiarity with the different methodologies employed (P. Outcomes B.4, C.1, 2, 3);
SLO4 be able to assess and analyse the nature and extent of Greek and Roman influence on Egyptian civilization (e.g. in art and architecture, administration, cult, literacy, urbanism),
SLO5 have a critical perspective on the emergence and character of 'Coptic' religion and 'Coptic' culture, in relation to the current debate about the interaction between the Classical World and Egypt (P. Outcome A.1);
SLO6 have knowledge of an appropriate and diverse range of primary source materials and appropriate methods of interpretation (P. Outcome A.5), and will be able to analyse, evaluate and interpret them in an independent and critical manner (P. Outcome B.2; cf. C.1, 2, 3)

In addition, H level students will approach the material in this module at a higher level and in a more critical fashion than I level students. H level students will be expected to write and discuss whilst paying attention to articles, books and ideas, commensurate with advanced undergraduate study.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

J Baines & J Málek Atlas of Ancient Egypt, Oxford,
R.S.Bagnall Egypt in Late Antiquity, Princeton 1993
A.K.Bowman Egypt after the Pharaohs, 322BC-AD642, London, 1986
S.P.Ellis, Graeco-Roman Egypt, Shire 1993
P.Green Alexander to Actium, London 1990
G. Holbl, A History of the Ptolemaic Empire, London, 2001
N.Lewis The Greeks in Ptolemaic Egypt. Case studies in the social history of the Hellenistic world, Oxford 1986
B.Manley The Penguin Historical Atlas of Ancient Egypt, Harmondsworth 1996
I.Shaw, ed The Oxford History of Ancient Egypt, OUP 2000
I.Shaw & P.Nicholson, eds The British Museum Dictionary of Ancient Egypt, BMP 2002
S.Walker & M.L.Bierbrier, Ancient Faces: mummy portraits from Roman Egypt London BMP 1997
S.Walker & P.Higgs, eds, Cleopatra of Egypt: from history to myth, London, BMP 2001

A fuller list will be provided at the beginning of the course.

Synopsis *

This module is concerned with the impact of the Classical World on ancient Egypt between Alexander's invasion and the Arab conquest, and on the nature and permanence of the brilliant hybrid civilization which emerged under Greek and Roman rule. Alexander entered Egypt as a liberator, but he and his successors created a colonial regime with Greek as the ruling language and Greeks as the ruling elite under their own law. Mercenaries were settled on reclaimed land, Greek cities were founded, especially Alexandria, one of the glories of the ancient world. An elaborate system of economic regulation maximised production to support warfare, city-building and display. The temples became a department of state. New cults were created to unite the two peoples and strengthen the regime. Native Egyptians showed their resentment in disaffection and rebellion. Roman rule (after the spectacular end of the Ptolemaic dynasty) was if anything harsher and more remote, and the rise of the Copts is often interpreted as an anti-Roman, anti-Classical movement.

Yet it is a mistake to see the relationship as wholly negative. Art and architecture flourished – most temples surviving today are the work of the Ptolemies. In civil service, army, business the new regime offered avenues to advancement for native Egyptians. A genuinely bilingual upper class emerged, able to make significant contributions to Classical culture. The ancient religion retained its prestige and was adopted by many Greeks, spreading far outside Egypt. Coptic culture was as much Classical as Egyptian, and Greek language long survived the Arab conquest.

Sources for this vivid, complex and often neglected phase of Egyptian history are rich and varied: temples, tombs, remains of cities and villages, mummies, inscriptions, sculpture, coins, and an extraordinary range of papyrus documents, able to offer unique insights into an ancient civilization.

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CL587 History of the Roman Empire from Augustus to Domitian						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Laurence Prof R

Availability

Also available at Level 6 under code CL734

Contact Hours

This module will be taught by means of a one-hour seminar and a one-hour lecture per week for ten weeks

Learning Outcomes

On successfully completing the module Level 5 students will be able to:

- 8.1 Articulate the main events, issues and themes in the history of the Roman Empire from the commencement of the Principate of Augustus to the death of the Emperor Domitian in AD 96;
- 8.2 Demonstrate an understanding of the complex processes relating to administrative, constitutional, social, economic and religious change in the Roman Empire during this period;
- 8.3 Examine special features of the period such as the evolution of the imperial bureaucracy and the working of the mechanism of patronage, both in the centre and the provinces;
- 8.4 Demonstrate an understanding of the relevant different kinds of evidence (official, literary, visual and archaeological) and be able to show familiarity with the key documents, and have an understanding of the uses of the different categories of evidence in the investigation of historical problems;
- 8.5 Construct historical arguments, orally and in writing, which demonstrate analytical ability, independence of thought and knowledge of the ancient sources, literary and otherwise;
- 8.6 Demonstrate familiarity with the ancient sources, historical, literary and documentary, and will be introduced to the inscriptional evidence for imperial history.

Method of Assessment

100% coursework

Preliminary Reading

Indicative list, current at time of publication.

- Alston, R.A. (1998) *Aspects of Roman History AD 14-96*, Abingdon: Routledge
- Garnsey, P. & Saller, R. (2015) *The Roman Empire*, 2nd edition, London: Bloomsbury
- Lewis, N. & Reinhold, M. (1990) *Roman civilisation, a sourcebook, vol II: the Empire*, 3rd edition, New York: Harper & Row
- Millar, F. (1981) *The Roman Empire and its neighbours*, 2nd ed, London: Duckworth
- Potter, D.S. (2010) *A Companion to the Roman Empire*, Oxford: Blackwells
- Sherk R.L. (1988) *The Roman Empire: Augustus to Hadrian*, Cambridge: CUP
- Wells, C.M. (1992) *The Roman Empire*, 2nd edition, London: Fontana

Synopsis *

This module examines in detail the history of the Roman Empire from the commencement of the Principate of Augustus in 30 BC to the death of the Emperor Domitian in AD96, and provides both a survey of a major period of Roman imperial history and an opportunity to study in greater depth the administrative, social, economic and religious developments of this period. Students will read widely from the ancient sources, historical, literary and documentary, and will be introduced to the inscriptional evidence for imperial history. This module will concentrate on the main administrative, social, economic and religious developments throughout the period rather than on the details of political and military history.

Students will read widely in the major ancient sources, including Tacitus, Pliny and Suetonius, and will be introduced to the inscriptional and documentary evidence for imperial history.

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CL588 Heads, Heroes and Horses in Search of the Ancient Celts						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Willis Dr S

Availability

Also available at Level 5 under code CL651

Contact Hours

One Lecture per week over the term, one 2 hour seminar per week through term

Learning Outcomes

By the end of the module, students will have:

SSLO1 - examined the traditional concept of the pre/proto-historic Celts and aspects of the supporting literary, linguistic, and historical evidence and the principal archaeological data available for the study of the pre-Roman Iron Age primarily in west/central Europe;

SSLO2 - investigated the social, economic and cultural dynamics of west/central Europe in the first millennium BC, and the extent to which the timing, pace and direction of change were influenced by internal or external factors particularly in relation to interaction with the Classical World;

SSLO3 - explored how both historical and archaeological data can appropriately be used to further critical analysis of this period of antiquity;

SSLO4 - fostered skills of close observation of examples of material culture, understanding of site and settlement location and morphology, the interpretation of burial rites and traditions, and in the evaluation of historical writings

SSLO5 - developed writing skills in terms of clear concise description and commentary consequent on observation and analysis of material culture, geographic considerations and historical texts; demonstration of knowledge of relevant data and ideas, discussed critically in relation to the principal themes of the module.

SSLO6 - described the principal data for both the prehistoric Celts and the archaeology of the pre-Roman Iron Age in west/central Europe, and be able to comment critically on the reliability of the different sources which contribute to an understanding of the dynamics of life-styles, social structure and belief systems of this period;

SSLO7 - analysed contacts between the inhabitants of west/central Europe and the peoples of the Classical World in terms of how these influenced processes of social, economic and cultural change;

SSLO8 - used historical and archaeological data on a comparative basis to discuss critically the concept of the ancient Celts challenging assumptions or embedded hypotheses, whether popular or academic, with a critical and independent perspective founded on analysis of relevant data;

SSLO9 – gained familiarity and confidence in the planning, researching and delivering of presentations

Level 6 students will approach the material in this module at a higher level and in a more critical fashion than Level 5 students. Level 6 students will be expected to write and discuss whilst paying attention to articles, books and ideas, commensurate with advanced undergraduate study.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List

J-L Brunaux *The Celtic Gauls: Gods, Rites and Sanctuaries*, 1988

J Collis *The European Iron Age*, 1998

J. Collis *The Celts: Origins, Myths and Inventions*, 2003

J. Collis (ed) *Society and Settlement in Iron Age Europe*, 2001

B Cunliffe *The Ancient Celts*, 1997

M Green (ed) *The Celtic World*, 1995

S James *The Atlantic Celts: Ancient people or Modern Invention?* 1999

S Moscati (ed) *The Celts*, 1991 & 1999 editions

C Haselgrove & R Pope *The Earlier Iron Age in Britain and the Near Continent* 2007

Synopsis *

The module examines the Iron Age peoples of temperate Europe, their ways and means of living combining the archaeological, artefactual and historic sources of evidence. This was the era of the proto-historic Celts: farmers, crafts people and warriors. Peoples described as Celts sacked Rome in the early fourth century BC; they probably ravaged Delphi towards the mid third century BC; and from the later second century BC they were in conflict with the expanding Roman Empire, ultimately becoming the majority of its subjects in the West. The intent of this module is to search for the Iron Age Celts of Antiquity... but participants should not embark on the study with the certain expectation that they will be found! For long interpreted within a largely Classically-derived pan European model, the archaeological evidence is now increasingly discussed in ways which emphasize the diversity rather than the uniformity of life and culture across west/central Europe during the centuries in which the Classical World was in contact with those whom it identified as Celts. The module will critically evaluate the evidence for the pre/proto historic Celts derived from the Classical writers, the concept of a widespread European Celtic culture in antiquity, and the contrasting interpretations which can be generated by the archaeological evidence for the conventional pre Roman Iron Age in temperate Europe. The Iron Age of temperate Europe presents a rich array of burials, finely crafted metalwork, settlements, hillforts, ritual, religious manifestations, artefacts and environmental remains plus evidence of travel, trade, contact and warfare both within its realms and with the Mediterranean peoples: all these elements form curriculum subjects via study, characterization and contextualization.

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CL590 The Foundations of Britain: Archaeology of the first Millennium B.C.						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Availability

Also available under code CL666 (Level 5)

Contact Hours

3 hours per week

Learning Outcomes

By the end of the module, students will have:

SSLO1 - examined the archaeological data available for the study of Later Prehistory in Britain in its various forms, including site evidence and location, excavation data, survey data, artefacts, environmental remains, results of scientific analyses, coins, ancient literary sources, and so forth

SSLO2 - investigated the political, economic and cultural dynamics of the first millennium BC in Britain, and the extent to which the timing, pace and direction of change were influenced by internal (i.e. within Britain) initiatives and processes or external factors in Europe

SSLO3 - explored how both historical and archaeological data can appropriately be used to further critical analysis of this formative period of antiquity

SSLO4 - fostered skills in the close observation of examples of material culture, understanding of site and settlement location and morphology, map data, the interpretation of burial rites and traditions, and in the evaluation of historical writings, and in assessing the veracity of various sources of information

SSLO5 - used historical and archaeological data on a comparative basis to discuss critically the nature of later prehistoric societies in Britain evaluating and challenging evidence and assumptions or embedded hypotheses, with a critical and independent perspective founded on analysis of relevant data

SSLO6 - described the principal data types for the archaeology of the pre-Roman Iron Age, and be able to comment critically on the reliability of the different sources which contribute to an understanding of the formation of life-styles, 'identities', social structure and belief systems of this period

SSLO7 - analysed contacts between the inhabitants of the British Isles and the peoples of the 'Celtic' and Classical Worlds in terms of how these interactions influenced processes of political, economic and cultural change

SSLO8 - developed both research and writing skills leading to clear concise description and commentary

SSLO9: - demonstrated knowledge of key relevant data and ideas about this era of fundamental transition from prehistoric cultural forms to arguably a set of communities displaying marked aspects of modernity in the forms and organization, with an ability to critically discuss and contextualize the processes of change
SSL10 – gained familiarity and confidence in planning, researching and delivering presentations that weigh historical evidence types and differing interpretations in a discerning manner

Both Levels will have gained a deep and nuanced understanding of discrete archaeological methods and approaches in respect of a specific era and location and of the potentials and limitations of the data (in its various forms) to shed light on past human society and cultural expressions, typological characteristics, central tenets in site location, chronological trends, regional variations of expression and their meaning.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

T Champion and J Collis (eds) 1996. *The Iron Age in Britain and Ireland: Recent Trends*

B Cunliffe 2005 *Iron Age Communities in Britain*, (e-book available via The Templeman)

A Fitzpatrick and E Morris (eds) 1994. *The Iron Age in Wessex: Recent Work*

A Gwilt and C Haselgrove (eds) 1997. *Reconstructing Iron Age Societies*

C Haselgrove 1999. *Iron Age Societies in central Britain*, in B. Bevan, *Northern Exposure: Interpretative Devolution in the Iron Ages in Britain*

C Haselgrove 2001. *Iron Age Britain and its European setting*, in J. Collis, *Society and Settlement in Iron Age Europe*

C Haselgrove and T Moore (eds) 2007. *The Later Iron Age in Britain and Beyond*

C Haselgrove and R Pope (eds) 2007. *The Earlier Iron Age in Britain and the near Continent*

J Hill 1995. *The pre-Roman Iron Age in Britain and Ireland*, *Journal of World Prehistory*, 9/1

Synopsis >*

Across much of Britain by the Late Bronze Age (from c. 1000 BC) economic and social organisation was beginning to assume forms which provided the foundations for subsequent fundamental transformations seen through the First Millennium BC: in population, in agriculture, in technology, in land holding and power and cultural forms. The period saw the emergence of technologies, manufacturing and craft skills, social structures and belief systems, husbandry and movement of enduring influence. The unfolding of this formative period, with its efficiently managed landscape dotted with farmsteads and hillforts, lavish metalwork and occasionally exotic burials, and its fluctuating and enigmatic relationships with mainland Europe, is accessible mostly through archaeological study alone: and what a rich resource that has proved to be, especially through recent studies and techniques. Only at the very end does limited historical information become available when we are told of the presence of chariot borne warriors, kings, queens and Druids. The module spans the late Bronze and Iron Ages, presenting the often dramatic and striking archaeological and historical data within current interpretative frameworks. All parts of the British Isles come into focus. Settlements, burials, material culture, environmental remains and monuments are explored revealing a richly nuanced matrix of cultural evidence which inspires interrogation and interpretation.

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CL591	Barbarians in the West					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	30 (15)	100% Coursework	

Availability

Also available under code CL659 (Level 5)

Contact Hours

3 hours per week

Learning Outcomes

At the end of the module students will have:

SSLO1 been provided with a broad historical and archaeological framework from 400-600 A.D. (PLO A1)

SSLO2 been presented with the wide range of archaeological, art historical and historical evidence available for the period (PLOA2)

SSLO3 explored how both historical and archaeological data can most appropriately be used to further critical analysis in the context of current interpretations of the period (PLOA4; PLO B1-8; PLO C1-6)

SSLO4 examined social and cultural change 400-600 A.D., particularly the nature of late Antique culture and society, the nature of barbarian societies, and the impact of the barbarian migrations on the late antique world (PLOA3; PLO C1-6)

SSLO5 developed skills in concise and accurate description of material culture and its applications in archaeological investigation within an historical period. (PLO B1-4)

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

Brown, P. 1971 *The World of Late Antiquity*, Thames and Hudson, London

Webster, L. & Brown, M. eds. 1997 *The Transformation of the Roman World AD 400-900*, British Museum Press, London

Reece, R. 1999 *The Later Roman Empire: an archaeology AD 150-600* Tempus, Stroud

Randers-Pehrson, J. 1983 *Barbarians and Romans, the Birth struggle of Europe* University of Oklahoma Press, Norman

Randsborg, K. 1991 *The first millennium A.D. in Europe and the Mediterranean*, Cambridge University Press, Cambridge

Heather, P. 2005 *The Fall of the Roman Empire: A New History*. London, Macmillan.

Cameron, A., Ward-Perkins, B. & Whitby, M. (eds.) 2000 *The Cambridge Ancient History Vol. 14 : Late antiquity: empire and successors, A.D.425-600* (2nd Edition, CUP Cambridge.)

Ward-Perkins, B. 2005 *The Fall of Rome and the End of Civilization*. Oxford: Oxford University Press.

Restrictions

Please note - this module is directed at Part Time students and as such may have classes that run in the evenings.

Synopsis *

How did the Western Roman Empire undergo its transformation into the early medieval world? This course provides an overview of the period between 400 and 600 A.D., in particular, examining the collision between barbarian and Roman in late Antiquity and the development of the post-Roman and early medieval West, focusing on changes in culture and society through a critical evaluation of evidence from history, art, architecture and archaeology. There will be a focus on Italy, France and Britain which is intended to 1) provide a manageable and structured course at an appropriate level of detail, with the potential for some depth of analysis, and 2) concentrate on those geographical areas which mesh closely with the subject matter of other courses in Roman archaeology and late Antique and medieval history offered by colleagues in the Classical and Archaeological Studies and History departments.

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CL604 Roman and Medieval Artefacts						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Project	

Contact Hours

This module will be taught by means of 10 x 2 hour practical handling sessions and 10 x 1 hour seminars. Practical handling sessions will use resources at Canterbury Museum. Seminars will address wider approaches to the interpretation of artefacts, encouraging student participation and critical evaluation of various methodologies.

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 identify a range of the more common Roman and medieval artefacts and place them within the appropriate chronological period, thereby gaining an in-depth knowledge of the material culture of selected periods and familiarity with a wide range of primary source material.
- 8.2 demonstrate skills in archaeological recording methods, specifically archaeological description of artefacts including the recording of appropriate physical details.
- 8.3 show an understanding of a broad range of methods used for the study of artefacts, including theoretical approaches and quantitative and scientific studies, and to be able to take a critical approach to studies utilising these methods.
- 8.4 show familiarity with issues relating to the wider interpretation of artefacts, for instance presentation of artefacts in a heritage context.
- 8.5 demonstrate an ability to gather information, analyse selected source materials by applying appropriate principles and methods, and communicate interpretations in an appropriate academic manner.
- 8.6 work independently and carry out individual research using primary archaeological evidence.

Method of Assessment

This module is assessed by 20% in-class test, and 80% Coursework, consisting of:

- In-class test (20%) 2 hours in length
- Project (50%) 4,500 words
- Coursework assignment (30%) 2,000 words

Preliminary Reading

Indicative List:

- Allason-Jones, L. (ed.) (2011) *Roman artefacts in Britain: their purpose and use*, Cambridge University Press, Cambridge.
- Egan G. (1991) *Dress accessories c.1150-c.1450*, HMSO, London.
- Hingley, R. and Willis, S. (2007) *Roman Finds: Context and Theory: Proceedings of a Conference held at the University of Durham, July 2002*, Oxbow Books, Oxford.
- Mainman, A.J. and Rogers N.S.H. (2000) *Craft, Industry and everyday life: Finds from Anglo-Scandinavian York: Volume 17/14*. CBA, York.
- Orton, C. Tyers, P. & Vince, A. (1993) *Pottery in Archaeology*, Cambridge University Press, Cambridge.
- Reece, R. and James, S. (1986) *Identifying Roman Coins*, Spink, London.
- Webster, P. (1996) *Roman Samian Pottery in Britain: practical handbooks in archaeology no. 13*. CBA, York.
- Webster & Aldhouse-Green (eds). (2002) *Artefacts and Archaeology: aspects of the Celtic and Roman Worlds*. Univ. of Wales Press, Cardiff.

Synopsis *

Centred around weekly practical sessions with artefacts at the Canterbury Museum Education Resource Centre, this course provides an introduction to Roman and Medieval artefacts. Students will learn to identify and record Roman and Medieval material at first hand; including coins, pottery and metalwork, and the accompanying seminars will explore methods for the analysis and interpretation of artefacts and their contribution to Roman and Medieval studies. Topics will include the study of hoards, decorative style and meaning, the presentation of artefacts in museum displays, and the use of artefacts in the construction and communication of identity.

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CL607 Greek and Roman Medicine						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Availability

Also available under code CL663 (Level 5)

Contact Hours

3 hours per week

Learning Outcomes

SSLO 1 to demonstrate familiarity with Greek and Roman medical history from the period of the PreSocratic Philosophers to the Late Roman and Early Medieval Islamic tradition.

SSLO 2 to make critical archaeological, historical and anthropological interpretations of the literary, epigraphical and material remains relating to ancient medicine.

SSLO 3 to demonstrate an understanding of the importance of using interdisciplinary source material, such as historical textual sources and epigraphic remains when interpreting ancient medical ideas..

SSLO 4 to demonstrate an understanding of interactions between different groups of people living in the Graeco-Roman world.

SSLO 5 to demonstrate an understanding of the role philosophy played in the development of ancient medicine.

SSLO 6. to understand that there was no clear division between the 'disciplines' of philosophy, science, astronomy and medicine in the ancient world

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

Lloyd, G.E.R. (ed.) Hippocratic Writings. London: Penguin.

Soranus Gynecology. O. Temkin (Trans.) 1956. Baltimore: The Johns Hopkins University Press.

P. Baker 2004. Medical Care for the Roman Army on the Rhine, Danube and British Frontiers from the First through Third Centuries AD. British Archaeological Reports International Series 1286, Oxford: Hadrian Books.

Baker, P. 2004. 'Roman Medical Instruments: Archaeological Interpretations of their Possible 'Non-functional uses' Journal of the Social History of Medicine (2004) 17: 3-21.

Conrad, L. et. al. 1995. The Western Medical Tradition. Cambridge: Cambridge University Press.

Cruse, A. 2004. Roman Medicine. Stroud: Tempus.

Dean-Jones, L. Women's Bodies in Classical Greek Science. Oxford: Clarendon Press.

Flemming, R. 2000. Medicine and the Making of Roman Women. Oxford: Oxford University Press

Jackson, R. 1988. Doctors and Diseases in the Roman Empire. University of Oklahoma Press: Norman and London.

King, H. 1998. Hippocrates' Women: Reading the Female Body. London: Routledge.

King, H. 2003. Greek and Roman Medicine. London: Bristol Classics

Lloyd, G. E. R. 1983. Science, folklore and ideology. Cambridge: Cambridge University Press.

Nutton, V. 2004. Ancient Medicine. London: Routledge

Pormann, P. and Emilie Savage-Smith 2007. Medieval Islamic Medicine. Edinburgh: Edinburgh University Press

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

Synopsis *

When questioning people about their understandings of classical medicine two extreme responses are usually given, the first that there was no medicine, or a very crude and ritualistic form of healing and the second response being that it was entirely rational with no religious influences. Yet, both responses demonstrate a narrow understanding of the subject. Classical medicine was a complex mixture of what we would consider 'rational' and 'irrational' ideas and practices for the causes and cures of disease and illness. In this module students will use the various sources of evidence that survive in the literary, archaeological and epigraphic record to learn about the subject. An historical approach will be used starting with and examination of the pre-Socratic philosophers' and Hippocratic writers' ideas about the body and medicine, moving into the Hellenistic period examining the dissections and vivisections of Herophilus and Erasistratus. The archaeological material from Greek healing sanctuaries will add to the understanding of Greek medicine. From here, the study will move into the Roman period. Questions will be addressed about the influence of Greek medicine on Roman medicine and the archaeological remains of instruments and buildings associated with healing, such as baths, sanctuaries and possible hospitals will be examined as part of this enquiry. For the Roman period the works of Celsus and Pliny the Elder will be read for the first century AD and the module will culminate with a study of the second century writer Galen. Throughout the class students will examine ideas about rationality and medical influences from one society to another. Overall the student will come away with a strong understanding of the many issues of classical medicine.

This module is subject to change pending faculty approval

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CL608		Greek Art and Architecture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	
1	Canterbury	Spring	I	30 (15)	100% Coursework	Boutsikas Dr E

Contact Hours

There will be three contact hours a week, consisting of a two-hour lecture period and a one-hour seminar for 10 weeks

Learning Outcomes

Upon completion of this module, students will be able to:

- 11.1 demonstrate familiarity with the changes in Greek Art and architecture from the Bronze Age to the fourth century.
- 11.2 make critical archaeological interpretations of the material remains.
- 11.3 demonstrate an understanding of the importance of using interdisciplinary source material, such as historical sources and epigraphic remains.
- 11.4 demonstrate a knowledge of the different artists and architects of the periods studied.
- 11.5 demonstrate a knowledge of how art and structures were perceived in the Greek world.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List

S ALCOCK & R OSBORNE (eds.) - 'Classical Archaeology', Blackwell Press, 2007

J J BOARDMAN - 'Greek Art', Thames and Hudson, 1996

J G PEDLEY - 'Greek Art and Archaeology', University of Michigan Press, 2011

J WHITLEY - 'Archaeology of Ancient Greece', CUP, 2001

LAWRENCE AND TOMLINSON Greek Architecture, 1996

POLLITT The art of ancient Greece: sources and documents, 1990

Synopsis *

This module is designed to give students a thorough introduction to a well-studied aspect of Greek archaeology, that of its Art and Architecture. The class will begin with examinations into the Greek Bronze Age by looking at Minoan and Mycenaean archaeology, followed by the art and architecture of the Iron Age. It will then focus on the archaeology of the Archaic, Classical (early to late) and culminate with the Hellenistic periods. The main areas of Greek occupation will be studied: mainland Greece, the Greek Islands, Asia Minor, Southern Italy and Sicily, with concentration on major sites such as the Athenian Acropolis and Agora, Corinth, Ephesus and Syracuse.. Religion is important for an understanding of the Greek world, so sanctuaries such as the sites of Delphi and Olympia will be explored and juxtaposed with smaller ones like Brauron and Sounion. Throughout the class, the styles, development and changes to the art and architecture will be studied, but also questions will be raised about the cultural view of the remains This is important for understanding the role the sites and artistic work played in Greek societies. Moreover, the historical events of specific periods will be explored to see what significance and influence they played on artistic and architectural styles, as well as patronage. The class will, therefore, supply students with a thorough grounding in the multiple issues raised by the study of Greek art and architecture.

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CL609 Roman Art and Architecture						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Swift Dr E

Contact Hours

There will be 3 hours of teaching per week in lectures and seminars

Learning Outcomes

SSLO1 be able to i) demonstrate familiarity with changes in Roman Art & Architecture from the late Republic to the late Roman period and how historical events affected these changes and ii) show a knowledge of how art and buildings were perceived in the Roman world

SSLO2 be able to make critical archaeological and art-historical interpretations of the material remains (PLOC1, critically evaluate a variety of sources)

SSLO3 be able to demonstrate an understanding of the importance of using interdisciplinary source material, such as historical textual sources and epigraphic remains

SSLO4 be able to demonstrate a knowledge of the methods of dating remains through their styles

Method of Assessment

100% coursework

Preliminary Reading

14. Indicative Reading List

Henig, M. 1983 A handbook of Roman art: a survey of visual arts in the Roman world.

Oxford: Phaidon.

Walker, S. 1991 Roman art. London: British Museum Press.

Ramage, N. and M. Ramage 1995 Roman art. London: Laurence King.

Elsner, J. 1998. Imperial Rome and Christian triumph: the art of the Roman Empire. Oxford: Oxford University Press.

Stewart, P. 2004. Roman Art Oxford: Oxford University Press.

Wilson Jones, M. 2000 Principles of Roman Architecture, New Haven/London: Yale University Press.

Synopsis *

The course provides an introduction to the study of Roman art and architecture, including the close interpretation of works of art and buildings, and an investigation of the role of art and architecture within the wider Roman world. The main areas of focus will be the city of Rome, sites in Italy, and provincial Roman sites and material. Aspects to be examined include context, dating, technique, style & subject matter, and ideology including the role played by art in Roman society. Arranged broadly in chronological order, from the Republican to the late Roman period, the course gives an overview of the varied media and techniques used in Roman art and architecture and the changes in art style that occurred through the Roman period.

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CL627 Advanced Ancient Greek Language						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Autumn and Spring	H	30 (15)	60% Coursework, 40% Exam	

Contact Hours

3 hours per week

Learning Outcomes

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

1. show a knowledge of advanced grammar and syntax for reading ancient Greek prose.
2. show a systematic knowledge of grammatical terms and inflection systems for reading ancient Greek prose.
3. translate unadapted unseen passages from ancient Greek prose authors into fluent English using appropriate reference works and other translation tools.
4. read prepared passages from ancient Greek prose texts and comment on thematic and stylistic points of interest.

Preliminary Reading

Indicative Reading List -

Antrich, J and Usher, S (eds.) 1978. Xenophon, The Persian Expedition. London; Bristol Classical Press

Goodwin, W. 2002. Greek Grammar. London: Bristol Classical Press

Horrocks, G. 2014. Greek; A History of the Language and its Speakers. Chichester: Blackwell

Pre-requisites

Successful completion of CL550, or AS or A Level Latin or an equivalent qualification

Synopsis *

Students will practice grammatical work to maintain their familiarity with Ancient Greek grammar and syntax, but the main emphasis of their studies will be on prepared and unseen translation. Students will follow a graded programme of suitable Ancient Greek prose authors.

CL636 Archaeological Project						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Willis Dr S

Contact Hours

This module will be taught by means of four one-hour seminars, and four one-hour individual supervision meetings over twenty weeks.

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 demonstrate in-depth knowledge of methods relevant to the collection and analysis of archaeological data (including the use of online databases as appropriate);
- 8.2 demonstrate a critical awareness of the issues, theories and debates relevant to theme of the chosen project;
- 8.3 demonstrate familiarity with at least one category of primary archaeological data.

Method of Assessment

100% coursework

Preliminary Reading

N/A – individual project on primary archaeological data

Restrictions

Stage 3 only. Not available as a wild module. Not available if student is taking CL504.

Synopsis *

The module is based on individual scholarship and research supplemented by group guidance seminars and one-to-one supervisions.

The project will be chosen by the student with the advice of the tutor. In terms of the primary data it could involve investigation of antiquarian literature; archive documentation including cartographic sources; Sites and Monuments Records; museum collections; observation of monuments in the field; or participation in approved field work or excavation. Engagement with some types of primary data may be recorded in the form of a log which can appropriately be included as a component of the final report on the project. Choice of project will be informed by personal interests, the fulfilment of the aims of the module, the availability of expert supervision, and the accessibility of data. Typically the project may have a local or regional focus.

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CL639 Constantinople and the late Antique City						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	30 (15)	100% Coursework	

Availability

Also available under code CL665 (Level 5)

Contact Hours

3 hours per week

Learning Outcomes

Students who successfully complete this module will be able to:

11.1 Distinguish different forms of urbanism, both between different periods and between different regions (PLOs A1, A3), especially

- i. Early Roman Cities (1st to 3rd c. A.D.)
- ii. Late Antique Cities and Fortress Cities (4th-6th c. A.D.)
- iii. Early Medieval Central Places (5th-7th c. A.D.)
- iv. Early Islamic Central Places (7th-8th c. A.D.)

11.2 Distinguish between different types of city within the same settlement network, and understand the relationship of cities to the surrounding countryside (PLOs A1, A3).

11.3 Understand problems of interpreting fragmentary and problematic sources for urban life in this period (PLO A4, C1, C4).

11.4 Relate changes in settlement morphology, building types and occupation to contemporary societal processes (PLOs A1, A3).

In addition, H level students will approach the material in this module at a higher level and in a more critical fashion than I level students. H level students will be expected to write and discuss whilst paying attention to articles, books and ideas, commensurate with advanced undergraduate study.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

Christie N. and Loseby S.T. (1996) edd. *Towns in Transition: Urban Evolution in Late Antiquity and the Early Middle Ages* (Aldershot 1996).

Liebeschuetz J. H. W. G. (2001) *The Decline and Fall of the Roman City* (Oxford 2001).

Saradi H. G. (2006) *The Byzantine City in the Sixth Century. Literary Images and Historical Reality* (Athens 2006).

Rich J. (1992) ed. *The City in Late Antiquity* (London 1992).

Also recommended:

Mango C. (1985) *Byzantine Architecture* (London 1985).

Lavan L. (2001) ed. *Recent Research in Late Antique Urbanism* (Portsmouth, Rhode Island 2001).

Synopsis *

This course will survey the evolution of the Mediterranean city from AD 300 to 650, the urban crisis which followed, and the direction which urban life took thereafter. City life in this period was until recently poorly understood, hindered by the prejudices of classical archaeologists, who removed late levels without record, and the selective interests of Christian archaeologists who concentrated on churches. Now new archaeological fieldwork has revealed much greater complexity, from urban collapse in the West to the flourishing cities of the 6th c. East, which provided a foundation for much of Early Islamic urbanism. Although north-west Europe is included, the main focus is the Mediterranean, where urban life was strongest, throughout the period. Lectures will explore both thematic and regional syntheses, with a major distinction drawn, not between a Greek East and a Latin West, but between a Mediterranean core and a northern periphery. An attempt will be made to link changes in the physical appearance of cities to wider events and processes: whether military, political, religious or economic in character. Seminars will explore aspects of the rich source material available, whether drawn from architectural remains, stratigraphic archaeology, epigraphy, or selected written sources of the period.

This module is subject to change pending faculty approval

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CL641		Virgil's Aeneid				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	30 (15)	100% Coursework	Lowé Dr D (SECL)

Availability

Also available at Level 5 under code CL739

Contact Hours

This module will be taught by means of a one-hour lecture and a two-hour seminar for ten weeks

Learning Outcomes

On successfully completing the module Level 6 students will be able to:

- 8.5 articulate detailed and nuanced responses to key questions about the nature and value of ancient epic;
- 8.6 develop deep understanding of the importance and implications of ancient epic within its historical context;
- 8.7 devise sustained, critical and evaluative arguments related to the variety of voices and themes contained within the epic;
- 8.8 engage reflectively with current research related to primary and secondary sources.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative list, current at time of publication.

- Cairns, F., (1990) *Virgil's Augustan Epic* (Cambridge: Cambridge University Press)
- Camps, W.A., (1969) *Introduction to Virgil's Aeneid* (Oxford: Oxford University Press)
- Harrison, S., (ed.), (1990) *Oxford Readings in Vergil's Aeneid* (Oxford: Clarendon Press)
- Johnson, W.R., (1976) *Darkness Visible: A Study of Vergil's Aeneid* (Berkeley: University of California)
- Virgil, (2003) *The Aeneid*, tr. D. West (London: Penguin).
- Zanker, P., (1988) *The Power of Images in the Age of Augustus* (Ann Arbor: University of Michigan Press)

Synopsis *

Virgil composed the Aeneid in order to provide Rome with an epic equal to any that Homer produced. Commonly regarded as one the greatest epics of the ancient world, the Aeneid is the story of the foundation of Rome; a tale of exile, war, passionate love and the deepest humanity. We will analyse, comment on and explore the epic, book by book. This will be intertwined with a thematic approach, investigating issues concerning the gods, fate, morality, art and gender.

CL647		Advanced Latin				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Autumn and Spring	H	30 (15)	80% Exam, 20% Coursework	

Contact Hours

3 hours per week

Learning Outcomes

Students will be able to:

- SLO1 show a knowledge of advanced Latin grammar and syntax.
- SLO2 show a systematic knowledge of Latin grammatical terms and inflection systems.
- SLO3 show an advanced knowledge of Latin vocabulary.
- SLO4 translate unadapted unseen passages from classical Latin authors, both prose and verse, into fluent English using appropriate reference works and other translation tools.
- SLO5 read prepared passages from Latin texts and comment on thematic and stylistic points of interest.

Preliminary Reading

Indicative Reading List -

- Cicero (ed. J.T. Ramsey), *Philippics I-II*, CUP, 2003
- Ovid (ed. E. Fantham), *Fasti: Book IV*, CUP, 1998

Pre-requisites

Successful completion of CL513, or AS or A Level Latin or an equivalent qualification

Synopsis *

Students will practice grammatical work to maintain their familiarity with Latin grammar and syntax, but the main emphasis of their studies will be on prepared and unseen translation. Students will follow a graded programme of basic Latin unseen translation and of suitable Latin prose and verse authors for prepared translation.

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CL648		Roman Britain				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	Baker Dr P (SECL)

Availability

Also available at Level 6 under code CL517

Contact Hours

One two hour seminar per week for ten weeks and one two-hour class or lecture/seminar per week for ten weeks. (In one week a site/museum visit may be substituted)

Learning Outcomes

By the end of the module, students will have:

SSLO1 been provided with an overview of the history and archaeology of Britain in the later first century BC and first four centuries AD.

SSLO2 been introduced to an awareness of the comparative values of archaeological and documentary sources.

SSLO3 studied the questions involved in the intercultural relationships among the populations of an imperial system.

SSLO4 explored the development of Britain in the wider context of Roman history.

SSLO5 describe and assess the data for the transition of Britain from its latest prehistory to its history as a Roman province.

SSLO6 show an understanding of the uses of literary and archaeological evidence and the criteria for their evaluation in the investigation of a partly documented historical period.

SSLO7 discuss critically the issues involved in such a concept as Romanisation, using the evidence of archaeological and written sources.

SSLO8 - assess the history of Britain as a province in the context of Roman history and provincial administration

Method of Assessment

50% coursework 50% exam

Preliminary Reading

Indicative Reading List

Frere, SS *Britannia*, Routledge, 3rd ed., rev. 1987

Ireland, S *Roman Britain, A Sourcebook*, Croom Helm, 1997 edn

Millett, M *The Romanization of Britain*, CUP, 1990

Salway, P *Roman Britain*, OUP, 1981

Todd, M *Roman Britain*, Harvester Press, 1981

Mattingly, D *An Imperial Possession: Britain in the Roman Empire 2006*

R. Collingwood and J. Myres, *Roman Britain and the English Settlements*

R.M. Ogilvie and I.A. Richmond, *Commentary on Tacitus' Agricola*

D.J. Breeze and B. Dobson, *Hadrian's Wall*

G. MacDonald, *The Roman Wall in Scotland*

W. Hanson and G. Maxwell, *Rome's North West Frontier*

Caesar, *Galic War*

Tacitus, *Agricola*

A. Birley, *Septimius Severus*

S. Johnson, *The Roman Forts of the Saxon Shore*

J. Wachter, *Roman Britain*

P.J. Casey (ed.) *The End of Roman Britain*

Simon James, *The Celts*

Synopsis *

The module will deal with the history of the province from the time of Caesar's invasion down to the final Roman withdrawal. Attention will be paid to the military, social, economic and cultural aspects of the Roman conquest. The course is taught by an archaeologist and an historian.

CL650		Graeco-Roman Egypt				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	

Availability

Also available under code CL586 (Level 6)

Contact Hours

2 hours per week

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Learning Outcomes

By the end of the module students will:

SLO1 be able to show knowledge in depth of a selected theme, region or period in the ancient world (Programme Outcome A.4);
SLO2 be able to show knowledge of the contacts (material, artistic, cultural) between the Classical World and Egypt during the Hellenistic and Roman periods (632BC-AD642) (P. Outcome A.1,2);
SLO3 be able to assess the uses of different sorts of evidence (literary, epigraphic, papyrological, archaeological) in the study of an ancient civilization, and to show familiarity with the different methodologies employed (P. Outcomes B.4, C.1, 2, 3);
SLO4 be able to assess and analyse the nature and extent of Greek and Roman influence on Egyptian civilization (e.g. in art and architecture, administration, cult, literacy, urbanism),
SLO5 have a critical perspective on the emergence and character of 'Coptic' religion and 'Coptic' culture, in relation to the current debate about the interaction between the Classical World and Egypt (P. Outcome A.1);
SLO6 have knowledge of an appropriate and diverse range of primary source materials and appropriate methods of interpretation (P. Outcome A.5), and will be able to analyse, evaluate and interpret them in an independent and critical manner (P. Outcome B.2; cf. C.1, 2, 3)

In addition, H level students will approach the material in this module at a higher level and in a more critical fashion than I level students. H level students will be expected to write and discuss whilst paying attention to articles, books and ideas, commensurate with advanced undergraduate study.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

J Baines & J Málek Atlas of Ancient Egypt, Oxford,
R.S.Bagnall Egypt in Late Antiquity, Princeton 1993
A.K.Bowman Egypt after the Pharaohs, 322BC-AD642, London, 1986
S.P.Ellis, Graeco-Roman Egypt, Shire 1993
P.Green Alexander to Actium, London 1990
G. Holbl, A History of the Ptolemaic Empire, London, 2001
N.Lewis The Greeks in Ptolemaic Egypt. Case studies in the social history of the Hellenistic world, Oxford 1986
B.Manley The Penguin Historical Atlas of Ancient Egypt, Harmondsworth 1996
I.Shaw, ed The Oxford History of Ancient Egypt, OUP 2000
I.Shaw & P.Nicholson, eds The British Museum Dictionary of Ancient Egypt, BMP 2002
S.Walker & M.L.Bierbrier, Ancient Faces: mummy portraits from Roman Egypt London BMP 1997
S.Walker & P.Higgs, eds, Cleopatra of Egypt: from history to myth, London, BMP 2001

A fuller list will be provided at the beginning of the course.

Synopsis *

This module is concerned with the impact of the Classical World on ancient Egypt between Alexander's invasion and the Arab conquest, and on the nature and permanence of the brilliant hybrid civilization which emerged under Greek and Roman rule. Alexander entered Egypt as a liberator, but he and his successors created a colonial regime with Greek as the ruling language and Greeks as the ruling elite under their own law. Mercenaries were settled on reclaimed land, Greek cities were founded, especially Alexandria, one of the glories of the ancient world. An elaborate system of economic regulation maximised production to support warfare, city-building and display. The temples became a department of state. New cults were created to unite the two peoples and strengthen the regime. Native Egyptians showed their resentment in disaffection and rebellion. Roman rule (after the spectacular end of the Ptolemaic dynasty) was if anything harsher and more remote, and the rise of the Copts is often interpreted as an anti-Roman, anti-Classical movement.

Yet it is a mistake to see the relationship as wholly negative. Art and architecture flourished – most temples surviving today are the work of the Ptolemies. In civil service, army, business the new regime offered avenues to advancement for native Egyptians. A genuinely bilingual upper class emerged, able to make significant contributions to Classical culture. The ancient religion retained its prestige and was adopted by many Greeks, spreading far outside Egypt. Coptic culture was as much Classical as Egyptian, and Greek language long survived the Arab conquest.

Sources for this vivid, complex and often neglected phase of Egyptian history are rich and varied: temples, tombs, remains of cities and villages, mummies, inscriptions, sculpture, coins, and an extraordinary range of papyrus documents, able to offer unique insights into an ancient civilization.

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CL651 Heads, Heroes and Horses: in search of the Ancient Celts						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Willis Dr S

Availability

Also available at Level 6 under code CL588

Contact Hours

One Lecture per week over the term, one 2 hour seminar per week through term

Learning Outcomes

By the end of the module, students will have:

SSLO1 - examined the traditional concept of the pre/proto-historic Celts and aspects of the supporting literary, linguistic, and historical evidence and the principal archaeological data available for the study of the pre-Roman Iron Age primarily in west/central Europe;

SSLO2 - investigated the social, economic and cultural dynamics of west/central Europe in the first millennium BC, and the extent to which the timing, pace and direction of change were influenced by internal or external factors particularly in relation to interaction with the Classical World;

SSLO3 - explored how both historical and archaeological data can appropriately be used to further critical analysis of this period of antiquity;

SSLO4 - fostered skills of close observation of examples of material culture, understanding of site and settlement location and morphology, the interpretation of burial rites and traditions, and in the evaluation of historical writings

SSLO5 - developed writing skills in terms of clear concise description and commentary consequent on observation and analysis of material culture, geographic considerations and historical texts; demonstration of knowledge of relevant data and ideas, discussed critically in relation to the principal themes of the module.

SSLO6 - described the principal data for both the prehistoric Celts and the archaeology of the pre-Roman Iron Age in west/central Europe, and be able to comment critically on the reliability of the different sources which contribute to an understanding of the dynamics of life-styles, social structure and belief systems of this period;

SSLO7 - analysed contacts between the inhabitants of west/central Europe and the peoples of the Classical World in terms of how these influenced processes of social, economic and cultural change;

SSLO8 - used historical and archaeological data on a comparative basis to discuss critically the concept of the ancient Celts challenging assumptions or embedded hypotheses, whether popular or academic, with a critical and independent perspective founded on analysis of relevant data;

SSLO9 – gained familiarity and confidence in the planning, researching and delivering of presentations

Level 6 students will approach the material in this module at a higher level and in a more critical fashion than Level 5 students. Level 6 students will be expected to write and discuss whilst paying attention to articles, books and ideas, commensurate with advanced undergraduate study.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List

J-L Brunaux *The Celtic Gauls: Gods, Rites and Sanctuaries*, 1988

J Collis *The European Iron Age*, 1998

J. Collis *The Celts: Origins, Myths and Inventions*, 2003

J. Collis (ed) *Society and Settlement in Iron Age Europe*, 2001

B Cunliffe *The Ancient Celts*, 1997

M Green (ed) *The Celtic World*, 1995

S James *The Atlantic Celts: Ancient people or Modern Invention?* 1999

S Moscati (ed) *The Celts*, 1991 & 1999 editions

C Haselgrove & R Pope *The Earlier Iron Age in Britain and the Near Continent* 2007

Synopsis *

The module examines the Iron Age peoples of temperate Europe, their ways and means of living combining the archaeological, artefactual and historic sources of evidence. This was the era of the proto-historic Celts: farmers, crafts people and warriors. Peoples described as Celts sacked Rome in the early fourth century BC; they probably ravaged Delphi towards the mid third century BC; and from the later second century BC they were in conflict with the expanding Roman Empire, ultimately becoming the majority of its subjects in the West. The intent of this module is to search for the Iron Age Celts of Antiquity... but participants should not embark on the study with the certain expectation that they will be found! For long interpreted within a largely Classically-derived pan European model, the archaeological evidence is now increasingly discussed in ways which emphasize the diversity rather than the uniformity of life and culture across west/central Europe during the centuries in which the Classical World was in contact with those whom it identified as Celts. The module will critically evaluate the evidence for the pre/proto historic Celts derived from the Classical writers, the concept of a widespread European Celtic culture in antiquity, and the contrasting interpretations which can be generated by the archaeological evidence for the conventional pre Roman Iron Age in temperate Europe. The Iron Age of temperate Europe presents a rich array of burials, finely crafted metalwork, settlements, hillforts, ritual, religious manifestations, artefacts and environmental remains plus evidence of travel, trade, contact and warfare both within its realms and with the Mediterranean peoples: all these elements form curriculum subjects via study, characterization and contextualization.

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CL652 Gods, Heroes and Mystery Cults: Religion in Ancient Greece						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Boutsikas Dr E
1	Canterbury	Autumn	I	30 (15)	50% Coursework, 50% Exam	Boutsikas Dr E

Contact Hours

3 hours per week

Learning Outcomes

After successful completion of this module, students will:

11.1 Be able to demonstrate a broad knowledge of the archaeology and the historical sources on ancient Greek cults from the 10th–2nd centuries BC.

11.2 Have a thorough understanding of the development of Greek religious architecture in relation to the needs of religious rites and cult practices.

11.3 Have experience in assessing the strengths and weaknesses of the archaeological evidence and historical sources dealing with religious practice and cult for the periods covered.

11.4 Have developed independent learning skills and will be able to discuss with confidence aspects of ancient Greek religion, beliefs of the cosmos and the divine.

11.5 Identify artistic representations of the major gods, goddesses, and heroes of ancient Greece, their spheres of influence, character, relationships, exploits, and worship.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

Alcock, S. and Osborne, R. (eds) (1999) *Placing the Gods. Sanctuaries and Sacred Space in Ancient Greece*. Oxford: Clarendon Press

Antonaccio, C.M. (1995) *An Archaeology of Ancestors: Tomb, Cult and Hero Cult in Early Greece*. Lanham: Rowman and Littlefield Publishers

Burkert, W. (1983) *Homo Necans. The Anthropology of Ancient Greek Sacrificial Ritual and Myth*. Berkeley: University of California Press

Burkert, W. (1985) *Greek Religion. Archaic and Classical*. Oxford: Blackwell/Cambridge, MA: Harvard University Press

Cole, S.G. (2004) *Landscapes, Gender and Ritual Space. The Ancient Greek Experience*. Berkeley and Los Angeles: University of California Press

Easterling, P.E. and Muir, J.V. (1985) *Greek Religion and Society*. Cambridge: Cambridge University Press

Synopsis *

This module is an introduction to ancient Greek religion and Mystery cults. The module will offer an introduction to the major gods and goddesses of ancient Greece, spheres of influence, character, relationships, exploits, and worship. It is concerned with the analysis of religious festivals, cults, beliefs, and the development of religious architecture. The module will additionally briefly contrast Greek religion to Christianity, as an example of investigating how Greek religion differs from, and resembles, modern religions. The materials of the course are drawn from the ancient Greeks themselves from archaeology, Greek poets, artists, playwrights, mythographers, and philosophers from the 10th–2nd centuries BC.

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CL659 Barbarians in the West						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	30 (15)	100% Coursework	

Availability

Also available under code CL591 (Level 6)

Contact Hours

3 hours per week

Learning Outcomes

At the end of the module students will have:

SSLO1 been provided with a broad historical and archaeological framework from 400-600 A.D. (PLO A1)

SSLO2 been presented with the wide range of archaeological, art historical and historical evidence available for the period (PLOA2)

SSLO3 explored how both historical and archaeological data can most appropriately be used to further critical analysis in the context of current interpretations of the period (PLOA4; PLO B1-8; PLO C1-6)

SSLO4 examined social and cultural change 400-600 A.D., particularly the nature of late Antique culture and society, the nature of barbarian societies, and the impact of the barbarian migrations on the late antique world (PLOA3; PLO C1-6)

SSLO5 developed skills in concise and accurate description of material culture and its applications in archaeological investigation within an historical period. (PLO B1-4)

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

Brown, P. 1971 *The World of Late Antiquity*, Thames and Hudson, London

Webster, L. & Brown, M. eds. 1997 *The Transformation of the Roman World AD 400-900*, British Museum Press, London

Reece, R. 1999 *The Later Roman Empire: an archaeology AD 150-600* Tempus, Stroud

Randers-Pehrson, J. 1983 *Barbarians and Romans, the Birth struggle of Europe* University of Oklahoma Press, Norman

Randsborg, K. 1991 *The first millennium A.D. in Europe and the Mediterranean*, Cambridge University Press, Cambridge

Heather, P. 2005 *The Fall of the Roman Empire: A New History*. London, Macmillan.

Cameron, A., Ward-Perkins, B. & Whitby, M. (eds.) 2000 *The Cambridge Ancient History Vol. 14 : Late antiquity: empire and successors, A.D.425-600* (2nd Edition, CUP Cambridge.)

Ward-Perkins, B. 2005 *The Fall of Rome and the End of Civilization*. Oxford: Oxford University Press.

Restrictions

Please note - this module is directed at Part Time students and as such may have classes that run in the evenings.

Synopsis *

How did the Western Roman Empire undergo its transformation into the early medieval world? This course provides an overview of the period between 400 and 600 A.D., in particular, examining the collision between barbarian and Roman in late Antiquity and the development of the post-Roman and early medieval West, focusing on changes in culture and society through a critical evaluation of evidence from history, art, architecture and archaeology. There will be a focus on Italy, France and Britain which is intended to 1) provide a manageable and structured course at an appropriate level of detail, with the potential for some depth of analysis, and 2) concentrate on those geographical areas which mesh closely with the subject matter of other courses in Roman archaeology and late Antique and medieval history offered by colleagues in the Classical and Archaeological Studies and History departments.

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CL663 Greek and Roman Medicine						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Availability

Also available under code CL607 (Level 6)

Contact Hours

3 hours per week

Learning Outcomes

SSLO 1 to demonstrate familiarity with Greek and Roman medical history from the period of the PreSocratic Philosophers to the Late Roman and Early Medieval Islamic tradition.

SSLO 2 to make critical archaeological, historical and anthropological interpretations of the literary, epigraphical and material remains relating to ancient medicine.

SSLO 3 to demonstrate an understanding of the importance of using interdisciplinary source material, such as historical textual sources and epigraphic remains when interpreting ancient medical ideas..

SSLO 4 to demonstrate an understanding of interactions between different groups of people living in the Graeco-Roman world.

SSLO 5 to demonstrate an understanding of the role philosophy played in the development of ancient medicine.

SSLO 6. to understand that there was no clear division between the 'disciplines' of philosophy, science, astronomy and medicine in the ancient world

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

Lloyd, G.E.R. (ed.) Hippocratic Writings. London: Penguin.

Soranus Gynecology. O. Temkin (Trans.) 1956. Baltimore: The Johns

Hopkins University Press.

P. Baker 2004. Medical Care for the Roman Army on the Rhine, Danube and British Frontiers from the First through Third Centuries AD. British Archaeological Reports International Series 1286, Oxford: Hadrian Books.

Baker, P. 2004. 'Roman Medical Instruments: Archaeological Interpretations of their Possible 'Non-functional uses' Journal of the Social History of Medicine (2004) 17: 3-21.

Conrad, L. et. al. 1995. The Western Medical Tradition. Cambridge: Cambridge University Press.

Cruse, A. 2004. Roman Medicine. Stroud: Tempus.

Dean-Jones, L. Women's Bodies in Classical Greek Science. Oxford: Clarendon Press.

Flemming, R. 2000. Medicine and the Making of Roman Women. Oxford: Oxford University Press

Jackson, R. 1988. Doctors and Diseases in the Roman Empire. University of Oklahoma Press: Norman and London.

King, H. 1998. Hippocrates' Women: Reading the Female Body. London: Routledge.

King, H. 2003. Greek and Roman Medicine. London: Bristol Classics

Lloyd, G. E. R. 1983. Science, folklore and ideology. Cambridge: Cambridge University Press.

Nutton, V. 2004. Ancient Medicine. London: Routledge

Pormann, P. and Emilie Savage-Smith 2007. Medieval Islamic Medicine. Edinburgh: Edinburgh University Press

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

Synopsis <span style =

When questioning people about their understandings of classical medicine two extreme responses are usually given, the first that there was no medicine, or a very crude and ritualistic form of healing and the second response being that it was entirely rational with no religious influences. Yet, both responses demonstrate a narrow understanding of the subject. Classical medicine was a complex mixture of what we would consider 'rational' and 'irrational' ideas and practices for the causes and cures of disease and illness. In this module students will use the various sources of evidence that survive in the literary, archaeological and epigraphic record to learn about the subject. An historical approach will be used starting with and examination of the pre-Socratic philosophers' and Hippocratic writers' ideas about the body and medicine, moving into the Hellenistic period examining the dissections and vivisections of Herophilus and Erasistratus. The archaeological material from Greek healing sanctuaries will add to the understanding of Greek medicine. From here, the study will move into the Roman period. Questions will be addressed about the influence of Greek medicine on Roman medicine and the archaeological remains of instruments and buildings associated with healing, such as baths, sanctuaries and possible hospitals will be examined as part of this enquiry. For the Roman period the works of Celsus and Pliny the Elder will be read for the first century AD and the module will culminate with a study of the second century writer Galen. Throughout the class students will examine ideas about rationality and medical influences from one society to another. Overall the student will come away with a strong understanding of the many issues of classical medicine.

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CL665 Constantinople and the Late Antique City						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	30 (15)	100% Coursework	

Availability

Also available under code CL639 (Level 6)

Contact Hours

3 hours per week

Learning Outcomes

Students who successfully complete this module will be able to:

11.1 Distinguish different forms of urbanism, both between different periods and between different regions (PLOs A1, A3), especially

- i. Early Roman Cities (1st to 3rd c. A.D.)
- ii. Late Antique Cities and Fortress Cities (4th-6th c. A.D.)
- iii. Early Medieval Central Places (5th-7th c. A.D.)
- iv. Early Islamic Central Places (7th-8th c. A.D.)

11.2 Distinguish between different types of city within the same settlement network, and understand the relationship of cities to the surrounding countryside (PLOs A1, A3).

11.3 Understand problems of interpreting fragmentary and problematic sources for urban life in this period (PLO A4, C1, C4).

11.4 Relate changes in settlement morphology, building types and occupation to contemporary societal processes (PLOs A1, A3).

In addition, H level students will approach the material in this module at a higher level and in a more critical fashion than I level students. H level students will be expected to write and discuss whilst paying attention to articles, books and ideas, commensurate with advanced undergraduate study.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

Christie N. and Loseby S.T. (1996) edd. *Towns in Transition: Urban Evolution in Late Antiquity and the Early Middle Ages* (Aldershot 1996).

Liebeschuetz J. H. W. G. (2001) *The Decline and Fall of the Roman City* (Oxford 2001).

Saradi H. G. (2006) *The Byzantine City in the Sixth Century. Literary Images and Historical Reality* (Athens 2006).

Rich J. (1992) ed. *The City in Late Antiquity* (London 1992).

Also recommended:

Mango C. (1985) *Byzantine Architecture* (London 1985).

Lavan L. (2001) ed. *Recent Research in Late Antique Urbanism* (Portsmouth, Rhode Island 2001).

Synopsis *

This course will survey the evolution of the Mediterranean city from AD 300 to 650, the urban crisis which followed, and the direction which urban life took thereafter. City life in this period was until recently poorly understood, hindered by the prejudices of classical archaeologists, who removed late levels without record, and the selective interests of Christian archaeologists who concentrated on churches. Now new archaeological fieldwork has revealed much greater complexity, from urban collapse in the West to the flourishing cities of the 6th c. East, which provided a foundation for much of Early Islamic urbanism. Although north-west Europe is included, the main focus is the Mediterranean, where urban life was strongest, throughout the period. Lectures will explore both thematic and regional syntheses, with a major distinction drawn, not between a Greek East and a Latin West, but between a Mediterranean core and a northern periphery. An attempt will be made to link changes in the physical appearance of cities to wider events and processes: whether military, political, religious or economic in character. Seminars will explore aspects of the rich source material available, whether drawn from architectural remains, stratigraphic archaeology, epigraphy, or selected written sources of the period.

This module is subject to change pending faculty approval

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CL666 Foundations of Britain						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Availability

Also available under code CL590 (Level 6)

Contact Hours

3 hours per week

Learning Outcomes

By the end of the module, students will have:

SSLO1 - examined the archaeological data available for the study of Later Prehistory in Britain in its various forms, including site evidence and location, excavation data, survey data, artefacts, environmental remains, results of scientific analyses, coins, ancient literary sources, and so forth

SSLO2 - investigated the political, economic and cultural dynamics of the first millennium BC in Britain, and the extent to which the timing, pace and direction of change were influenced by internal (i.e. within Britain) initiatives and processes or external factors in Europe

SSLO3 - explored how both historical and archaeological data can appropriately be used to further critical analysis of this formative period of antiquity

SSLO4 - fostered skills in the close observation of examples of material culture, understanding of site and settlement location and morphology, map data, the interpretation of burial rites and traditions, and in the evaluation of historical writings, and in assessing the veracity of various sources of information

SSLO5 - used historical and archaeological data on a comparative basis to discuss critically the nature of later prehistoric societies in Britain evaluating and challenging evidence and assumptions or embedded hypotheses, with a critical and independent perspective founded on analysis of relevant data

SSLO6 - described the principal data types for the archaeology of the pre-Roman Iron Age, and be able to comment critically on the reliability of the different sources which contribute to an understanding of the formation of life-styles, 'identities', social structure and belief systems of this period

SSLO7 - analysed contacts between the inhabitants of the British Isles and the peoples of the 'Celtic' and Classical Worlds in terms of how these interactions influenced processes of political, economic and cultural change

SSLO8 - developed both research and writing skills leading to clear concise description and commentary

SSLO9: - demonstrated knowledge of key relevant data and ideas about this era of fundamental transition from prehistoric cultural forms to arguably a set of communities displaying marked aspects of modernity in the forms and organization, with an ability to critically discuss and contextualize the processes of change
SSL10 – gained familiarity and confidence in planning, researching and delivering presentations that weigh historical evidence types and differing interpretations in a discerning manner

Both Levels will have gained a deep and nuanced understanding of discrete archaeological methods and approaches in respect of a specific era and location and of the potentials and limitations of the data (in its various forms) to shed light on past human society and cultural expressions, typological characteristics, central tenets in site location, chronological trends, regional variations of expression and their meaning.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

T Champion and J Collis (eds) 1996. The Iron Age in Britain and Ireland: Recent Trends

B Cunliffe 2005 Iron Age Communities in Britain, (e-book available via The Templeman)

A Fitzpatrick and E Morris (eds) 1994. The Iron Age in Wessex: Recent Work

A Gwilt and C Haselgrove (eds) 1997. Reconstructing Iron Age Societies

C Haselgrove 1999. Iron Age Societies in central Britain, in B. Bevan, Northern Exposure: Interpretative Devolution in the Iron Ages in Britain

C Haselgrove 2001. Iron Age Britain and its European setting, in J. Collis, Society and Settlement in Iron Age Europe

C Haselgrove and T Moore (eds) 2007. The Later Iron Age in Britain and Beyond

C Haselgrove and R Pope (eds) 2007. The Earlier Iron Age in Britain and the near Continent

J Hill 1995. The pre-Roman Iron Age in Britain and Ireland, Journal of World Prehistory, 9/1

Synopsis *

Across much of Britain by the Late Bronze Age (from c. 1000 BC) economic and social organisation was beginning to assume forms which provided the foundations for subsequent fundamental transformations seen through the First Millennium BC: in population, in agriculture, in technology, in land holding and power and cultural forms. The period saw the emergence of technologies, manufacturing and craft skills, social structures and belief systems, husbandry and movement of enduring influence. The unfolding of this formative period, with its efficiently managed landscape dotted with farmsteads and hillforts, lavish metalwork and occasionally exotic burials, and its fluctuating and enigmatic relationships with mainland Europe, is accessible mostly through archaeological study alone: and what a rich resource that has proved to be, especially through recent studies and techniques. Only at the very end does limited historical information become available when we are told of the presence of chariot borne warriors, kings, queens and Druids. The module spans the late Bronze and Iron Ages, presenting the often dramatic and striking archaeological and historical data within current interpretative frameworks. All parts of the British Isles come into focus. Settlements, burials, material culture, environmental remains and monuments are explored revealing a richly nuanced matrix of cultural evidence which inspires interrogation and interpretation.

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CL667 Love and Sex in Roman Society						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	30 (15)	100% Coursework	Alwis Dr A
2	Canterbury	Autumn	I	30 (15)	50% Coursework, 50% Exam	Alwis Dr A

Availability

Also available under Level 5 under code CL573

Contact Hours

There will be three contact hours per week consisting of one lecture and a two-hour seminar for ten weeks.

Learning Outcomes

By the end of the module students should have:

- 11.1 acquired knowledge and critical understanding of the problems of viewing women through sources almost exclusively representing a male aristocratic perspective
- 11.2 obtained a conceptual understanding of the nature of the relationship between the sexes and of same-sex relationships where known, across changing patterns of Roman society
- 11.3 acquired knowledge of the large and varied cross-section of literature highlighting the role of women as sexual personae, as wives and mothers, lovers and prostitutes
- 11.4 demonstrated a systematic understanding of how this literature reflects the society within which it developed
- 11.5 displayed an understanding of the difference between public and private expression in literary convention

In addition, Level 6 students should have:

- 11.6 demonstrated a systematic understanding of the conflicts between theory and practice
- 11.7 displayed conceptual understanding of the nature of sexual prejudice in the regulation of ancient societies

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List

- R Ancona & E. Greene (eds), *Gendered Dynamics in Latin Love Poetry* (Baltimore, 2005)
- S. Bartsch, *The mirror of the self: sexuality, self-knowledge, and the gaze in the early Roman Empire* (Chicago, 2006)
- K. Hersch, *The Roman wedding: ritual and meaning in antiquity* (Cambridge, 2010)
- R. Kraemer, *Unreliable Witnesses: Religion, gender, and history in the Greco-Roman Mediterranean* (Oxford, 2011)

Synopsis *

This module reviews texts relating to sexual behaviour attitudes and relationships throughout Latin Literature, raising questions both about the perception of sexuality in antiquity and how perception was translated into social and political relationships. Because of the nature of its coverage it can be counted as either a literature or a social history course, and is intended as a wide ranging complement to both. The module relies on primary texts from a variety of literary genres, from Epic and poetry to private letters, legal texts and inscriptions.

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CL674 Everyday Life in the Roman Empire						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Laurence Prof R

Availability

Also available at Level 6 under code CL675

Contact Hours

One weekly 1 hour lecture and 2 hour seminar discussing evidential problems

Learning Outcomes

By the end of this course students should be able to:

LO1) Grasp the distinctive character of Roman society, at the level of everyday experience, as it was conceived by the Romans.

LO2) Appreciate the different everyday experiences of people with different socio-cultural status.

LO3) Understand biases in the use of archaeological and written sources in this period.

LO4) Understand the potential of engagement with historical reconstruction, not only as a guarantee of authenticity, but also as a means of testing academic hypotheses.

As a consequence of the above, students should be able to reach programme learning outcomes A1, 3 and 4, relating to knowledge and understanding of another culture, themes of ancient history, awareness of an appropriate and diverse range of primary materials and appropriate methods of interpretation and problem solving.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List

We will use especially:

Casson L., *Everyday Life in Ancient Rome (Revised and Expanded Edition)* (Baltimore 1999)

Laurence R., *Roman Pompeii. Space and Society* 2nd edition (London 2007)

Laurence, R., *Roman Passions. A History of Pleasure in Imperial Rome*, (London, 2009)

Connolly P. and Dodge H., *The Ancient City: Life in Classical Athens and Rome* (Oxford 1998).

Lavan L. Swift E. and Putzeys T., edd. *Objects in Context, Objects in Use* (Leiden 2007).

Also recommended:

Zanker P., *Pompeii: Public and Private Life* (Cambridge [Mass.] 1999).

Hermansen G., *Ostia: Aspects of Roman City Life* (Edmonton 1981)

Synopsis *

How do you imagine Roman Antiquity? How do the images produced for film, TV and popular fiction reflect the lives of those in antiquity? Can we see the everyday experience of Pliny, Juvenal or Augustine or of those who were killed in the eruption of Vesuvius in AD 79? This module will explore everyday life in the Roman world, from haircuts, tattoos and gestures, to everyday rites and rhythms, whether domestic, social, political or religious, focusing on human experience, with its culturally specific organisation rather than abstract scholarly constructions. It will range from Augustan Rome to Late Antique Constantinople, and will draw on depictions, literary evidence (such as poems), original documents (from personal letters to minutes of meetings), inscriptions and especially archaeology, focusing on key sites where preservation is good, such as Pompeii, Ostia, Sardis and Petra. Here buildings, graffiti, occupation deposits and other traces will allow snapshots of everyday life to be constructed: of the houses, workshops, taverns, temples, theatres and churches of Antiquity. Students will be encouraged to undertake both empirical studies and imaginative reconstructions as part of their assessment, so that they understand the importance not only of describing what evidence remains of everyday life, but of actively reconstructing the past, and of engaging different types of evidence in a critical dialogue.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL677		Fieldwork Practice				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Willis Dr S

Availability

Students enrolling on this module should be aware that the practical element of the module will normally take place in the summer term prior to entering Stage 2 or 3, and constitutes advance credit (in some exceptional cases the practical training may take place in the Easter vacation or summer term, but only when suitable in respect of a student's other commitments). The coursework element of the module will be due in the Autumn term of Stage 2 or 3.

Contact Hours

5 hours of lectures / site talks on aspects of the field methodology and site etiquette and safety, with 5 hours of direct practical instruction sessions on site. 5 hours lectures / feedback classes on preparing the portfolio, and using relevant software for writing up, before and after the field season. 115 hours of supervised work on site to carry out skills being taught, in which poor practice will be corrected by site supervisors. 170 hours self-study in producing the portfolio.

Cost

Students registering for this module, and thereby applying for a fieldwork bursary, are required to pay a refundable deposit of £50. The deposit will be returned following the successful completion of the practical element of the module which ordinarily takes places in the summer term.

Learning Outcomes

By the end of this course students should be able to:

1. Understand how to participate responsibly in archaeological field projects, with regard to their safety, that of others and towards the careful handling of archaeological evidence
2. Demonstrate competence in a range of techniques of archaeological fieldwork or post-excavation analysis.
3. Understand the principles of archaeological recording.
4. Be able to provide an insightful written account of the work they undertook, with reference to published industry recording standards.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

Westman, A. 1994. Archaeological Site Manual (Museum of London).
Roskams, S. 2001. Excavation.
Barker, P. 1993. Techniques of Archaeological Excavation.
Hawker J. M. 1999. A Manual of Archaeological Field Drawing.
Bettes, F. 1998. Surveying for Archaeologists, 3rd Edition.
Watkinson, D. and Neal, V. 1998. First Aid for Finds.

Pre-requisites

This module is exempted from the randomised selection criteria. Students who wish to do it must apply for a fieldwork bursary in Classical and Archaeological Studies.

Please contact the module convenor for further information.

Not available as a wild module

Restrictions

This module is exempted from the randomised selection criteria. Students who wish to do it must apply for a fieldwork bursary in Classical and Archaeological Studies.

Please contact the module convenor for further information.

Not available as a wild module

Synopsis *

This module will provide a credit framework for fieldwork training undertaken on University of Kent training excavations, or approved partners, normally supported by a SECL archaeological fieldwork bursary, to assist with the costs involved in a participation of 15 working days. The module will permit three alternative pathways, in excavation, survey or museum studies. Assessment will be in the form of an illustrated portfolio featuring a description of the project and an account of each type of work undertaken by the student. Project directors will be provided with a checklist of fieldwork tasks to be completed, of which a minimum number will be mandatory. Students who have no prior experience of fieldwork will likely be accommodated on a project in the UK, whilst those who are experienced may be offered a place on an excavation abroad. Skills assessed will range from efficient manual digging and artefact washing to site / find drawing or photography and the completing of pro-forma record sheets.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL681 The Roman Family: from Birth to Old Age						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Laurence Prof R

Availability

Also available at Level 6 under code CL682

Contact Hours

There will be three contact hours per week consisting of a one hour lecture and a two hour seminar.

Learning Outcomes

SLO 1. Develop a knowledge of the information on which to base conclusions with regard to the nature of the Roman Family (200 BC to AD 200), including an understanding of the development of the family as a social institution over time. (PLO 12.A.1-4)

SLO 2. Develop the skills of close reading, academic debate and independent research on the subject of the Roman family, whilst at the same time being aware of the partial and even conflicting nature of the surviving information from antiquity. (PLO 12.B.1-8)

SLO 3. Be able to read and critically evaluate primary and secondary sources in order to produce written and oral analysis. (PLO 12.C.1-6)

SLO 4. Develop study, time management, IT and communication skills. (PLO 12.D.1-7)

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List

Primary Sources

There are several source collections that serve this module:

- J. Gardner and T. Weidemann *The Roman Household: A Sourcebook* London: Routledge
- T. Parkin and A. Pomeroy *2007 Roman Social History, A Sourcebook* London: Routledge
- J-A. Shelton *1998 As the Romans Did* Oxford
- J. Evans Grubbs *2002 Women and the Law in the Roman Empire: A Sourcebook on Marriage, Divorce and Widowhood*, London.

Secondary Sources – Key Texts

- K. Bradley *1991 Discovering the Roman Family* Oxford
- S. Dixon *1992 The Roman Family* Baltimore: Johns Hopkins UP
- S. Dixon *2002 Reading Roman Women* London: Duckworth.
- M. Harlow and R. Laurence (2002) *Growing Up and Growing Old in Ancient Rome: A Life Course Approach* London: Routledge.

Secondary Sources – Development of the Discipline

Since the 1980s there have been a number of international conferences on the Roman Family and related subjects. The publications of various papers from these have been very influential on the discipline. These are key texts to document the development of the subject over the last 3 decades:

- Rawson, B. (ed) *1986 The Family in Ancient Rome: New Perspectives* Ithaca, NY.
- ----- (ed) *1991 Marriage, Divorce and Children in Ancient Rome*
- Rawson, B. and Weaver (eds) *1997 The Roman Family in Italy: Status, Sentiment and Space* Oxford.
- Dixon, S. (ed) *2001 Childhood, Class and Kin in the Roman World*, London.
- George, M. (ed) *2005 The Roman Family in the Empire. Rome Italy and Beyond*. Oxford.
- Mustakallio, K. et al (edd.) *2005 Hoping for Continuity. Childhood, Education and Death in Antiquity and the Middle Ages*, Rome.
- Harlow, M. and Laurence, R. (edd.) *2007 Age and Ageing in the Roman Empire*, Portsmouth RI.
- Harlow, M. and Laurence, R. (edd.) *2009 The Cultural History of Childhood and the Family Volume 1: Antiquity*, Oxford.

Synopsis *

The module will introduce students to the study of the Roman Family and through the study of the Roman family develop their skills in Roman social history. The module will begin by examining ancient definitions of the family and family formation through marriage, alongside the definition of both the nature of patriarchy and the role of the pater familias, and the nature of the Roman household. This initial section (to week 4) will lead to the first piece of assessment on how Roman historians have defined the nature of these social institutions in short piece of assessed work (2000 words maximum). The second section of the module will examine the development of the subject and academic approaches to the family and review how appropriate these are to the study of the Roman family, including that based on the study of demography, the life course and approaches to the study of childhood and gerontology (to week 6). The final section of the module will be focussed on the family as a key social institution subject to cultural, political and legal constraints placed upon family members. The second and third sections of the module form the basis of the second piece of written assessment (3000 words maximum) that will be based on the problem-solving of an essay question.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL682	The Roman Family: from Birth to Old Age					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Laurence Prof R

Availability

Also available at Level 5 under code CL681

Contact Hours

There will be three contact hours per week consisting of a one hour lecture and a two hour seminar.

Learning Outcomes

SLO 1. Develop a knowledge of the information on which to base conclusions with regard to the nature of the Roman Family (200 BC to AD 200), including an understanding of the development of the family as a social institution over time. (PLO 12.A.1-4)

SLO 2. Develop the skills of close reading, academic debate and independent research on the subject of the Roman family, whilst at the same time being aware of the partial and even conflicting nature of the surviving information from antiquity. (PLO 12.B.1-8)

SLO 3. Be able to read and critically evaluate primary and secondary sources in order to produce written and oral analysis. (PLO 12.C.1-6)

SLO 4. Develop study, time management, IT and communication skills. (PLO 12.D.1-7)

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List

Primary Sources

There are several source collections that serve this module:

- J. Gardner and T. Weidemann *The Roman Household: A Sourcebook* London: Routledge
- T. Parkin and A. Pomeroy *2007 Roman Social History, A Sourcebook* London: Routledge
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- J. Evans Grubbs *2002 Women and the Law in the Roman Empire: A Sourcebook on Marriage, Divorce and Widowhood*, London.

Secondary Sources – Key Texts

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Secondary Sources – Development of the Discipline

Since the 1980s there have been a number of international conferences on the Roman Family and related subjects. The publications of various papers from these have been very influential on the discipline. These are key texts to document the development of the subject over the last 3 decades:

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- Harlow, M. and Laurence, R. (edd.) *2007 Age and Ageing in the Roman Empire*, Portsmouth RI.
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Synopsis <span style =

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2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL685 Torture and Sacrifice: the literature of early Christianity						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	

Availability

Also available under code CL686 (Level 6)

Contact Hours

3 hours per week

Learning Outcomes

By the end of the module, I and H students should have:

11.1 acquired knowledge and critical understanding of the development of early Christianity

11.2 obtained a conceptual understanding of the literature this movement engendered

11.3 displayed a conceptual understanding of asceticism and martyrdom

11.4 demonstrated a systematic understanding of how this literature reflects the society within which it developed.

In addition, H level students will have:

11.5 demonstrated a systematic understanding of how the political, cultural and historical aspects learned can be applied to other areas of study.

11.6 displayed conceptual understanding of how the literature of early Christianity reflects the political, cultural and historical situation in the later Roman Empire.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

P. Brown, *The cult of the saints* (Chicago, 1982)

E. A. Castelli, *Martyrdom and Memory: Early Christian Culture Making* (Columbia, 2004)

W. H. C. Frend, *Martyrdom and persecution in the early church* (Oxford 1965)

H. Musurillo, *The acts of the Christian martyrs* (Oxford 1972)

Synopsis <span style =

The module is intended to give students an introduction to the literature of early Christianity.

A variety of texts will be read – the gospels, apocryphal gospels, early martyrdom texts, edifying tales and hagiography - to show the variety of genres that existed and the intertextual fluidity of these genres. The texts will be contextualised against the historical developments of the Roman Empire. Social and cultural issues will also be raised, such as the new roles of women and men in an emerging Christian world and the concepts of pain, sacrifice, authority, virginity and asceticism will be examined.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL686 Torture and Sacrifice: the literature of early Christianity						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	

Availability

Also available under code CL685 (Level 5)

Contact Hours

3 hours per week

Learning Outcomes

By the end of the module, I and H students should have:

11.1 acquired knowledge and critical understanding of the development of early Christianity

11.2 obtained a conceptual understanding of the literature this movement engendered

11.3 displayed a conceptual understanding of asceticism and martyrdom

11.4 demonstrated a systematic understanding of how this literature reflects the society within which it developed.

In addition, H level students will have:

11.5 demonstrated a systematic understanding of how the political, cultural and historical aspects learned can be applied to other areas of study.

11.6 displayed conceptual understanding of how the literature of early Christianity reflects the political, cultural and historical situation in the later Roman Empire.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

P. Brown, *The cult of the saints* (Chicago, 1982)

E. A. Castelli, *Martyrdom and Memory: Early Christian Culture Making* (Columbia, 2004)

W. H. C. Frend, *Martyrdom and persecution in the early church* (Oxford 1965)

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2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL691 Monsters in Roman Literature						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Coursework, 40% Exam	

Availability

Also available under code CL692 (Level 5)

Contact Hours

3 hours per week

Learning Outcomes

SLO 1. Have a knowledge of how Roman texts represent monsters, and how this reflects their historical and cultural context. (PLO A1, A3, A4)

SLO 2. Have an understanding of a wide range of Roman literary forms through the examination of primary and secondary sources. (A3, B3, C1)

SLO 3. Have knowledge and understanding of another culture, whether focused on literature or history. (A1, A2)

Method of Assessment

60% coursework 40% exam

Preliminary Reading

Indicative Reading List -

Primary Sources

C. Day Lewis (trans.), *Vergil: The Aeneid* (Oxford: Oxford UP 1998)

A.D. Melville (trans.), *Ovid: Metamorphoses* (Oxford: Oxford UP 1998)

Secondary Sources

Atherton, Catherine (ed.), *Monsters and Monstrosity in Greek and Roman Culture* (Bari 1998)

Barton, Carlin A., *The Sorrows of the Ancient Romans: The Gladiator and the Monster* (Princeton 1993)

Feeney, Denis C., *The Gods in Epic* (Oxford 1991)

Garland, Robert, *The Eye of the Beholder: Deformity and Disability in the Graeco-Roman World* (Ithaca 1995)

Hardie, Philip R. (ed.), *Paradox and the Marvellous in Augustan Literature and Culture* (Oxford 2009)

Hershkowitz, Debra, *The Madness of Epic* (Oxford: Oxford UP 1998)

Keith, Alison M., *Engendering Rome: Women in Latin Epic* (Cambridge: Cambridge UP 2000)

Mayor, Adrienne, *The First Fossil Hunters: Paleontology in Greek and Roman Times* (Princeton 2000)

Murgatroyd, Paul, *Mythical Monsters in Classical Literature* (London 2007)

Warner, Marina, *Six Myths of Our Time: Managing Monsters* (London: Vintage 1994)

Synopsis *

This module explores the monsters of Roman culture, mythological and otherwise, treated as a series of self-contained but interrelated topics. Most were inherited from Greece but adapted for new tastes and purposes. Latin poetry in translation is the focus, and Virgil's *Aeneid* and Ovid's *Metamorphoses* are the central texts, but prose sources and the visual arts are included where appropriate, as well as comparisons with earlier Greek sources. Major figures such as the Cyclopes, the Centaurs and Medusa are included, but the definition of the 'monster' is broad, incorporating (for example) the supposed bodily imperfections of emperors, or the strange features of personified figures such as Hunger and Envy. Lectures offering broader perspectives are complemented by seminars which focus on the analysis of specific passages of text.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL692	Monsters in Roman Literature					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Coursework, 40% Exam	

Availability

Also available under code CL691 (Level 6)

Contact Hours

3 hours per week

Learning Outcomes

SLO 1. Have a knowledge of how Roman texts represent monsters, and how this reflects their historical and cultural context. (PLO A1, A3, A4)

SLO 2. Have an understanding of a wide range of Roman literary forms through the examination of primary and secondary sources. (A3, B3, C1)

SLO 3. Have knowledge and understanding of another culture, whether focused on literature or history. (A1, A2)

Method of Assessment

60% coursework 40% exam

Preliminary Reading

Indicative Reading List -

Primary Sources

C. Day Lewis (trans.), *Vergil: The Aeneid* (Oxford: Oxford UP 1998)

A.D. Melville (trans.), *Ovid: Metamorphoses* (Oxford: Oxford UP 1998)

Secondary Sources

Atherton, Catherine (ed.), *Monsters and Monstrosity in Greek and Roman Culture* (Bari 1998)

Barton, Carlin A., *The Sorrows of the Ancient Romans: The Gladiator and the Monster* (Princeton 1993)

Feeney, Denis C., *The Gods in Epic* (Oxford 1991)

Garland, Robert, *The Eye of the Beholder: Deformity and Disability in the Graeco-Roman World* (Ithaca 1995)

Hardie, Philip R. (ed.), *Paradox and the Marvellous in Augustan Literature and Culture* (Oxford 2009)

Hershkowitz, Debra, *The Madness of Epic* (Oxford: Oxford UP 1998)

Keith, Alison M., *Engendering Rome: Women in Latin Epic* (Cambridge: Cambridge UP 2000)

Mayor, Adrienne, *The First Fossil Hunters: Paleontology in Greek and Roman Times* (Princeton 2000)

Murgatroyd, Paul, *Mythical Monsters in Classical Literature* (London 2007)

Warner, Marina, *Six Myths of Our Time: Managing Monsters* (London: Vintage 1994)

Synopsis *

This module explores the monsters of Roman culture, mythological and otherwise, treated as a series of self-contained but interrelated topics. Most were inherited from Greece but adapted for new tastes and purposes. Latin poetry in translation is the focus, and Virgil's *Aeneid* and Ovid's *Metamorphoses* are the central texts, but prose sources and the visual arts are included where appropriate, as well as comparisons with earlier Greek sources. Major figures such as the Cyclopes, the Centaurs and Medusa are included, but the definition of the 'monster' is broad, incorporating (for example) the supposed bodily imperfections of emperors, or the strange features of personified figures such as Hunger and Envy. Lectures offering broader perspectives are complemented by seminars which focus on the analysis of specific passages of text.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL700		Museum Studies (with internship)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	

Availability

Also available under code CL701 (Level 6)

Contact Hours

Contact hours: Autumn term: One hour Lecture/seminar for 10 weeks: 20 hours.

Spring term: two hours seminars for 5 weeks: 10 hours.

Placement time: Approximately 70 hours (equivalent to one half day per week for 22 weeks).

Independent study: 200 hours.

Total: 300 hours.

Cost

Some travel may be required by students taking this module. In this instance, it should be noted that the University is unable to cover the cost of any such journey. It may be possible to apply for funding through the Bursary for Kent Experiences of Work (B-KEW) scheme, although terms and conditions will apply. For further information please see www.kent.ac.uk/ces/bursarykew.html

Learning Outcomes

On successful completion of the module students will have:

11.1. obtained knowledge and critical understanding of the well-established principles of museum studies and of the way in which those principles have developed;

11.2. demonstrated the ability to apply underlying concepts and principles outside the context in which they were first studied, particularly during the internship

11.3. displayed knowledge of the main methods of enquiry on different topics related to collections care, management and interpretation, and ability to evaluate critically the appropriateness of these different approaches to solving problems

11.4. shown an understanding of the limits of their knowledge, in particular of their biases, and how these influence their analyses and interpretation of collections and decisions related to conservation and management

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

- Ambrose, T. and Paine, C., 2012. Museum Basics. Routledge

- Edson, G. and Dean, D., 2005. The Handbook for Museums. Routledge

- Anderson, G. 2004. Reinventing the Museum: Historical and Contemporary; Perspectives on the Paradigm Shift. Walnut Creek, Cal.: AltaMira Press

- Fforde, C. et al (eds), 2004. The Dead and Their Possessions: Repatriation in Principle, Policy and Practice. London: Routledge

- Kwashima, N. 1997. Museum Management in a Time of Change Warwick: University of Warwick, Centre for the Study of Cultural Policy

- Hooper-Greenhill, E. 1997. Cultural Diversity: Developing Museum audiences in Britain, Routledge

Restrictions

This module is exempt from the randomised selection criteria. Students will be selected by their subject grades and attendance record.

Not available as a wild module

Synopsis *

The module will allow the student to acquire knowledge and critical understanding of the fundamental principles related to collecting and interpreting objects within museums and managing these institutions. Students will be required to become familiar and engage critically, during the seminars, with the key references on these topics. Students will then be required to apply concepts and principles learnt in class in the context of their internship. As part of their internship, each student will devise a special project in consultation with the mentor and the module convenor. Precise objectives and skills to be learnt will be recorded and tracked regularly. Students will keep a weekly log of their activities. The placement may take place either as a block during the Easter vacation of Stage 2 or 3, or at regular intervals over the Autumn and Spring terms.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL701		Museum Studies (with internship)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	

Availability

Also available under code CL700 (Level 5)

Contact Hours

Contact hours: Autumn term: One hour Lecture/seminar for 10 weeks: 20 hours.

Spring term: two hours seminars for 5 weeks: 10 hours.

Placement time: Approximately 70 hours (equivalent to one half day per week for 22 weeks).

Independent study: 200 hours.

Total: 300 hours.

Cost

Some travel may be required by students taking this module. In this instance, it should be noted that the University is unable to cover the cost of any such journey. It may be possible to apply for funding through the Bursary for Kent Experiences of Work (B-KEW) scheme, although terms and conditions will apply. For further information please see www.kent.ac.uk/ces/bursarykew.html

Learning Outcomes

On successful completion of the module students will have:

11.5. obtained a systematic understanding of the well-established principles of museum studies and a detailed knowledge of the way in which those principles have developed;

11.6. acquired the ability to deploy accurately established techniques of analysis and enquiry within a discipline, in the context of academia and outside

11.7. obtained a systematic and conceptual understanding of the main methods of enquiry on different topics related to collections care, management and interpretation, and ability to evaluate critically the appropriateness of these different approaches to solving problems

11.8. have an in-depth appreciation of the limits of their knowledge, in particular of their biases, and how these influence their analyses and interpretation of collections and decisions related to conservation and management.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

- Ambrose, T. and Paine, C., 2012. Museum Basics. Routledge

- Edson, G. and Dean, D., 2005. The Handbook for Museums. Routledge

- Anderson, G. 2004. Reinventing the Museum: Historical and Contemporary; Perspectives on the Paradigm Shift. Walnut Creek, Cal.: AltaMira Press

- Fforde, C. et al (eds), 2004. The Dead and Their Possessions: Repatriation in Principle, Policy and Practice. London: Routledge

- Kwashima, N. 1997. Museum Management in a Time of Change Warwick: University of Warwick, Centre for the Study of Cultural Policy

- Hooper-Greenhill, E. 1997. Cultural Diversity: Developing Museum audiences in Britain, Routledge

Restrictions

This module is exempt from the randomised selection criteria. Students will be selected by their subject grades and attendance record.

Not available as a wild module

Synopsis >

The module will allow the student to acquire knowledge and critical understanding of the fundamental principles related to collecting and interpreting objects within museums and managing these institutions. Students will be required to become familiar and engage critically, during the seminars, with the key references on these topics. Students will then be required to apply concepts and principles learnt in class in the context of their internship. As part of their internship, each student will devise a special project in consultation with the mentor and the module convenor. Precise objectives and skills to be learnt will be recorded and tracked regularly. Students will keep a weekly log of their activities. The placement may take place either as a block during the Easter vacation of Stage 2 or 3, or at regular intervals over the Autumn and Spring terms.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL702		Heritage Studies (with Internship)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	Boutsikas Dr E

Availability

Also available at Level 6 under code CL703

Contact Hours

Contact hours: Autumn term 1 hour Lecture and one hour seminar for 10 weeks: Total Contact Hours 20 hours.

Spring term: two hours seminars for 5 weeks: 10 hours.

Placement time: Approximately 70 hours (equivalent to one half day per week for 22 weeks).

Independent Study: 200 hours

Total study hours: 300 hours.

Cost

Some travel may be required by students taking this module. In this instance, it should be noted that the University is unable to cover the cost of any such journey. It may be possible to apply for funding through the Bursary for Kent Experiences of Work (B-KEW) scheme, although terms and conditions will apply. For further information please see www.kent.ac.uk/ces/bursarykew.html

Learning Outcomes

On successful completion of the module Level 5 students will have:

11.1: obtained knowledge and critical understanding of the well-established principles of heritage sites conservation and management and of the way in which those principles have developed;

11.2: demonstrated the ability to apply underlying concepts and principles outside the context in which they were first studied, particularly during the internship

11.3: displayed knowledge of the main methods of enquiry on different topics related to the basic conservation and management of sites, and ability to evaluate critically the appropriateness of these different approaches to solving problems

11.4: shown an understanding of the limits of their knowledge, in particular of their biases, and how they influence their analyses and interpretation of heritage sites and decisions related to their conservation and management

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List

- Harrison, 1994. Manual of heritage management. Butterworth-Heinemann
- Sørensen, M. L. S. & Carman, J. (eds) 2009. Heritage studies: methods and approaches. London: Routledge
- Smith, L., 2006. Uses of heritage. London: Routledge
- Bandarin, F. and Van Oers, R. 2012. The Historic Urban Landscape. Wiley-Blackwell
- Spenceley, ed. Responsible Tourism. Critical issues for Conservation and Development. London: Earthscan
- Leask, A. and Fyall, A. (eds) 2006. Managing World Heritage Sites. Oxford: Butterworth-Heinemann

Restrictions

This module is exempt from the randomised selection criteria. Students will be selected by their subject grades and attendance record.

Not available as a wild module

Synopsis *

The module will allow students to acquire knowledge and critical understanding of the principles related to heritage sites conservation and management. Students will learn about the principles of protecting, listing and conserving heritage, as well as about value-led management of heritage, with the full participation of local populations. Students will learn about drafting management and tourism plans, as well about integrating heritage within development strategies. As part of their internship, each student will devise a special project in consultation with the mentor and the module convenor. Precise objectives and skills to be learnt will be recorded and tracked regularly. Students will keep a weekly log of their activities. The placement may take place either as a block during the Easter vacation of Stage 2 or 3, or at regular intervals over the Autumn and Spring terms

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL703		Heritage Studies (with Internship)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Boutsikas Dr E

Availability

Also available at Level 5 under code CL702

Contact Hours

Contact hours: Autumn term 1 hour Lecture and one hour seminar for 10 weeks: Total Contact Hours 20 hours.

Spring term: two hours seminars for 5 weeks: 10 hours.

Placement time: Approximately 70 hours (equivalent to one half day per week for 22 weeks).

Independent Study: 200 hours

Total study hours: 300 hours.

Cost

Some travel may be required by students taking this module. In this instance, it should be noted that the University is unable to cover the cost of any such journey. It may be possible to apply for funding through the Bursary for Kent Experiences of Work (B-KEW) scheme, although terms and conditions will apply. For further information please see www.kent.ac.uk/ces/bursarykew.html

Learning Outcomes

On successful completion of the module Level 6 students will have:

- 11.5. obtained a systematic understanding of the well-established principles of heritage sites conservation and management and a detailed knowledge of the way in which those principles have developed;
- 11.6. acquired the ability to deploy accurately established techniques of analysis and enquiry within a discipline, in the context of academia and outside;
- 11.7. obtained a systematic and conceptual understanding of the main methods of enquiry on different topics related to the basic conservation and management of sites, and ability to evaluate critically the appropriateness of these different approaches to solving problems;
- 11.8. have an in-depth appreciation of the limits of their knowledge, in particular of their biases, and how these influence their analyses and interpretation of heritage sites and decisions related to their conservation and management.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List

- Harrison, 1994. Manual of heritage management. Butterworth-Heinemann
- Sørensen, M. L. S. & Carman, J. (eds) 2009. Heritage studies: methods and approaches. London: Routledge
- Smith, L., 2006. Uses of heritage. London: Routledge
- Bandarin, F. and Van Oers, R. 2012. The Historic Urban Landscape. Wiley-Blackwell
- Spenceley, ed. Responsible Tourism. Critical issues for Conservation and Development. London: Earthscan
- Leask, A. and Fyall, A. (eds) 2006. Managing World Heritage Sites. Oxford: Butterworth-Heinemann

Restrictions

This module is exempt from the randomised selection criteria. Students will be selected by their subject grades and attendance record.

Not available as a wild module

Synopsis *

The module will allow students to acquire knowledge and critical understanding of the principles related to heritage sites conservation and management. Students will learn about the principles of protecting, listing and conserving heritage, as well as about value-led management of heritage, with the full participation of local populations. Students will learn about drafting management and tourism plans, as well about integrating heritage within development strategies. As part of their internship, each student will devise a special project in consultation with the mentor and the module convenor. Precise objectives and skills to be learnt will be recorded and tracked regularly. Students will keep a weekly log of their activities. The placement may take place either as a block during the Easter vacation of Stage 2 or 3, or at regular intervals over the Autumn and Spring terms

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL704 Egypt and the Classical World						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Nifosi Ms A

Availability

Also available at Level 6 under code CL705

Contact Hours

The module will be taught by a two-hour lecture and a one-hour seminar each week

Learning Outcomes

At the end of the module Level 5 students will be able to

- 11.1 demonstrate knowledge of the contacts (material, artistic, cultural and intellectual) between the Greek World and Egypt during the Archaic and Classical periods (Egyptian Dynasties XXV-XXX)
- 11.2 demonstrate critical understanding of the historical interpretations of the sources
- 11.3 show critical understanding of the importance of using interdisciplinary source material, such as historical textual sources and archaeological remains;
- 11.4 show a knowledge of interactions between Greeks and Egyptians
- 11.5 show an understanding of the role historical events played in the development of Egypt
- 11.6 demonstrate they have gained skills in historiography and textual analysis.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List

- J. Baines & J. Málek, Atlas of Ancient Egypt, Oxford, 1980
- J. M. Bernal, Black Athena, London, 1987
- J. Boardman, The Greeks Overseas, 4th edn., London, 1999
- Herodotus, History, Wordsworth pb, bk 2
- B. Manley The Penguin Historical Atlas of Ancient Egypt, Harmondsworth, 1996
- I. Shaw, ed. The Oxford History of Ancient Egypt, Oxford, 2000
- I. Shaw & P. Nicholson, eds., The British Museum Dictionary of Ancient Egypt, London, 2002
- M. Van De Mieroop, A History of Ancient Egypt, Malden, 2011

Synopsis *

This module is concerned with the interaction between two contiguous but very different peoples, Egypt in the Late Period and Classical Greece. Though the Aegean world had a long history of contact with Egypt, the volume of contact increased dramatically under the XXVI (Saïte) Dynasty, with the foundation of commercial settlements, the development of vigorous trade relations and the arrival of many Greeks as traders, mercenaries and tourists. That contact had profound consequences both in the short and longer term. It provided an essential support for the last great dynasty of independent Egypt. It aided the rise of the East Greek cities of Ionia. It influenced the development of Greek sculpture and architecture. Equally important, it revealed to the Greeks a civilization which was deeply impressive, in many ways superior, yet alien. The immediate fruit of that perception lies in the stimulus to Greek thought and history writing, especially through Herodotus (a vital witness to Egyptian religion and society of this age). In the longer term it shaped the way in which the West perceived Egypt, creating myths about its antiquity, its religion and its wisdom which continue to affect us today, not least in the shaping of traditional Egyptology. The module will be taught from a range of sources, archaeological, papyrological, historical and literary.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL705		Egypt and the Classical World				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Nifosi Ms A

Availability

Also available at Level 5 under code CL704

Contact Hours

The module will be taught by a two-hour lecture and a one-hour seminar each week

Learning Outcomes

At the end of the module Level 6 students will be able to:

11.7 demonstrate a systematic understanding of the contacts (material, artistic, cultural and intellectual) between the Greek World and Egypt during the Archaic and Classical periods (Egyptian Dynasties XXV-XXX)

11.8 make sustained critical historical interpretation of sources

11.9 demonstrate an understanding of the importance of using interdisciplinary source material, such as historical textual sources and archaeological remains;

11.10 understand the complexity of interactions between Greeks and Egyptians make judgements regarding the role historical events played in the development of Egypt

11.11 demonstrate they have furthered skills in historiography and textual analysis including a developed critical awareness.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List

J. Baines & J. Málek, *Atlas of Ancient Egypt*, Oxford, 1980

J. M. Bernal, *Black Athena*, London, 1987

J. Boardman, *The Greeks Overseas*, 4th edn., London, 1999

Herodotus, *History*, Wordsworth pb, bk 2

B. Manley *The Penguin Historical Atlas of Ancient Egypt*, Harmondsworth, 1996

I. Shaw, ed. *The Oxford History of Ancient Egypt*, Oxford, 2000

I. Shaw & P. Nicholson, eds., *The British Museum Dictionary of Ancient Egypt*, London, 2002

M. Van De Mierop, *A History of Ancient Egypt*, Malden, 2011

Synopsis *

This module is concerned with the interaction between two contiguous but very different peoples, Egypt in the Late Period and Classical Greece. Though the Aegean world had a long history of contact with Egypt, the volume of contact increased dramatically under the XXVI (Saïte) Dynasty, with the foundation of commercial settlements, the development of vigorous trade relations and the arrival of many Greeks as traders, mercenaries and tourists. That contact had profound consequences both in the short and longer term. It provided an essential support for the last great dynasty of independent Egypt. It aided the rise of the East Greek cities of Ionia. It influenced the development of Greek sculpture and architecture. Equally important, it revealed to the Greeks a civilization which was deeply impressive, in many ways superior, yet alien. The immediate fruit of that perception lies in the stimulus to Greek thought and history writing, especially through Herodotus (a vital witness to Egyptian religion and society of this age). In the longer term it shaped the way in which the West perceived Egypt, creating myths about its antiquity, its religion and its wisdom which continue to affect us today, not least in the shaping of traditional Egyptology. The module will be taught from a range of sources, archaeological, papyrological, historical and literary.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL706 The Rise and Fall of Athens						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	

Availability

Also available under code CL707 (Level 6)

Contact Hours

3 hours per week

Learning Outcomes

At the end of the module students will be able to

1. demonstrate familiarity with the political, social, economic and military history of Greece in the 5th century BC;
2. demonstrate some critical ability in historical interpretations of the source material;
3. show some understanding of the importance of using interdisciplinary source material, such as historical textual sources, epigraphic evidence and archaeological remains;
4. show a knowledge of interactions between the different Greek tribes and their political and military alliances and between Greeks and Persians;
5. show an understanding of the role historical events played in the development of classical Greece;
6. demonstrate skills in historiography and textual analysis.

At the end of the module level H students will be able to

7. demonstrate a systematic understanding of the political, social, economic and military history of Greece in the 5th century BC;
8. make sustained critical historical interpretations of the source material;
9. demonstrate an understanding of the importance of using interdisciplinary source material, such as historical textual sources, epigraphic evidence and archaeological remains;
10. understand the complexity of interactions between the different Greek tribes and their political and military alliances and between Greeks and Persians;
11. make judgements regarding the role historical events played in the development of classical Greece;
12. further their skills in historiography and textual analysis including a developed critical awareness.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

- M Dillon and L Garland, *The Ancient Greeks*, Routledge, 2013
- W G Forrest, *The Emergence of Greek Democracy*, Weidenfeld & Nicolson, 1966
- S Hornblower, *The Greek World 479-323 BC*, Routledge, 2011
- V Parker, *A History of Greece 1300 to 30 BC*, Wiley Blackwell, 2014
- P J Rhodes, *A History of the Classical Greek World 478-323 BC*, Wiley Blackwell, 2010
- R Sealey, *A History of the Greek City States*, California, 1975

Synopsis <span style =

This module examines, in detail, Greek history from the end of the Persian invasions to the fall of Athens in 404 BC. The main themes of the module are the rise and fall of the power of Athens, the Peloponnesian War and the role of the Persian Empire in Greek history in the 5th century BC. Particular attention will be paid to the causes of the conflict between Athens and Sparta and to the political and military history of the last three decades of the 5th century BC.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL707 The Rise and Fall of Athens						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	

Availability

Also available under code CL706 (Level 5)

Contact Hours

3 hours per week

Learning Outcomes

At the end of the module students will be able to

1. demonstrate familiarity with the political, social, economic and military history of Greece in the 5th century BC;
2. demonstrate some critical ability in historical interpretations of the source material;
3. show some understanding of the importance of using interdisciplinary source material, such as historical textual sources, epigraphic evidence and archaeological remains;
4. show a knowledge of interactions between the different Greek tribes and their political and military alliances and between Greeks and Persians;
5. show an understanding of the role historical events played in the development of classical Greece;
6. demonstrate skills in historiography and textual analysis.

At the end of the module level H students will be able to

7. demonstrate a systematic understanding of the political, social, economic and military history of Greece in the 5th century BC;
8. make sustained critical historical interpretations of the source material;
9. demonstrate an understanding of the importance of using interdisciplinary source material, such as historical textual sources, epigraphic evidence and archaeological remains;
10. understand the complexity of interactions between the different Greek tribes and their political and military alliances and between Greeks and Persians;
11. make judgements regarding the role historical events played in the development of classical Greece;
12. further their skills in historiography and textual analysis including a developed critical awareness.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

- M Dillon and L Garland, *The Ancient Greeks*, Routledge, 2013
- W G Forrest, *The Emergence of Greek Democracy*, Weidenfeld & Nicolson, 1966
- S Hornblower, *The Greek World 479-323 BC*, Routledge, 2011
- V Parker, *A History of Greece 1300 to 30 BC*, Wiley Blackwell, 2014
- P J Rhodes, *A History of the Classical Greek World 478-323 BC*, Wiley Blackwell, 2010
- R Sealey, *A History of the Greek City States*, California, 1975

Synopsis *

This module examines, in detail, Greek history from the end of the Persian invasions to the fall of Athens in 404 BC. The main themes of the module are the rise and fall of the power of Athens, the Peloponnesian War and the role of the Persian Empire in Greek history in the 5th century BC. Particular attention will be paid to the causes of the conflict between Athens and Sparta and to the political and military history of the last three decades of the 5th century BC.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL708 Greek Philosophy: Plato and Aristotle						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Baker Dr P (SECL)

Availability

Also available under code CL709 (Level 6)

Contact Hours

3 hours per week

Learning Outcomes

By the end of the course students should be able to:

1. Articulate answers to key questions in ancient Greek philosophy (e.g., what is virtue?, what is knowledge?, what are the first causes and principles of reality?; what is nature? what is the nature of mimesis?);
2. Understand the importance and implications of the central issues of ancient philosophy within their historical context, the field of philosophy, and modern society;
3. Comprehend the conceptual nuances of key ancient Greek terms without relying on English translations and appreciate the ambiguity and limits of knowledge;
4. Develop critical, specific and in-depth analyses of these issues; and
5. Engage reflectively with other people's analyses and interpretations of primary and secondary sources.

Method of Assessment

100% coursework

Preliminary Reading

The core texts may change from year to year, but will include fragments from the Presocratics and Sophists and key texts from Plato and Aristotle. The works listed below are meant to be indicative of the kind of things students will be expected to read in any given year.

Aristotle, Physics, excerpts

Aristotle, Metaphysics, excerpts

Aristotle, Nicomachean Ethics

Fragments of Heraclitus, Empedocles and Democritus

Fragments of Protagoras

Hesiod, Theogony

Plato, Apology

Plato, Euthyphro

Plato, Republic

Plato, Timaeus, excerpts

Sophocles, Antigone

Key secondary material will be provided by module reader or Library scanned excerpts on Moodle.

Synopsis *

This module provides an introduction to some of the major works in ancient Greek philosophy in relation to ethics, aesthetics, political theory, ontology and metaphysics. Students will study substantial portions of primary texts by the Pre-Socratics, Plato and Aristotle. The emphasis throughout will be on the philosophical significance of the ideas studied. The module will concentrate on understanding key philosophical arguments and concepts within the context of the ancient Greek intellectual tradition. This means that students will gain a critical distance from normative and modern definitions of philosophical terms in order to understand how Greek philosophy generally approached questions and problems with different suppositions and conceptions of reality, reason and the purpose of human existence.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL709 Greek Philosophy: Plato and Aristotle						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Baker Dr P (SECL)

Availability

Also available under code CL708 (Level 5)

Contact Hours

3 hours per week

Learning Outcomes

By the end of the course students should be able to:

6. Articulate detailed and nuanced answers to key questions in ancient Greek philosophy (e.g., what is virtue?, what is knowledge?, what are the first causes and principles of reality?; what is nature? what is the nature of mimesis?);
7. Show deep understanding of the importance and implications of the central issues of ancient philosophy within their historical context, the field of philosophy, and modern scholarly literature;
8. Devise sustained, critical and evaluative arguments related to the interpretation and analysis of these issues;
9. Engage reflectively with current research related to primary and secondary sources; and
10. Understand the conceptual nuances of key ancient Greek terms without relying on English translations and appreciate the ambiguity and limits of knowledge.

Method of Assessment

100% coursework

Preliminary Reading

The core texts may change from year to year, but will include fragments from the Presocratics and Sophists and key texts from Plato and Aristotle. The works listed below are meant to be indicative of the kind of things students will be expected to read in any given year.

Aristotle, Physics, excerpts

Aristotle, Metaphysics, excerpts

Aristotle, Nicomachean Ethics

Fragments of Heraclitus, Empedocles and Democritus

Fragments of Protagoras

Hesiod, Theogony

Plato, Apology

Plato, Euthyphro

Plato, Republic

Plato, Timaeus, excerpts

Sophocles, Antigone

Key secondary material will be provided by module reader or Library scanned excerpts on Moodle

Synopsis *

This module provides an introduction to some of the major works in ancient Greek philosophy in relation to ethics, aesthetics, political theory, ontology and metaphysics. Students will study substantial portions of primary texts by the Pre-Socratics, Plato and Aristotle. The emphasis throughout will be on the philosophical significance of the ideas studied. The module will concentrate on understanding key philosophical arguments and concepts within the context of the ancient Greek intellectual tradition. This means that students will gain a critical distance from normative and modern definitions of philosophical terms in order to understand how Greek philosophy generally approached questions and problems with different suppositions and conceptions of reality, reason and the purpose of human existence.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL710		Advanced Latin Plus				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Coursework, 40% Exam	

Contact Hours

2 hours per week, with up to one additional hour of supervision per week according to the individual needs of the student

Learning Outcomes

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

1. study unadapted Latin texts through supervised independent reading.
2. apply a systematic knowledge of Latin grammatical terms and inflection systems to the reading of unadapted Latin texts.
3. show a knowledge of specialised Latin vocabulary appropriate to their chosen area of study.
4. conduct independent research in Latin literature, using appropriate scholarly sources including reference works and commentaries
5. comment on thematic and stylistic points of interest in the reading of unadapted Latin texts.

Preliminary Reading

Indicative Reading List -

Apuleius (ed. E.J. Kenney), *Cupid and Psyche*, CUP, 1990

Lucretius (ed. C. Newlands), *Staius: Silvae II*, CUP, 2011

Pre-requisites

Successful completion of CL647 Advanced Latin, or an equivalent qualification

Synopsis *

In the weekly teaching hours, students will practice grammatical work to maintain their familiarity with Latin grammar and syntax, but the main emphasis of their studies will be on prepared translation. They will use the remainder of their preparation time in preparing the coursework component, supervised in the additional contact hours, to be submitted near the end of Spring Term.

CL711		Advanced Ancient Greek Plus				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Coursework, 40% Exam	

Contact Hours

2 hours per week, with up to one additional hour of supervision per week according to the individual needs of the student.

Learning Outcomes

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

1. study unadapted Ancient Greek texts through supervised independent reading.
2. apply a systematic knowledge of Ancient Greek grammatical terms and inflection systems to the reading of unadapted Ancient Greek texts.
3. show a knowledge of specialised Ancient Greek vocabulary appropriate to their chosen area of study.
4. conduct independent research in Ancient Greek literature, using appropriate scholarly sources including reference works and commentaries
5. comment on thematic and stylistic points of interest in the reading of unadapted Ancient Greek texts.

Method of Assessment

60% coursework 40% exam

Preliminary Reading

Indicative Reading List -

Thucydides (ed. J.R. Rusten), *The Peloponnesian War Book II*, CUP, 1989

Sophocles (ed. S.L. Schein), *Sophocles: Philoctetes*, CUP, 2013

Pre-requisites

Successful completion of CL627 Advanced Greek, or an equivalent qualification

Synopsis *

In the weekly teaching hours, students will practice grammatical work to maintain their familiarity with Ancient Greek grammar and syntax, but the main emphasis of their studies will be on prepared translation. They will use the remainder of their preparation time in preparing the coursework component, supervised in the additional contact hours, to be submitted near the end of Spring Term.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL713		Athenian Power Plays				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Wyles Dr R

Availability

Also available under code CL714 (Level 6)

Contact Hours

3 hours per week

Learning Outcomes

By the end of the course students should be able to:

11.1 articulate responses to key questions about the nature and value of the dramatic evidence for 5th century Athenian history;

11.2 understand the importance and implications of ancient drama within its historical context;

11.3 comprehend the conceptual nuances (and ambiguities) of key ancient Greek terms used within the dramas studied and prevalent in the political discussions of the time;

11.4 develop critical, specific and in-depth analyses of these issues;

11.5 engage reflectively with other people's analyses and interpretations of primary and secondary sources

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

Primary

C. Collard (2008), *Aeschylus Oresteia*. Oxford: Oxford University Press.

J. Davie (1998), *Euripides Suppliant Women, Trojan Women in Electra and Other Plays*. London: Penguin.

A. De Selincourt (2003) *Herodotus The Histories (especially Books 6-9) in The*

Histories Revised. London: Penguin.

A. Sommerstein (2003), *Aristophanes Acharnians, Lysistrata in Aristophanes Lysistrata and Other Plays*. London: Penguin.

R. Warner (2000). *Thucydides History of the Peloponnesian War*. London: Penguin.

Secondary

P. E. Easterling (ed.)(1997) *The Cambridge Companion to Greek Tragedy*. Cambridge: Cambridge University Press.

D. M. Macdowell (1995), *Aristophanes and Athens*. Oxford: Oxford University Press

C. Pelling (ed.)(1997) *Greek Tragedy and the Historian*. Oxford: Oxford University Press.

M. Revermann (ed.) (2014) *The Cambridge Companion to Greek Comedy*. Cambridge: Cambridge University Press.

P.J Rhodes (2010)(2nd ed.) *A History of the Classical Greek World*. Malden, MA: Wiley-Blackwell.

R. Wyles (2011) *Costume in Greek Tragedy*. London: Bristol Classical Press.

Synopsis *

This module explores 5th-century Athenian history through the plays which were put on stage during this period of war and political upheaval. Greek tragedies and comedies produced during this tumultuous period (472-405 BC) offer us some of the most enticing, yet challenging, evidence for the state of Athenian politics and attitudes to contemporary events (especially war and empire). In this module, the evidence of key plays will be set against other forms of historical evidence to illuminate the complex relationship between the types of evidence which survive and the nature of 'making history'.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL714		Athenian Power Plays				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Wyles Dr R

Availability

Also available under code CL713 (Level 5)

Contact Hours

3 hours per week

Learning Outcomes

By the end of the course students should be able to:

11.6 articulate detailed and nuanced responses to key questions about the nature and value of the dramatic evidence for 5th century Athenian history;

11.7 develop deep understanding of the importance and implications of ancient drama within its historical context;

11.8 understand the conceptual nuances (and ambiguities) of key ancient Greek terms used within the dramas studied and prevalent in the political discussions of the time;

11.9 devise sustained, critical and evaluative arguments related to the interpretation of these issues;

11.10 engage reflectively with current research related to primary and secondary sources.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

Primary

C. Collard (2008), Aeschylus Oresteia. Oxford: Oxford University Press.

J. Davie (1998), Euripides Suppliant Women, Trojan Women in Electra and Other Plays. London: Penguin.

A. De Selincourt (2003) Herodotus The Histories (especially Books 6-9) in The

Histories Revised. London: Penguin.

A. Sommerstein (2003), Aristophanes Acharnians, Lysistrata in Aristophanes Lysistrata and Other Plays. London: Penguin.

R. Warner (2000). Thucydides History of the Peloponnesian War. London: Penguin.

Secondary

P. E. Easterling (ed.)(1997) The Cambridge Companion to Greek Tragedy. Cambridge: Cambridge University Press.

D. M. Macdowell (1995), Aristophanes and Athens. Oxford: Oxford University Press

C. Pelling (ed.)(1997) Greek Tragedy and the Historian. Oxford: Oxford University Press.

M. Revermann (ed.) (2014) The Cambridge Companion to Greek Comedy. Cambridge: Cambridge University Press.

P.J Rhodes (2010)(2nd ed.) A History of the Classical Greek World. Malden, MA: Wiley-Blackwell.

R. Wyles (2011) Costume in Greek Tragedy. London: Bristol Classical Press.

Synopsis *

This module explores 5th-century Athenian history through the plays which were put on stage during this period of war and political upheaval. Greek tragedies and comedies produced during this tumultuous period (472-405 BC) offer us some of the most enticing, yet challenging, evidence for the state of Athenian politics and attitudes to contemporary events (especially war and empire). In this module, the evidence of key plays will be set against other forms of historical evidence to illuminate the complex relationship between the types of evidence which survive and the nature of 'making history'.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL715		Early Greek Prose in the Original				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	

Availability

Also available under code CL716 (Level 6)

Contact Hours

Three hours per week for 10 weeks, dedicated to the translation, stylistic and linguistic analysis, interpretation, and wider cultural contextualization of text(s). Teaching is based on the texts in their original language, although this may be complemented by longer passages read in translation. Students will be encouraged to review work covered each week and prepare for the following week in their own study time, discussing with the teacher any difficulties that may arise.

Learning Outcomes

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

11.1 knowledge and understanding of the prose text(s) within its/their cultural context and in relation to the establishing of the genre in this early period.

11.2 analytical and critical skills for the study of stylistic features specific to prose, thematic points of interest in the prose text(s) studied, and the shaping of prose conventions which emerge as central in later examples of the genre.

11.3 their skills in close reading and translation of Greek prose texts from this early period.

11.4 an ability to recognise the principles of the Greek language being applied by the author(s) in the prose text(s).

11.5 an awareness of the potential semantic range of individual Greek words within prose writing in this early period.

Method of Assessment

50% coursework 50% exam

Preliminary Reading

Indicative Reading List

Carey, C. (ed.)(1998) *Lysias Selected Speeches*. Cambridge: CUP.

Worthington, I. (ed.)(2007), *A Companion to Greek Rhetoric*. Oxford: Blackwell Publishing.

Pre-requisites

Successful completion of CL310: Beginners' Greek, or AS or A level Greek or an equivalent qualification.

Synopsis *

Students will participate in the close reading and interpretation of Greek prose texts. Translation of the text(s) from the original will enhance understanding of its construction by the author(s) and invite reflection on the use of stylistic and linguistic features (and their effect). This understanding may be further developed through the study of the literary and cultural context within which the text was produced.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL716 Early Greek Prose in the Original						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

Also available under code CL715 (Level 5)

Contact Hours

Three hours per week for 10 weeks, dedicated to the translation, stylistic and linguistic analysis, interpretation, and wider cultural contextualization of text(s). Teaching is based on the texts in their original language, although this may be complemented by longer passages read in translation. Students will be encouraged to review work covered each week and prepare for the following week in their own study time, discussing with the teacher any difficulties that may arise.

Learning Outcomes

On successfully completing the module students will be able to:

- 11.6 an in-depth knowledge and understanding of the prose text(s) within its/their cultural context and in relation to the establishing of the genre in this early period.
- 11.7 analytical and critical skills for the study, on a sophisticated level, of stylistic features specific to prose, thematic points of interest in the prose text(s) studied, and the shaping of prose conventions which emerge as central in later examples of the genre.
- 11.8 high-level skills in close reading and fluent translation of Greek prose texts from this early period.
- 11.9 an ability to comment on the manipulation of grammar and syntax by the author(s) for literary effect in prose from this period.
- 11.10 understanding of the semantic range of individual Greek words within prose writing in this early period.

Method of Assessment

50% coursework 50% exam

Preliminary Reading

Indicative Reading List

Carey, C. (ed.)(1998) *Lysias Selected Speeches*. Cambridge: CUP.

Worthington, I. (ed.)(2007), *A Companion to Greek Rhetoric*. Oxford: Blackwell Publishing.

Pre-requisites

Successful completion of CL550: Intermediate Greek or an equivalent qualification, or successful completion of either CL719: Later Greek Prose in the Original (I Level) or CL721: Later Greek Verse in the Original (I Level).

Synopsis *

Students will participate in the close reading and interpretation of Greek prose texts. Translation of the text(s) from the original will enhance understanding of its construction by the author(s) and invite reflection on the use of stylistic and linguistic features (and their effect). This understanding may be further developed through the study of the literary and cultural context within which the text was produced.

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CL717		Early Greek Verse in the Original				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	

Availability

Also available under code CL718 (Level 6)

Contact Hours

Three hours per week for 10 weeks, dedicated to the translation, stylistic and linguistic analysis, interpretation, and wider cultural contextualization of text(s). Teaching is based on the texts in their original language, although this may be complemented by longer passages read in translation. Students will be encouraged to review work covered each week and prepare for the following week in their own study time, discussing with the teacher any difficulties that may arise.

Learning Outcomes

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

- 11.1 knowledge and understanding of the poem(s) within its/their cultural context and in relation to the establishing of the genre in this early period.
- 11.2 analytical and critical skills for the study of stylistic features specific to poetry, thematic points of interest in the poem(s) studied, and the shaping of poetic conventions which emerge as central in later examples of the genre.
- 11.3 their skills in close reading and translation of Greek verse texts from this early period.
- 11.4 an ability to recognise the principles of the Greek language being applied by the poet(s) in poetry from this period.
- 11.5 an awareness of the potential semantic range of individual Greek words within poetry in this early period.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List

Dale, C. M. (ed.)(1999) Euripides Alcestis. Bristol: BCP.

Mitchell-Boyask R (ed)(2011), The Blackwell Companion to Euripides. Oxford: Blackwell.

Pre-requisites

Successful completion of CL310: Beginners' Greek, or AS or A level Greek or an equivalent qualification.

Synopsis *

Students will participate in the close reading and interpretation of Greek verse texts. Translation of the text(s) from the original will enhance understanding of its construction by the author(s) and invite reflection on the use of stylistic and linguistic features (and their effect). This understanding may be further developed through the study of the literary and cultural context within which the text was produced.

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CL718		Early Greek Verse in the Original				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

Also available under code CL717 (Level 5)

Contact Hours

Three hours per week for 10 weeks, dedicated to the translation, stylistic and linguistic analysis, interpretation, and wider cultural contextualization of text(s). Teaching is based on the texts in their original language, although this may be complemented by longer passages read in translation. Students will be encouraged to review work covered each week and prepare for the following week in their own study time, discussing with the teacher any difficulties that may arise.

Learning Outcomes

On successfully completing the module students will be able to:

11.6 an in-depth knowledge and understanding of the prose text(s) within its/their cultural context and in relation to the establishing of the genre in this early period.

11.7 analytical and critical skills for the study, on a sophisticated level, of stylistic features specific to prose, thematic points of interest in the prose text(s) studied, and the shaping of prose conventions which emerge as central in later examples of the genre.

11.8 high-level skills in close reading and fluent translation of Greek prose texts from this early period.

11.9 an ability to comment on the manipulation of grammar and syntax by the author(s) for literary effect in prose from this period.

11.10 understanding of the semantic range of individual Greek words within prose writing in this early period.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List

Dale, C. M. (ed.) (1999) Euripides Alcestis. Bristol: BCP.

Mitchell-Boyask R (ed) (2011), The Blackwell Companion to Euripides. Oxford: Blackwell.

Pre-requisites

Successful completion of CL550: Intermediate Greek or an equivalent qualification, or successful completion of either CL719: Later Greek Prose in the Original (I Level) or CL721: Later Greek Verse in the Original (I Level).

Synopsis *

Students will participate in the close reading and interpretation of Greek verse texts. Translation of the text(s) from the original will enhance understanding of its construction by the author(s) and invite reflection on the use of stylistic and linguistic features (and their effect). This understanding may be further developed through the study of the literary and cultural context within which the text was produced.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL719 Later Greek Prose in the Original						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	La'da Dr C

Availability

Also available at Level 6 under code CL720

Contact Hours

Three hours per week for 10 weeks.

Learning Outcomes

On successfully completing the module Level 5 students will be able to demonstrate:

11.1 knowledge and understanding of the prose text(s) within its/their cultural context and in relation to the earlier examples of the genre.

11.2 analytical and critical skills for the study of stylistic features specific to prose, thematic points of interest in the prose text(s) studied, and the treatment of prose conventions established in earlier examples of the genre.

11.3 their skills in close reading and translation of Greek prose of this later period.

11.4 an ability to recognise the principles of the Greek language being applied by this/these later author(s) in his/their prose text(s).

11.5 an awareness of the potential semantic range of individual Greek words within prose writing from this period (and awareness of previous usage of key words in earlier examples of the genre).

Method of Assessment

50% coursework 50% exam

Preliminary Reading

Indicative Reading List

Beck, M. (ed.)(2014) A Companion to Plutarch. Malden, Mass: Blackwell.

Pelling, C. B. R. (ed.)(1988) Plutarch's Life of Antony. Cambridge: CUP.

Pre-requisites

Level 5 Pre-requisite: Beginners' Greek, or AS or A level Greek or an equivalent qualification.

Restrictions

Level 5 Pre-requisite: Beginners' Greek, or AS or A level Greek or an equivalent qualification.

Synopsis >*

Students will participate in the close reading and interpretation of Greek prose texts. Translation of the text(s) from the original will enhance understanding of its construction by the author(s) and invite reflection on the use of stylistic and linguistic features (and their effect). This understanding may be further developed through the study of the literary and cultural context within which the text was produced.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL720		Later Greek Prose in the Original				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	La'da Dr C

Availability

Also available at Level 5 under code CL719

Contact Hours

Three hours per week for 10 weeks.

Learning Outcomes

On successfully completing the module Level 6 students will be able to:

11.6 an in-depth knowledge and understanding of the prose text(s) within its/their cultural context and in relation to the earlier examples of the genre.

11.7 analytical and critical skills for the study, on a sophisticated level, of stylistic features specific to prose, thematic points of interest in the prose text(s) studied, and the treatment of prose conventions established in earlier examples of the genre.

11.8 high-level skills in close reading and fluent translation of Greek prose of this later period.

11.9 an ability to comment on the manipulation of grammar and syntax by the author(s) for literary effect in prose from this period.

11.10 understanding of the semantic range of individual Greek words within prose writing from this period (and awareness of previous usage of key words in earlier examples of the genre).

Method of Assessment

50% coursework 50% exam

Preliminary Reading

Indicative Reading List

Beck, M. (ed.)(2014) A Companion to Plutarch. Malden, Mass: Blackwell.

Pelling, C. B. R. (ed.)(1988) Plutarch's Life of Antony. Cambridge: CUP.

Pre-requisites

Level 6 Pre-requisite: Successful completion of Intermediate Greek or an equivalent qualification, or successful completion of either Early Greek Prose in the Original (Level 5) or Early Greek Verse in the Original (Level 5)

Restrictions

Level 6 Pre-requisite: Successful completion of Intermediate Greek or an equivalent qualification, or successful completion of either Early Greek Prose in the Original (Level 5) or Early Greek Verse in the Original (Level 5)

Synopsis >*

Students will participate in the close reading and interpretation of Greek prose texts. Translation of the text(s) from the original will enhance understanding of its construction by the author(s) and invite reflection on the use of stylistic and linguistic features (and their effect). This understanding may be further developed through the study of the literary and cultural context within which the text was produced.

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CL721		Later Greek Verse in the Original				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	La'da Dr C

Availability

Also available at Level 6 under code CL722

Contact Hours

Three hours per week for 10 weeks

Learning Outcomes

On successfully completing the module Level 5 students will be able to demonstrate:

11.1 knowledge and understanding of the poem(s) within its/their cultural context and in relation to the earlier examples of the genre.

11.2 analytical and critical skills for the study of stylistic features specific to poetry, thematic points of interest in the poem(s) studied, and the treatment of poetic conventions established in earlier examples of the genre.

11.3 their skills in close reading and translation of Greek verse texts of this later period.

11.4 an ability to recognise the principles of the Greek language being applied by this/these later poet(s) in his/their poem(s) from this period.

11.5 an awareness of the potential semantic range of individual Greek words within poetry from this later period (and awareness of previous usage of key words in earlier examples of the genre).

Method of Assessment

50% coursework 50% exam

Preliminary Reading

Indicative Reading List

Hunter, R. L. (ed.)(1989), Apollonius of Rhodes Argonautica Book III. Cambridge: CUP Papanghelis, T. D. and A. Rengakos (eds) (2001), A Companion to Apollonius Rhodius. Leiden: Brill.

Pre-requisites

Level 5 Pre-requisite: Beginners' Greek, or AS or A level Greek or an equivalent qualification.

Restrictions

Level 5 Pre-requisite: Beginners' Greek, or AS or A level Greek or an equivalent qualification.

Synopsis *

Students will participate in the close reading and interpretation of Greek verse texts. Translation of the text(s) from the original will enhance understanding of its construction by the author(s) and invite reflection on the use of stylistic and linguistic features (and their effect). This understanding may be further developed through the study of the literary and cultural context within which the text was produced.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL722		Later Greek Verse in the Original				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	La'da Dr C

Availability

Also available at Level 5 under code CL721

Contact Hours

Three hours per week for 10 weeks

Learning Outcomes

On successfully completing the module Level 6 students will be able to:

11.6 an in-depth knowledge and understanding of the poem(s) within its/their cultural context and in relation to the earlier examples of the genre.

11.7 analytical and critical skills for the study, on a sophisticated level, of stylistic features specific to poetry, thematic points of interest in the poem(s) studied, and the treatment of poetic conventions established in earlier examples of the genre.

11.8 high-level skills in close reading and fluent translation of Greek verse texts from this later period.

11.9 an ability to comment on the manipulation of grammar and syntax by the poet(s) for literary effect in poetry from this period.

11.10 understanding of the semantic range of individual Greek words within poetry from this period (and awareness of previous usage of key words in earlier examples of the genre).

Method of Assessment

50% coursework 50% exam

Preliminary Reading

Indicative Reading List

Hunter, R. L. (ed.)(1989), Apollonius of Rhodes Argonautica Book III. Cambridge: CUP Papanghelis, T. D. and A. Rengakos (eds) (2001), A Companion to Apollonius Rhodius. Leiden: Brill.

Pre-requisites

Level 6 Pre-requisite: Successful completion of Intermediate Greek or an equivalent qualification, or successful completion of either Early Greek Prose in the Original (Level 5) or Early Greek Verse in the Original (Level 5) or Later Greek Prose in the Original (Level 5)

Restrictions

Level 6 Pre-requisite: Successful completion of Intermediate Greek or an equivalent qualification, or successful completion of either Early Greek Prose in the Original (Level 5) or Early Greek Verse in the Original (Level 5) or Later Greek Prose in the Original (Level 5)

Synopsis >*

Students will participate in the close reading and interpretation of Greek verse texts. Translation of the text(s) from the original will enhance understanding of its construction by the author(s) and invite reflection on the use of stylistic and linguistic features (and their effect). This understanding may be further developed through the study of the literary and cultural context within which the text was produced.

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CL723		Early Latin Prose in the Original				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	

Availability

Also available under code CL724 (Level 6)

Contact Hours

Three hours per week for 10 weeks, dedicated to the translation, stylistic and linguistic analysis, interpretation, and wider cultural contextualization of text(s). Teaching is based on the texts in their original language, although this may be complemented by longer passages read in translation. Students will be encouraged to review work covered each week and prepare for the following week in their own study time, discussing with the teacher any difficulties that may arise.

Learning Outcomes

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

11.1 knowledge and understanding of the prose text(s) within its/their cultural context and in relation to the establishing of the genre in this early period.

11.2 analytical and critical skills for the study of stylistic features specific to prose, thematic points of interest in the prose text(s) studied, and the shaping of prose conventions which emerge as central in later examples of the genre.

11.3 their skills in close reading and translation of Latin prose texts from this early period.

11.4 an ability to recognise the principles of the Latin language being applied by the author(s) in the prose text(s).

11.5 an awareness of the potential semantic range of individual Latin words within prose writing in this early period.

Method of Assessment

50% coursework 50% exam

Preliminary Reading

Indicative Reading List

Grillo, L. (2012) *The Art of Caesar's 'Bellum Civile': Literature, Ideology, and Community*. Cambridge: CUP.

Kennedy, E. C.(ed.)(2002) *Caesar De Bello Civili III*. Bristol: BCP.

Pre-requisites

Successful completion of CL311: Beginners' Latin, or AS or A level Latin or an equivalent qualification.

Synopsis *

Students will participate in the close reading and interpretation of Latin prose texts. Translation of the text(s) from the original will enhance understanding of its construction by the author(s) and invite reflection on the use of stylistic and linguistic features (and their effect). This understanding may be further developed through the study of the literary and cultural context within which the text was produced.

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CL724		Early Latin Prose in the Original				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

Also available under code CL723 (Level 5)

Contact Hours

Three hours per week for 10 weeks, dedicated to the translation, stylistic and linguistic analysis, interpretation, and wider cultural contextualization of text(s). Teaching is based on the texts in their original language, although this may be complemented by longer passages read in translation. Students will be encouraged to review work covered each week and prepare for the following week in their own study time, discussing with the teacher any difficulties that may arise.

Learning Outcomes

On successfully completing the module students will be able to:

11.6 an in-depth knowledge and understanding of the prose text(s) within its/their cultural context and in relation to the establishing of the genre in this early period.

11.7 analytical and critical skills for the study, on a sophisticated level, of stylistic features specific to prose, thematic points of interest in the prose text(s) studied, and the shaping of prose conventions which emerge as central in later examples of the genre.

11.8 high-level skills in close reading and fluent translation of Latin prose texts from this early period.

11.9 an ability to comment on the manipulation of grammar and syntax by the author(s) for literary effect in prose from this period.

11.10 understanding of the semantic range of individual Latin words within prose writing in this early period.

Method of Assessment

50% coursework 50% exam

Preliminary Reading

Indicative Reading List

Grillo, L. (2012) *The Art of Caesar's 'Bellum Civile': Literature, Ideology, and Community*. Cambridge: CUP.

Kennedy, E. C. (ed.) (2002) *Caesar De Bello Civili III*. Bristol: BCP.

Pre-requisites

Successful completion of CL513: Intermediate Latin or an equivalent qualification, or successful completion of either CL727: Later Latin Prose in the Original (I Level) or CL729 Late Latin Verse in the Original (I Level).

Synopsis *

Students will participate in the close reading and interpretation of Latin prose texts. Translation of the text(s) from the original will enhance understanding of its construction by the author(s) and invite reflection on the use of stylistic and linguistic features (and their effect). This understanding may be further developed through the study of the literary and cultural context within which the text was produced.

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CL725		Early Latin Verse in the Original				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	

Availability

Also available under code CL726 (Level 6)

Contact Hours

Three hours per week for 10 weeks, dedicated to the translation, stylistic and linguistic analysis, interpretation, and wider cultural contextualization of text(s). Teaching is based on the texts in their original language, although this may be complemented by longer passages read in translation. Students will be encouraged to review work covered each week and prepare for the following week in their own study time, discussing with the teacher any difficulties that may arise.

Learning Outcomes

On successfully completing the module students will be able to:

- 12.1 analyse texts critically.
- 12.2 demonstrate new competences based on diligence in training.
- 12.3 undertake critical analysis of information.
- 12.4 communicate concepts effectively, both orally and in writing.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List

Skinner, M. B. (ed.). (2007) *A Companion to Catullus*. Malden, Mass: Blackwell.
Williamson, G.A. (ed.) (1991) *Catullus Poems*. Bristol: BCP:.

Pre-requisites

Successful completion of CL311: Beginners' Latin, or AS or A level Latin or an equivalent qualification.

Synopsis *

Students will participate in the close reading and interpretation of Latin verse texts. Translation of the text(s) from the original will enhance understanding of its construction by the author(s) and invite reflection on the use of stylistic and linguistic features (and their effect). This understanding may be further developed through the study of the literary and cultural context within which the text was produced.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL726		Early Latin Verse in the Original				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

Also available under code CL725 (Level 5)

Contact Hours

Three hours per week for 10 weeks, dedicated to the translation, stylistic and linguistic analysis, interpretation, and wider cultural contextualization of text(s). Teaching is based on the texts in their original language, although this may be complemented by longer passages read in translation. Students will be encouraged to review work covered each week and prepare for the following week in their own study time, discussing with the teacher any difficulties that may arise.

Learning Outcomes

On successfully completing the module students will be able to:

12.5 apply the methods and techniques that they have learned to review and apply their knowledge and understanding.

12.6 perform sustained critical reading of source material and balance their workload.

12.7 analyse complex data, selecting and synthesising valuable information.

12.8 communicate concepts highly effectively, both orally and in writing .

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List

Skinner, M. B. (ed.). (2007) *A Companion to Catullus*. Malden, Mass: Blackwell.

Williamson, G.A. (ed.)(1991) *Catullus Poems*. Bristol: BCP:.

Pre-requisites

Successful completion of CL513: Intermediate Latin or an equivalent qualification, or successful completion of either CL727: Later Latin Prose in the Original (I Level) or CL729 Late Latin Verse in the Original (I Level).

Synopsis *

Students will participate in the close reading and interpretation of Latin verse texts. Translation of the text(s) from the original will enhance understanding of its construction by the author(s) and invite reflection on the use of stylistic and linguistic features (and their effect). This understanding may be further developed through the study of the literary and cultural context within which the text was produced.

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CL727		Later Latin Prose in the Original				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	Lowé Dr D (SECL)

Availability

Also available at Level 6 under code CL728

Contact Hours

Three hours per week for 10 weeks

Learning Outcomes

On successfully completing the module Level 5 students will be able to demonstrate:

11.1 knowledge and understanding of the prose text(s) within its/their cultural context and in relation to the earlier examples of the genre.

11.2 analytical and critical skills for the study of stylistic features specific to prose, thematic points of interest in the prose text(s) studied, and the treatment of prose conventions established in earlier examples of the genre.

11.3 their skills in close reading and translation of Latin prose of this later period.

11.4 an ability to recognise the principles of the Latin language being applied by this/these later author(s) in his/their prose text(s).

11.5 an awareness of the potential semantic range of individual Latin words within prose writing from this period (and awareness of previous usage of key words in earlier examples of the genre)

Method of Assessment

50% coursework 50% exam

Preliminary Reading

Indicative Reading List

Whitton, C (ed.)(2013) Pliny the Younger Epistles Book II. Cambridge: CUP.

Winsbury, R. (2014) Pliny the Younger. A Life in Roman Letters. London and New York: Bloomsbury Academic

Pre-requisites

Level 5 Pre-requisite: Beginners' Latin, or AS or A level Latin or an equivalent qualification.

Restrictions

Level 5 Pre-requisite: Beginners' Latin, or AS or A level Latin or an equivalent qualification.

Synopsis *

Students will participate in the close reading and interpretation of Latin prose texts. Translation of the text(s) from the original will enhance understanding of its construction by the author(s) and invite reflection on the use of stylistic and linguistic features (and their effect). This understanding may be further developed through the study of the literary and cultural context within which the text was produced.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL728		Later Latin Prose in the Original				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Lowé Dr D (SECL)

Availability

Also available at Level 5 under code CL727

Contact Hours

Three hours per week for 10 weeks

Learning Outcomes

On successfully completing the module Level 6 students will be able to:

- 11.6 an in-depth knowledge and understanding of the prose text(s) within its/their cultural context and in relation to the earlier examples of the genre.
- 11.7 analytical and critical skills for the study, on a sophisticated level, of stylistic features specific to prose, thematic points of interest in the prose text(s) studied, and the treatment of prose conventions established in earlier examples of the genre.
- 11.8 high-level skills in close reading and fluent translation of Latin prose of this later period.
- 11.9 an ability to comment on the manipulation of grammar and syntax by the author(s) for literary effect in prose from this period.
- 11.10 understanding of the semantic range of individual Latin words within prose writing from this period (and awareness of previous usage of key words in earlier examples of the genre).

Method of Assessment

50% coursework 50% exam

Preliminary Reading

Indicative Reading List

Whitton, C (ed.)(2013) Pliny the Younger Epistles Book II. Cambridge: CUP.

Winsbury, R. (2014) Pliny the Younger. A Life in Roman Letters. London and New York: Bloomsbury Academic

Pre-requisites

Level 6 Pre-requisite: Successful completion of Intermediate Latin or an equivalent qualification, or successful completion of either Early Latin Prose in the Original (Level 5) or Early Latin Verse in the Original (Level 5)

Restrictions

Level 6 Pre-requisite: Successful completion of Intermediate Latin or an equivalent qualification, or successful completion of either Early Latin Prose in the Original (Level 5) or Early Latin Verse in the Original (Level 5)

Synopsis *

Students will participate in the close reading and interpretation of Latin prose texts. Translation of the text(s) from the original will enhance understanding of its construction by the author(s) and invite reflection on the use of stylistic and linguistic features (and their effect). This understanding may be further developed through the study of the literary and cultural context within which the text was produced.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL729		Later Latin Verse in the Original				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	Lowé Dr D (SECL)

Availability

Also available at Level 6 under code CL730

Contact Hours

Three hours per week for 10 weeks

Learning Outcomes

On successfully completing the module Level 5 students will be able to demonstrate:

11.1 knowledge and understanding of the poem(s) within its/their cultural context and in relation to the earlier examples of the genre.

11.2 analytical and critical skills for the study of stylistic features specific to poetry, thematic points of interest in the poem(s) studied, and the treatment of poetic conventions established in earlier examples of the genre.

11.3 their skills in close reading and translation of Latin verse texts of this later period.

11.4 an ability to recognise the principles of the Latin language being applied by this/these later poet(s) in his/their poem(s) from this period.

11.5 an awareness of the potential semantic range of individual Latin words within poetry from this later period (and awareness of previous usage of key words in earlier examples of the genre).

Method of Assessment

50% coursework 50% exam

Preliminary Reading

Indicative Reading List

Watson, L. and P. Watson (ed.) (2003) *Martial Select Epigrams*. Cambridge: CUP.

Fitzgerald, W. (2007), *Martial: the world of the epigram*. Chicago: University of Chicago Press.

Pre-requisites

Level 5 Pre-requisite: Beginners' Latin, or AS or A level Latin or an equivalent qualification.

Restrictions

Level 5 Pre-requisite: Beginners' Latin, or AS or A level Latin or an equivalent qualification.

Synopsis >*

Students will participate in the close reading and interpretation of Latin verse texts. Translation of the text(s) from the original will enhance understanding of its construction by the author(s) and invite reflection on the use of stylistic and linguistic features (and their effect). This understanding may be further developed through the study of the literary and cultural context within which the text was produced.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL730 Later Latin Verse in the Original						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Lowé Dr D (SECL)

Availability

Also available at Level 5 under code CL729

Contact Hours

Three hours per week for 10 weeks

Learning Outcomes

On successfully completing the module Level 6 students will be able to demonstrate:

11.6 an in-depth knowledge and understanding of the poem(s) within its/their cultural context and in relation to the earlier examples of the genre.

11.7 analytical and critical skills for the study, on a sophisticated level, of stylistic features specific to poetry, thematic points of interest in the poem(s) studied, and the treatment of poetic conventions established in earlier examples of the genre.

11.8 high-level skills in close reading and fluent translation of Latin verse texts from this later period.

11.9 an ability to comment on the manipulation of grammar and syntax by the poet(s) for literary effect in poetry from this period.

11.10 understanding of the semantic range of individual Latin words within poetry from this period (and awareness of previous usage of key words in earlier examples of the genre).

Method of Assessment

50% coursework 50% exam

Preliminary Reading

Indicative Reading List

Watson, L. and P. Watson (ed.) (2003) *Martial Select Epigrams*. Cambridge: CUP.

Fitzgerald, W. (2007), *Martial: the world of the epigram*. Chicago: University of Chicago Press.

Pre-requisites

Level 6 Pre-requisite: Successful completion of Intermediate Latin or an equivalent qualification, or successful completion of either Early Latin Prose in the Original (Level 5) or Early Latin Verse in the Original (Level 5) or Later Latin Prose in the Original (Level 5)

Restrictions

Level 6 Pre-requisite: Successful completion of Intermediate Latin or an equivalent qualification, or successful completion of either Early Latin Prose in the Original (Level 5) or Early Latin Verse in the Original (Level 5) or Later Latin Prose in the Original (Level 5)

Synopsis *

Students will participate in the close reading and interpretation of Latin verse texts. Translation of the text(s) from the original will enhance understanding of its construction by the author(s) and invite reflection on the use of stylistic and linguistic features (and their effect). This understanding may be further developed through the study of the literary and cultural context within which the text was produced.

CL731 Classical Studies and Ancient History in the Classroom						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Ross Mrs Y

Contact Hours

In the autumn term, training over one half day will provide the students with an introduction to the role of a subject ambassador, working with children and conduct in the school environment, and ages and stages of education in the school curriculum. This training will be done jointly with the Partnership Development Office.

At the university, teaching will take the form of a weekly two-hour session. These sessions will involve practical application of aspects such as preparation of lesson plans and microteaching. Attendance to these sessions is vital as it will give the students the opportunity to share experiences and receive support on specific issues they encounter during their weekly placements. It is also a way for the lecturer to monitor the students' progress. Additionally, the students will receive advice on the choice of special project or activities and make individual presentations

Within the school, the designated teacher will provide support and guidance. Also, designated teachers will be provided with an assessment form by the Course Convenor to complete where they can give feedback on the overall performance and any specific activities that the students carry out, as well as an overall mark. The assessment form's criteria will reflect the module's objectives and learning outcomes. In addition, a handbook explaining the learning outcomes with clear statement of attainment levels will be given to teachers. Also, designated teachers will receive a copy of the University marking criteria as well as a written copy of how these assessments should be carried taking into consideration Kent's marking scale. The module convenor will moderate the teacher assessment which will be available to external examiners for comment.

Total Contact Hours: 28

Total Placement Hours: 40

Private Study Hours: 232

Total Study Hours: 300

Cost

Some travel may be required by students taking this module.

In this instance, it should be noted that the University is unable to cover the cost of any such journey.

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Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate an ability to present subject-related material in a coherent manner to a variety of audiences;
- 8.2 Implement and evaluate a specific idea or project in a classroom situation;
- 8.3 Understand the importance of professional responsibility and of following professional guidelines;
- 8.4 Understand of the National Curriculum and the role of Classical Studies and Ancient History within it;
- 8.5 Demonstrate knowledge of the organisation and the management of people within them;
- 8.6 Demonstrate a sound understanding of a range of approaches to learning and teaching and knowledge of how these approaches relate to practice;
- 8.7 Demonstrate an understanding of the principles of assessment and evaluation and how these relate to teaching in practice;
- 8.8 Demonstrate the ability to develop (and reflect on) practical teaching skills.

Method of Assessment

100% coursework

Preliminary Reading

Indicative list, current at time of publication.

Capel, S. (2010) *Getting the Buggers to Behave*. New York: Continuum.

Capel, S. (2009) *Learning to Teach in the Secondary School*. London: Routledge.

Rogers, B. (2011) *Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support*. London: Sage.

Willis, D. (2007) *Doing task-based teaching*. Oxford: Oxford University Press.

Websites:

<http://www.education.gov.uk/>

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary>

Pre-requisites

Maximum of 6 students to take the module.

Students' attendance should be no lower than 60% and their overall academic achievement should be within the 2i classification or higher. The Partnership Development Office together with the course convenor will provide initial ambassador training. Students will work in a school, with a nominated teacher, for ten half-days during the Autumn Term and will have the opportunity to promote their subject in a variety of ways. The Course Convenor will place students in appropriate schools, either primary or secondary.

Restrictions

This module is exempt from the randomised selection criteria. Students will be selected by their subject grades, attendance record and interview performance. Attending the interview does not guarantee a placement, only successful students will be selected.

Only available to Stage 3 students

Not available as a wild module

Synopsis */span>

This module gives students the opportunity to apply the knowledge they have obtained in their Classical and Archaeological Degree to a work-place situation. It will enhance the student experience and allow them to take responsibility for their learning and development. In addition, it will give the students work experience which enhances their employability and improves their CV.

The students will spend two hours per week in seminar learning about pedagogic processes, including: learning from experience as a student, developing good teaching practice, theories of learning and teaching; the use of different teaching materials including technology; lesson planning and development of personal style; assessment criteria and feedback techniques; communication and motivational skills; self and peer evaluation.

They will also spend one half-day per week for ten weeks in a primary or secondary school. They will observe sessions taught by their designated teacher and possibly other teachers. Later they will act somewhat in the role of a teaching assistant, working with small groups, and delivering material relevant to the programme. They will keep a weekly online journal reflecting on their activities at their designated school. The university sessions and weekly school work will complement each other. Therefore, attendance to university sessions is crucial as it will also give the students the opportunity to discuss aspects related to their weekly placement and to receive guidance.

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CL732 War and Imperialism in Ancient Rome c.350-100 BC						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convener
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	

Availability

Also available at Level 6 under code CL733

Contact Hours

The module will be taught by means of a one-hour seminar and a one-hour lecture per week, over ten weeks.

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module Level 5 students will be able to:

- 8.1 Articulate the main events, issues and themes in the history of the Roman Republic from the commencement of imperial expansion to 100 BC;
- 8.2 Demonstrate a conceptual understanding of the complex processes relating to administrative, constitutional, social, economic and religious change in the Roman Republic during this period;
- 8.3 Thoughtfully examine special features of the period such as the evolution of the imperial bureaucracy and the working of the mechanism of patronage, both in the centre and the provinces;
- 8.4 Demonstrate an understanding of the relevant different kinds of evidence (official, literary, visual and archaeological) and be able to show familiarity with and assess and use of the key documents, and have an understanding of the uses of the different categories of evidence in the investigation of historical problems;
- 8.5 Construct historical arguments, orally and in writing, which deploy established techniques of the discipline, such as independence of thought and knowledge of the ancient sources, literary and otherwise;
- 8.6 Demonstrate familiarity with the ancient sources, historical, literary and documentary, and have an understanding of inscriptional evidence for the history of the Roman Republic.

Method of Assessment

This module will be assessed by 90% coursework 10% oral in-class assessment coursework

Preliminary Reading

Indicative list, current at time of publication.

Astin, A.E., Walbank, F.W. and Frederiksen, M.W. (1987) *The Cambridge Ancient History VIII: Rome and the Mediterranean to 133 BC* (CUP, Cambridge).

Brunt, P. (1993) *Social Conflicts in the Roman Republic* (Norton, London).

DeRose Evans, J. (2013). *A Companion to the Archaeology of the Roman Republic* (Blackwell, Oxford).

Flower, H.I. (2014) *The Cambridge Companion to the Roman Republic* (CUP, Cambridge).

Harris, W.V. (1995) *War and Imperialism in the Republican Rome* (Clarendon, Oxford).

Hopkins, K. (1981) *Conquerors and Slaves* (CUP, Cambridge).

Rosenstein, N and Morstein-Marx, R. (2010) *A Companion to the Roman Republic* (Blackwell, Oxford).

Woolf, G. (2013) *Rome: An Empire's Story* (OUP, Oxford).

Synopsis *

This module examines in detail the history of the Roman Republic from 350 BC through to 100 BC, and provides both a survey of a major period of Roman history and an opportunity to study in greater depth the political, social, and economic consequences of the development of Rome's imperial ambitions in the Mediterranean. Students will read widely in the ancient sources, historical, literary and documentary.

Students will read widely from a range of works including: Polybius, Plutarch, Livy, Appian, Cicero, and Sallust.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL733 War and Imperialism in Ancient Rome c.350-100 BC						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Availability

Also available at Level 5 under code CL732

Contact Hours

The module will be taught by means of a one-hour seminar and a one-hour lecture per week, over ten weeks.

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module Level 6 students will be able to:

8.7 Articulate the main events, issues and themes in the history of the Roman Republic from the commencement of the imperial expansion to 100 BC;

8.8 Demonstrate a thorough critical analysis of the complex processes relating to administrative, constitutional, social, economic and religious change in the Roman Republic during this period and be aware of how each of these factors affects the other;

8.9 Critically, analyse special features of the period such as the evolution of the imperial bureaucracy and the working of the mechanism of patronage, both in the centre and the provinces;

8.10 Demonstrate the ability to discriminate and incorporate various kinds of evidence (official, literary, visual and archaeological) in written and oral work, and show knowledge of key documents, and have developed independence to use the different categories of evidence in the investigation of historical problems;

8.11 Demonstrate familiarity with and an analytical use of the ancient sources, historical, literary and documentary, and have an understanding of inscriptional evidence for the history of the Roman Republic;

8.12 Construct historical arguments, orally and in writing, which demonstrate a critical understanding of inscriptional evidence for imperial history.

Method of Assessment

This module will be assessed by 90% coursework 10% oral in-class assessment coursework

Preliminary Reading

Indicative list, current at time of publication.

Astin, A.E, Walbank, F.W. and Frederiksen, M.W. (1987) *The Cambridge Ancient History VIII: Rome and the Mediterranean to 133 BC* (CUP, Cambridge).

Brunt, P. (1993) *Social Conflicts in the Roman Republic* (Norton, London).

DeRose Evans, J. (2013). *A Companion to the Archaeology of the Roman Republic* (Blackwell, Oxford).

Flower, H.I. (2014) *The Cambridge Companion to the Roman Republic* (CUP, Cambridge).

Harris, W.V. (1995) *War and Imperialism in the Republican Rome* (Clarendon, Oxford).

Hopkins, K. (1981) *Conquerors and Slaves* (CUP, Cambridge).

Rosenstein, N and Morstein-Marx, R. (2010) *A Companion to the Roman Republic* (Blackwell, Oxford).

Woolf, G. (2013) *Rome: An Empire's Story* (OUP, Oxford).

Synopsis >*

This module examines in detail the history of the Roman Republic from 350 BC through to 100 BC, and provides both a survey of a major period of Roman history and an opportunity to study in greater depth the political, social, and economic consequences of the development of Rome's imperial ambitions in the Mediterranean. Students will read widely in the ancient sources, historical, literary and documentary.

Students will read widely from a range of works including: Polybius, Plutarch, Livy, Appian, Cicero, and Sallust.

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CL734 History of the Roman Empire from Augustus to Domitian						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Laurence Prof R

Availability

Also available at Level 5 under code CL587

Contact Hours

This module will be taught by means of a one-hour seminar and a one-hour lecture per week for ten weeks

Learning Outcomes

On successfully completing the module Level 6 students will be able to:

- 8.7 Articulate the main events, issues and themes in the history of the Roman Empire from the commencement of the Principate of Augustus to the death of the Emperor Domitian in AD 96 and to critically evaluate their significance.
- 8.8 Demonstrate an ability to devise arguments to evaluate the functioning of the complex processes relating to administrative, constitutional, social, economic and religious change in the Roman Empire during this period.
- 8.9 Critically evaluate historical interpretations of special features of the period such as the evolution of the imperial bureaucracy and the working of the mechanism of patronage, both in the centre and the provinces.
- 8.10 Evaluate the use of the relevant different kinds of evidence (official, literary, visual and archaeological) and show critical awareness of the use of key documents, and have developed an ability to use the different categories of evidence to critique the investigation of historical problems in the history of the Roman Empire.
- 8.11 Construct historical arguments, orally and in writing, which demonstrate analytical ability, independence of thought and knowledge of the ancient sources, literary and otherwise and be able to critically evaluate their own arguments developed from these sources.
- 8.12. Be familiar with the ancient sources, historical, literary, documentary, and inscriptional evidence and be aware of the limits of our knowledge in the development of academic argumentation;
- 8.13 Demonstrate an ability to critically evaluate argumentation in academic historical writing on the Roman Empire to identify weaknesses and strengths of positions in academic debates.

Method of Assessment

100% coursework

Preliminary Reading

Indicative list, current at time of publication.

- Alston, R.A. (1998) *Aspects of Roman History AD 14-96*, Abingdon: Routledge
- Garnsey, P. & Saller, R. (2015) *The Roman Empire*, 2nd edition, London: Bloomsbury
- Lewis, N. & Reinhold, M. (1990) *Roman civilisation, a sourcebook, vol II: the Empire*, 3rd edition, New York: Harper & Row
- Millar, F. (1981) *The Roman Empire and its neighbours*, 2nd ed, London: Duckworth
- Potter, D.S. (2010) *A Companion to the Roman Empire*, Oxford: Blackwells
- Sherk R.L. (1988) *The Roman Empire: Augustus to Hadrian*, Cambridge: CUP
- Wells, C.M. (1992) *The Roman Empire*, 2nd edition, London: Fontana

Synopsis *

This module examines in detail the history of the Roman Empire from the commencement of the Principate of Augustus in 30 BC to the death of the Emperor Domitian in AD96, and provides both a survey of a major period of Roman imperial history and an opportunity to study in greater depth the administrative, social, economic and religious developments of this period. Students will read widely from the ancient sources, historical, literary and documentary, and will be introduced to the inscriptional evidence for imperial history. This module will concentrate on the main administrative, social, economic and religious developments throughout the period rather than on the details of political and military history. Students will read widely in the major ancient sources, including Tacitus, Pliny and Suetonius, and will be introduced to the inscriptional and documentary evidence for imperial history.

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CL735 Advanced Topics in Classical Studies						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	

Availability

Also available at Level 6 under code CL736

Contact Hours

This module will be taught by means of a two-hour lecture and a one-hour seminar for ten weeks.

Learning Outcomes

On successfully completing the module Level 5 students will be able to:

- 8.1 Outline and understand the key principles of selected authors, artists and topics in classical studies and how these principles developed in antiquity. These topics are likely to change from one year to the next, but may include Greek and Roman drama, history, philosophy, art and their reception.
- 8.2 Apply the methods of textual, visual and material analysis, and the conceptual frameworks that result, to related topics outside of the culture and literature Graeco-Roman antiquity;
- 8.3 Critically evaluate and understand current methods of interpretation within classical studies and in related fields;
- 8.4 Manage their learning through the use of primary sources and current research in classical & archaeological studies.

Method of Assessment

This module will be assessed by 20% in-class assessment and 80% coursework

Preliminary Reading

This reading list will change depending on the subject taught, but would include primary texts, as this indicative list demonstrates.

- Aristotle, *Nicomachean Ethics*. 2009. (Tr.) L. Brown. Oxford: Oxford University Press.
Euripides, *Bacchae*. 1998. (Tr.) P. Woodruff. Indianapolis, IN: Hackett Publishing.
Herodotus, *Histories*. 2008. (Tr.) C. Dewald. Oxford: Oxford University Press.
Osborne, R. *Archaic and Classical Greek Art*. 1998. Oxford: Oxford University Press.
Plato, *Symposium*. 1989. (Tr.) P. Woodruff. Indianapolis, IN: Hackett Publishing.
Xenophon, *Symposium*. 2013. (Tr.) E.C. Marchant. Cambridge, MA: Harvard University Press.

Restrictions

Not available as a wild module

Synopsis *

This module takes a critical and interdisciplinary approach to modern interpretations of ancient literature, culture and art. After first developing a rich and detailed view of a key theme in classical studies (e.g. inebriation, madness, divine signs, humour, emotion, ugliness, the senses), the module will then explore how its central theme is addressed both in the ancient world and in twenty-first century debates.

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CL736 Advanced Topics in Classical Studies						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	

Availability

Also available at Level 5 under code CL735

Contact Hours

This module will be taught by means of a two-hour lecture and a one-hour seminar for ten weeks.

Learning Outcomes

On successfully completing the module Level 6 students will be able to:

8.5 Show systematic critical understanding, through clear expression, of selected authors and topics in classical studies;

8.6 Demonstrate developed skills in exegesis, critical analysis, and assessment of a selection of texts and artefacts from ancient Greece and Rome;

8.7 Show systematic understanding of the interpretations of and the relationships between, topics covered in classes.

These topics are likely to change from one year to the next, but may include Greek and Roman drama, history, philosophy, art and their reception.

8.8 Manage their learning through the use of primary sources and current research in classical & archaeological studies.

Method of Assessment

This module will be assessed by 20% in-class assessment and 80% coursework

Preliminary Reading

This reading list will change depending on the subject taught, but would include primary texts, as this indicative list demonstrates.

Aristotle, *Nicomachean Ethics*. 2009. (Tr.) L. Brown. Oxford: Oxford University Press.

Euripides, *Bacchae*. 1998. (Tr.) P. Woodruff. Indianapolis, IN: Hackett Publishing.

Herodotus, *Histories*. 2008. (Tr.) C. Dewald. Oxford: Oxford University Press.

Osborne, R. *Archaic and Classical Greek Art*. 1998. Oxford: Oxford University Press.

Plato, *Symposium*. 1989. (Tr.) P. Woodruff. Indianapolis, IN: Hackett Publishing.

Xenophon, *Symposium*. 2013. (Tr.) E.C. Marchant. Cambridge, MA: Harvard University Press.

Restrictions

Not available as a wild module

Synopsis *

This module takes a critical and interdisciplinary approach to modern interpretations of ancient literature, culture and art.

After first developing a rich and detailed view of a key theme in classical studies (e.g. inebriation, madness, divine signs, humour, emotion, ugliness, the senses), the module will then explore how its central theme is addressed both in the ancient world and in twenty-first century debates.

CL737 The Hellenistic World: History and Material Culture						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	La'da Dr C

Availability

Also available as Level 6 under code CL738

Contact Hours

The module will be taught by means of a one-hour lecture and a one hour seminar, for ten weeks.

Learning Outcomes

On successfully completing the module Level 6 students will be able to:

8.6 articulate detailed and nuanced responses to key questions about the nature and value of the historical evidence for Hellenistic history;

8.7 demonstrate deep understanding of the importance and implications of Hellenistic political, social, economic and cultural history;

8.8 understand the nature and extent of interaction between the incoming Graeco-Macedonians and the indigenous Near Eastern populations (e.g. in politics, society, the economy, religion and in cultural life);

8.9 devise sustained, critical and evaluative arguments related to the interpretation of these issues;

8.10 engage reflectively with current research related to primary and secondary sources.

Method of Assessment

100% coursework

Preliminary Reading

Indicative list, current at time of publication

Errington, R.M, (2008) A History of the Hellenistic World 323-30 BC. Malden, Blackwell

Erskine, A, (2003) A Companion to the Hellenistic World, Oxford, Blackwell

Hammond, N.G.L, (1981) Alexander the Great: King, Commander and Statesman, London, Chatto & Windus

Hammond, N.G.L, (1997) The Genius of Alexander the Great, London, Duckworth

Shibley, G, (2000) The Greek World after Alexander, 323-30 B.C., London, Routledge

Talbert, R.J.A, (1985) Atlas of Classical History, London, Routledge

Tarn, W.W, (1952) Hellenistic Civilisation, London, Edward Arnold

Whitehorne, J.E.G, (1994) Cleopatras, London, Routledge

Synopsis

This module is concerned with the Hellenistic period, which saw an expansion of the Greek world into the Near East and, as a result, the profound political and cultural transformation of the whole of the Eastern Mediterranean. The Hellenistic world played a crucial role not just in the transmission of classical Greek civilization but also in the shaping of the Roman Empire and its culture, particularly in the Eastern Mediterranean. For these reasons, it is a key period in the development of Greek, Roman and later European civilisations. The module intends to provide a general survey of the political, social, economic and cultural history of the Eastern Mediterranean in the period between 336 and 30 BC, following on from the classical Greek and in part dovetailing with and in part preparing the ground for the Roman historical modules. The module will be taught from a range of sources, historical, literary, papyrological, epigraphic and archaeological. Particular attention will be paid to the interaction between the incoming Graeco-Macedonian and indigenous local populations and the formation of new states and cultures.

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CL738 The Hellenistic World: History and Material Culture						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	La'da Dr C

Availability

Also available at Level 5 under code CL737

Contact Hours

The module will be taught by means of a one-hour lecture and a one hour seminar, for ten weeks

Learning Outcomes

On successfully completing the module Level 6 students will be able to:

8.6 articulate detailed and nuanced responses to key questions about the nature and value of the historical evidence for Hellenistic history;

8.7 demonstrate deep understanding of the importance and implications of Hellenistic political, social, economic and cultural history;

8.8 understand the nature and extent of interaction between the incoming Graeco-Macedonians and the indigenous Near Eastern populations (e.g. in politics, society, the economy, religion and in cultural life);

8.9 devise sustained, critical and evaluative arguments related to the interpretation of these issues;

8.10 engage reflectively with current research related to primary and secondary sources.

Method of Assessment

100% coursework

Preliminary Reading

Indicative list, current at time of publication

Errington, R.M, (2008) *A History of the Hellenistic World 323-30 BC*. Malden, Blackwell

Erskine, A, (2003) *A Companion to the Hellenistic World*, Oxford, Blackwell

Hammond, N.G.L, (1981) *Alexander the Great: King, Commander and Statesman*, London, Chatto & Windus

Hammond, N.G.L, (1997) *The Genius of Alexander the Great*, London, Duckworth

Shibley, G, (2000) *The Greek World after Alexander, 323-30 B.C.*, London, Routledge

Talbert, R.J.A, (1985) *Atlas of Classical History*, London, Routledge

Tarn, W.W, (1952) *Hellenistic Civilisation*, London, Edward Arnold

Whitehorne, J.E.G, (1994) *Cleopatra*, London, Routledge

Synopsis *

This module is concerned with the Hellenistic period, which saw an expansion of the Greek world into the Near East and, as a result, the profound political and cultural transformation of the whole of the Eastern Mediterranean. The Hellenistic world played a crucial role not just in the transmission of classical Greek civilization but also in the shaping of the Roman Empire and its culture, particularly in the Eastern Mediterranean. For these reasons, it is a key period in the development of Greek, Roman and later European civilisations. The module intends to provide a general survey of the political, social, economic and cultural history of the Eastern Mediterranean in the period between 336 and 30 BC, following on from the classical Greek and in part dovetailing with and in part preparing the ground for the Roman historical modules. The module will be taught from a range of sources, historical, literary, papyrological, epigraphic and archaeological. Particular attention will be paid to the interaction between the incoming Graeco-Macedonian and indigenous local populations and the formation of new states and cultures.

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CL739		Virgil's Aeneid				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	
1	Canterbury	Spring	I	30 (15)	100% Coursework	Lowe Dr D (SECL)

Availability

Also available at Level 6 under code CL641

Contact Hours

This module will be taught by means of a one-hour lecture and a two-hour seminar for ten weeks

Learning Outcomes

On successfully completing the module Level 6 students will be able to:

- 8.5 articulate detailed and nuanced responses to key questions about the nature and value of ancient epic;
- 8.6 develop deep understanding of the importance and implications of ancient epic within its historical context;
- 8.7 devise sustained, critical and evaluative arguments related to the variety of voices and themes contained within the epic;
- 8.8 engage reflectively with current research related to primary and secondary sources.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative list, current at time of publication.

- Cairns, F, (1990) *Virgil's Augustan Epic* (Cambridge: Cambridge University Press)
- Camps, W.A, (1969) *Introduction to Virgil's Aeneid* (Oxford: Oxford University Press)
- Harrison, S, (ed.), (1990) *Oxford Readings in Vergil's Aeneid* (Oxford: Clarendon Press)
- Johnson, W.R, (1976) *Darkness Visible: A Study of Vergil's Aeneid* (Berkeley: University of California)
- Virgil, (2003) *The Aeneid*, tr. D. West (London: Penguin).
- Zanker, P, (1988) *The Power of Images in the Age of Augustus* (Ann Arbor: University of Michigan Press)

Synopsis <span style =

Virgil composed the Aeneid in order to provide Rome with an epic equal to any that Homer produced. Commonly regarded as one the greatest epics of the ancient world, the Aeneid is the story of the foundation of Rome; a tale of exile, war, passionate love and the deepest humanity. We will analyse, comment on and explore the epic, book by book. This will be intertwined with a thematic approach, investigating issues concerning the gods, fate, morality, art and gender.

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CP502		Fiction and Power				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	50% Coursework, 50% Exam	Evangelou Dr A
1	Canterbury	Autumn and Spring	H	30 (15)	60% Coursework, 40% Exam	Evangelou Dr A
1	Canterbury	Autumn and Spring	H	30 (15)	80% Exam, 20% Coursework	Evangelou Dr A

Availability

Also available under code CP524 (Level 5)

Contact Hours

The module will be taught by means of a weekly two-hour seminar.

Total Contact Hours: 40

Independent Study Hours: 260 (devoted to the reading of primary and secondary texts, seminar preparation, and essay planning and writing)

Total study hours: 300

Learning Outcomes

On successfully completing the module level 6 students will be able to:

- 11.8 Demonstrate full awareness of and ability to analyse critically discursive power relations in context (political, ethnic, gendered, etc.);
- 11.9 Demonstrate an excellent understanding of the interplay between ideology and the imagination, politics and literature;
- 11.10 Demonstrate an excellent understanding of the interrelation of fact and fiction;
- 11.11 Demonstrate an excellent understanding of literature in its function as a catalyst and product of identity formation;
- 11.12 Demonstrate a full awareness of literature in its function as a vehicle of cultural self-reflection;
- 11.13 Select and synthesise very complex material and develop and defend coherent, persuasive and well-presented arguments both in class and in writing in a comparative context;
- 11.14 Demonstrate an improved ability to undertake the comparative analysis of literature of outstanding quality.

Method of Assessment

Assessment will be 100% coursework:

- Oral Presentation (20%)
- 2 x Extended Essay (40% each)

Preliminary Reading

Indicative Reading List

Introduction:

- Hanne, Michael (1994/1996). "Narrative and Power", in: *The Power of the Story. Fiction and Political Change*. Rev. ed. Providence, RI: Berghahn, 1–42.

Literary Texts (any edition and/or translation unless otherwise stated):

- Bulgakov, Mikhail, 2007 (1929–39/1966–67). *The Master and Margherita*. Trans. Richard Pevear and Larissa Volokhonsky. London: Penguin.
- Grant, Linda, 2000. *When I Lived in Modern Times*. London: Granta Publications.
- Ionesco, Eugène, 2015 (1959). *Rhinoceros (Rhinoceros and Other Plays)*. Trans. Derek Prouse. New York: Grove Press.
- Kundera, Milan, 1995 (1984). *The Unbearable Lightness of Being*. Trans. Michael Henry Heim. London: Faber and Faber.
- Satrapi, Marjane. 2008 (2003). *Persepolis*. Trans. Anjali Singh. London: Vintage.
- Sijie, Dai, *Balzac and the Little Chinese Seamstress* (2000)
- Solzhenitsyn, Aleksandr, 2000 (1962) *A Day in the Life of Ivan Denisovich*. Trans. Ralph Parker. London: Penguin.

Films:

- Wolfgang Becker (dir.), *Good Bye, Lenin!* (2003)
- Leni Riefenstahl (dir.), *The Triumph of the Will* (1935)

Synopsis *

This module looks at a group of politically inspired literary texts, comics and films, some of which were produced under the totalitarian regimes which held sway in Europe between 1917 and 1989. Others deal with the Middle East conflict, and the Islamic revolution in Iran and Mao's Cultural Revolution in China, or power relations in other contexts. Most explore ways of challenging and subverting authoritarian power structures and of articulating a critique in what Bertolt Brecht called 'dark times'. But we also focus on less obvious negotiations of fiction and power, especially with respect to the various forms of power to which these texts are subject, in which they participate, and on which they reflect metafictionally. The approach is comparative in various ways as the texts range historically and culturally, as well as across genres and language barriers (Arab, Czech, English, French, German, Italian, Greek, Polish, Russian and Chinese)

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CP510		The Text: Approaches to Comparative Literature				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	Evangelou Dr A

Availability

This module is core for Stage 2 Single Honours Comparative Literature students

Contact Hours

2 hours per week

Learning Outcomes

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

1. demonstrate literary-critical competence at a higher level than at Stage 1 (The Tale) in assessing aspects of textual transmission, literary archetypes, narrative form, strategies of interpretation, symbolism and the like through a linked series of comparative enquiries.
2. identify literary themes, motifs, structures, and authorial strategies and situate these within wider critical perspectives and apply technical terms as appropriate.
3. show they have acquired a good knowledge and critical understanding of the various types of interpretative tools.
4. demonstrate a firm grasp of the essentials of comparative methodology and be able to develop independent critical arguments concerning a wide variety of literary material of varied linguistic and cultural origin.
5. define the fundamentals of a general comparative theory of literature and have specific knowledge of some important schools of criticism, while also becoming aware of the limitations of these approaches as well as their potentialities.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

Theoretical texts:

Jonathan Culler, *Literary Theory* (Oxford University Press, 1997)
David Lodge (ed.), *Modern Criticism and Theory*, second edition (Longman, 2000)
J. Hillis Miller, *On Literature* (Routledge, 2002)

Literary texts:

Students will read a wide range of extracts and short works. These include:

J. L. Borges, 'Death and the Compass' (Calder, 1995)
N. Gogol, 'The Nose' (Penguin, 1998)
E.T.A. Hoffmann, 'The Sandman' (Penguin, 2004)
F. Kafka, 'Before the Law' (Penguin, 1972)
H. de Balzac, 'Le Père Goriot' (Oxford University Press, 1999)
A. Artaud, 'The Spurt of Blood' (University of California Press, 1988)

Students are supplied with a focused and annotated bibliography of texts on critical approaches.

Synopsis *

The module covers a variety of exercises from the close reading of poetic texts to the appraisal of a range of theoretical writings. Most material is drawn from European writing of the past two centuries, though the Bible and some medieval and Renaissance texts are also studied. Topics include: the holy text; the literary text; genre; poetic form; the fantastic; the avant-garde; postmodernism; text and image; psychoanalytic readings; and deconstruction.

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CP513 Comparative Literature Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Haustein K Dr

Availability

Core: BA Comparative Literature (Single Honours)

Optional: BA Comparative Literature (Joint Honours) – It is recommended that only students with an average of 65 per cent or higher take this module. The module convenor will establish in an interview that JH students wishing to register are not disadvantaged by taking CP513 before giving them permission to do so.

Contact Hours

There will be no formal lectures, but two workshops and the SWIPE conference (with further optional workshops) will provide students with guidance and help in addition to individual supervision. There will also be four surgeries and discussion forums at strategic intervals.

Learning Outcomes

On successfully completing the module students will be able to:

8.1 demonstrate systematic understanding of key aspects of their field of study;

8.2 deploy accurately established techniques of analysis and enquiry within the discipline of Comparative Literature;

8.3 demonstrate conceptual understanding that enables them to devise and sustain arguments and to describe and comment upon particular aspects of current research within the discipline of Comparative Literature;

8.4 manage their own learning, and to make use of scholarly reviews and primary sources appropriate to the discipline of Comparative Literature.

Method of Assessment

100% coursework

Preliminary Reading

These will be different for each student since the topics are individually chosen

Restrictions

Stage 3 only. Not available as a wild module.

Synopsis *

The Comparative Literature Final-Year Dissertation is compulsory for Final-Year Single Honours students of Comparative Literature. Joint Honours students may also register for this module, but it is recommended that only students with an average of 65 per cent or higher do so. The module convenor will establish in an interview that JH students are not disadvantaged by taking CP513 before giving them permission to register.

The module is predicated on independent research activity. It is the third and final core module of the BA programme in Comparative Literature and builds on the skills and experiences acquired through stages 1 and 2. Stage 3 students write a dissertation of 8,000 words on a topic of their own choice. The topic must be on a literary or related subject and must have a comparative element. The final-year dissertation gives students the opportunity to satisfy their intellectual curiosity by individually and independently researching a large-scale project of their own choice. Throughout autumn and spring terms students are given guidance by a chosen supervisor, but the rhythm of research, the writing and frequency of meetings between supervisor and student is left to the individual student to determine. The SWIPE undergraduate conference will give students a chance to discuss their and their fellow students' work and to test some of their ideas in a larger context.

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CP518 The Book and the Film: Adaptation and Interpretation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Evangelou Dr A

Contact Hours

2 hours per week

Learning Outcomes

- Grasp the principal tools of film criticism and apply these tools in a systematic manner to a range of films in order to achieve a detailed critical understanding of the ways in which the selected films achieve their aesthetic aims.
- Achieve a systematic and critically informed understanding of visual media alongside written media and develop the relevant modes of comparison.
- Distinguish from a critically informed perspective why certain texts lend themselves to multiple interpretations, and demonstrate understanding of established critical methodologies and the ability to apply them appropriately.
- Interrogate in a critically informed and systematic manner the power of the cinema to influence our appreciation of literary works.
- Undertake independent research with a view to writing in extenso in both mono-disciplinary and comparative veins.
- Show appreciation of both the potential and the limitations of current critical methodologies, especially in the field of adaptation studies. Take an original and critically informed approach to comparative contexts not widely covered by secondary sources, and display knowledge and critical understanding of these contexts.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

Texts

Giorgio Bassani, *The Garden of the Finzi-Continis* (Penguin, 2007)
Arthur C. Clarke, *2001: A Space Odyssey* (Orbit, 2006)
Joseph Conrad, *Heart of Darkness* (Oxford University Press, 1992)
The Gospel According to St Matthew (King James Version of the Bible)
Thomas Hardy, *Tess of the D'Urbervilles* (Oxford University Press, 1998)
Henry James, *The Turn of the Screw* (Oxford University Press, 1999)
Choderlos de Laclos, *Les Liaisons dangereuses* (Oxford University Press, 1995)
Arthur Schnitzler, *Round Dance* (Oxford University Press, 2002)
Arthur Schnitzler, *Dream Story* (Penguin, 2005)

Films:

Jack Clayton, *The Innocents*
Francis Ford Coppola, *Apocalypse Now*
Vittorio De Sica, *The Garden of the Finzi-Continis*
Milos Forman, *Valmont*
Stephen Frears, *Dangerous Liaisons*
Stanley Kubrick, *Eyes Wide Shut*
Stanley Kubrick, *2001: A Space Odyssey*
Roger Kumble, *Cruel Intentions*
Max Ophuls, *La Ronde*
Pier Paolo Pasolini, *The Gospel According to Matthew*
Roman Polanski, *Tess*

Students are supplied with a focused and annotated bibliography of texts on critical approaches, and also on individual texts and films.

Restrictions

Available to Stage 3 students only

Synopsis *

This module seeks to explore how novels and plays are adapted and interpreted for the screen. We shall be looking at how certain texts lend themselves to multiple reshaping such as Laclos' *'Dangerous Liaisons'* and Henry James' *'The Turn of the Screw'*, both of which have been adapted for the screen more than once. We shall also analyse lesser known works that have gone on to become feature films, such as Arthur Schnitzler's short work *'Dream Story'*, filmed as *'Eyes Wide Shut'*. Adaptations directed by widely recognised filmmakers such as De Sica, Max Ophuls, Kubrick and Pier Paolo Pasolini will also be examined with a view to eliciting and understanding their particular approach to, and filmic vision of, written texts.

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CP524		Fiction and Power				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	50% Coursework, 50% Exam	Evangelou Dr A
1	Canterbury	Autumn and Spring	I	30 (15)	60% Coursework, 40% Exam	Evangelou Dr A

Availability

Also available under code CP502 (Level 6)

Contact Hours

The module will be taught by means of a weekly two-hour seminar.

Total Contact Hours: 40

Independent Study Hours: 260 (devoted to the reading of primary and secondary texts, seminar preparation, and essay planning and writing)

Total study hours: 300

Learning Outcomes

On successfully completing the module level 5 students will be able to:

- 11.1 Demonstrate awareness of and ability to analyse discursive power relations (political, ethnic, gendered, etc.);
- 11.2 Demonstrate an understanding of the interplay between ideology and the imagination, politics and literature;
- 11.3 Demonstrate an understanding of the interrelation of fact and fiction;
- 11.4 Demonstrate an understanding of literature in its function as a catalyst and product of identity formation;
- 11.5 Demonstrate an awareness of literature in its function as a vehicle of cultural self-reflection;
- 11.6 Select and synthesise complex material and develop and defend arguments both in class and in writing in a comparative context;
- 11.7 Demonstrate an improved ability to undertake the comparative analysis of literature.

Method of Assessment

Assessment will be 100% coursework:

- Oral Presentation (20%)
- 2 x Extended Essay (40% each)

Preliminary Reading

Indicative Reading List

Introduction:

- Hanne, Michael (1994/1996). "Narrative and Power", in: *The Power of the Story. Fiction and Political Change*. Rev. ed. Providence, RI: Berghahn, 1–42.

Literary Texts (any edition and/or translation unless otherwise stated):

- Bulgakov, Mikhail, 2007 (1929–39/1966–67). *The Master and Margherita*. Trans. Richard Pevear and Larissa Volokhonsky. London: Penguin.
- Grant, Linda, 2000. *When I Lived in Modern Times*. London: Granta Publications.
- Ionesco, Eugène, 2015 (1959). *Rhinoceros (Rhinoceros and Other Plays)*. Trans. Derek Prouse. New York: Grove Press.
- Kundera, Milan, 1995 (1984). *The Unbearable Lightness of Being*. Trans. Michael Henry Heim. London: Faber and Faber.
- Satrapi, Marjane. 2008 (2003). *Persepolis*. Trans. Anjali Singh. London: Vintage.
- Sijje, Dai, *Balzac and the Little Chinese Seamstress* (2000)
- Solzhenitsyn, Aleksandr, 2000 (1962) *A Day in the Life of Ivan Denisovich*. Trans. Ralph Parker. London: Penguin.

Films:

- Wolfgang Becker (dir.), *Good Bye, Lenin!* (2003)
- Leni Riefenstahl (dir.), *The Triumph of the Will* (1935)

Synopsis *

This module looks at a group of politically inspired novels and films, some of which were produced under the totalitarian regimes which held sway in Europe between 1917 and 1989, others deal with Latin American political unrest, the Middle East conflict and the Islamic revolution in Iran. Most explore ways of challenging and subverting authoritarian power structures and of articulating a critique in what Bertolt Brecht called 'dark times'. But we will also focus on less obvious negotiations of fiction with power, especially with respect to the various forms of power to which these texts are subject and in which they participate. The approach is comparative in two senses as the texts range historically and culturally as well as across genres and language barriers (Arab, Czech, English, French, German, Italian, Polish, Russian and Spanish)

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CP532		Latin American Fiction				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Novillo-Corvolan Dr P

Contact Hours

One weekly two-hour seminar for ten weeks

Learning Outcomes

By the end of the module student should have:

1. gained an in-depth understanding through close reading and textual analysis of a representative corpus of twentieth- and twenty-first-century Latin American fiction.
2. obtained a conceptual understanding of the most significant literary movements in Latin American literature.
3. gained a critical understanding of the way in which Latin American fiction has been shaped by the major cultural, political, and historical events that took place in the twentieth- and twenty-first centuries.
4. critically evaluated the stylistic, conceptual, and formal aspects of Latin American fiction.
5. acquired an analytical understanding of the intellectual context of Latin American fiction and its relationship with World literature.

Method of Assessment

100% coursework

Preliminary Reading

Indicative List:

Jorge Luis Borges, *Labyrinths*

Juan Rulfo, 'The Burning Plain'

Carlos Fuentes, *Aura*

Gabriel García Márquez, *One Hundred Years of Solitude*

Julio Cortázar, *All Fires the Fire and Other Stories*

Horacio Quiroga, *Stories of Love, Madness and Death*

Mario Vargas Llosa, *Aunt Julia and the Scriptwriter*

Silvina Ocampo, *Selected stories*

Manuel Puig, *Heartbreak Tango*

Roberto Bolaño, *The Skating Rink*

Synopsis *

This course introduces students to the fiction (novels, novellas, and short stories) of some of the most influential twentieth- and twenty-first-century Latin American writers. The module ranges from Borges to the extraordinary literary phenomenon or explosion of the 'Boom generation', the post-Boom novel, and the recently acclaimed Chilean writer Roberto Bolaño (all studied in English translation). The course offers students the unique opportunity to study a fascinating corpus of literature celebrated for its creative innovation, fictional games, puzzles, labyrinths, fabulous and supernatural events, multiple storytellers, and magical realist writing. The course also addresses questions of gender, class, and social, cultural, and technological changes, as well as representations of identity, subjectivity, time, space, and landscape.

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CP533		The Sonnet				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Stahler Dr A

Contact Hours

One weekly two-hour seminar for ten weeks

Learning Outcomes

Upon successful completion of the module students will have:

1. achieved a systematic and critical understanding of the stylistic, conceptual, and formal aspects of the sonnet as a specific and hugely influential poetic form in its development across diverse cultural and linguistic contexts.
2. acquired systematic knowledge, through close reading and textual analysis, of a representative corpus of sonnets from different historical and cultural contexts.
3. gained a critical understanding of the way in which the production, reception, and circulation of poetry is shaped by different historical contexts.
4. attained a critical understanding of the sonnet in comparison to other poetic forms.
5. acquired a systematic and critical understanding of key literary terms, concepts, and theories, including metre, rhetorical devices, translation, reception and the canon.

Method of Assessment

100% coursework

Preliminary Reading

Indicative List:

Primary reading will typically include sonnets inter alia by:

Giacomo da Lentini
Petrarch (i.e. Francesco Petrarca)
Thomas Wyatt
Pierre de Ronsard
Edmund Spenser
Michelangelo Buonarroti
William Shakespeare
John Milton
Andreas Gryphius
Elizabeth Barrett Browning
Christina Rossetti
Rainer Maria Rilke
Mikhail Lermontov
Jorge Luis Borges
Seamus Heaney
Brian Clark

Secondary Reading:

Cousins, A. D. and Peter Howarth. *The Cambridge Companion to the Sonnet*. Cambridge: CUP, 2011.
John Fuller. *The Sonnet*. London: Methuen, 1972.
Phelan, J. P. *The Nineteenth-century Sonnet*. Basingstoke and New York: Palgrave Macmillan, 2005
Spiller, Michael R. G. *The Development of the Sonnet: An Introduction*. London: Routledge, 1992.

Synopsis *

Since its inception in the thirteenth century, the sonnet has proven to be one of the most enduring poetic forms in western literary history and beyond. Associated, since Petrarch, in particular with love poetry, more recent transformations of the sonnet have not only explored new thematic ground but have continued a constant process of experimentation and innovation within the formal constraints of the genre. In this module, the poetic form of the sonnet will be explored from its very beginnings to the present day. Moreover, sonnet cycles, such as Shakespeare's or Rilke's, will be studied as examples of the thematically guided expansion of the form. In addition to the printed poetic texts, attention will also be given (where applicable) to their artistic transformation in the visual arts, performance, and music. Sonnets to be studied will include samples by poets such as Petrarch, Ronsard, Michelangelo, Shakespeare, Gryphius, Lermontov, Borges, and Rilke as well as lesser known and more unconventional poems.

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CP534 Modern Arabic Literature and the Middle East						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Awadalla Dr M

Contact Hours

2 hours per week

Learning Outcomes

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

1. Demonstrate a comprehensive understanding of the various stages of development of twentieth- and twenty-first-century Arabic literature.
2. Show detailed understanding of the most significant literary movements in the Arabic literature of the Middle East.
3. Display a critical understanding of the ways in which Arabic literature has been shaped by its interaction with the West.
4. Understand the complex interplay between political developments and literary trends and movements.
5. Demonstrate a critical understanding of relevant postcolonial theories and how these can be used to enhance our analyses of literary representations.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

1. Naguib Mahfuz, *Palace Walk: The Cairo Trilogy vol.1* (New York: Anchor Books, 1991).
2. Tayeb Salih, *Season of Migration to the North* (London: Penguin Classics, 2003).
3. Ghassan Kanafani, *Men in the Sun and Other Palestinian Stories* (s.p.: Lynne Rienner Publishers, 1998).
4. Hanan al-Shaykh, *Women of Sand and Myrrh* (London: Bloomsbury, 2010).
5. Deborah Akers and Abubaker A. Bagader (eds), *Oranges in the Sun: Contemporary Short Stories from the Arabian Gulf* (s.p.: Lynne Rienner Publishers, 2006).
6. Alaa Al Aswany, *The Yacoubian Building* (London: Harper Perennial, 2007).

Synopsis *

The module introduces students to one of the richest and most stimulating eras of Arabic literary innovation and aims to link literary processes of transformation to current political changes. Exploring how recent Arabic fiction prefigures the 2011 Arab Spring revolution, the module offers students the opportunity to study these works in English translation by analysing creative trends and movements that currently resonate around the region. In addition, the module explores how these emerging Arab voices negotiate links to the past in relation to texts such as *The Thousand and One Nights*. The module combines the methodological approaches of comparative literature, the sociology of literature and postcolonial theory and explores concepts such as cultural identity, gender, diaspora and historiography.

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CP594 Travel Literature						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Straker Mrs D
1	Canterbury	Autumn and Spring	H	30 (15)	50% Coursework, 50% Exam	Straker Mrs D
1	Canterbury	Autumn and Spring	H	30 (15)	60% Exam, 40% Coursework	Straker Mrs D
1	Canterbury	Autumn and Spring	H	30 (15)	80% Exam, 20% Coursework	Straker Mrs D
2	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	

Contact Hours

2 hours per week

Learning Outcomes

By the end of this module, students will:

- a) Have a systematic understanding of key critical issues involved in travel and its literary narration
- b) Have established and demonstrated conceptual understanding of a wide range of travel literatures from a variety of periods and places
- c) Have discussed and assessed the aesthetic and ideological aspects of travel literature, displaying the ability to make cogent literary-critical judgments based on rigorous textual analysis
- d) Be able to evaluate critically and cogently the ways in which the genre of writing affects and is affected by the literary treatment of 'travel', and to devise and sustain arguments based upon judgments about literary genre
- e) Be able to demonstrate the potentialities, pitfalls and ambiguities of these literary-critical approaches to travel writing

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

Please note that specific editions are not prescribed for the texts listed below as the issue of different translations will be addressed as part of the module:

Matsuo Basho, *The Narrow Road to the Deep North*
 Lewis Carroll, *Alice's Adventures in Wonderland*
 Joseph Conrad, *Heart of Darkness*
 Isabelle Eberhardt, *In the Shadow of Islam*
 Gustave Flaubert, *Flaubert in Egypt* (extracts)
 Ernesto 'Che' Guevara, *The Motorcycle Diaries*
 Heinrich Heller, *Seven Years in Tibet*
 James Joyce, *Dubliners*
 Jack Kerouac, *On the Road*
 D. H. Lawrence, *Mornings in Mexico* (extracts)
 Norman Lewis, *Naples 44*
 Lady Mary Wortley Montagu, *Extracts from the Turkish Embassy Letters*
 V. S. Naipaul, *In a Free State*

Synopsis *

Everybody travels, in one way or another. This module asks what it means to 'travel'. In doing so, it addresses fundamental concerns, such as identity, foreignness, time, home, gender, power and ethics. By looking at texts from a wide range of periods and places, it will consider how these might be compared in their treatments of the shared theme of 'travel'. It will also address the ways in which this theme affects and is affected by the genre of writing.

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CP609 Modernism and the European Avant-Garde						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Haustein K Dr
4	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	

Contact Hours

2 hours per week

Learning Outcomes

By the end of this module, students will:

- Have gained a systematic understanding of the cultural contexts out of which the European avant-garde emerged in the late nineteenth and early twentieth centuries;
- Be able to identify the reasons for, and the precise nature of, the avant-garde reaction against nineteenth-century realism;
- Have high-level understanding of the specifically avant-garde and modernist treatment of a range of topics, including sexuality, identity, the unconscious, the primitive, and myth and history;
- Be able to analyse the various formal characteristics of avant-garde and modernist texts, including interior monologue, allusion, fragmentation, impersonality, and the transgression of generic norms, and demonstrate sophisticated awareness of the importance of these characteristics in other literary contexts;
- Have obtained a systematic and critical understanding of both older and current avant-garde and modernism scholarship as well as cogent appreciation of how particular critical approaches are shaped by particular socio-historical circumstances; they will also appreciate both the limitations, potentialities and complexities of these literary approaches.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

Rainer Maria Rilke, *The Notebooks of Malte Laurids Brigge*

Marcel Proust, *Swann's Way*

André Breton, *Nadja*

James Joyce, *A Portrait of the Artist as a Young Man*

T. S. Eliot, *The Waste Land*

Virginia Woolf, *To the Lighthouse*

Franz Kafka, *The Trial*

Synopsis *

The module will begin with the study of some of the major avant-garde movements (including Expressionism, Futurism, Imagism, Vorticism, Dada, and Surrealism) that sprang up in the first two decades of the twentieth century. Students will read a range of short manifestos and literary works by Tristan Tzara, Filippo Marinetti, T. E. Hulme, Wyndham Lewis, T. S. Eliot, Ezra Pound, André Breton, and others. Once both the diversity and the international nature of modernism have been considered, students will go on to look in depth at a series of major modernist writers from different national backgrounds, and to identify what these writers share, what distinguishes them from one another, and, in some cases, what sets them in violent opposition. The aim here will be to give students a sense of the plurality of modernisms and the conflicts that were internal to the movement. Although the focus will be on some of the most significant individual works of modernist literature (for instance, Proust's *Swann's Way*, Kafka's *The Trial*, Joyce's *Portrait of the Artist as a Young Man*, and Eliot's *The Waste Land*), shorter texts, both literary and critical/theoretical, will also constitute the recommended reading in preparation for seminars. Seminal essays by major commentators on the modernist movement such as Walter Benjamin, Georg Lukács, and Theodor Adorno will constitute part of the primary reading. The aim throughout will be to strike a balance between close reading and the consideration of the more general theoretical and political issues at stake in the modernist 'revolution of the word'. Students will also be encouraged to explore the ways in which modernism finds expression in the visual arts, particularly in Expressionism, Cubism, and Abstraction.

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CP611		Postmodernism				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

2 hours per week

Learning Outcomes

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

1. show knowledge and critical understanding of the cultural contexts from which postmodernism has emerged and the nature of its relation to those contexts
2. demonstrate the ability to apply accurately a range of theories regarding the precise nature of the postmodernist turn and its relation to the modernism against or through which it defines itself, and to be able to interrogate and explore these theories critically
3. understand the specifically postmodernist treatment of a range of key topics, including identity, gender difference, history, image and reality, and the simulacrum, along with the limitations and complexities of these treatments
4. be able to describe and comment upon the various formal characteristics of postmodernist texts, including the use of mise-en-abyme, self-referentiality, play, pastiche, and the deconstruction of meta-narratives and meta-languages

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

- Italo Calvino, *If on a Winter's Night a Traveller* trans. William Weaver (Vintage, 1992)
- Angela Carter, *The Passion of New Eve* (Virago, 1982)
- Carlos Fuentes, *The Death of Artemio Cruz*, trans. Alfred MacAdam (FSG Classics, 2009)
- Thomas Pynchon, *The Crying of Lot 49* (Vintage, 1996)
- Alain Robbe-Grillet, *In the Labyrinth*, trans. Christine Brooke-Rose (Oneworld Classics, 2012)
- W.G. Sebald, *The Rings of Saturn*, trans. Michael Hulse (Vintage, 2002)

Pre-requisites

It is highly recommended that students have completed CP609

Restrictions

Available to Stage 3 students only

Synopsis *

The module will begin by studying some of the major early postmodern writers such as Charles Olson and Alain Robbe-Grillet. This will be followed by a comparative analysis of second-generation postmodern literature in both Europe and the United States, including writers such as Italo Calvino and Thomas Pynchon. The module will also reference postmodern texts in other media such as film (the 'Free Cinema' movement) and the visual arts (most notably, Pop Art). Almost from its inception, postmodernism has been subject to theorization and to a highly charged debate over its status as either a radical and liberating movement or as a mere symptom of 'late capitalism' and a media-saturated culture in which 'the medium is the message'. Students will study some of the key theoretical documents on the postmodern, including extracts from the work of Jean Baudrillard, Fredric Jameson and Jean-François Lyotard.

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CP627 Science Fiction: History and Innovation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	March-Russell Dr P

Contact Hours

2 hours per week

Learning Outcomes

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

1. demonstrate knowledge and understanding of key works of science fiction in relation to their national, cultural and historical contexts
2. engage a set of key interdisciplinary approaches to the study of science fiction as a global art-form
3. demonstrate knowledge of the development of science fiction in relation to other genres and to critically assess this understanding

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

J.G. Ballard, *The Atrocity Exhibition*, HarperPerennial, 1979
 Adolfo Bioy Casares, *The Invention of Morel*, NYRB Classics, 2003
 Philip K. Dick, *The Three Stigmata of Palmer Eldritch*, Gollancz, 2011
 Stanislaw Lem, *The Futurological Congress*, Harcourt, 1985
 Arkady and Boris Strugatsky, *Roadside Picnic*, Gollancz, 2012
 Jules Verne, *From the Earth to the Moon*, Wordsworth, 2011
 H.G. Wells, *The First Men in the Moon*, Penguin, 1993
 Yevgeny Zamyatin, *We*, Penguin, 1972

Synopsis *

This module examines the development of science fiction from the second half of the nineteenth century to its current global status in both serious and popular culture. It explores how science fiction has developed via the interaction of different genres, different media and different national cultures. The module begins with the work of Jules Verne and H.G. Wells since their fiction is at the root of international variants of science fiction. Special attention will be paid to the comparative analysis of science fiction from the Americas, Western and Eastern Europe, and the former Soviet Union. Consideration will also be given to the relationship of literature to film, especially surrounding topics such as aliens and alienation, genetic engineering, artificial intelligence, dystopia and apocalypse.

CP629 Second Thoughts: Women Novelists from Bronte to Jelinek						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	
3	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	Pettitt Ms J

Contact Hours

2 hours per week

Learning Outcomes

By the end of the module students will:

- have become aware of diverse aesthetic strategies for representing love, desire and the body in a number of different texts written by women from various cultural and linguistic backgrounds
- grasp the importance of the specific cultural, linguistic and historic contexts from which the texts spring and their impact upon the particular representational choices
- have an understanding of the complexities which inform the treatment of issues of love, desire, gender, sexual morality, sexuality and representations of the body in the respective texts
- understand the importance of prose fiction as a mirror of ideologies in general
- understand the significance of images and representations of women proliferated through literature in particular
- grasp key concepts of feminist theory

Method of Assessment

100% coursework

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Preliminary Reading

Indicative Reading List -

Suggested Reading:

Charlotte and Emily Brontë, *Jane Eyre* and *Wuthering Heights*

Colette, *Chéri*

Katherine Mansfield, *Bliss* [short story]

Katherine Ann Porter, *Flowering Judas* [short story]

Djuna Barnes, *Nightwood*

H.D., Emily Dickinson [selected poems]

Angela Carter, *The Passion of New Eve*

Simone de Beauvoir, *The Woman Destroyed*

Françoise Sagan, *Bonjour Tristesse*

Film:

Elfriede Jelinek, *The Piano Teacher* [movie adaptation by Michael Haneke]

Theoretical Texts (extracts from selection below):

Carolyn Allen, *Following Djuna: Women Lovers and the Erotics of Loss* (Theories of Representation & Difference). Indiana: Indiana University Press, 1996.

Elisabeth Bronfen, *Over Her Dead Body: Death, Femininity and the Aesthetic*. Manchester: Manchester University Press, 1992.

Mary Eagleton, *Feminist Literary Theory: A Reader*. London: Blackwell, 1995.

Alex Hughes, Kate Ince, Jennifer Birkett (eds), *French Erotic Fiction: Women's Desiring Writing: 1880-1990*. Berg Publishers: 1996. [Berg French Studies Series]

Sandra Gilman and Susan Gubar, *The Madwoman in the Attic: The Woman Writer & the Nineteenth Century Literary Imagination*. Yale University Press, 2000.

Toril Moi, *Sexual/Textual Politics: Feminist Literary Theory (New Accents)*. London: Routledge, 2002.

Elaine Showalter, *A Literature of Their Own: British Women Novelists from Brontë to Lessing*. Virago Press, 1982.

Judith Squires, Sandra Kemp (eds.), *Feminisms* (Oxford Readers). Oxford: Oxford University Press, 1998.

Virginia Woolf, *A Room of One's Own*. London: Penguin, 2002.

Synopsis *

This module investigates the representation of love, desire and the body in a selection of texts by women writers from different temporal, cultural and linguistic backgrounds. In particular we will look at the way representations of love, desire and the body reflect the respective socio-cultural contexts and the situation of women therein, how these writers deal with themes such as love, desire and eroticism, and what aesthetic strategies they use to tackle them. What models of feminine behaviour are celebrated or criticised? To what extent are relevant representational conventions adhered to or transgressed in these works?

Charlotte Brontë's *Jane Eyre* for example provides a complex representation of a split and conflicted female identity, torn between demands of the body, passions, rages and desires, and the demands of the mind, the spirit and the intellect. This conflict is externalised in the form of the characters Bertha Mason and Helen Burns, alter egos which Jane has to overcome and reconcile. *Jane Eyre* will offer a useful touchstone for other representations of female figures caught between social conventions and desires, and their attempts to come to terms with them.

Students will be asked to engage with the significance of images and representations of women proliferated through literature. These representations provide or question role models, perpetuate or problematise stereotypical versions of feminine goals and aspirations. Furthermore, emphasis will be placed on close readings of the various works, and students will be asked to pay close attention to cultural differences and variations, and to examine how the conceptions and representations of love and desire changed in the course of time.

The selected fictions allow a comparative examination of a wide range of different perceptions by women writers of the body, of gender, identity, love, desire and sexuality and the way these reflect the respective wider ideological framework. Close readings of these texts are complemented by selected references to a body of feminist literary theory.

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CP636		European Realism				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	
1	Canterbury	Autumn and Spring	I	30 (15)	70% Coursework, 30% Exam	
2	Canterbury	Autumn and Spring	I	30 (15)	60% Coursework, 40% Exam	
3	Canterbury	Autumn and Spring	I	30 (15)	60% Coursework, 40% Exam	

Contact Hours

2 hours per week

Learning Outcomes

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

1. demonstrate familiarity with significant examples of nineteenth-century European realism
2. display knowledge and critical understanding of the intellectual and historical contexts for an understanding of 'realism'
3. critically assess different versions of literary realism by European writers
4. compare realism with the legacy of Romanticism and the beginnings of Modernism
5. demonstrate close reading and analytical skills, including the application of critical thinking to the study of literature
6. conduct independent research, including critical responses to the primary reading list for the module

Preliminary Reading

Indicative Reading List -

- Honoré de Balzac, *Pe`re Goriot*, Penguin, 1991
- George Eliot, *The Mill on the Floss*, Penguin, 1999
- Gustave Flaubert, *Sentimental Education*, Oxford World's Classics, 1979
- Henrik Ibsen, *Ghosts*, in *Plays: One*, Methuen, 1964
- Guy de Maupassant, *Bel Ami*, Oxford World's Classics, 2001
- Leo Tolstoy, *Anna Karenina*, Penguin, 2001
- Ivan Turgenev, *Fathers and Sons*, Oxford World's Classics, 1998
- Emile Zola, *Germinal*, Penguin, 2004

Synopsis *

This module is concerned with the development of literary realism in nineteenth century Europe. A representative selection of writers is studied, including Balzac, Flaubert, Eliot, Tolstoy and Zola. We will explore realism not only as a set of techniques but also as an ideology: a particular way of viewing and re-presenting the world in literary form. As such, we will also explore contradictions in terms of the realist method, especially in its negotiation of gender, sexuality and desire. Although the focus is primarily textual, we will consider cultural and historical factors such as literary production, class and economic conditions, science and technology, religion and philosophy, and the social positions of men and women.

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CP641		SWIPE Undergraduate Conference				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Stahler Dr A

Contact Hours

Six 2-hour workshops, individual supervision meetings and a two-day conference.

Learning Outcomes

- Since the conference papers will not be tied to the particular thematic concerns of any given period- or problem-focused module, these cannot easily be specified but need to be worked out according to the thematic focus of individual conference papers.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

- Bradbury, Andrew (2000/2005). *Successful Presentation Skills*. 2nd ed. London: Kogan Page.
- McCarthy, Patsy and Caroline Hatcher (2002). *Presentation Skills: The Essential Guide for Students*. London: SAGE.
- Further texts corresponding to individual subjects.

Restrictions

Stage 3 students only

Synopsis *

The SWIPE (Student Work-in-Progress Exposition) undergraduate conference module is designed particularly for undergraduate students working on their final-year dissertations or other extended coursework, but is open to all third year students. The conference will provide students with an opportunity to conduct independent research. In addition, it will give them a chance to discuss their and their fellow students' work and to test some of their ideas in a larger context. The conference aims to foster the ongoing academic dialogue within Comparative Literature, the disciplines joined in LLB and the School of European Culture and Languages as a whole as well as with the larger scholarly community of the University of Kent at Canterbury and its other campuses. By giving students an opportunity of being introduced to, and partaking in, one of the prevalent forms of professional academic dialogue, the SWIPE conference is designed as a preparation for students' further participation in exciting academic debates and to invite them to consider the challenges and opportunities of postgraduate studies. At the same time, it will serve to hone transferable skills useful in students' professional careers in other sectors of public life (organisation, presentation, communication and the demonstration of self-confidence). To ensure a certain thematic coherence and provide students with some orientation while still leaving them a wide-ranging spectrum of thematic concerns from which to choose their subjects, a specific, but not limiting, conference title will be chosen every year (to be advertised in the current stage 2 and 3 handbooks). Titles like "Violence", "Love", "Death", "Silence" or "Resistance" are envisaged. Students' participation will not be limited to the six workshops and the presentation of their paper but will also include the complete organisation of the conference; with respect to the latter, the module convenor's role is restricted to giving guidance, advice and, whenever necessary, help.

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CP644 Creatures of the Night: Vampires in Literature and Film						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Pettitt Ms J

Availability

Available in both the Autumn and Spring Term

Contact Hours

2 hours per week

Learning Outcomes

By the end of the module, students will be able:

- To show knowledge and critical understanding of a range of different nineteenth-, twentieth- and twenty-first-century representations of vampires in literature and film.
- To demonstrate understanding of the cultural, literary, political and historical contexts which shape the representations of vampires in specific works.
- To reflect critically on the persistent metaphorical allure of the figure of the vampire in popular culture, and to apply insights gained from this reflection in other literary and cultural contexts.
- To assess critically the distinctive features and symbolical meanings of nineteenth-, twentieth-, and twenty-first-century representations of vampires.
- To examine the ways in which writers and directors have deployed the figure of the vampire to explore questions relating to a diverse range of subjects, including sexuality, immortality, being an outsider, addiction and monstrosity, and to assess the strengths and weaknesses of the comparative approach in answering these questions.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

John Polidori, *The Vampyre* (1819)
Théophile Gautier, *Clarimonde* (1836),
J. Sheridan Le Fanu, *Carmilla* (1872)
Bram Stoker, *Dracula* (1897)
Angela Carter, *The Lady of the House of Love* (1979)
Stephenie Meyer, *Twilight* (2005)

Indicative Viewing List:

F.W. Murnau, *Nosferatu* (1922)
Werner Herzog, *Nosferatu the Vampyre* (1979)
Neil Jordan, *Interview with the Vampire* (1994)

Synopsis >*

This module introduces students to a range of nineteenth-, twentieth-, and twenty-first-century literary and cinematic representations of vampires from different cultural backgrounds. It explores the reasons for the abiding allure of the figure of the vampire both in popular culture and in literary fiction. The module examines the ways in which vampires function as polyvalent symbols of specifically modern preoccupations, for the emergence and popularity of vampire tales is intricately bound up with the advent and wider cultural ramifications of modernity. What do vampires represent in each of the works discussed, and what hidden desires and anxieties do they allow authors and filmmakers to express? The vampire is an allegorically highly potent figure which is suspended between life and death and between animal and human existence. Vampires frequently serve as foils to discuss more contentious matters, in particular questions relating to sexuality, gender roles, class, immortality and the desire for everlasting youth, being an outsider, and addiction. Texts and films to be studied include John Polidori's *The Vampyre* (1819), Théophile Gautier's *Clarimonde* (1836), J. Sheridan Le Fanu's *Carmilla* (1872), Bram Stoker's *Dracula* (1897), F. W. Murnau's and Werner Herzog's *Nosferatu* adaptations (1922 and 1979), Angela Carter's *The Lady of the House of Love* (1979), Neil Jordan's *Interview with the Vampire* (1994) and Stephenie Meyer's *Twilight* (2005)

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CP646		Prize Winners				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Stahler Dr A
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Coyte Ms D

Availability

Also available under code CP647 (Level 6)

Available in both Autumn and Spring Term

Contact Hours

2 hours per week

Learning Outcomes

After having attended the module, students will be in a position:

- to recognize and analyse the cultural contexts from which notions of literary quality emerge;
- to appreciate the problems of successful, respectively abortive, canon formation in its earliest stages;
- to follow critical debates in the most influential national and international feuillets and to form an opinion of their own by critically engaging with them;
- to gain confidence in talking about recent literary texts and in joining literary debates;
- to understand the politics of literary production and marketing, and the economic, social, and cultural forces by which it is driven;
- to learn to analyse literary texts in their individual production and changing reception contexts (including the shifting appreciation of aesthetic and moral values);
- to apply literary and cultural theories to the study of literature;
- to gain a perspective on the history of the discipline of literary studies.

Method of Assessment

100% coursework

Preliminary Reading

Due to the nature of the literary material to be discussed, the reading list will change, at least partially, from year to year, taking into account recent nominations and awards of literary prizes. It will typically consist of texts like the following:

Nobel Prize winners:

Patrick Modiano (winner in 2014); for instance: *Missing Person* (1978)

Isaac Bashevis Singer (winner in 1978); for instance: *The Collected Stories* (1982)

(Man) Booker Prize winners:

Salman Rushdie, *Midnight's Children* (1981; "Booker of Bookers" in 1993)

Richard Flanagan, *The Narrow Road to the Deep North* (2014)

Prix Goncourt

André Malraux, *Man's Fate* (1933)

Michel Houellebecq, *The Map and the Territory* (2010)

Synopsis *

The award of literary prizes is a highly potent tool of cultural policy that frequently determines the wider national and international impact of a literary work. As such it is of crucial relevance to the study of comparative literature in a number of ways: the award of literary prizes reflects the beginnings of the successful or, as the case may be, the (ultimately) abortive formation of literary canons; moreover, it affords insights into processes of cultural production and marketing and reveals in which ways political and economic agendas are tied up with these processes; it also offers a perspective on transnational and transcultural aspects of the production and reception of literature and indicates shifting notions of the social function of literature and the writer; literature is thus understood as a cultural product in ever changing contexts which is frequently subject to external forces of which literary prizes become indicators or even 'enforcers'. This module will investigate with the methods of literary and cultural studies the development of a number of major literary awards which have achieved global significance, among them the Nobel Prize for Literature and the Man Booker Prize the Prix Goncourt (This list may be modified according to precedent to accommodate the topical relevance of individual award winners in the future.) Seminars will develop a historical perspective by scrutinising and analysing award winners of the past and their most recent counterparts in their different production and marketing contexts as well as in changing reception contexts: seminars will include the close reading of individual works as well as their critical reception, and the analysis of marketing strategies in various media (e.g. reports in culture magazines, reviews, displays in book shops, translations, etc.); final winners will be interpreted in the context of the respective long and short lists from which they emerged; historical developments will be taken into account, for instance by investigating 'forgotten' prize winners in comparison with those who, largely through the agency of academic intervention, 'made it' into the canon; the module thus also offers an insight into the history of the discipline of literary studies. (It links up logically with the C-level module CP321 Literature and Nationhood)

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CP647 Prize Winners						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Stahler Dr A
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Coyte Ms D

Contact Hours

2 hours per week

Also available under code CP646 (Level 5)

Available in both Autumn and Spring Term

Learning Outcomes

After having attended the module, students will be in a position:

- to recognize and analyse the cultural contexts from which notions of literary quality emerge;
- to appreciate the problems of successful, respectively abortive, canon formation in its earliest stages;
- to follow critical debates in the most influential national and international feuillets and to form an opinion of their own by critically engaging with them;
- to gain confidence in talking about recent literary texts and in joining literary debates;
- to understand the politics of literary production and marketing, and the economic, social, and cultural forces by which it is driven;
- to learn to analyse literary texts in their individual production and changing reception contexts (including the shifting appreciation of aesthetic and moral values);
- to apply literary and cultural theories to the study of literature;
- to gain a perspective on the history of the discipline of literary studies.

Method of Assessment

100% coursework

Preliminary Reading

Due to the nature of the literary material to be discussed, the reading list will change, at least partially, from year to year, taking into account recent nominations and awards of literary prizes. It will typically consist of texts like the following:

Nobel Prize winners:

Patrick Modiano (winner in 2014); for instance: *Missing Person* (1978)

Isaac Bashevis Singer (winner in 1978); for instance: *The Collected Stories* (1982)

(Man) Booker Prize winners:

Salman Rushdie, *Midnight's Children* (1981; "Booker of Bookers" in 1993)

Richard Flanagan, *The Narrow Road to the Deep North* (2014)

Prix Goncourt

André Malraux, *Man's Fate* (1933)

Michel Houellebecq, *The Map and the Territory* (2010)

Synopsis *

The award of literary prizes is a highly potent tool of cultural policy that frequently determines the wider national and international impact of a literary work. As such it is of crucial relevance to the study of comparative literature in a number of ways: the award of literary prizes reflects the beginnings of the successful or, as the case may be, the (ultimately) abortive formation of literary canons; moreover, it affords insights into processes of cultural production and marketing and reveals in which ways political and economic agendas are tied up with these processes; it also offers a perspective on transnational and transcultural aspects of the production and reception of literature and indicates shifting notions of the social function of literature and the writer; literature is thus understood as a cultural product in ever changing contexts which is frequently subject to external forces of which literary prizes become indicators or even 'enforcers'. This module will investigate with the methods of literary and cultural studies the development of a number of major literary awards which have achieved global significance, among them the Nobel Prize for Literature and the Man Booker Prize the Prix Goncourt (This list may be modified according to precedent to accommodate the topical relevance of individual award winners in the future.) Seminars will develop a historical perspective by scrutinising and analysing award winners of the past and their most recent counterparts in their different production and marketing contexts as well as in changing reception contexts: seminars will include the close reading of individual works as well as their critical reception, and the analysis of marketing strategies in various media (e.g. reports in culture magazines, reviews, displays in book shops, translations, etc.); final winners will be interpreted in the context of the respective long and short lists from which they emerged; historical developments will be taken into account, for instance by investigating 'forgotten' prize winners in comparison with those who, largely through the agency of academic intervention, 'made it' into the canon; the module thus also offers an insight into the history of the discipline of literary studies. (It links up logically with the C-level module CP321 Literature and Nationhood)

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CP650		Decadence in Fin-de-Siecle Europe				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

2 hours per week

Learning Outcomes

By the end of the module students will be able to:

1. identify significant examples of decadent art and literature from late nineteenth-century Europe
2. demonstrate a coherent and detailed knowledge of literary and artistic decadence as an intellectual movement as well placing the moment within an historical context
3. critically assess different versions of decadence in the work of European artists and writers
4. critically evaluate decadence in terms of the Romantic legacy and the beginnings of Modernism

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

Knut Hamsun, *Hunger*, trans. Sverre Lyngstad (Canongate, 2006)

Joris-Karl Huysmans, *Against Nature*, trans. Robert Baldick, ed. Patrick McGuinness (Penguin, 2003)

Frank Wedekind, *Lulu*, trans. Wes Williams, ed. Nicholas Wright (Nick Hern Books, 2001)

Oscar Wilde, *The Picture of Dorian Gray*, ed. Isobel Murray (Oxford World's Classics, 1994)

Restrictions

Available to Stage 3 students only

Synopsis *

The module explores the development of decadence in late nineteenth-century Europe as an artistic response, a philosophic expression and a social critique. Taking the work of Charles Baudelaire and the failed revolutions of 1848 as its starting-points, the module examines decadence as both a symptom of political and artistic frustration and as a psychological investigation of what Max Weber would later term 'the disenchantment of the world'. Key themes will include the role of the artist, nature versus artifice, fantasy and desire, sexuality, social morality versus personal freedom, and death. The module will not only explore decadence in terms of different literary genres (fiction, drama, poetry) but also in the visual arts of the period.

CP652		Postcolonial Images of Africa and South Asia				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Awadalla Dr M

Contact Hours

2 hours per week

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Learning Outcomes

After having attended the module, students will be in a position:

- to hone the ability to undertake the comparative analysis of literature to enhance their ability to undertake independent research (this subject specific learning outcome will contribute to achieving the following Comparative Literature programme learning outcomes: 12B (a), (b), (c), (d), (f), and (g); 12C (i)–(r); 12D (s)–(v));
- to develop the ability to read closely and critically, and to apply a range of critical terms to literary texts to enhance their ability to undertake independent research (this subject specific learning outcome will contribute to achieving the following Comparative Literature programme learning outcomes: 12B (a), (b), (c), (d), (f), and (g); 12C (i)–(r); 12D (s)–(v));
- to recognise and analyse the political and cultural contexts from which notions of identity, gender and empire emerge in relation to their influence in selected writings to enhance their ability to undertake independent research (this subject specific outcome will contribute to achieving the following Comparative Literature programme learning outcomes: 12A (b), (e));
- to appreciate the central concepts of Postcolonial reading perspectives and theories and to understand their origin in anti-colonial liberation discourses (this subject specific outcome will contribute to achieving the following Comparative Literature programme learning outcomes: 12A (c), (f), (e));
- to follow critical debates in Postcolonial studies and to form an opinion of their own by critically engaging with them (this subject specific outcome will contribute to achieving the following Comparative Literature programme learning outcomes: 12A (f));
- to gain confidence in distinguishing why certain literature of Africa and South Asia lends itself to Postcolonial readings (this subject specific outcome will contribute to achieving the following Comparative Literature programme learning outcomes: 12A (b), (c), (e), (f));
- to learn to analyse selected literary texts in their individual contexts within a collective image that is paradigmatic of the Postcolonial condition: alienation, marginalisation, dislocation (this subject specific outcome will contribute to achieving the following Comparative Literature programme learning outcomes: 12A (b), (c));
- to interrogate the intersection of feminism, postcolonialism and the writing act (this subject specific outcome will contribute to achieving the following Comparative Literature programme learning outcomes: 12A (b), (f));
- to examine colonial power relations in the light of patriarchy and women's rights (this subject specific outcome will contribute to achieving the following Comparative Literature programme learning outcomes: 12A (b), (e), (f));
- to consider the particularities of each writer in terms of race, class, gender, historical context and writing language (this subject specific outcome will contribute to achieving the following Comparative Literature programme learning outcomes: 12A (b), (e), (f));
- to observe the mode of translation as a space of historical, cultural, political and philosophical exchange (this subject specific outcome will contribute to achieving the following Comparative Literature programme learning outcomes: 12A (f), (g));
- to become familiar with undergraduate Postcolonial studies as a precursor to the postgraduate module: CP806 Postcolonial Cultures (this subject specific outcome will contribute to achieving the following Comparative Literature programme learning outcomes: 11 (h)).

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

Albert Camus, *The Outsider* (1942)
Chinua Achebe, *Things Fall Apart* (1958)
Assia Djebar, *Women of Algiers in Their Apartment* (1980)
Abdelkebir Khatibi, *Love in Two Languages* (1983)
Tsitsi Dangarembga, *Nervous Conditions* (1988)
Arundhati Roy, *The God of Small Things* (1997)
Anita Desai, *Fasting, Feasting* (1999)
Roma Tearne, *Bone China* (2008)

Synopsis *

This is a module about the intersection of colonial power relations, anti-colonialism, postcolonialism, feminism, and identity politics in literature from 1940 to 2010 which interrogates the influence of imperialism on a sense of self. It considers the writing of a number of women and men from Algeria, Morocco, Nigeria, Zimbabwe, India and Sri Lanka in a range of genres from the Francophone and Anglophone traditions (short story, essay, novel, autobiography). In light of the complex relationship between coloniser and colonised, we consider the political activism of many of these writers, as well as the ways in which their politics are articulated in their writing, whether fiction or non-fiction. We also examine to what extent this literature is representative of other postcolonial concerns such as nationhood and national consciousness, hybridity and assimilation, and exile and alienation within the larger context of cultural theory. Particularly significant is our interrogation of the violence inscribed in both the colonial system and the colonised's fight for independence as seen from the psychoanalytical perspectives of Frantz Fanon in *Black Skin, White Masks* (1952), *A Dying Colonialism* (1959), *The Wretched of the Earth* (1961). Studying the primary and secondary texts in English, we bring awareness to the reading scene of the translation process as an important development in the transnational study of comparative literature in our global world. In so doing, we acknowledge the significance of indigenous languages and dialects as signifiers of subjecthood in conflict with the coloniser's language. By exploring a variety of anti-colonial resistance and liberation discourses in relation to the development of current postcolonial thinking, the module also offers and insight into the history of the discipline of Colonial and Postcolonial studies. This module links up logically with the C-level module CP321 *Literature and Nationhood* (relationship between a sense of nationhood and writing), the I-level module CP510 *The Text* (as a corollary to the analysis of different reading perspectives), and the postgraduate level CP806 *Postcolonial Cultures* as part of the Taught MA Programme.

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CP655	Don Juan and Casanova: The Art of Seduction in Literature - Music and F					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Pettitt Ms J

Contact Hours

The module will be taught by means of one weekly two-hour seminar

Learning Outcomes

11. The intended subject-specific learning outcomes:

- To analyse critically a selection of representations of Don Juan and Casanova as archetypes of the male seducer in literature, music, and film;
- To gain a systematic understanding of the gender-historical and wider philosophical questions that are at stake in such representations;
- To develop detailed understanding of what motivates the creation of these archetypes, such as the projection of male/female anxieties concerning sexuality or conflicting relations between individual and society;
- To be able to engage at an advanced critical level with the literary texts, music, and films discussed through close interpretations of these works;
- To gain a profound understanding of key philosophical concepts (modern individualism in relation to narcissism and solitude) through analysis of the figure of the male seducer and his female/male victims and/or opponents;
- To acquire systematic knowledge of key theoretical concepts from gender and performance theory, speech act theory, and psychoanalysis.
- To acquire a systematic and critical understanding of recent criticism relating to texts, films and music studied on the module.

Method of Assessment

100% coursework

Preliminary Reading

Indicative reading list:

Tirso de Molina: *The Trickster of Seville and the Stone Guest*

Molière: *Don Juan*

Giacomo Casanova: *History of my Life* (extracts)

E.T.A. Hoffmann: *Don Juan*

Byron: *Don Juan*

Alexander Pushkin: *The Stone Guest*

Arthur Schnitzler: *Casanova's Homecoming*

Søren Kierkegaard: *Either/Or* (extracts)

Albert Camus: *The Myth of Sisyphus*

Viewing list:

Mozart/da Ponte: *Don Giovanni* (Levine/Zeffirelli, 2005)

Fellini (dir.): *Fellini's Casanova* (1976)

Synopsis *

Don Juan and Casanova are archetypes of the male seducer who, in the Western European tradition, stand for different interpretations of excessive passion. Don Juan hunts for virgins, nuns, and other women who are difficult to get (in that they belong to other men). Meticulously, he keeps record of his conquests. Casanova, in turn, was attracted to the easy accessibility of moments of intense pleasure, which, although within potential reach to all, only few knew how to enjoy. While Casanova slept with everyone but took interest in nobody, Don Juan's quest is also motivated by the hidden desire to find a woman that would be his equal. In this module we shall chart the metamorphoses of these two almost mythical figures since their emergence in seventeenth-century Spain and eighteenth-century Italy to explore the relationship between literature, music, film, and the erotic within different cultural and historical contexts. In our close analyses of plays, novellas, poems, philosophical texts, opera, and film, we will focus on notions of modern individualism in relation to narcissism and solitude. In addition, we shall also engage with theoretical concepts related to speech act theory (J.L. Austin's *How to do Things with Words*), Judith Butler's thoughts on gender as performance, Sigmund Freud's observations on sexuality, and Jacques Lacan's description of ego-constitution.

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CP656		Shakespeare's Afterlives				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Novillo-Corvolan Dr P

Contact Hours

2 hours per week

Learning Outcomes

- To accurately deploy techniques of close reading and textual analysis in order to come to a systematic understanding of a range of Shakespeare's plays and their twentieth-century appropriations;
- To obtain a systematic understanding of key aspects of recent critical approaches to Shakespeare's plays and adaptations of his plays;
- To engage critically with and comment upon these critical approaches as well as to understand the specific cultural, historical and political contexts from which these approaches emerge;
- To attain detailed and high-level understanding of the intertextual relations between texts, and how Shakespeare's plays have been adapted to new historical and cultural circumstances across the world;
- To evaluate the various ways in which world writers 'talked back' to Shakespeare, and how they responded to his canonical discourse with reverence and irreverence, sympathy and antipathy, and homage and parody;
- To demonstrate an ability to assess comparatively the literary, political, historical, and cultural legacy of Shakespeare's plays in different world-wide locations;
- To acquire cogent understanding of the theory of intertextuality and broader approaches to the 'translation' of literary works as cultural acts of adaptation and appropriation, and to appreciate the complexities and limitations of these approaches.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

Shakespeare, Hamlet, King Lear, Macbeth, and The Tempest.

Tom Stoppard, Rosencrantz and Guildenstern Are Dead.

Heiner Müller, Hamletmaschine.

Jane Smiley, A Thousand Acres.

Akira Kurosawa, Throne of Blood.

Jorge Luis Borges, 'Everything and Nothing', 'Shakespeare's Memory', and 'The Pattern'.

Marina Warner, Indigo.

Synopsis *

How have twentieth-century writers across the world negotiated and appropriated Shakespeare's omnipresent cultural influence? How have they revised, reinvented, and reimagined his legacy in Europe, Asia, and the Americas (North, Central, and South)? This module focuses on a selection of Shakespeare's most influential plays (Hamlet, King Lear, Macbeth, and The Tempest) in order to examine how their thematic, historical, and cultural concerns have been transplanted to a wide range of global locations including the Caribbean, Germany, Japan, a farm in the USA, and the Argentine Pampas. The module also engages with theoretical notions related to the act of appropriating Shakespeare, including the theory of intertextuality, the Benjaminian concept of the 'afterlife' of a text, and Genette's study of the 'palimpsest' as a text derived from a pre-existent text. In addition, the module will reflect on issues of race, gender, and cultural identity embedded in the adaptations of the bard in the various world contexts in which his work has been complexly modernized and redeployed.

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CP658 Nordic Literature and Film						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Scott Dr J

Contact Hours

3 hours per week (2 hour seminar plus 1 hour lecture)

Learning Outcomes

By the end of the module, students will:

1. Have acquired systematic knowledge and critical understanding of some major texts of the Nordic tradition, from the Norse sagas through the period of National Romanticisms up to the present day (including film and drama).
2. Be able to demonstrate an understanding of the cultural, literary, regional/national, and historical contexts of these works. In addition, students will be able to show appreciation of the ways in which the different traditions of the Nordic countries inter-relate within these contexts.
3. Exhibit the analytical skills required to critically assess, evaluate and explain the distinctive literary features of Nordic literature with reference to the contexts listed in (2) above.
4. Be able to critically analyse questions pertaining to form, style and structure explored by these texts.
5. To evaluate how traditional forms of Nordic literature compare and contrast with contemporary writing from the region; that is, students will be able to demonstrate an ability to apply critical and theoretical frameworks in contexts other than those in which they were first encountered.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading List -

Peter Høeg, *Miss Smilla's Feeling for Snow* (London: Vintage, 1996)
Knut Hamsun, *Hunger* (London: Dover Publications, 2000)
Henrik Ibsen, *A Doll's House* (London: Methuen, 2013)
The Kalevala (Oxford: Oxford World's Classics, 2008)
Vilhelm Moberg, *The Last Letter Home* (Emigrant Novels) (Minnesota Historical Society Press, 1995)
Sven H. Rossel, *A History of Scandinavian Literature, 1870-1980*, (University of Minnesota Press, 1981)
P. Sture Ureland and Ian Clarkson, *Scandinavian Language Contracts* (Cambridge: CUP, 2009)

Films and TV Dramas

The Girl with the Dragon Tattoo (Män som hatar kvinnor) Dir. Niels Arden Oplev
The Killing (Forbrydelsen) Dir. Søren Sveistrup

Synopsis *

This module examines literary works ranging from folk tales and sagas through the respective periods of national Romanticism to the present day written in the principal Nordic languages (Danish, Finnish, Norwegian, Swedish), and will also explore some films from the region. The texts will be studied in English translations, and the films will be in the original language with English subtitles. Some of the themes to be extracted from these texts and explored in more detail include: Romanticism, exile, nationalism and post-nationalism, world literatures, translation and adaptation. The current new wave of Nordic crime fiction and its adaptations as TV dramas and films will also be examined, exploring reasons for the genre's popularity (both within and beyond the region). The module will investigate how Nordic literature and film have developed diachronically, how the literatures of the various Nordic countries interact and interrelate, and how contemporary texts are rewriting and renegotiating the historical linguistic, geographic, ethnic and cultural borders of the region.

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CP659 Comparative Literature and English & Linguistics in the Classroom						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Ross Mrs Y

Contact Hours

Contact hours (initial training and support classes): 22 hours.

Placement supervision by Convenor: 2 hours

Placement time: 40 hours (1 half-day weekly over 10 weeks).

Self-study (Keeping a written journal, completing class observations and class assignments, preparing teaching materials, writing report and preparing oral presentation): 236 hours.

Total hours: 300 hours

Cost

Some travel may be required by students taking this module.

In this instance, it should be noted that the University is unable to cover the cost of any such journey.

Learning Outcomes

On successfully completing the module students will be able to:

11.1 Present language material and subject related ideas concisely and coherently to a variety of audiences.

11.2 Understand the role of literature as a tool to engage students and improve their grasp of their own language or target language.

11.3 Create, put into practice and evaluate a specific idea or project.

11.4 Demonstrate knowledge and understanding of the needs of different learners in secondary school settings and how a variety of appropriate teaching methods might address these.

11.5 Develop an understanding of the National Curriculum and the role of English and Literature within the Curriculum.

11.6 Acquire knowledge of the organisation within schools and the management of people within them.

Method of Assessment

100% coursework

Preliminary Reading

Indicative list

General:

Capel, S.A., Leask, M. and Turner, T. (2012) *Learning to Teach in the Secondary School: A Companion to School Experience*, London: Routledge

Leibling, M. (2005) *The A-Z of Learning: Tips and Techniques for Teachers*, New York: Routledge

Nicholls, G. (2004) *An Introduction to Teaching a Handbook for Primary and Secondary School Teachers*, 2nd. ed., London: RoutledgeFalmer

Specific:

Adams, A. and Brindley, S. (2007) *Teaching Secondary English with ICT*, Maidenhead: Open University Press

Evans, C. (2009) *Teaching English: Developing as a Reflective Secondary Teacher*, London: Sage

Fleming, M. and Stevens, D. (2004) *English Teaching in Secondary School: Linking Theory and Practice*, 2nd edition, London: David Fulton Publishers

Goodwin, A. (1998) *Literary and media texts in secondary English new approaches*, London: Cassel

Pike, M.A. (2004) *Teaching Secondary English*, London: Thousand Oaks

Websites

<http://www.education.gov.uk/>

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary>

Pre-requisites

Students' attendance should be no lower than 60% and their overall academic achievement should be within the 2i classification or higher. The Partnership Development Office will provide initial ambassador training together with the course convenor. Students will work in a school, with a nominated teacher, for ten half days during the Autumn Term and will have the opportunity to promote their subject in a variety of ways. The Course Convenor will place students in appropriate schools, either primary or secondary.

Restrictions

This module is exempt from the randomised selection criteria. Students will be selected by their subject grades, attendance record and interview performance. Attending the interview does not guarantee a placement, only successful students will be selected.

Only available to Stage 3 students

Not available as a wild module

Synopsis *

This module will provide the opportunity for third year undergraduates to gain valuable transferable skills by giving them some first-hand teaching experience in a primary or secondary school classroom. Each student will spend half a day each week for one term in a local school under the supervision of a specific teacher, who will act as a mentor, and decide the tasks and responsibilities of the student. The weekly university sessions and school work will complement each other.

Therefore, attendance to university sessions is crucial as it will also give the students the opportunity to discuss aspects related to their weekly placement and receive guidance.

They will observe sessions taught by their designated teacher and possibly other teachers. Initially, for these sessions the students will concentrate on specific aspects of the teachers' tasks, and their approach to teaching a whole class. As they progress, their role will be as teaching assistants, by helping individual pupils who are having difficulties or by working with small groups. They may teach brief or whole sessions with the whole class or with a small group of students where they explain a topic related to the school syllabus. They may also talk about aspects of University life. They must keep a weekly journal reflecting on their activities at their designated school.

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CP660		Contemporary Nordic Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	

Contact Hours

This module will be taught by means of one 2-hour seminar per week x 15 weeks. Autumn term: Two-hour lecture/seminars for 10 weeks: 20 hours. Spring term: Two-hour seminars for 5 weeks: 10 hours.

Total contact hours: 30.

Independent study hours: 200.

Placement time: Approximately 70 hours (equivalent to one half day per week for 22 weeks).

Total hours: 300.

In the autumn term the student will acquire knowledge and critical understanding of central aspects of contemporary Nordic culture and company cultures. This will be achieved through lectures, seminar, presentations, and group activities.

In the spring term, students will undertake an internship in a Nordic company, guided by a designated mentor. The students will engage in work based activities and conduct a well-defined project under the guidance of the mentor and/or other staff members. Precise objectives will be defined for the internship by the mentor. Regular seminars with the module convenor will facilitate the successful completion of this internship. The mentor is a company staff member who will supervise a student during his/her internship.

Learning Outcomes

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

1. Demonstrate systematic knowledge and critical understanding of central, interrelated aspects of contemporary Nordic culture, ranging from history, sociology and architecture, to literature, theatre, film, television series and innovation culture.
2. Demonstrate cogent understanding of the cultural, historical and political contexts at work in Scandinavia today. In addition, students will be able to show appreciation of the ways in which the different traditions of the Nordic countries interrelate within these contexts, with a particular view to their role in company cultures.
3. Exhibit the analytical skills required to critically assess, evaluate and explain the distinctive features of Nordic culture with reference to the contexts listed in (2) above.
4. Critically analyse and compare Nordic cultural artefacts and phenomena in their relevant contexts.
5. Evaluate how these artefacts and phenomena play into company cultures of innovation and learning.

Method of Assessment

This module will be assessed (exclusively by the module convenor) as follows: 100% coursework.

A, Seminar presentation (20 minutes), 10%.

B, One 2000-word essay, 30%.

C, One 2000-word essay, 30%.

D, report based on the internship, 2000 words, 30%.

Preliminary Reading

Indicative Reading List

Amirsadeghi, H. and Braine, S. (2015): *Nordic Contemporary: Art from Denmark, Finland, Iceland, Norway, and Sweden*. London: Thames and Hudson.

Andersen, J.G. and Hoff, J. (2001): *Democracy and Citizenship in Scandinavia*. London: Palgrave.

Jenkins, R. (2011): *Being Danish. Paradoxes of Identity in Everyday Life*. Copenhagen: Museum Tusulanum Press.

Kent, N. (2001): *The Soul of the North: A Social, Architectural, and Cultural History of the Nordic Countries, 1700-1940*.

London: Reaktion Books.

Kristensen, P.H. and Lilja, K., eds. (2012): *Nordic Capitalisms and Globalization: New Forms of Economic Organization and Welfare Institutions*. Oxford: Oxford University Press.

Sørensen, Ø. and Stråth, B., eds. (1997): *The Cultural Construction of Norden*. Oslo: Scandinavian University Press.

Synopsis *

This module will give the students a well-founded cross-disciplinary working knowledge of and insight into central aspects of contemporary Nordic culture, specifically the region's recent history, its predominant sociological characteristics, its architecture and urban planning, its theatre, film and television series, as well as literature, as well as an introduction to the innovation culture in some of the largest, Scandinavian companies, e.g. LEGO, Ramboll, Mærsk, IKEA and Bang & Olufsen. The coursework component of the module will be followed by an internship in one of the aforementioned companies.

As part of their internship, each student will devise a special project in consultation with the mentor and the module convenor. Precise objectives and skills to be learnt will be recorded and tracked regularly. Students will keep a weekly log of their activities. The placement may take place either as a block during the Easter vacation of stage 2 or 3, or at regular intervals over the Spring term.

The two principal aims of the module are to give students extensive insight into contemporary Nordic cultures, and to enable smooth access into working in companies based in Scandinavia, but located in the UK as well.

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FR539		History of the French Language				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Hornsby Dr D
1	Canterbury	Autumn	H	15 (7.5)	60% Project, 20% Coursework, 20% Exam	Hornsby Dr D
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	Hornsby Dr D

Contact Hours

2 hours per week

Learning Outcomes

On completion of this course, students will be able:

- to identify the processes which have brought about linguistic standardization in France, and show how they operate today (12C/3, 5 and 6)
- confidently to use and understand the basic vocabulary of general and historical linguistics (morphosyntax, elaboration of function, codification, diglossia, relic forms etc.) (12C/3 & 8)
- critically to evaluate the views of linguists and non-linguists regarding variation and change in the modern language (e.g. by challenging traditional notions of 'good' language) (12C/3, 5 & 6)
- to identify and roughly date texts in French from the period 850-2000, on the basis of recognizable linguistic indicators (12C/3 & 5)

By the end of the course, students will understand how and why the processes of standardization favoured the dialect of Paris, and will be able to show how that language now known as français or French has been moulded by internal and external influences. (12C3, 5 & 6)

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading:

Lodge, R.A. (1993) French: From Dialect to Standard. London: Routledge.
Ayres-Bennett, W. (1996) A History of the French Language Through Texts. London: Routledge.
Rickard, P. (1989) A History of the French Language. London: Routledge.

Synopsis *

1. Introduction to Standardization
2. Language Shift: from Gaulish to Gallo-Roman
3. Dialect Diversification and Selection of Norms
4. Language Workshop: the Earliest French texts
5. Reading Week
6. Elaboration of Function: The Sixteenth Century
7. Codification: The Seventeenth Century
8. La Langue Une et Indivisible: The Revolution and After
9. Reading Week
10. Maintenance of the Standard: Spoken and Written French in the 20th Century
11. Orthographic Reform projects
12. End of term test/Examination revision

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FR546	Short Narrative Fiction in French					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Fowler Dr J
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	Fowler Dr J
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	Fowler Dr J
1	Canterbury	Spring	I	15 (7.5)	80% Exam, 20% Coursework	Fowler Dr J

Contact Hours

2 hours per week

Learning Outcomes

Students who successfully complete the module will:

1. have gained a critical understanding of a range of narrative fiction from the eighteenth and nineteenth centuries;
2. have developed their analytical skills relating to the study of narrative technique and structure;
3. have developed their analytical skills relating to close reading and evaluation of literary texts;
4. have developed their reading speed in French.

Method of Assessment

60% Coursework, 40% Exam

Preliminary Reading

Indicative Reading:

Voltaire - L'Ingénu, Candide
Diderot - Supplément au Voyage de Bougainville
Nerval - Sylvie
Flaubert - Un coeur simple
Maupassant - Boule de Suif, Le Horla

Synopsis *

This module will introduce a selection of short narrative fiction in French drawn from the eighteenth and nineteenth centuries. It will reflect on the techniques and forms used by a number of authors and inquire whether short fictions tend to display common features. The authors chosen use the form in a wide variety of ways, from illustrating a philosophical position to dramatising an ethical dilemma or even questioning the conventions of fiction themselves. The texts will be considered with some reference to concepts drawn from general theory of narrative.

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FR561	Contemporary French Cinema					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Baldwin Dr T

Contact Hours

2 hours per week

Learning Outcomes

Students who successfully complete the module will:

- 11.1 have developed a critical and detailed appreciation of some of the key issues raised in contemporary French cinema and cinematic discourse;
- 11.2 have developed a coherent understanding of the relationship between cinematographic form and content;
- 11.3 have developed a knowledge of technical terms relating to cinema;
- 11.4 have improved their ability to critically analyse and describe filmic narratives and the ways in which they are made;
- 11.5 have developed their appreciation of the differences/similarities between the filmic and the literary;
- 11.6 have gained an enhanced appreciation of cultural diversity;
- 11.7 have improved their ability to search for vividness and detail – to plan and write an essay and to organise it in terms of a coherent argument.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading

Set films:

- Chacun cherche son chat (Cédric Klapisch, 1996)
- Irma Vep (Olivier Assayas, 1996)
- Beau travail (Claire Denis, 1999)
- un ami qui vous veut du bien (Dominik Moll, 2000)
- Sous le sable (François Ozon, 2000)
- Les Glaneurs et la glaneuse (Agnès Varda, 2000)
- Caché (Michael Haneke, 2005)
- Les Chansons d'amour (Christophe Honoré, 2007)

Secondary reading:

A dossier of textual materials will provide background documents and suggests further reading.

Synopsis *

This module examines some of the key works of French cinema since 1990. The films in this module will be studied within their cultural background and within the context of French cinema history. While all the films are studied in close detail, students will be invited to develop important themes such as race and national identity, changing perceptions of Paris and the banlieue, and symptoms of social crisis. The aim of the module is to show how French filmmakers have had to invent new forms and styles of film in order to be able to address the specific issues raised by life in contemporary France.

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FR566 French: Second Year Extended Essay						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	15 (7.5)	100% Coursework	Baldwin Dr T
1	Canterbury	Autumn and Spring	I	15 (7.5)	100% Project	Baldwin Dr T

Contact Hours

Approx. 6 hours

This module is deliberately not a taught module. It builds on the skills and knowledge acquired by students in the earlier content modules and encourages their independent research work. Contact hours consist of one-to-one supervision according to individual supervision plans tailored to the respective student's needs.

Learning Outcomes

Students who successfully complete the module will:

1. have a first opportunity, as a stage two student already committed to extensive reading in French literature and culture, to undertake a longer piece of analytical and critical writing.
2. have the opportunity to concentrate and deepen analysis of an author, cultural theme or works, related to, but not part of, another stage two non language module.
3. engage in close reading and critical evaluation of films, literary works or historical texts in French;
4. engage in independent research in the library collections and perhaps beyond;
5. have the opportunity for one-to-one discussion with an expert supervisor.

Method of Assessment

100% Coursework

Preliminary Reading

This will vary according to the topic chosen.

Pre-requisites

Students must have achieved at least 60% average at Stage 1 and must also be taking an additional 30 credits of French Culture and Literature modules

Synopsis *

The module is an opportunity to embark on extended written analysis of a chosen area of study, related to, but not part of, another stage two French non-language module. It culminates in the presentation of an essay, normally in English, of between 4,000 and 6,000 words.

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FR567		French: Final Year Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Fowler Dr J
1	Canterbury	Autumn and Spring	H	30 (15)	60% Coursework, 40% Exam	Fowler Dr J

Contact Hours

Approx. 6 hours

This module is deliberately not a taught module. It builds on the skills and knowledge acquired by students in the earlier content modules and encourages their independent research work. Contact hours consist of one-to-one supervision according to individual supervision plans tailored to the respective student's needs.

Learning Outcomes

Students who successfully complete the module will:

1. undertake further research on an area with which they are familiar;
2. deepen analysis of an author, cultural theme or works, related to any stage three non-language module in French;
3. engage in independent research in the library collections and perhaps beyond;
4. have the opportunity for one-to-one discussion with an expert supervisor.

Method of Assessment

100% Coursework

Preliminary Reading

This will vary according to the topic chosen.

Pre-requisites

Students must have achieved at least a 60% average at Stage 2 in order to take this module. Students must also be taking at least 90 credits of French literature and culture modules (including FR567) across Stages 2 and 3.

Synopsis *

This module provides the opportunity to write a Dissertation (7,000 – 10,000 words) on an author or theme normally relating to one of the other French 'non-language' or 'content' modules being followed in the final year.

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FR590 Learning French: Business French I						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	15 (7.5)	100% Coursework	
2	Canterbury	Autumn and Spring	I	15 (7.5)	60% Exam, 40% Coursework	
3	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Godfrey Mrs F

Contact Hours

2 hours per week

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Function, in French, on a social and general professional level within a general business context;
- 8.2 Communicate effectively in writing and orally in predictable situations in a professional context (Common European Framework of Reference indicative level: B1/B2);
- 8.3 Understand and accurately use vocabulary and forms of expression of the contemporary general French business context;

Method of Assessment

70% coursework and 30% in-class assessment

Preliminary Reading

Indicative Reading:

Dubois A. & Tauzin B., *Objectif Express 2* (Livre de l'élève), Hachette 2009. ISBN: 978-2-01-155509-0

The Collins/Robert or Oxford/Hachette French-English, English-French Dictionary, Grammaire Hachette.

Pre-requisites

Prerequisite: FR300 or equivalent language level. Not available for French native speakers.

Available as a wild module to students who meet the pre-requisites.

Synopsis *

Students are taken through essential aspects of the conduct of business in France (and French-speaking countries), both learning about those aspects and becoming familiar with specific features of the French language encountered in a professional context. In terms of key skills, business skills and language skills, encourages the practice of meticulous accuracy.

As an option, students may register for the Diplôme de français professionnel B1 (DFP B1) of the Chambre de Commerce et d'Industrie de Paris Ile-de-France (CCIP). The syllabus of FR590 closely follows some of the pedagogical requirements of the business French programme of the CCIP.

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FR592	Learning French: Business French II					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	15 (7.5)	60% Exam, 40% Coursework	
3	Canterbury	Spring	H	15 (7.5)	100% Coursework	Godfrey Mrs F

Contact Hours

2 hour per week

Learning Outcomes

On successfully completing the module students will be able to:

8.1 Function confidently in French on a social and professional level within a general professional context and be confident to undertake further professional training;

8.2 Communicate effectively in writing and orally in everyday situations in a professional context, including producing summaries/précis of business or economic texts (Common European Framework of Reference indicative level: B2/C1);

8.3 Understand and accurately use an extended vocabulary and specialised forms of expression and register of the contemporary French business context;

Method of Assessment

70% coursework and 30% in-class assessment

Preliminary Reading

Indicative Reading:

For purchase:

Penfornis, Jean-Luc (2012), *Affaires.com*, CLE International. ISBN : 978-209-038041-5

Reference:

Cloose, E. (2012), *Le français du monde du travail*, Presses universitaires de Grenoble.
Penfornis, J.-L. (2004), *Vocabulaire progressif du français des affaires*, CLE International.
The Collins/Robert or Oxford/Hachette French-English, English-French Dictionary.
Hawkins R. & Towell R. (2015), *French Grammar and Usage*, Routledge.

Pre-requisites

Prerequisite: FR589 (or equivalent language level).

Available as a wild module to students who meet the pre-requisite.

Synopsis *

Students will be introduced to the francophone business environment, and will learn to be operational in such a context. As well as learning about essential aspects of companies and specific features of the French language encountered in such an environment, students will broaden their knowledge of current events and economic issues through the use of a dossier of contemporary texts/articles, which will be exploited in a variety of ways: résumé (précis-writing), analyse de document (questions about the text), or free composition. In terms of key skills, business skills and language skills, this module encourages the practice of meticulous accuracy.

Students will develop their confidence in the use of specialised terminology and appropriate register in a professional context.

As an option, students may register for the Diplôme de français professionnel Affaires B2 (DFP Affaires B2) of the Chambre de Commerce et d'Industrie de Paris Ile-de-France (CCIP). The syllabus of FR592 closely follows some of the pedagogical requirements of the business French programme of the CCIP.

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FR593 Paris: Myth and Reality in the 19th century						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Poizat-Amar Dr M
1	Canterbury	Autumn	I	15 (7.5)	60% Project, 20% Coursework, 20% Exam	Poizat-Amar Dr M
1	Canterbury	Autumn	I	15 (7.5)	80% Exam, 20% Coursework	Poizat-Amar Dr M

Contact Hours

2 hours per week

Learning Outcomes

Students who successfully complete the module will:

1. have gained a critical appreciation of a wide range of literary and visual works produced in France during the nineteenth century;
2. have explored the literary, artistic and historical background of the works studied, and have assessed and critically analysed the complex links between Paris as a real city and its representation by writers and artists;
3. have developed their analytical skills relating to close reading and evaluation of literary texts;
4. have developed their reading speed in French.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading:

BALZAC - 'Le Père Goriot'

MAUPASSANT - 'Bel-Ami'

ZOLA - 'Nana'

BAUDELAIRE - 'Tableaux Parisiens' in 'Les Fleurs du Mal'

Synopsis *

Among the capital cities of Europe, Paris has a particularly rich and interesting history. In the revolution of 1789 and subsequent political upheavals in the course of the nineteenth century (1830, 1848, 1870-71), the city played a key role in deciding the fate of the nation. In the same period, it grew dramatically in size and emerged as a modern metropolis. Widely divergent views were expressed as to the wholesomeness of city living; opinion differed equally violently among writers as to the benefits to be derived from the explosive growth of the city. The module will examine conditions of life in the real Paris of the 19th Century and in particular the radical and highly controversial changes to the face of the city brought about during the Second Empire under the direction of Baron Haussmann. The main focus of the module, however, will be the images of the city as mediated in contemporary fiction (Balzac and Zola amongst others), poetry (Baudelaire) and painting (Manet's vision of city life).

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FR594	Paris: Myth and Reality in the 20th century					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	O'Meara Dr L
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	O'Meara Dr L
1	Canterbury	Spring	I	15 (7.5)	80% Exam, 20% Coursework	O'Meara Dr L

Contact Hours

2 hours per week

Learning Outcomes

Students who successfully complete the module will:

- (a) have gained a critical appreciation of a wide range of literary and filmic works produced in France during the twentieth century;
- (b) have explored the literary, filmic and historical background of the works studied, and have assessed and critically analysed the complex links between Paris as a real city and its representation by writers and filmmakers;
- (c) have developed their analytical skills relating to close reading and evaluation of literary texts;
- (d) have developed their reading speed in French.

Method of Assessment

60% Coursework, 40% Exam

Preliminary Reading

Indicative Reading:

Apollinaire, Guillaume. *Alcools* (Paris: Gallimard, 1966)
Gary, Romain. *La Vie devant soi* (Paris: Gallimard/Folio, 1982)
Truffaut, François. *Les 400 coups* (1959)
Modiano, Patrick. *La Petite Bijou* (Paris: Gallimard/Folio, 2002)
Jeunet, Jean-Pierre. *Le Fabuleux Destin d'Amélie Poulain* (2001)
Various directors, *Paris je t'aime* (2006)
Nimier, Marie. *Les Inséparables* (Paris: Gallimard/Folio, 2010)

Synopsis *

Among the capital cities of Europe, Paris has a particularly rich and exciting history. It played, for example, a key role during the revolution of 1789 and subsequent political upheavals in the course of the 19th century. This module follows on from FR593 – 'Paris: Myth and Reality I' (which is NOT a prerequisite for FR594). It explores the different and evolving representations of Paris of the 20th century in the context of modernity and postmodernity. Although the main focus of the course will be literary, including poetry and fiction, there will also be examination of the changing landscape of the capital as mediated through film.

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FR598 Occupation and Resistance in the French Novel						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	Poizat-Amar Dr M
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	Poizat-Amar Dr M
1	Canterbury	Spring	I	15 (7.5)	80% Exam, 20% Coursework	Poizat-Amar Dr M

Contact Hours

2 hours per week

Learning Outcomes

Students who successfully complete the module will:

- (1) have gained an appreciation of a range of literary works inspired by the period of the Occupation and the Resistance in France;
- (2) have explored the literary and historical background of the works studied, and have assessed the complex links between events and the fiction itself;
- (3) have developed their analytical skills relating to close reading and evaluation of literary texts;
- (4) have developed their ability to communicate effectively in French and English;
- (5) have developed their reading speed in French.

Method of Assessment

60% Coursework, 40% Exam

Preliminary Reading

Indicative Reading:

Vercors 'Le silence de la mer' (in : Le Silence de la mer)
Camus Lettres à un ami allemand
Modiano Livret de famille
Duras La Douleur
Germaine Nuit-d'Ambre

Synopsis *

This module will examine ways in which this turbulent and divisive period of French history is reflected in imaginative writing. Some texts are nearly contemporaneous with events; others reflect collective memory of the Occupation across generations. Questions raised will include: problems of realistic description and of narrative technique; the relationship of the individual to events beyond his/her control; conflicting loyalties and responsibilities; Resistance and occupation as metaphor; the mode *rétro* in French fiction since the 1960s. A certain amount of historical background reading will be essential.

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FR601	Mothers and Daughters in Women's Writing					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Poizat-Amar Dr M
1	Canterbury	Autumn	H	15 (7.5)	60% Project, 20% Coursework, 20% Exam	Poizat-Amar Dr M
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	Poizat-Amar Dr M

Contact Hours

2 hours per week

Learning Outcomes

Students who successfully complete the module will:

1. Have critically analysed issues surrounding the relationships between mothers and daughters who become writers (such as identity and evolving representations);
2. have gained a critical appreciation of issues raised by women writers;
3. have evaluated the role of the family in French society;
4. have developed and consolidated their analytical skills relating to close reading and evaluation of literary texts;
5. have developed and improved their reading speed in French.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading:

Colette: Sido
Françoise Sagan: Bonjour Tristesse
Simone de Beauvoir: Une mort très douce
Marie Cardinal: Les Mots pour le dire
Marguerite Duras: L'Amant
Nathalie Sarraute: Enfance

Synopsis *

The module is designed to acquaint students with samples of the main trends within the work of Twentieth Century Women writers by paying close attention to the relations between mothers and their daughters who become writers. Each novel chosen is one of personal analysis of the often-violent relationship between the mothers and their daughters who turn to writing in a search for identity and liberation from the mother or maternal figure of their youth. Students analyse the texts in order to evaluate how the picture of the mother has evolved. We will pay close attention to the underlying theme of the progression of the role of women in French society. Each text will also provide us with a variety of specific themes to discuss which will enable us to better understand the changes which French women have faced during this century.

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FR613 The Reader and the Text						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)		Fowler Dr J
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Fowler Dr J
1	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	Fowler Dr J

Contact Hours

2 hours per week

Learning Outcomes

Students who successfully complete the module will:

1. have accurately assimilated concepts such as the ideal, the real and the implied reader, following critical reflection on these topics;
2. have explored in detail and relativised author-centred methods of literary interpretation by taking account of reader-response theory;
3. have developed analytical skills for the study of narrative technique and structure;
4. have gained a critical appreciation of a range of experimental literature of the twentieth century;
5. have developed and consolidated their analytical skills relating to close reading and evaluation of literary texts;
6. have developed and improved their reading speed in French.

Method of Assessment

60% Coursework, 40% Exam

Preliminary Reading

Indicative Reading:

Balzac - Le Colonel Chabert
Gide - Les Faux-Monnayeurs; Journal des Faux-Monnayeurs
Robbe-Grillet - La Jalousie, Pour un nouveau roman
Butor - La Modification
Sarraute - Les Fruits d'Or
Barthes - The Death of the Author

Synopsis *

This module aims to examine literature from an unusual angle by concentrating on the importance of the figure of the reader for the interpretation of novels. Often novels address the reader directly; some novels are written in the second person, as if the reader were a central character. Sometimes novels involve 'self-reflexive' or 'self-referential' elements that force the reader to reflect on his/her own expectations of literature. When novels invoke the reader in these various ways, they invite us to reflect on the text – how it comes to exist, who it is for, what is its message or purpose – in new and challenging ways. The module also concentrates on the 'nouveau roman', which involves sustained reflection on these and related questions.

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FR620 Memory and Childhood in 20th Century French Fiction						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Baldwin Dr T

Contact Hours

2 hours per week

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 explore in depth a range of twentieth-century literary works in French which reflect on the nature of childhood, memory, and memories of childhood;
- 8.2 reflect critically on the role and significance of memory and childhood in a variety of literary genres;
- 8.3 develop a critical understanding of the narratological import of the relationship between the fictional and the autobiographical;
- 8.4 develop a critical appreciation of the ways in which memory can bear upon literary form;
- 8.5 develop their analytical skills for the study of narrative technique and structure;
- 8.6 develop their ability to read in French.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List:

- ERNAUX, A. (1983) *La Place*. Paris: Gallimard.
GERMAIN, S. (1992) *L'Enfant Méduse*. Paris: Gallimard.
KOFMAN, S. (1994) *Rue Ordener, rue Labat*. Paris: Galilée.
PEREC, G. (1975) *W ou le souvenir d'enfance*. Paris: Denoël.
PROUST, M. (1913) *Combray*. In: *Du côté de chez Swann*. Paris: Grasset.

Synopsis *

It is commonly accepted that identity or a sense of self is constructed by and through narrative – the stories we tell ourselves and each other about our lives. This module explores the complex relationships that exist between memory, nostalgia, writing and identity in a range of twentieth-century autobiographical and first- and third-person fictional works in French. These texts foreground issues of childhood, memory, history, and trauma in the construction of identity.

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FR621		Writing on Art: Text and Image in Modern French Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	Baldwin Dr T

Contact Hours

2 hours per week

Learning Outcomes

Students who successfully complete the module will:

1. have gained a systematic appreciation of the differences and similarities between the manner in which French writers of the late eighteenth and nineteenth centuries seek to populate their texts with works of art, particularly paintings, through discussion of texts by Denis Diderot, Honoré de Balzac, Charles Baudelaire, Emile Zola and Marcel Proust;
2. have developed a coherent understanding of the literary guises in which works of art, particularly, paintings, can be made to appear;
3. have developed their critical understanding of a particular and vivid form of the relationship between fictional text and 'world';
4. have critically appreciated some of the ways in which the literary and the non-literary intersect;
5. have developed and consolidated their ability to analyse and describe fictional narratives, particularly those containing descriptions of works of art;
6. have developed and improved their reading speed in French.

Method of Assessment

60% Coursework, 40% Exam

Preliminary Reading

Indicative Reading:

Denis Diderot, Salon de 1767
Honoré de Balzac, Le Chef d'œuvre inconnu
Baudelaire, 'Le Peintre de la vie moderne'
Emile Zola, L'Œuvre
Marcel Proust, Marcel Proust, A la recherche du temps perdu

Synopsis *

The eighteenth-century 'philosophe' Denis Diderot was the first major French author to write at length about painting, and he bequeathed to later writers such as Baudelaire a new literary genre, the 'salon'. The mutual influence of literature and the visual arts is a major theme of nineteenth-century French culture, and an important area of current research. The module will begin with a study of selection of passages from Diderot's 'Salon de 1767'. We will then examine Balzac's 'Le Chef d'œuvre inconnu', Baudelaire's 'Le Peintre de la vie moderne', Zola's 'L'Œuvre', and a selection from Proust's 'A la recherche du temps perdu'.

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FR632	Modern French Theatre 1					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	I	15 (7.5)	60% Coursework, 40% Exam	
2	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Barnes Dr L

Contact Hours

2 hours per week

Learning Outcomes

Students who successfully complete the module will be able to:

11.1 demonstrate enhanced knowledge and critical understanding of representative works produced by major playwrights working in France during the first half of the twentieth century;

11.2 demonstrate developed analytical skills relating to close reading and evaluation of literary texts;

11.3 demonstrate developed knowledge and awareness of stagecraft, performance and the history and founding principles of theatre, in order to enrich and diversify their appreciation and analysis of texts written for the theatre;

11.4 demonstrate improved reading speed in French.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading

Apollinaire, Guillaume. 1917. *Les Mamelles de Tirésias*. Paris: Gallimard.

Cocteau, Jean. 1934. *La Machine infernale*. Paris: Bernard Grasset.

Anouilh, Jean. 1937. *Le Voyageur sans bagage*. Paris: Gallimard.

Cocteau, Jean. 1938. *Les Parents terribles*. Paris: Gallimard.

Giraudoux, Jean. 1946. *La Folle de Chaillot*. Paris: Bernard Grasset.

Sartre, Jean-Paul. 1947. *Huis clos*. Paris: Gallimard.

Ionesco, Eugène. 1954. *La Cantatrice chauve*. Paris: Gallimard.

Ionesco, Eugène. 1959. *Rhinocéros*. Paris: Gallimard.

Restrictions

Synopsis *

This module allows students to study plays by major French writers and to explore the techniques they used, both verbal and visual, to renew the art of theatre during the first half of the twentieth century. It will include plays in French by major authors such as Apollinaire, Cocteau, Sartre and Ionesco. Taking one play each week, the syllabus will be approached in broadly chronological order, with emphasis given to diversity but also to continuing links and developments, such as the use and influence of popular culture, politics and classical mythology.

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FR637		Travels to Japan in Modern French Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	O'Meara Dr L

Contact Hours

2 hours per week

Learning Outcomes

Students who successfully complete the module will be able to:

- 11.1 demonstrate a detailed and critical appreciation of a range of cultural products in French from the 19th and 20th centuries (novels, travel-writing, paintings, cinema);
- 11.2 demonstrate analytical skills for the study of structure, prose and cinematic technique, the portrayal of national cultures and the nature of intercultural understanding as expressed in literature;
- 11.3 demonstrate consolidated skills relating to close reading and evaluation of literary texts and of images;
- 11.4 demonstrate their ability to deploy conceptual and critical arguments effectively in French and in English;
- 11.5 demonstrate their reading and listening speeds in French;

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading:

Primary texts

Dossier of Impressionist and post-Impressionist paintings (any edition)

LOTI, P. Madame Chrysanthème
RESNAIS, A. Hiroshima mon amour [film]
ROUBAUD, J. Tokyo infra-ordinaire
NOTHOMB, A. Stupeur et tremblements
CORNEAU, A. Stupeur et tremblements [film]

Synopsis *

This course examines the portrayal of Japan in French and Belgian writing and culture from the 19th, 20th and 21st centuries. Since Japan was opened to the West in the mid-19th century, there has been a tradition of French literary japanophilia. The course will permit a critical evaluation of the evolution of French 'japonisme', from its exoticist beginnings in the work of Pierre Loti, through early 20th century theories of exoticism. We will examine the portrayal of contemporary Japan in Amélie Nothomb's and Jacques Roubaud's work. 'Japoniste' images by French Impressionist painters will also be studied, as will Resnais's post-war film Hiroshima mon amour and a cinematic adaptation of Nothomb's work. The study of these texts and images will involve the exploration of themes such as: intercultural understanding (or the lack thereof); the idealisation or demonisation of the other; the nature of 'Orientalism'; and the way in which French writers and artists turn to the foreign culture in order to critique their own culture.

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FR638	French Detective Fiction					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	O'Meara Dr L
1	Canterbury	Autumn	I	15 (7.5)	60% Coursework, 40% Exam	O'Meara Dr L

Contact Hours

2 hours per week

Learning Outcomes

Students who successfully complete the module will be able to:

- 11.1 demonstrate knowledge and understanding of French detective writing and the development of this genre from the 19th century onwards;
- 11.2 demonstrate analytical and critical skills for the study of structure, prose technique, cinema, and the rules of genre and be able to critically evaluate the appropriateness or otherwise of these skills when it comes to approaching and perhaps resolving questions within the subject;
- 11.3 demonstrate their skills in close reading and evaluation of literary texts and of film and be able to transfer and apply these skills in various contexts;
- 11.4 participate in discussion (in French), make their own contributions to the discussion and listen to and respect the contributions of others;
- 11.5 demonstrate an improved ability to communicate effectively in French and in English;
- 11.6 demonstrate improved reading speed in French.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading:

Primary texts (any edition):

POE, E.A., translated by BAUDELAIRE, C. [1856] Excerpts from *Histoires extraordinaires*,
LEROUX, G. [1907] *Le Mystère de la Chambre jaune* [any edition]
PODALYDES, B. [2003] *Le Mystère de la Chambre jaune* [film]
BOILEAU-NARCEJAC [1952] *Celle qui n'était plus* [any edition]
CLOUZOT, H-G. [1955] *Les Diaboliques* [film]
DAENINCKX, D. [1984] *Meurtres pour mémoire* [any edition]
VARGAS, F. [2002] *Salut et liberté* [any edition]

Secondary texts (any edition):

TODOROV, T. [1980] 'Typologie du roman policier' in *Poétique de la prose*. Paris : Seuil.
GORRARA, C. [2003] *The Roman Noir in Post-War French Culture: Dark Fictions*. Oxford: Oxford University Press

Pre-requisites

Students should have successfully completed FR300 or have ability in French language equivalent to FR300 or above.

Synopsis *

Detective fiction is an extremely popular genre whose basic template can give rise to a multitude of approaches, settings, plots and values. This course is designed to give students an overview of the tradition of French crime fiction as it has evolved from the mid-19th century to the early 21st century. Short crime fiction, full crime novels, and film will be analysed. Close attention will be paid to generic conventions, and how they alter over time. Questions of social order and disorder will be central to our enquiry. We will also study the extent to which detective novels mount a critique of contemporary society. All texts are studied in French and teaching is partly in English, partly in French.

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FR644 Introduction to Interpreting						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Tregouet Dr A

Contact Hours

2 hours per week

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate refined aural comprehension skills drawing on previously acquired advanced level language skills;
- 8.2 Demonstrate competence in all the necessary consecutive and liaison interpreting skills, including sound note-taking (written skills), good memory, ability to summarise main points in a speech, to enunciate clearly, ability to perform to an audience and to cope under stress (oral skills);

Method of Assessment

25% coursework, 25% in-course test and 50% examination

Preliminary Reading

Indicative Reading:

All material will be taken from institutional and media sites, including

www.elysee.fr, www.hub.coe.int/fr/, <http://www.unesco.org/new/fr/>, <http://www.imf.org/external/french/index.htm>, etc.

Links will be available on Moodle.

Hawkins, R. and Towell, R. (2015) French Grammar and Usage 4th edition, Oxford: Routledge.
Pochhacker, F. (2004) Introducing Interpreting Studies, London: Routledge.

Pre-requisites

Co-requisites: FR649; Pre-requisites: FR589 or FR648 + at least one semester in a Francophone country during Year Abroad.

Restrictions

Native speakers of French and bilingual students with secondary education in a Francophone country are not eligible to take this module.

Synopsis *

During this module students interpret materials relating to contemporary social and economic issues in the Francophone world from French into English. This module focuses on oral and aural skills at an advanced level (C1 of the CEFR). Typical class activities include the oral rendition orally (in French and English) of previously presented information.

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FR645 Desire in the Text: Romanticism to Decadence						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	Fowler Dr J

Contact Hours

2 hours per week

Learning Outcomes

Students who successfully complete the module will:

- 11.1 have gained a detailed and critical appreciation of a range of prose and poetry produced in France during the 19th century;
- 11.2 have developed analytical skills for the study of structure, prose and poetic technique, the portrayal of desire and its critical connections to aspects of modernity
- 11.3 have developed and consolidated their skills relating to close reading and evaluation of literary texts
- 11.4 have developed and improved their reading and listening speeds in French

Preliminary Reading

Indicative Reading:

- François-René de Chateaubriand (1802), *Atala*. René. Le Dernier Abencerage (Paris: Gallimard, 1984)
- George Sand (1832), *Indiana* (Paris: Gallimard, 1984)
- Honoré de Balzac (1846), *La Cousine Bette* (Paris: Livre de Poche, 1978)
- Various poets: Baudelaire, Nerval, Verlaine, Rimbaud, Mallarmé [These will be supplied/scanned by the convenor]
- Gustave Flaubert (1857), *Madame Bovary* (Paris: Flammarion, 1986)
- Rachilde [pseud. Marguerie Eymery-Vallette], *Monsieur Vénus* (Paris: Flammarion, 1977)

Synopsis *

This module presents a broadly chronological survey of canonical works of French literature of the nineteenth century centred on the theme of desire. More specifically, these works explore contemporary codes of love and marriage, shifting gender identities, capitalism, consumerism, moral, social and sexual transgression, alienation, lethargy, and death. The module takes fiction of the Romantic era as its starting point, exploring the frustration of desire associated with the 'mal du siècle' (the disillusionment and melancholy experienced by (primarily) young adults in the early nineteenth century). It concludes with naturalist and 'decadent' works of the fin de siècle, which are concerned with a discrepancy between desire and a generalised depletion of the energy required to fulfil it. The module identifies desire (whether satisfied, unfulfilled or conspicuously absent) as a central preoccupation in French cultural production of the nineteenth century. It also examines the extent to which desire is a strategy for expressing contemporary concerns and anxieties around specific aspects of modern life with which the human subject was coming rapidly and problematically to terms.

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FR646	Crossing Borders: Travel in Modern French		Writing			
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	Poizat-Amar Dr M

Contact Hours

2 hours per week

Learning Outcomes

Students who successfully complete the module will:

11.1 have gained a detailed and critical appreciation of a range of travel writing produced by French writers during the 19th and 20th century

11.2 have developed analytical skills for the study of structure, prose and poetic technique, the portrayal of travel and its critical connections to aspects of (post)modernity

11.3 have developed and consolidated their evaluation of literary texts by close-reading of literary passages in class.

11.4 have developed and improved their reading and listening speeds in French by close-reading of literary passages in class.

Method of Assessment

60% Coursework, 40% Exam

Preliminary Reading

Indicative Reading:

BOUVIER, N. (1996) *Le Poisson-Scorpion*. Paris: Gallimard.

GOBINEAU, DE, A. (1878) *Nouvelles asiatiques*. Paris: Gallimard. HUGO, V. (1829). *Les Orientales*. [Extracts will be supplied/scanned by the convenor].

MICHAUX, H. (1929), *Ecuador*. Paris: Gallimard.

SEGALEN, V. (1907). *Les Immémoriaux*. [Extracts will be supplied].

SEGALEN, V. (1999). *Essai sur l'exotisme*. Paris: Livre de Poche

Synopsis *

This module will explore the evolution of the notion of travel in modern French thought and literature by looking at a wide range of French travel writing in prose as well as poetry, essays, and travel diaries from the late 19th century to the late 20th century.

The objective is to show how travel writing questions the relevance of myths about travel itself (often seen as a means to discover new worlds and to allow different cultures to blend together) or about the other and otherworldliness.

The module takes Arthur de Gobineau's and Victor Hugo's fictional travels to the East as a starting point to explore how 19th-century orientalism fed an imaginary, idealised or demonised conception of the other. From there we will move on to different (post)modern texts by Victor Segalen, Henri Michaux and Nicolas Bouvier, demonstrating how travel and writing can work together to cross borders of a cultural but also linguistic and stylistic nature.

More specifically, these different works explore themes such as exoticism, (post)modern conceptions of intercultural relationships, opacity, loneliness, fragmentation, and chaotic trajectories.

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FR648 French Language Level B2						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	60% Coursework, 40% Exam	Tregouet Dr A

Contact Hours

3 hours per week

Learning Outcomes

On successfully completing the module students will be able to:

8.1 Understand standard speech spoken at a normal rate and follow even complex lines of argument provided the topic is reasonably familiar. They will be able to understand the essentials of lectures and most TV news and current affairs programmes and can understand the majority of films in standard dialect [listening];

8.2 Understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. They will be able to understand contemporary literary prose and can adapt style and speed of reading to different texts and purposes, using appropriate reference-sources selectively [reading];

8.3 Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. They will be able to take an active part in discussion in familiar contexts and can account for and sustain views clearly by providing relevant explanations and arguments [spoken interaction];

8.4 Present clear, detailed descriptions on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples. They will be able to explain a viewpoint on a topical issue giving the advantages and disadvantages of various options [spoken production];

8.5 Write clear, detailed text on a wide range of subjects related to their interests. They will be able to write an essay or report, passing on information or giving reasons in support of or against a particular point of view. They will be able to write letters highlighting the personal significance of events and experiences [writing].

Method of Assessment

20% coursework, 40% in-course test and 40% examination

Preliminary Reading

Indicative Reading:

Module Workbook (grammar, vocabulary, texts for aural/oral and written skills)

Hawkins, R. and Towell, R. (2015) French Grammar and Usage 4th edition, Oxford: Routledge.

Hawkins, R., Towell, R. and Lamy M.-N. (2015) Practising French Grammar: A Workbook 4th edition, Oxford: Routledge.

Delatour Y., Jennepin, D., Léon-Dufour, M. (2015) Nouvelle Grammaire du Français: Cours de Civilisation Française de la Sorbonne, Paris: Hachette.

Pre-requisites

Pre-requisite: French Level B1 or equivalent (i.e. FR300 or FR330 or FR327 & FR328).

This module is not available for bilingual students and French native (or near native) speakers with secondary education in a Francophone country.

Synopsis *

Three topics are covered each week: grammar, oral/aural skills, and written skills. Students will develop the four linguistic skills (listening, speaking, reading, and writing) to a level where they can confidently understand and convey information about themselves and their environment in all the tenses, and express their feelings and wishes in the conditional and subjunctive moods. They can account for and sustain views clearly by providing relevant explanations and arguments for and against particular points of view.

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FR649 French Language Level C1						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	60% Coursework, 40% Exam	Tregouet Dr A

Contact Hours

3 hours per week

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate consolidated and extended translation skills. This is done via exposure to a selection of texts covering a range of registers and topic areas, including the journalistic and the literary;
- 8.2 Demonstrate consolidated and extended ability to accurately recognise and use a range of registers in French, and gained enhanced sensitivity to the equivalent English registers;
- 8.3 Demonstrate perfected linguistic skills by means of studying grammatical and lexical subtleties of the French language;
- 8.4 Demonstrate advanced written production skills;
- 8.5 Analysed and gained a deeper understanding of concepts (both linguistic and cultural), and the relation between such concepts, in both French and English;
- 8.6 Demonstrate the benefit of having had regular oral practice in French on an extensive range of topics, including academic topics, at an advanced level.

Method of Assessment

40% coursework, 20% in-course test and 40% examination

Preliminary Reading

Indicative Reading:

module workbook (translation + vocabulary + French language for translation seminar)
module workbook (conversation seminar)

Armstrong, N. (2005) *Translation, Linguistics, Culture: A French-English Handbook*. Bristol: Multilingual Matters.
Chuquet, H. and Paillard, M. (2004) *Approche linguistique des problèmes de traduction anglais-français*. Paris: Ophrys.
Hawkins, R. and Towell R. (2015) *French Grammar and Usage*, 4th edition, Oxford: Routledge.
Hawkins, R. and Towell R. (2015) *Practicing French Grammar*, 4th edition, Oxford: Routledge.
Hervey, S. and Higgins, I. (2002) *Thinking French Translation: a course in translation method: French-English*, second edition. Oxford: Routledge.
Hiernard, J.M. (2003) *Les règles d'or de la traduction anglais/français - français/anglais*. Paris: Ellipses.
Meertens, R. (2012) *Guide anglais-français de la traduction*. Paris: Chiron.
Vinay, J.-P. and Darbelnet, J. (2013) *Stylistique Comparée du Français et de l'anglais*. Paris: Didier.

Pre-requisites

Prerequisite: FR648 – French Language Level B2 (or equivalent).

FR649 is compulsory for students who pursue a degree in French.

It is open to bilingual students with secondary education in a Francophone country, and French native speakers.

Synopsis *

Three topics are covered each week: advanced written skills, oral/aural skills, translation. Students develop the four linguistic skills (listening, speaking, reading, and writing) to an advanced level where they can understand a wide range of demanding, longer texts, recognise implicit meaning, and produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. Students taking FR647 also spend additional time developing their compositional skills to help make up for not participating in the Languages Year Abroad.

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GE333 Learning Danish 1A						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

Availability

German (SH and JH). The module is also available as a wild module to any undergraduate with an interest in Danish language and culture.

Contact Hours

4 hours per week

Learning Outcomes

On successful completion of this module, students will be able to demonstrate proficiency in the Danish language equivalent to level A1 (Lower Basic User) on the Common European Framework Reference (CEFR) scale. Students who successfully complete this module will have acquired the following language skills relating to the main topics outlined under point 13.

- 11.1. Listening: Students can recognise familiar words and everyday expressions and can follow simple and articulated speech in conversations on a known topic.
- 11.2. Reading: Students can understand very short, simple texts.
- 11.3. Speaking: Students can answer questions and communicate about familiar topics (description of themselves, their family, hobbies, activities, etc.).
- 11.4. Writing: Students can produce short written texts in small paragraphs relating to familiar topics, vocabulary and phrases.
- 11.5. Grammar: Students are familiar with simple grammatical structures and will have developed knowledge of most of the basic grammatical areas in Danish.
- 11.6. Pronunciation: Students can articulate essential Danish sounds (including æ, ø and å) and recognise simple patterns between spelling and pronunciation.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

Compulsory:

Lundskær-Nielsen, Tom, and Philip Holmes. 2011. *Danish: An Essential Grammar* (London: Routledge)

Recommended:

Garde, Anna (2011) *Danish Dictionary: Danish-English, English-Danish*. (Routledge Bilingual Dictionaries) or equivalent.

A high quantity of purpose-produced materials will form the basis of the module's resources. These will be made available to students via the Moodle page. In addition, online (text, audio and video) material will be used (Netdansk, Online dansk and Dansk her og nu).

Pre-requisites

None

Synopsis *

This module introduces students to the basic structures of the Danish language while giving an overview of contemporary Danish culture. The language teaching will be delivered communicatively via a structured introduction to basic Danish grammar, syntax, vocabulary, pronunciation and formal and colloquial usage, set in a descriptive grounding in basic common elements of the Scandinavian languages. Topics will include everyday situations including talking in detail about oneself and getting to know one another, description of friends and family, daily routines, interests, etc. The module's fundamental approach is an intercultural one which builds on acquisition of knowledge and understanding of both Danish culture and the students' own culture.

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GE334 Learning Danish 1B						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	

Availability

German (SH and JH). The module is also available as a wild module to any undergraduate with an interest in Danish language and culture, who meets the language requirements.

Contact Hours

4 hours per week

Learning Outcomes

On successful completion of this module, students will be able to demonstrate proficiency in the Danish language equivalent to the upper end of level A2 on the Common European Framework Reference (CEFR). Students who successfully complete the module will have acquired the following language skills relating to the main topics outlined under point 13.

- 11.1. Listening: Students can understand questions, phrases and expressions related to familiar areas.
- 11.2. Reading: Students can understand short, simple texts on familiar matters containing high-frequency everyday vocabulary and can read short authentic texts.
- 11.3. Speaking: Students can describe things and people and engage in dialogues about familiar topics (shopping, giving directions, visiting restaurants and museums, etc.)
- 11.4. Writing: Students can write short coherent texts describing people, places, daily routines, likes/dislikes, etc.
- 11.5. Grammar: Students are familiar with and can reproduce simple grammatical structures and will have knowledge of the key grammatical areas in Danish.
- 11.6. Pronunciation: Students can recognise and reproduce the Danish consonant and vowel sounds and can distinguish between full and reduced speech in familiar phrases.

Method of Assessment

60% Coursework, 40% Exam

Preliminary Reading

Indicative Reading List

Compulsory:

Lundskær-Nielsen, Tom, and Philip Holmes. 2011. Danish: An Essential Grammar (London: Routledge)

Recommended:

Garde, Anna (2011) Danish Dictionary: Danish-English, English-Danish. (Routledge Bilingual Dictionaries) or equivalent.

A high quantity of purpose-produced materials will form the basis of the module's resources. These will be made available to students via the Moodle page. In addition, online (text, audio and video) material will be used (Letbog, Netdansk, Online dansk and Dansk her og nu).

Pre-requisites

Learning Danish 1A OR GE330 Beginners' Danish: Language and Culture. Students can also be accepted onto the module if they can demonstrate proficiency in the Danish language equivalent to level A1 (Lower Basic User) on the Common European Framework Reference (CEFR) scale.

Synopsis *

This module is a follow-up module which builds on the linguistic knowledge that students have acquired in Learning Danish 1A. It develops the students' understanding of the basic structures of the Danish language while giving an overview of contemporary Danish culture. The introduction to Danish grammar, syntax, vocabulary and pronunciation will be grounded in a communicative teaching methodology taking as its starting point the students' immediate everyday surroundings. The module will introduce topics like studying and university life, shopping, work life, the Danish and British education systems, the Danish welfare state, etc., and it will further develop the students' ability to communicate in a Danish-speaking environment. The module's fundamental approach is an intercultural one which builds on acquisition of knowledge and understanding of both Danish culture and the students' own culture.

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GE500		Advanced German Translation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	
1	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	
1	Canterbury	Autumn and Spring	H	30 (15)	80% Exam, 20% Coursework	

Contact Hours

2 hour per week

Learning Outcomes

Students who successfully complete this module will have:

- extended their active knowledge of both English and German, in particular of whichever is not their native tongue, including grammar, idiom, lexis, and linguistic register (A1, C1, C2, C3,)
- furthered their experience of translating at a high level authentic texts drawn from a range of sources, such as literature, media, and business, both using dictionaries and other aids and under examination conditions (C4, C5, C7, C8)
- gained in ability to identify translation problems and to design strategies for addressing them. (C7, C8)

Method of Assessment

30% Coursework, 70% Exam

Preliminary Reading

Indicative Reading:

Baker, M. (1992) *In Other Words: a Coursebook on Translation*. New York and London, Routledge

Benson, M., Benson, I. & Ilson, R. (1993) *The Combinatory Dictionary of English*, Amsterdam, John Benjamins

Hatim, B. and Munday, J (2004) *Translation: An advanced resource book* (London, Routledge).

Pre-requisites

Students will have taken GE503 or be at an equivalent level of German.

An advanced knowledge of both German and English is required of all: in the main the module is intended for native speakers of one language with near-native competence in the other, or else for bilingual students.

Restrictions

Cannot be taken with GE503 in the same year or taken subsequent or prior to GE562.

Erasmus/exchange students, who are only studying at the University of Kent for a single term, should register for GE562.

Synopsis *

This module is designed to suit the needs of short-term exchange students from Germany and German native or near-native speakers on full degree programmes involving German. It offers two hours of translation: one from German to English and one from English to German, with particular concentration on the translational difficulties and structural comparison of the two languages. Texts are taken from a wide variety of sources.

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GE503		Learning German 5				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	50% Coursework, 50% Exam	Kunzelmann Dr H
2	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	Kunzelmann Dr H

Contact Hours

4 hours per week

Learning Outcomes

On successfully completing the module students will be able to:

11.1 Demonstrate consolidated and extended translation skills. This is done via exposure to a selection of texts covering a range of registers and topic areas, including the journalistic and the literary.

11.2 Demonstrate consolidated and extended ability to accurately recognise and use a range of registers in German, and gain enhanced sensitivity to the equivalent English registers.

11.3 Demonstrate perfected linguistic skills by means of studying grammatical and lexical subtleties of the German language.

11.4 Analyse and gain a deeper understanding of concepts (both linguistic and cultural), and the complex relation between such concepts, in both German and English.

11.5 Demonstrate the benefit of having had regular oral practice in German on an extensive range of topics, including academic topics, at an advanced level.

Method of Assessment

50% Coursework, 50% Exam

Preliminary Reading

Indicative Reading:

Duden-Verlag Deutsches Universalwörterbuch, Neue Rechtschreibung (most recent edition) (Mannheim: Duden)

Hammer's German Grammar and Usage (most recent edition) (Oxford: Routledge)

Pre-requisites

GE507 – Learning German 4 or equivalent.

GE503 is required for students who pursue a degree in German. It is open to bilingual students with secondary education in a German speaking country, and German native speakers.

Restrictions

Cannot be taken with GE500 in the same year

Synopsis *

The module develops advanced proficiency in writing, speaking and comprehending German. It concentrates on translation into German and English and the development of analytical skills in the production of written and spoken German. Translation exercises confront students with a variety of advanced texts in different styles and registers, and encourage accuracy and critical reflection as well as acquisition and consolidation of grammatical structures. The language skills component combines discursive writing on advanced topics with the development of proper oral competence through discussion. Conversation classes with a native speaker develop presentational ability, and enable students to speak fluently and idiomatically at the advanced level.

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GE506		German Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Cooper Dr I

Contact Hours

Formal supervision sessions will take place every two or three weeks during the Autumn and Spring terms - to be arranged with the individual dissertation supervisor.

Learning Outcomes

Students taking this module will be encouraged to identify an area of enquiry that coincides with their interests and to collect and collate relevant material during their 3rd year (spent abroad). Any of the areas listed under 12.A will be appropriate as topics and will enhance their overall learning outcomes. They will be obliged to work independently, setting their own pace and objectives through self-directed learning; (12.A). They will acquire library skills and will learn about the formatting of research papers and the proper presentation of bibliographies. Critical reflection will be required (12.B). They will be required to process information from a number of sources in order to gain a coherent understanding of the subject, to utilise problem-solving skills, to develop and maximise communication skills for the coherent expression and transfer of knowledge, to analyse, evaluate and interpret a variety of evidence and to reach conclusions independently (12.C. especially 3,6,7).

Method of Assessment

100% Coursework

Preliminary Reading

This will vary in accordance with the chosen topic.

Restrictions

Available to Stage 3 students only

Synopsis *

Each dissertation will require a different programme of study. Typically, the year will be divided into three periods: (1) gathering information,(2) writing up individual chapters and discussing these with a supervisor, and (3) putting the dissertation into its final form and observing the conventions necessary for this type of work.

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GE507		Learning German 4				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	30 (15)	50% Coursework, 50% Exam	Cooper Dr I
2	Canterbury	Autumn and Spring	I	30 (15)	70% Exam, 30% Coursework	Cooper Dr I

Contact Hours

4 hours per week

Learning Outcomes

By the end of the module, students will:

- (11.1) be able to render the content of an English original in accurate and comprehensible German.
- (11.2) have an enlarged active vocabulary and increased critical understanding of sentence structure, grammatical correctness and register through the production of written German, in particular formal and academic German, in preparation for the Year Abroad.
- (11.3) have knowledge of the techniques for approaching translation and for learning; recalling vocabulary, working with monolingual and bilingual dictionaries
- (11.4) be able to perform close analysis of written German and to produce accurate and stylistically appropriate English translations of German originals demonstrating a wide range of vocabulary and knowledge of structure in both languages.
- (11.5) deal critically with a variety of texts and registers in both languages
- (11.6) speak German confidently and accurately in a variety of situations
- (11.7) be able to discuss demanding topics and abstract concepts effectively in spoken German.
- (11.8) have deepened their knowledge and critical understanding of contemporary German-language culture and society and developed an appreciation of its relevance to the Year Abroad
- (11.9) be able to research topics individually and in teams and present their work and findings in German.

Method of Assessment

50% Coursework, 50% Exam

Preliminary Reading

Indicative Reading:

Duden-Verlag Deutsches Universalwörterbuch, Neue Rechtschreibung (most recent edition) (Mannheim: Duden)

Hammer's German Grammar and Usage (most recent edition) (Oxford: Routledge)

Pre-requisites

GE301 or GE516 or equivalent

Wild module students must have language skills commensurate with German degree programme students taking the module. The language skills of wild module students will be assessed by members of the German department prior to the commencement of the module.

This module cannot be taken by native German speakers. If students are unsure of their language level they will need to consult with the German department before registering.

Synopsis *

The module develops proficiency in writing, speaking and comprehending German. It concentrates on translation into German and English and the development of analytical skills in the production of written and spoken German. Translation exercises confront students with a variety of texts in different styles and registers, and encourage accuracy and critical reflection as well as acquisition and consolidation of grammatical structures. The language skills component combines vocabulary development with discursive writing on topics of relevance to the contemporary German-speaking world. Oral classes with a native speaker develop oral competence through discussion, enabling students to speak confidently and effectively at the intermediate level.

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GE516		Advanced Intermediate German				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	30 (15)	70% Exam, 30% Coursework	Koenigs J

Contact Hours

4 hours per week

Learning Outcomes

Students who successfully complete this module will be able to:

- 11.1 Demonstrate revision and development of German grammar to an advanced intermediate level;
- 11.2 Demonstrate extensive vocabulary building;
- 11.3 Demonstrate the ability to read increasingly difficult texts in German;
- 11.4 Demonstrate the ability to conduct meaningful conversations in German and acquire knowledge about the country.

Method of Assessment

30% Coursework, 70% Exam

Preliminary Reading

Indicative Reading List:

Dodd, W., Eckhard-Black, C., Kalpper, R. & Whittle, R. (1996), Modern German Grammar: A Practical Guide, Routledge: London.

Dodd, W., Eckhard-Black, C., Kalpper, R. & Whittle, R. (1996), Modern German Grammar: A Workbook, Routledge: London.

Pre-requisites

GE329 or GE331 or equivalent

Synopsis *

This module comprises: translation from German to English, grammar exercises, conversation classes, and the culture and politics of the German-speaking countries ('Landeskunde').

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GE562		Advanced German Translation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

2 hours per week

Learning Outcomes

Students who successfully complete this module will have:

- extended their active knowledge of both English and German, in particular of whichever is not their native tongue, including grammar, idiom, lexis, and linguistic register
- furthered their experience of translating at a high level authentic texts drawn from a range of sources, such as literature, media, and business, both using dictionaries and other aids and under examination conditions
- gained in ability to identify translation problems and to design strategies for addressing them.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading:

Baker, M. (1992) *In Other Words: a Coursebook on Translation*. New York and London, Routledge.

Benson, M., Benson, I. & Ilson, R. (1993) *The Combinatory Dictionary of English*, Amsterdam, John Benjamins.

Pre-requisites

Kent-based students will have taken GE503. Exchange students from German universities will have fulfilled requirements for a year or semester's study in the UK.

An advanced knowledge of both German and English is required of all: in the main the module is intended for native speakers of German or both of these languages.

Restrictions

Please note that this module cannot be taken as well as GE500. It also cannot be taken subsequent or prior to GE500. Additionally, this module can only be taken in one term, not both terms.

Synopsis *

Students work individually and in groups to translate two texts per week, one from each language from dossiers supplied. These texts vary in style, provenance and register. Relevant points of grammar and translation technique are discussed. The possibilities of electronic text transfer are explored.

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GE573		The German Novelle				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Cooper Dr I

Availability

Available under codes GE573 (Level 5) and GE574 (Level 6)

Contact Hours

2 hours per week

Learning Outcomes

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

- 11.1 Demonstrate a basic familiarity with nineteenth-century German literature.
- 11.2 Demonstrate an awareness of issues of genre.
- 11.3 Demonstrate the ability to analyze closely short stories.
- 11.4 Demonstrate the ability to read stories both thematically and stylistically, as well as how to place them in their relevant contexts.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading

Set texts will include some of the following:

- Kleist, *Das Erdbeben in Chili* [1807] (Reclam, 1984)
- Fouqué, *Undine* [1811] (Reclam, 1953)
- Chamisso, *Peter Schlemihls wundersame Geschichte* [1814] (Reclam, 1980)
- Hoffmann, *Der Sandmann* [1817] (Reclam, 1991)
- Eichendorff, *Das Marmorbild* [1819] (Reclam, 1967)
- Büchner, *Lenz* [1835] (Reclam, 1987)
- Grillparzer, *Der arme Spielmann* [1847] (Reclam, 1979)
- Stifter, (stories from) *Bunte Steine* [1853] (Reclam, 1994)
- Storm, *Der Schimmelreiter* [1888] (Reclam, 1963)

A bibliography of relevant secondary literature will also be distributed.

Pre-requisites

Completion of Stage 1 in German

Synopsis *

Students will learn to analyse literary texts and respond critically to a challenging body of work, with a particular emphasis on commentaries and close reading. Both their linguistic and their analytical skills will be developed through sustained exposure to a representative cross-section of one of the key genres in German literature, the Novella. The module will trace the emergence of the short prose narrative around 1800 and examine its adaptation during the nineteenth century, when realism asserted itself and became the subject of critical controversy. It will look at the major writers of the period to see what scope the development of realism offered them for artistic variation and psychological depth. Their works will be studied as reflections of the societies and regions to which they belonged and as indications of the profound political and economic changes occurring during the period.

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GE574		The German Novelle				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Cooper Dr I

Availability

Available under codes GE573 (Level 5) and GE574 (Level 6)

Contact Hours

2 hours per week

Learning Outcomes

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

- 11.1 Demonstrate a basic familiarity with nineteenth-century German literature.
- 11.2 Demonstrate an awareness of issues of genre.
- 11.3 Demonstrate the ability to analyze closely short stories.
- 11.4 Demonstrate the ability to read stories both thematically and stylistically, as well as how to place them in their relevant contexts.
- 11.5 In addition, level-6 students will be expected to show significantly greater awareness of the social, political, historical, and literary background of the nineteenth-century German-speaking world.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading

Set texts will include some of the following:

- Kleist, *Das Erdbeben in Chili* [1807] (Reclam, 1984)
- Fouqué, *Undine* [1811] (Reclam, 1953)
- Chamisso, *Peter Schlemihls wundersame Geschichte* [1814] (Reclam, 1980)
- Hoffmann, *Der Sandmann* [1817] (Reclam, 1991)
- Eichendorff, *Das Marmorbild* [1819] (Reclam, 1967)
- Büchner, *Lenz* [1835] (Reclam, 1987)
- Grillparzer, *Der arme Spielmann* [1847] (Reclam, 1979)
- Stifter, (stories from) *Bunte Steine* [1853] (Reclam, 1994)
- Storm, *Der Schimmelreiter* [1888] (Reclam, 1963)

A bibliography of relevant secondary literature will also be distributed.

Synopsis *

Students will learn to analyse literary texts and respond critically to a challenging body of work, with a particular emphasis on commentaries and close reading. Both their linguistic and their analytical skills will be developed through sustained exposure to a representative cross-section of one of the key genres in German literature, the Novella. The module will trace the emergence of the short prose narrative around 1800 and examine its adaptation during the nineteenth century, when realism asserted itself and became the subject of critical controversy. It will look at the major writers of the period to see what scope the development of realism offered them for artistic variation and psychological depth. Their works will be studied as reflections of the societies and regions to which they belonged and as indications of the profound political and economic changes occurring during the period.

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GE580 German Extended Essay						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Kunzelmann Dr H
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Kunzelmann Dr H

Availability

Available in both Autumn and Spring Term

Contact Hours

A number of supervision sessions will take place during the course of the student's research, particularly near the beginning of the process.

Learning Outcomes

- Students taking this module will be encouraged to identify an area of enquiry that coincides with their interests. Any of the areas listed under 12.A will be appropriate as topics and will enhance their overall learning outcomes.
- They will be obliged to work independently, setting their own pace and objectives through self-directed learning (12.A).
- They will acquire library skills and will learn about the formatting of research papers and the proper presentation of bibliographies. Critical reflection will be required (12.B).
- They will also be expected to process information from a number of sources in order to gain a coherent understanding of the subject, to utilise problem-solving skills, to develop and maximise communication skills for the coherent expression and transfer of knowledge, to analyse, evaluate and interpret a variety of evidence and to reach conclusions independently (12.C. especially 3,6,7).

Method of Assessment

100% Coursework

Preliminary Reading

This will vary in accordance with the chosen topic.

Pre-requisites

Completion of Year 1 in German

Synopsis *

Each extended essay will require a different programme of study, depending on the topic (chosen by the student in close consultation with the supervisor). Typically, the work will be divided into three periods: (1) gathering information and identifying the essay's exact focus, (2) writing up individual chapters and discussing these with a supervisor, and (3) putting the extended essay into its final form and observing the conventions necessary for this type of work.

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GE584 Order and Madness: Classical German Literature						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Coursework, 40% Exam	Cooper Dr I

Availability

Available under codes GE584 (Level 5) and GE585 (Level 6)

Learning Outcomes

By the end of the module, Level 5 and 6 students will have:

- (11.1) acquired critical knowledge and understanding of core topics in classical German literature, e.g. 'Sturm und Drang', the significance of the major literary forms (drama, prose fiction, poetry) at this time, and the different uses to which these forms were put
- (11.2) demonstrated competence in applying this understanding within new and differing contexts (e.g. to see formal innovation in relation to cultural-historical context)
- (11.3) the ability to analyse key texts (both primary and secondary) critically and to assess different genres of writing from the period 1775 to the first decade of the nineteenth century
- (11.4) developed close reading and analytical skills, including the application of critical thinking to the study of literature

Method of Assessment

60% Coursework, 40% Exam

Preliminary Reading

Indicative Reading:

- Goethe, Die Leiden des Jungen Werthers (Bristol Classical Texts)
- Schiller, Die Räuber (Bristol Classical Texts)
- J. M. R. Lenz, Die Soldaten and Der Hofmeister (Reclam)
- Goethe, Römische Elegien (Reclam)
- Goethe, Faust I (Deutscher Klassiker Verlag)
- Heinrich von Kleist, Sämtliche Erzählungen (Deutscher Klassiker Verlag)
- Friedrich Hölderlin, Poems and Fragments (Penguin bilingual edition)

Pre-requisites

Completion of Stage 1

Synopsis *

This module examines a selection of essential texts drawn from the period from 1775 to the first years of the nineteenth century, in which German literature achieved European stature. It looks at innovation and newly emerging confidence in the treatment of the major literary forms (prose fiction, drama, lyric poetry). But it also studies the currents of violence, passion and madness which these forms were used to convey in an era defined by the iconoclasm of the Sturm und Drang movement and by revolutionary upheaval in France. We will look at the original angry young men of German literature (Werther, Die Räuber), dramas of love and betrayal (Faust), as well as prose fiction which retains its power to shock and puzzle even today (Kleist). The texts studied treat desire, problematic relationships of power and gender, and the crisis of individuals caught up in the painful birth of European modernity.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

GE585		Order and Madness: Classical German Literature				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	Cooper Dr I

Availability

Available under codes GE584 (Level 5) and GE585 (Level 6)

Learning Outcomes

By the end of the module, Level 5 and 6 students will have:

- (11.1) acquired critical knowledge and understanding of core topics in classical German literature, e.g. 'Sturm und Drang', the significance of the major literary forms (drama, prose fiction, poetry) at this time, and the different uses to which these forms were put
- (11.2) demonstrated competence in applying this understanding within new and differing contexts (e.g. to see formal innovation in relation to cultural-historical context)
- (11.3) the ability to analyse key texts (both primary and secondary) critically and to assess different genres of writing from the period 1775 to the first decade of the nineteenth century
- (11.4) developed close reading and analytical skills, including the application of critical thinking to the study of literature

In addition, at the end of the module Level 6 students will have:

- (11.5) developed advanced-level close reading and analytical skills, including the application of critical thinking to the study of literature
- (11.6) carried out and displayed understanding of additional research and critical thinking in both written assessments and seminar topics that shows an appreciation of the uncertainty, ambiguity and limits of knowledge
- (11.7) thorough, detailed and systematic knowledge and understanding of core texts of the German canon
- (11.8) a systematic understanding of the relationship between major German authors and cultural-historical as well as social-historical conditions
- (11.9) a systematic understanding of key aspects of current critical approaches to classical German literature
- (11.10) the ability to analyse key texts and other materials critically at a high level, and to appreciate the limitations as well as the potentialities of these approaches to the literary text

Method of Assessment

60% Coursework, 40% Exam

Preliminary Reading

Indicative Reading:

- Goethe, Die Leiden des Jungen Werthers (Bristol Classical Texts)
- Schiller, Die Räuber (Bristol Classical Texts)
- J. M. R. Lenz, Die Soldaten and Der Hofmeister (Reclam)
- Goethe, Römische Elegien (Reclam)
- Goethe, Faust I (Deutscher Klassiker Verlag)
- Heinrich von Kleist, Sämtliche Erzählungen (Deutscher Klassiker Verlag)
- Friedrich Hölderlin, Poems and Fragments (Penguin bilingual edition)

Pre-requisites

Completion of German Stage 1

Synopsis *

This module examines a selection of essential texts drawn from the period from 1775 to the first years of the nineteenth century, in which German literature achieved European stature. It looks at innovation and newly emerging confidence in the treatment of the major literary forms (prose fiction, drama, lyric poetry). But it also studies the currents of violence, passion and madness which these forms were used to convey in an era defined by the iconoclasm of the Sturm und Drang movement and by revolutionary upheaval in France. We will look at the original angry young men of German literature (Werther, Die Räuber), dramas of love and betrayal (Faust), as well as prose fiction which retains its power to shock and puzzle even today (Kleist). The texts studied treat desire, problematic relationships of power and gender, and the crisis of individuals caught up in the painful birth of European modernity.

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GE587 Life After Modernism? An Introduction to Postmodernist Literature in Ge						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	Kunzelmann Dr H

Availability

Available under codes GE587 (Level 5) and GE588 (Level 6)

Contact Hours

2 hours per week

Learning Outcomes

By the end of the module, Level 5 and 6 students will have:

- (11.1) acquired detailed and critical knowledge and understanding of core topics in postmodernist German literature, e.g. pastiche, irony and the deconstruction of textual coherence, and these topics' relation to a socio-political context
- (11.2) demonstrated competence in applying this understanding within new and differing contexts (e.g. to see formal innovation in relation to a defined historical context)
- (11.3) the ability to analyse key texts (both primary and secondary) critically and to assess different genres of postmodern writing
- (11.4) developed close reading and analytical skills, including the application of critical thinking to the study of literature

Method of Assessment

50% Coursework, 50% Exam

Preliminary Reading

Indicative Reading:

Artmann, H.C.: Schauerromane. Piper, 1997.

Grass, G.: Der Butt. Fischer tb, 1979 (excerpts)

Müller, H.: Der Fuchs war damals schon der Jäger. Fischer tb, 1992 (excerpts)

Setz, C.: Indigo. Suhrkamp, 2012 (excerpts)

Süskind, P.: Das Parfum. Diogenes, 1985 (excerpts)

Selected poems by Durs Grünbein, Raoul Schrott and Friederike Mayröcker

Synopsis *

'Postmodernism', by definition, resists and obscures the idea of modernism and implies a complete knowledge of the modern which has been surpassed by a new age (Appignanesi, Garrat 1995, 4). With the advent of the digital age, our concepts and perception of literature and art, theory and economic history have changed dramatically and a new understanding of what reality is pervades all aspects of life. German literature after 1965 mirrors this development in multiple ways and authors have incorporated a multitude of postmodern aesthetic strategies in their writing processes and works, notably changing the character of German-language literature from a literature of crisis and "Vergangenheitsbewältigung" (coming to terms with the past) to a literature that, especially after 1990, addresses problems of self-representation, the hypermodernist 'loss of reality' and power-relations in the global context of the western world. This module introduces a number texts representative of postmodern literature in German, and provides methods for the analysis of these heterogeneous texts and new forms of authorial self-representation, based on key theoretical texts like Roland Barthes' "Death of the Author", "Text and Pleasure" or Michel Foucault's "What is an Author" to outline principle changes of literary production and authorship after 1965.

Narrative techniques like pastiche, intertextuality, the deconstruction of textual coherence and ironic representations of ideological concepts by means of combining contradictory genres will be analysed and put into the socio-political context of German-speaking countries.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

GE588 Life After Modernism? An Introduction to Postmodernist Literature in Ge						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Kunzelmann Dr H

Availability

Available under codes GE587 (Level 5) and GE588 (Level 6)

Contact Hours

2 hours per week

Learning Outcomes

By the end of the module, Level 5 and 6 students will have:

- (11.1) acquired detailed and critical knowledge and understanding of core topics in postmodernist German literature, e.g. pastiche, irony and the deconstruction of textual coherence, and these topics' relation to a socio-political context
- (11.2) demonstrated competence in applying this understanding within new and differing contexts (e.g. to see formal innovation in relation to a defined historical context)
- (11.3) the ability to analyse key texts (both primary and secondary) critically and to assess different genres of postmodern writing
- (11.4) developed close reading and analytical skills, including the application of critical thinking to the study of literature

In addition, at the end of the module, Level 6 students will have:

- (11.5) developed close reading and analytical skills, including the application of critical thinking to the study of literature carried out and displayed understanding of additional research and critical thinking in both written assessments and seminar topics that shows an appreciation of the uncertainty, ambiguity and limits of knowledge
- (11.6) thorough, detailed and systematic knowledge of core texts of postmodern German literature
- (11.7) a systematic understanding of the relationship between major postmodern German authors and cultural-historical as well as social-historical conditions.
- (11.8) systematic knowledge and understanding of key aspects of current critical approaches to postmodern German literature
- (11.9) the ability to analyse key texts and other materials critically at a high level, as well as a cogent appreciation of the limitations of these kinds of approaches to literary analysis

Method of Assessment

50% Coursework, 50% Exam

Preliminary Reading

Indicative Reading:

Artmann, H.C.: Schauerromane. Piper, 1997.

Grass, G.: Der Butt. Fischer tb, 1979 (excerpts)

Müller, H.: Der Fuchs war damals schon der Jäger. Fischer tb, 1992 (excerpts)

Setz, C.: Indigo. Suhrkamp, 2012 (excerpts)

Süskind, P.: Das Parfum. Diogenes, 1985 (excerpts)

Selected poems by Durs Grünbein, Raoul Schrott and Friederike Mayröcker

Synopsis *

'Postmodernism', by definition, resists and obscures the idea of modernism and implies a complete knowledge of the modern which has been surpassed by a new age (Appignanesi, Garrat 1995, 4). With the advent of the digital age, our concepts and perception of literature and art, theory and economic history have changed dramatically and a new understanding of what reality is pervades all aspects of life. German literature after 1965 mirrors this development in multiple ways and authors have incorporated a multitude of postmodern aesthetic strategies in their writing processes and works, notably changing the character of German-language literature from a literature of crisis and "Vergangenheitsbewältigung" (coming to terms with the past) to a literature that, especially after 1990, addresses problems of self-representation, the hypermodernist 'loss of reality' and power-relations in the global context of the western world. This module introduces a number texts representative of postmodern literature in German, and provides methods for the analysis of these heterogeneous texts and new forms of authorial self-representation, based on key theoretical texts like Roland Barthes' "Death of the Author", "Text and Pleasure" or Michel Foucault's "What is an Author" to outline principle changes of literary production and authorship after 1965.

Narrative techniques like pastiche, intertextuality, the deconstruction of textual coherence and ironic representations of ideological concepts by means of combining contradictory genres will be analysed and put into the socio-political context of German-speaking countries.

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GE589 Wien-Berlin: Tales of Two Cities						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Coursework, 40% Exam	Kunzelmann Dr H

Availability

Available under GE589 (Level 5) or GE590 (Level 6)

Contact Hours

2 hours per week

Learning Outcomes

On successfully completing the module Level 5 students will be able to:

- 8.1 Demonstrate a detailed and critical knowledge and understanding of the recent cultural and political history of two major German-speaking cities, Vienna and Berlin;
- 8.2 Demonstrate competence in applying this knowledge within new and differing contexts (e.g. as regards the city as a lieu de mémoire and the relationship between representations of the city to current debates in German-speaking countries about multiculturalism, migration and national identity);
- 8.3 Demonstrate detailed knowledge of selected twentieth-century prose works and films that represent the city and city life in Vienna and Berlin;
- 8.4 Demonstrate critical understanding of the ways in which urban development and theories of urbanity have contributed to modern German culture, in particular to literature and film;
- 8.5 Demonstrate close reading and analytical skills, including the application of critical thinking to the study of literature and film.

Method of Assessment

60% Coursework, 40% Exam

Preliminary Reading

Indicative Reading

Unless otherwise indicated, no particular editions are required:

- Aichinger, I, (1948), Die größere Hoffnung (extracts)
Albert, B, (1999), Nordrand
Bachmann, B, (1961), 'Unter Mördern und Irren'
Döblin, A, (1929), Berlin Alexanderplatz (extracts)
Özdamar, E.S, (2001), Der Hof im Spiegel
Roth, J, (1919/1920), Symptome der Zeit newspaper articles from 1919/20, taken from Joseph Roth, Werke I: Das journalistische Werk 1915-1923 (ed. Klaus Westermann, Cologne 1989)
Wenders, W, (1987) Himmel über Berlin

Synopsis *

This module focuses on the recent history of Vienna and Berlin, the cultural capitals of the German-speaking world. Many of the key events and movements that influenced Europe over the past century are intimately linked to these two cities, from the collapse of the Habsburg Empire, the development of extremist left- and right-wing parties in the interwar period to the division and re-uniting of Europe as embodied by the Berlin Wall. Changes and continuities in the political, social and physical topography of Vienna and Berlin will be traced by studying representations of both cities in a range of texts and films from the early twentieth to the early twenty-first century. Alongside feature films and prose genres such as short stories and reportage, the module will also consider theoretical texts on the city and the contribution of urban life to modern German-language culture. Central themes are the interplay of individual and collective, urban anonymity and liberation versus alienation and uniformity, multiculturalism and migration.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

GE590		Wien-Berlin. Tales of Two Cities				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	Kunzelmann Dr H

Availability

Available under GE589 (Level 5) or GE590 (Level 6)

Contact Hours

2 hours per week

Learning Outcomes

On successfully completing the module Level 6 students will be able to:

8.6 Demonstrate a systematic understanding of the relation between literary and cinematic representation and changing socio-historical conditions.

8.7 Carry out and display understanding of additional research and critical thinking in both written assessments and seminar topics that show an appreciation of the uncertainty, ambiguity and limits of knowledge.

8.8 Demonstrate independent learning skills by being able to make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources.

8.9 Demonstrate a comprehensive appreciation of key aspects of current critical approaches and theories on representations of the city and the ability to comment upon these approaches as well as to understand the specific cultural, historical and political contexts from which they emerge.

Method of Assessment

60% Coursework, 40% Exam

Preliminary Reading

Indicative Reading

Unless otherwise indicated, no particular editions are required:

Aichinger, I, (1948), *Die größere Hoffnung* (extracts)

Albert, B, (1999), *Nordrand*

Bachmann, B, (1961), 'Unter Mördern und Irren'

Döblin, A, (1929), *Berlin Alexanderplatz* (extracts)

Özdamar, E.S, (2001), *Der Hof im Spiegel*

Roth, J, (1919/1920), *Symptome der Zeit* newspaper articles from 1919/20, taken from Joseph Roth, *Werke I: Das journalistische Werk 1915-1923* (ed. Klaus Westermann, Cologne 1989)

Wenders, W, (1987) *Himmel über Berlin*

Synopsis *

This module focuses on the recent history of Vienna and Berlin, the cultural capitals of the German-speaking world. Many of the key events and movements that influenced Europe over the past century are intimately linked to these two cities, from the collapse of the Habsburg Empire, the development of extremist left- and right-wing parties in the interwar period to the division and re-uniting of Europe as embodied by the Berlin Wall. Changes and continuities in the political, social and physical topography of Vienna and Berlin will be traced by studying representations of both cities in a range of texts and films from the early twentieth to the early twenty-first century. Alongside feature films and prose genres such as short stories and reportage, the module will also consider theoretical texts on the city and the contribution of urban life to modern German-language culture. Central themes are the interplay of individual and collective, urban anonymity and liberation versus alienation and uniformity, multiculturalism and migration.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

GE594 Applied Language Skills-Writing in German in the Public & Professional						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	Kunzelmann Dr H

Availability

Stage 3 students only

Contact Hours

2 hours per week

Learning Outcomes

Upon completion of this module students will be able to:

- 11.1 recognise and apply writing styles and communicative patterns in different professional and public contexts, e.g. in legal, academic and political registers, in the classroom, in a commercial environment and in a media/journalistic context.
- 11.2 deploy a range of established critical knowledge in the production of idiomatic texts
- 11.3 identify and critically analyse different linguistic criteria and aspects of the German language (for example register, sentence structure, tonal range) including an array of rhetorical and genre strategies necessary to produce idiomatically correct German texts.
- 11.4 recognise and apply linguistic & stylistic criteria of electronic/digital text production in German.
- 11.5 work effectively in a team to communicate information and arguments effectively.

Method of Assessment

60% Coursework, 40% Exam

Preliminary Reading

Indicative Reading:

- Aitchison, J. (1991) *Language Change: Progress or Decay?*, 2nd edition, Cambridge: CUP
- Baumert, A. (2011) *Professionell texten*, 3rd edition, Munich: DTV
- Crystal, D. (2001) *Language and the Internet*, Cambridge: CUP
- Der Duden – Stilwörterbuch (2010), 9th edition, Leipzig: Verlag Bibliographisches Institut
- Knorr, D., Jakobs, E.-M. (eds.) (1997) *Textproduktion in elektronischen Umgebungen*. Frankfurt a. M.: Peter Lang
[In particular 'Teil III', download free from: <http://www.prowitec.rwth-aachen.de/p-publikationen/band-2-reihe-textproduktion-und-medium.html>]
- Lord, R. (2005) *Culture Shock: Germany. A Survival Guide to Customs and Etiquette*. Portland (Oregon): Graphic Arts Centre Publishing
- Runkehl, J., Schlobinski, P., Siever, T. (1998) *Sprache und Kommunikation im Internet*. In: *Muttersprache. Vierteljahresschrift für deutsche Sprache*. 2. pp. 97-109.
[Download free from: <http://www.mediensprache.net/de/publishing/publizieren/muster/pdf/pdf.pdf>]
- Smith, B. (1991) *German Philosophy: Language and Style*. *Topoi*. 10. pp. 155 -161. [Download free from: <http://ontology.buffalo.edu/smith/articles/german/gerphil.pdf>]

Websites for reference:

<https://netzpolitik.org/>

<http://www.filmrezension.de/>

Pre-requisites

Students should have successfully completed GE507 'Learning German 4' OR GE516 'Advanced Intermediate German'

Synopsis *

This module introduces students to the forms and varieties of modern written German through engagement with a wide variety of print and digital media. It explores the similarities and differences between different dimensions of German as it is used today, for example in the media, in teaching and in business. Students taking this module will examine the rhetorical patterns underlying all of these forms of communication, and will thereby improve their own language skills. Emphasis is placed on using a variety of resources (news media, websites, blogs) to build up a thorough awareness of the modern German language in context, and on encouraging students to work together in using up-to-date resources in producing German texts. In particular, the module aims to prepare students for their graduate life and for the uses of written German that will be expected of them on work placements, in their graduate jobs and in the German public sphere.

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GE598		Learning Danish 2B				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

4 hours per week

Learning Outcomes

On successful completion of this module, students will be able to demonstrate proficiency in the Danish language equivalent to beginning of level B2 on the CEFR scale. Students who successfully complete the module will have acquired the following language skills relating to the main topics outlined under point 10.

8.1 Listening Students can understand factual information about every day, job- and university-related topics and identify both general and specific details.

8.2 Reading Students can read longer factual and fictional texts but still require some help from a dictionary.

8.3 Speaking Students can communicate confidently on familiar matters and can give their opinion on a story, a film or a societal topic. Students can also answer further questions without being prepared.

8.4 Writing Students can describe events and experiences with a high degree of detail. Students can also express opinions on and reactions to — for example — a book or a film and communicate these with confidence.

8.5 Grammar Students can communicate with reasonable accuracy in familiar contexts and use a wide range of both simple and more complex automatized structures and phrases. Students are for example confident in using all tenses also of the most frequent irregular verbs, and master inversion also in sub-clauses.

8.6. Pronunciation Students can pronounce all Danish sounds with confidence. Pronunciation is clearly intelligible even if a foreign accent is sometimes evident.

Method of Assessment

50% Coursework and 50% Exam

Preliminary Reading

Indicative Reading:

Garde, A. (2011). Danish Dictionary: Danish-English, English-Danish. (Routledge Bilingual Dictionaries) or equivalent.

Langaard, B. (2011). Pæredansk (Copenhagen: Gyldendal)

Lundskær-Nielsen, T, and Holmes, P. (2011). Danish: An Essential Grammar (London: Routledge)

A high quantity of purpose-produced materials will form the basis of the module's resources. These will be made available to students via the Moodle page. In addition, online (text, audio and video) material will be used.

Pre-requisites

Pre-requisite: Learning Danish 2A. Students can also be accepted onto the module if they are able to demonstrate proficiency in the Danish language equivalent to median range of the B1 level (Independent User) on the Common European Framework of Reference for Languages (CEFR) scale.

This module is also available as a wild module to students who meet the required standard.

Restrictions

Synopsis *

This module is a follow-up module, which builds on the knowledge of Danish language and culture acquired in Learning Danish 2A. It consolidates students' existing competences in the four main language-learning areas: reading, writing, speaking and listening. The language teaching will be delivered communicatively and will introduce increasingly complex Danish grammar, syntactical structures, semantic specificities and pronunciation subtleties. This module will develop students' knowledge of university life in Denmark, aiming to provide a grounding in Danish academic culture (whether they eventually go on a year abroad in Denmark or not). Topics will also include topics on the Danish political system, the welfare state, the Danish national church etc.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

GE601 Learning Danish 2A						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

4 hours per week

Learning Outcomes

On successful completion of this module, students will be able to demonstrate proficiency in the Danish language equivalent to median range of the B1 level (Independent User) on the CEFR scale. Students who successfully complete the module will have acquired the following language skills relating to the main topics outlined under point 10.

8.1 Listening Students can begin to understand the main points of clear standard output on familiar matters that have been rehearsed.

8.2 Reading Students can read texts that consist mainly of high-frequency every day or university-related language.

8.3 Speaking Student can enter a prepared conversation with a (Danish) native speaker and talk about familiar topics (everyday life, family hobbies, interests, work and travel).

8.4 Writing Students can connect phrases in a simple way to describe events, hopes and ambitions. Students can also in a simple way narrate a story or the plot of a film or a book.

8.5 Grammar Students can use reasonably accurately a repertoire of frequently used patterns associated with fairly predictable situations. Students for example know all tenses and also have knowledge of irregular verbs and inversion.

8.6 Pronunciation Students control all Danish sounds and pronunciation is generally clear enough to be understood despite a noticeable foreign accent.

Method of Assessment

20% coursework and 80% in-class assessment

Preliminary Reading

Indicative Reading:

Garde, A. (2011). Danish Dictionary: Danish-English, English-Danish. (Routledge Bilingual Dictionaries) or equivalent.

Langaard, B. (2011). Pæredansk (Copenhagen: Gyldendal)

Lundskær-Nielsen, T, and Holmes, P. (2011). Danish: An Essential Grammar (London: Routledge)

A high quantity of purpose-produced materials will form the basis of the module's resources. These will be made available to students via the Moodle page. In addition, online (text, audio and video) material will be used (Online dansk, Dansk på arbejde and Nyidanmark).

Pre-requisites

Pre-requisite: GE334: Learning Danish 1B. Students can also be accepted onto the module if they have Danish language skills equivalent to the upper end of level A2 on the Common European Framework of Reference for Languages (CEFR) scale.

This module is available as a wild module to students who meet the required standard.

Synopsis *

This module is a follow-up module, which builds on the knowledge of Danish language and culture acquired in GE333 – Learning Danish 1A and GE334 – Learning Danish 1B. It consolidates students' existing competences in the four main language-learning areas: reading, writing, speaking and listening. The language teaching will be delivered communicatively and will introduce increasingly complex Danish grammar, syntactical structures, semantic specificities and pronunciation subtleties. Topics will relate closely to students' everyday life as university students and purpose-made material will enable students to participate in conversations about their study area, working methods, life on campus, sport and leisure activities.

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IT503		Italian Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Capello Dr F

Contact Hours

Expected number of contact hours will be 5-8, spread across a variable number of tutorials agreed between the student and the supervisor. Tutors will offer guidance, but ultimately students will set their own pace.

Learning Outcomes

By the end of the module, students will be able to:

1. Show an ability to undertake independent research, present information on the chosen subject, and show detailed knowledge of primary Italian sources.
2. Understand the technical and ethical issues in the collection, handling and storing of data
3. Evaluate and interpret data, develop lines of argument, and make sound judgments in accordance with the central theories and analytical concepts in language studies and its sub-fields
4. Demonstrate knowledge of the main methods of enquiry and analysis in language-related studies
5. Demonstrate in-depth and advanced subject knowledge of a particular area of Italian Studies
6. Engage in critical reflection, verbal discussion and cogent written and interpretative analysis of key material
7. Assess the merits of contrasting theories and explanations, including those from other disciplines, and appreciate the limitations and ambiguities surrounding the subject

Method of Assessment

100% Coursework

Preliminary Reading

This will depend on the subject matter and the advice of the supervisor.

Synopsis *

This module may only be taken provided that other Italian non-language units are being followed throughout the final year. The subject of the Essay will be agreed between the student and a supervisor appointed by the Section; it will normally arise from work done either in other Stage 2 and 3 modules or during the year abroad, but other topics are not necessarily excluded. It will be based on the student's own research under the guidance of a supervisor.

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IT506		Learning Italian 5				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	70% Exam, 30% Coursework	Fiorucci Dr W

Contact Hours

3 hours per week.

Learning Outcomes

By the end of the module students will have:

- Consolidated and extended their translation skills, as developed in the first and second years. This is done via exposure to a selection of texts covering a range of registers and topic areas, including the journalistic and the literary.
- Consolidated and extended their ability to accurately recognise and use a range of registers in Italian, and gained enhanced sensitivity to the equivalent English registers.
- Gained a thorough and critical understanding of the theoretical and practical problems involved by translation from English into Italian and vice versa.
- Perfected linguistic skills by means of studying grammatical and lexical subtleties of the Italian language.
- Have analysed and gained a deep and cogent understanding of topics related to language and cultural studies, and the complex inter-relationships between such topics, in both Italian and English.
- Had regular oral practice in Italian on an extensive range of topics, including academic topics, at an advanced level.

Method of Assessment

30% Coursework 70% Exam

Preliminary Reading

Indicative Reading:

Dizionario della lingua italiana, De Agostini

M. Baker, In other words; a coursebook on translation, London, Routledge, 1992, P306

G. Lepschy and L. Lepschy, The Italian Language Today, (London, Hutchinson, 1988, PN1073)

M. Sensini, La grammatica della lingua italiana (Garzanti, Milano, 1997, PN1105)

L. Serianni, Grammatica Italiana (UTET, Torino, 1998, PN1105)

M. Zollo and A. Wesson, Italian grammar made easy (Hodder Arnold, Abingdon, 2006)

Pre-requisites

IT508 or IT563

Synopsis *

This module is designed primarily for final year students of Italian who have studied or worked in Italy. Familiarity with the language, as spoken and written at professional level –for example in journalism or literature - is expected, together with a well-stocked vocabulary, a reasonable command of idiom in common use and a sense of linguistic appropriateness to context.

Students engage in the following activities throughout the year:

- translation from Italian into English, using a range of registers and topics
- translation from English into Italian, using journalistic and literary texts
- study grammatical and lexical subtleties of the Italian language
- group discussion on specific topics

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IT508 Learning Italian 2 (Intermediate)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	30 (15)	100% Exam	Fiorucci Dr W
2	Canterbury	Autumn and Spring	I	30 (15)	60% Coursework, 40% Exam	Fiorucci Dr W
2	Canterbury	Autumn and Spring	I	30 (15)	70% Exam, 30% Coursework	Fiorucci Dr W

Contact Hours

4 hours per week

Learning Outcomes

Students who successfully complete this module will have:

- (a) consolidated and expanded their knowledge of the grammar and structure of the language
- (b) achieved a high level of skill in speaking, listening, reading and writing and translation
- (c) gained familiarity with sources of information which will be useful during the year abroad
- (d) analysed Italian passages, extracting arguments, summarizing content and expressing opinions in response
- (e) conversed with a native speaker of Italian on current issues and course topics
- (f) practised oral and written comprehension, paraphrasing and translation from English to Italian
- (g) worked with television and video programmes
- (h) increased their awareness of the history and culture of Italy through the study of appropriate texts and have gained the ability to speak, read and write Italian more fluently.

Method of Assessment

30% Coursework 70% Exam

Preliminary Reading

Indicative Reading:

Italian Espresso Volume 2, Textbook (ISBN : 9788889237755), Alma Edizioni, Firenze.
Student's workbook (ISBN : 9788889237977), Alma Edizioni, Firenze.

Suggested Additional Grammar Tools :

Grammatica Italiana, ISBN: 9788886440097, Alma Edizioni Firenze.
Italian Grammar in Practice, ISBN: 9788886440899, Alma Edizioni Firenze

Pre-requisites

IT301 Beginners Italian or equivalent

Synopsis *

This module has been planned as the natural follow-on for those who have recently, successfully taken a beginners Italian course such as IT301, and who should have covered the basics of grammar, acquired a stock of high frequency vocabulary and reached a degree of proficiency beyond GCSE and approaching A-level. (A2-B1 in terms of the Common European Framework of Reference {CEFR}).

At the same time the course is designed to prepare students for their third year studies and exams in Italy. IT508, like IT301, is an intensive course which requires serious commitment.

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IT542		Italian Extended Essay				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	15 (7.5)	100% Project	Capello Dr F

Contact Hours

Expected number of contact hours will be 3-4, spread across a variable number of tutorials agreed between the student and the supervisor. Tutors will offer guidance, but ultimately students will set their own pace.

Learning Outcomes

By the end of the module, students will be able to:

1. Show an ability to undertake independent research, present information on the chosen subject, and show understanding of primary Italian sources.
2. Show evidence of having engaged with the technical and ethical issues in the collection, handling and storing of data
3. Evaluate and interpret data, develop lines of argument, and make judgments in accordance with the central theories and analytical concepts in language studies and its sub-fields
4. Demonstrate knowledge of the main methods of enquiry and analysis in language-related studies
5. Demonstrate detailed knowledge of a particular area of Italian Studies
6. Engage in critical reflection, verbal discussion and written and interpretative analysis of key material
7. Assess the merits of contrasting theories and explanations, including those from other disciplines, and begin to appreciate the limitations and ambiguities surrounding the subject

Method of Assessment

100% Coursework

Preliminary Reading

This will vary in accordance with the chosen topic.

Pre-requisites

Prerequisites: IT301 or IT308.

Synopsis *

This will depend on the subject matter and the advice of the supervisor. The subject will be broadly within the field of Italian Studies.

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IT548	Italian Cinema and Literature					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

2 hours per week

Learning Outcomes

By the end of the module, students will be able:

- 1) To display a systematic, detailed and cogent understanding of contemporary and classic works of Italian literature and their cinematic adaptations
- 2) To demonstrate an ability to describe and comment on major critical debates on Italian cinema and literature and relate Italian film adaptations to a wider European and extra-European context
- 3) To deploy accurately established and discipline-specific techniques of analysis and enquiry in the exploration of Italian literary and cinematic products in their socio-historical context
- 4) To make use of high-level secondary material, including articles from peer-reviewed journals and other reputable sources, with a view to understanding the uncertainty and ambiguity surrounding the discipline.
- 5) To assess the narrative techniques of film; the structure of montage and the literary value of a screenplay in the works of Italian film-makers inspired by books.
- 6) To focus on the literary components of a film (the narrative structure of the montage and the value of a screenplay as a literary text)

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading:

Pinocchio

- Film: Roberto Benigni 2002
- Book: Collodi, *Le avventure di pinocchio*, various editions. PN 2688.C4, (English Translation: Penguin Classics PN 2688.C41)

Novecento

- Film: *La leggenda del pianista sull'oceano* (Tornatore)
- Book: Alessandro Baricco, Feltrinelli 1994 PN2878.I2 (English Translation: *Novecento: pianist*, Perfect Paperbacks) [the English version of *Novecento* is out of print, the monologue will be read in Italian].

Io non ho paura

- Film: Gabriele Salvatores 2003 [Available online at <http://www.kent.ac.uk/secl/local/films/scared.html>]
- Book: Niccolò Ammaniti, Einaudi 2001 (English Translation: *I'm not scared*, Canongate 2004)

Gomorra

- Film: Matteo Garrone, 2008
- Book: Roberto Saviano, *Gomorra*, 2006

Synopsis *

This module discusses contemporary film adaptations (1990s-2000s) taken from four different Italian textual sources (children's tale, monologue, novel and non-fiction) under the following main aspects:

1. as "parallel" works which supplement the original literary texts. Films expand, update and adjust the themes of the original literary texts to the historical, social and cultural context in which the adaptations are made.
2. as works of literary criticism. The way the narrative of a film adaptation is structured and the way a film chooses to selectively focus on some particular episodes and themes is evidence of how the film director critically analyses the literary text and "re-writes" it in the form of a screenplay and in the editing of the material filmed;
3. as an altogether "new" product that structurally differs from the original literary source. Cinema's language relies on signifying images or visual signs that are irreducible to those of written and spoken languages;
4. finally, we will analyse the impact that filmmaking had on the art of writing, assessing the extent to which contemporary novels are often already written with the big screen in mind.

We will focus on four emblematic contemporary adaptations: Collodi's *Pinocchio*, adapted by Roberto Benigni, Baricco's *Novecento* (a monologue), adapted by Tornatore (*La leggenda del pianista sull'oceano*), Ammaniti's *Io non ho paura*, adapted by Gabriele Salvatores, and finally Saviano's *Gomorra*, adapted by Matteo Garrone.

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IT552		Italian Short Story				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Capello Dr F

Contact Hours

2 hours per week

Learning Outcomes

Students who successfully complete the course will be able to:

- Demonstrate knowledge and critical understanding of key works of some of the most important Italian writers of the second half of the 20th century and early 21st century
- Display skills of close critical readings of selected Italian short stories
- Show knowledge of the literary and cultural movements that influenced the authors being studied
- Show critical understanding of the importance of the love story as a privileged sub-genre of the short story
- Relate the set short stories to their particular historical background and the radical social transformations that took place in Italy during the second half of the 20th century, and to apply this knowledge in various scholarly contexts

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading:

Cesare Pavese, *Feria d'agosto* (1946)
Natalia Ginzburg, *Cinque romanzi brevi e altri racconti* (1964)
Italo Calvino, *Gli amori difficili* (1970)
Leonardo Sciascia, *Il mare colore del vino* (1973)
Pier Vittorio Tondelli, *Altri libertini* (1980)
Antonio Tabucchi, *Piccoli equivoci senza importanza* (1985)
Gianni Celati, *Cinema naturale* (2001); Fabrizia Ramondino, *Arcangelo e altri racconti* (2005)

Pre-requisites

IT301 or IT308

Synopsis *

This module focuses on a number of Italian contemporary short stories. More specifically, it discusses the literary treatment of love, and the love story, in the short stories of some of the most important Italian writers of the second half of the 20th century and early 21st century. Works by worldwide renowned authors such as Italo Calvino, Natalia Ginzburg, Cesare Pavese and Leonardo Sciascia, accomplished "postmodernist" writers belonging to a younger generation such as Antonio Tabucchi and Pier Vittorio Tondelli, as well as less celebrated authors such as Gianni Celati, Erri De Luca and Fabrizia Ramondino will be taken into consideration. While not underestimating the profound economic, social and political changes that Italy underwent during the last sixty years, particular emphasis will be given to the similar way in which all these writers seem to fictionally conceive of the love relationship as a missed encounter. In spite of the manifold forms of love being described in these texts (between husband and wife; wife and lover; young boy and ideal father; sister and brother; mother and daughter; two young men, etc.), all the short stories chronologically analysed in this module seem to rely on Calvino's provoking suggestion according to which the missed encounter is the "fundamental element" of love relationships.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

IT556 Catching the Tide: Cultural Renewal in 20th Century Italy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Capello Dr F

Contact Hours

2 hours per week.

Learning Outcomes

Students taking this module will be able to:

11.1 Demonstrate knowledge and critical understanding of the European spirit of cultural innovation in the first 60 years of the 20th century and Italy's contribution to it.

11.2 Demonstrate insight into key works of modern Italian literary and visual arts.

11.3 Relate particular authors, not studied elsewhere in the curriculum, to their historical period by analysis of their works; i.e. to apply critical knowledge outside of the context in which it was first encountered.

11.4 Evaluate critically the 'artistic imperative' to review even the most celebrated heritage in response to social and cultural renewal in Europe and beyond.

11.5 Assess the contribution of the visual arts and in particular cinema, to the social and cultural debates which have taken place in 20th century Italy, and to understand both the potential and the limitations of these kinds of cultural analysis.

11.6 Assess the narrative techniques of film; the structure of montage and the literary value of a screenplay in the works of Italian film-makers inspired by books.

11.7 Focus on the literary components of a film (the narrative structure of the montage and the value of a screenplay as a literary text)

11.8 Appreciate the role of both cinema and literature as witness to and primary source documentation of recent historical events crucial to the nation's perception of itself.

11.9 Come to detailed understanding of process of adaptation by engage literary texts prior to studying the respective film adaptations.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading:

Italo Svevo, *La coscienza di Zeno*

Luigi Pirandello, *Sei personaggi in cerca d'autore*

Futurist Manifestos

Ennio Flaiano, 'Un marziano a Roma'

Federico Fellini, *La dolce vita*

Pier Paolo Pasolini, *Teorema*

Pre-requisites

IT301 or IT308

Synopsis *

Despite her incomparable heritage, Italy experienced for many centuries a sense of cultural provincialism, with the world's intellectual curiosity switching to Paris, London, New York and other centres of innovation. This module focuses on the clear connections between rapid socio-economic and socio-political change and the thrust for cultural modernity that made 20th century Italy once more a key contributor to the literary and visual arts in Europe and beyond. A wide variety of Italian "texts" of the first seventy years of the 20th century will be taken into consideration, including novels, plays, short stories and films.

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IT563 Learning Italian 4 (Advanced)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn and Spring	I	30 (15)	70% Exam, 30% Coursework	Fiorucci Dr W

Contact Hours

4 hours per week

Learning Outcomes

Students who successfully complete this module will have:

- (a) increased their vocabulary and improved their knowledge and critical understanding of Italian grammar and language
- (b) perfected their skills in Italian speaking, listening, reading, writing and translation
- (c) gained familiarity with sources of information which will be useful during the year abroad, i.e. learned how to apply their knowledge and understanding of the language in new and varied contexts
- (d) acquired a sophisticated knowledge of Italian through weekly exercises of translation and essay writing, and by summarizing and expressing opinions on a variety of topics
- (e) conversed with a native speaker of Italian on current issues and course topics
- (f) developed the ability to write in a good and grammatically correct Italian, using a variety of registers and a complex vocabulary, paraphrasing and translating from English to Italian
- (g) worked with television and video programmes

The module is intended as a preparation for the year abroad. It also aims to increase awareness of the history and culture of Italy through the study of appropriate texts

Method of Assessment

30% Coursework 70% Exam

Preliminary Reading

Indicative Reading:

Italian Espresso Volume 2, Textbook (ISBN : 9788889237755), Alma Edizioni, Firenze.
Student's workbook (ISBN : 9788889237977), Alma Edizioni, Firenze.

Suggested Additional Grammar Tools :

Grammatica Italiana, ISBN: 9788886440097, Alma Edizioni Firenze.
Italian Grammar in Practice, ISBN: 9788886440899, Alma Edizioni Firenze

Books:

- M. Baker, In Other Words. A Coursebook on Translation, (London, Routledge, 1992, P306)
- G. Lepschy and L. Lepschy, The Italian Language Today (London, Hutchinson, 1988, PN1073)
- Marcello Sensini, La grammatica della lingua italiana (Garzanti, Milano, 1997, PN1105)
- Luca Serianni Grammatica italiana (Torino, UTET, 1998, q PN1105)
- Mike Zollo & Alan Wesson, Italian grammar made easy (Hodder Arnold, Abingdon, 2006)

Pre-requisites

IT308 or equivalent

Synopsis *

IT563 is an intermediate level module. Its aims are to strengthen and widen the linguistic knowledge in the Stage 1 IT308 module, to consolidate students' vocabulary and improve their knowledge of written and spoken Italian through immersion in a variety of texts, and to practise translation skills both from and into Italian. IT563, like IT308, is an intensive course which requires serious commitment.

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IT564	Istantanea: Photography and Visual Culture in Modern and Contemporary I					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

2 hours per week

Learning Outcomes

By successfully completing this module students will:

1. Acquire the technical and artistic competency to read a photograph;
2. Consolidate their visual literacy;
3. Systematically analyse photographic and visual masterpieces within their social, historical and cultural context, and as their products;
4. Learn the history of photography and further develop their understanding of visual culture (ads, propaganda, social documentary, fashion, etc.) in Italy;
5. Evince the relationship between photography, visual arts, and the dominant philosophical and political trends.

Preliminary Reading

Indicative Reading:

- Pellizzari, *Photography in Italy*. Reaktion Books: London, 2011.
- Colombo, Sontag. *Italy: One Hundred Years of Photography*. Alinari, 1988.
- Bate. *Photography: Key concepts*. Berg, 2009
- Wells (ed.). *The Photography Reader*. Routledge 2002. Clarke, *The Photograph*. Oxford University Press: Oxford 1997.
- Warner Marien, *Photography: A Cultural History*. Laurence King: London 2011.

Pre-requisites

Co-requisite: IT506

For those taking it as a wild module, all lectures and seminars will be taught and led in English. The majority of texts will be available in English translation. However, an intermediate level of Italian is highly advisable.

Synopsis *

This module aims at developing students' visual literacy within the context of Italian studies, by teaching the skills necessary for the reading of static visual materials, especially photography. Contextually, it aims at developing and enhancing the critical response of students to such imagery, with particular focus on their social, cultural and political context. Photography worldwide has been at the centre of daily life, artistic production and political propaganda for the last century and a half. This holds all the more true for Italy, whose contemporary history as a unified country begins almost at the same time as the popularisation of photography. This module will explore this relationship on a socio-historical basis: It will analyse, among other topics, the portrayal of the Risorgimento; Lombroso's criminological and anthropometric use of photography; pseudo-anthropological photography in colonialist exploits, racism and eugenics; Fascist propaganda; futurism and modernism; neo-realist documentary photography and its influence on photojournalism of the 1960s-70s; the paparazzi, fashion and advertisement; photography and the contemporary visual arts; digital photography and social networks. By means of a close reading of photographic and other visual materials, the students will gain a profound understanding of the practices—ideological, political, commercial, aesthetic, social—that produce such materials within the modern Italian cultural context.

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IT571 Learning Italian Through Literature						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

2 hours per week

Learning Outcomes

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

1. Demonstrate extended and enhanced advanced-level reading skills in Italian through critical reading of a number of narrative texts
2. Show detailed knowledge and understanding of the Italian language in its variety of structures and registers.
3. Critically analyse a number of short stories by Italian contemporary writers, extracting arguments, summarizing and expressing opinions
4. Show sophisticated awareness of the distinctive aspects of Italian culture, looking at them systematically from an intercultural perspective and applying their knowledge of the culture within different contexts.
5. Refine, extend and consolidate linguistic competence through creative and critical use of literary texts
6. To develop accurate and rigorous interpretative and analytical skills and demonstrate them through their application to narrative texts

Preliminary Reading

Indicative Reading:

Primary Texts

- Italo Calvino's *Gli amori difficili*
- Leonardo Sciascia's *Il mare color del vino*
- Dino Buzzati's *Sessanta racconti*
- Giuseppe Pontiggia's *Vite di uomini non illustri*
- Dacia Maraini's *Buio*
- Luigi Malerba's *Le galline pensierose* and *Le pietre volanti*
- Andrea Camilleri, Giancarlo De Cataldo and Carlo Lucarelli's *Giudici*

Secondary Texts

- C. Guastalla, *Giocare con la letteratura*, ALMA EDIZIONI, 2008
- S. Bendini, P. Calmanti, *Antologia italiana per stranieri*, Guerra Edizioni, 2011.
- A. Tamponi, *Italiano a modello*, Bonacci Ed., 2008.
- M. Arnaudo, *La pagina breve*, Cideb, 2008

Pre-requisites

IT508 or IT563 or equivalent. Co-requisite: IT506

Synopsis *

Literature is an unrivalled tool to teach a language. As well as expanding language awareness, it provides authentic material, personal involvement, and cultural enrichment.

This module, primarily designed for last year students at an advanced level, integrates language and literature in order to provide learners with a chance to perfect their mastery of the Italian language and practice a variety of language skills, while introducing them to some among the most representative texts of contemporary Italian fiction.

The approach will be linguistic, thematic and intercultural. The chosen literary texts will be used in order to analyse the peculiar features of the Italian language as well as to encourage self-reflection, interaction, and cross-cultural confrontation. Texts to be dealt with include: Italo Calvino's *L'avventura di un lettore*, Leonardo Sciascia's *Il lungo viaggio*, Dino Buzzati's *Sette piani*, Giuseppe Pontiggia's *Vitali Antonio*, Dacia Maraini's *Il Bambino Grammofono* e *l'Uomo Piccione*, Luigi Malerba's *Le galline pensierose* and *Le pietre volanti* (extracts), Andrea Camilleri's *Il giudice Surra*.

This module is subject to change, pending faculty approval.

IT575 Approaches to Criticism: Reading Antonio Tabucchi						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

The module will be taught by means of a one-hour lecture and a one-hour seminar for ten weeks.

Learning Outcomes

- 8.1 Demonstrate a systematic understanding of Italian Literary Postmodernism and its legacy;
- 8.2 Critically discern the connections between literature and its sociocultural context;
- 8.3 Deploy a significant variety of critical approaches to literary texts;
- 8.4 Demonstrate systematic knowledge and understanding of the poetics of the Italian writer Tabucchi and its critical reception;
- 8.5 Discern crucial passages in Tabucchi's narrative in Italian and close read them.

Method of Assessment

- Essay 1 (1,500 words) – 40%
- Essay 2 (1,500 words) – 40%
- Group Presentation (20 minutes) – 20%

Pre-requisites

Prerequisite: IT508 or IT563. Co-requisite: IT506
For those taking it as a wild module: equivalent level of Italian

Progression

Synopsis *

In his *Elogio della letteratura* (2009) the Italian writer Antonio Tabucchi affirms that the responsibility to write arises from the urgency of pursuing meaning in our daily existence. In literature's ability to question, estrange and demystify pre-existing power discourses and relations we find a unique potentiality for contestation, freedom and truth. Still, what is the sense of a literary text? How does it demand to be read? To what extent can it be relevant for our everyday reality? This module intends to investigate and develop a deep awareness of the different ways in which it is possible to critically approach a work of literature. Contextually, it aims at enhancing the students' response to fictional writings with specific reference to their socio-political and cultural frame. By means of a close reading of Tabucchi's texts and an analytical assessment of the scholarly reception of his opus, students will become familiar with the narrations of some of the most controversial episodes in Italian post-war history (such as the resistance and the 'years of lead' through postmodernity and the contemporary scenario), while exploring the manifold modalities in which a literary text can speak to us.

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IT576 The Make-Up: Representations of Gender in Contemporary Italy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Fiorucci Dr W

Contact Hours

This module will be taught by means of a one-hour lecture and a one-hour seminar for ten weeks.

Learning Outcomes

Analyse primary materials as appropriate, using the up-to-date theoretical frameworks and relating works to the relevant socio-historical context;

9.2 Carry out independent analysis and research on a literary or cultural topic and present their findings effectively in oral and written form;

9.3 Demonstrate critical thinking and collaborative problem-solving skills;

9.4 Demonstrate awareness of the importance of gender-related issues (e.g. gender inequality) as these apply to a variety of contexts;

9.5 Undertake independent research in the library, using appropriate academic databases online.

Method of Assessment

This module will be assessed by 100% coursework:

- Essay 1 (1,500 words) – 40%
- Essay 2 (1,500 words) – 40%
- Presentation (15 minutes) – 20%

Preliminary Reading

Bracke, M. (2014), *Women and the Reinvention of the Political: Feminism in Italy, 1968-1983*, London: Routledge.

Butler, J. (2004), *Undoing Gender*, London: Routledge.

Guerrina, R. (2014), "(Re)Presenting Women: Gender and the Politics of Sex in Contemporary Italy", Childs, S. and Celis, K. (eds.), *Gender, Conservatism and Political Representation*, Colchester, United Kingdom: ECPR Press, pp. 161-182.

Pickering-lazzi, R. (1995), *Mothers of Invention: Women, Italian Fascism, and Culture*. London: University of Minnesota Press.

Tambo, M. (2014), *The Lost Wave: Women and Democracy in Postwar Italy*, New York: Oxford University Press.

Wilson, P. (2004), *Gender, Family and Sexuality: The Private Sphere in Italy, 1860-1945*, London: Palgrave Macmillan.

Pre-requisites

None

Synopsis *

This module introduces students to key concepts in the analysis of social, cultural and artistic representation of gender within the context of contemporary Italy (from Fascism to the present). It does so by considering a selection of relevant works from a variety of media, such as, for instance, neorealist and fantastic literature of the post-war years; feminist writings of the 1970s (e.g. Dacia Maraini's novel *Donna in Guerra*, 1975); contemporary cinema (e.g. Ferzan Ozpetek's *Le fate ignoranti*, 2001; Donatella Maiorca's *Viola di mare*, 2009). The module takes as its focus the gendered basis of social and political control as evident in constructions of subjectivity and sexuality exercised – for instance – through the media, while also analysing works that present themselves as a reaction to such control.

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IT577	Italian Regional Cinema					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Marlow-Mann Dr A

Contact Hours

The module will be taught by means of a one-hour lecture and a one-hour seminar over ten weeks.

Learning Outcomes

Deploy advanced communicative strategies in public presentations and discussions and argue cogently under pressure;
9.2 Deploy systematic knowledge and understanding of the subject matter in cogently argued written essays;
9.3 Undertake advanced, independent and specialised research in the Library and on the Web, engaging critically with relevant scholarship;
9.4 Take responsibility for personal and professional learning and development;

Method of Assessment

This essay will be assessed by 100% coursework:

- Essay 1 (1,500 words) – 40%
- Essay 2 (1,500 words) – 40%
- Seminar Presentation – 20%

Preliminary Reading

11. Reading List (Indicative list, current at time of publication. Reading lists will be published annually)
Bertellini, G. (2013) 'Southern (and Southernist) Italian Cinema', *Italian Silent Cinema: A Reader*, John Libbey Publishing, pp. 123-134.
Bonaria Urban, M. (2013) *Sardinia on Screen: The Construction of the Sardinian Character in Italian Cinema*. Amsterdam/ New York: Rodopi.
Cucco, M. (2013) 'The State to the Regions: The Devolution of Italian Cinema', *Journal of Italian Cinema and Media Studies*, 1:3, pp. 253-277.
Ferrero-Regis, T. (2009) *Recent Italian Cinema: Spaces, Contexts, Experiences*. Leicester: Troubador.
Marlow-Mann, A. (2011) *The New Neapolitan Cinema*. Edinburgh: Edinburgh University Press.
Sorlin, P. (1996) *Italian National Cinema*. London/ New York: Routledge.
Vitali, V. and Willemsen, P. (2006) *Theorising National Cinema*. London: BFI.

Pre-requisites

IT508 or IT563 (as pre-requisite modules) or IT506 (as co-requisite module). For students taking this as a wild module an equivalent level of Italian language proficiency will be required (to be assessed by the module convenor).

Synopsis *

This course complicates the notion that there is a unifying concept of an Italian national cinema.

Specifically, it will examine particular instances of filmic production operating outside of the national and cinematic capital of Rome, examining both the factors determining and constraining the emergence of such filmmaking practices, and the ways in which the films they produce may differ from those produced in the capital and associated with an Italian national cinema. To achieve this, the module will focus on a number of case studies, such as:

- The cinema of Naples, analysed in relation to the question of Neapolitan identity and cultural difference.
- The cinema of Turin, as a product of deliberate regional funding and cultural heritage strategies.
- The cinema of Sicily, seen in relation to the problematising of cultural stereotypes.
- How certain 'national' film productions have dealt with the problematic notion of Italian national/regional identity.

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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 Dr A

Contact Hours

Three seminars per week

Learning Outcomes

By the end of the module students should be able to perform at Level A1/A2 of the Common European Framework and:

- 1) understand short, simple messages and announcements;
- 2) read short simple texts and find specific information;
- 3) communicate in simple, routine situations.

Method of Assessment

100% Coursework

Preliminary Reading

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

Restrictions

Unavailable to Stage 1 - Single Honour - Hispanic Students.

Synopsis *

This module introduces students to basic skills of Portuguese language and allows students to learn Portuguese at a non-specialist level. Students will be taught key grammatical structures, vocabulary and the use of spoken Portuguese. By the end of this course, students will have learned to ask and answer simple questions in areas of immediate need or on very familiar topics, describe people, places, things and to read and write short texts relating to matters in familiar areas. The culture element of the module will focus on the different Afro-Luso-Brazilian cultures. This module is available as a wide module for any undergraduate with an interest in Afro-Luso-Brazilian countries as well as CCS students.

Subject to change pending faculty approval

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

LA301	Learning Portuguese 1B (Beginners)					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	da Silva Dr A

Contact Hours

Three seminars per week

Learning Outcomes

By the end of the module students should be able to perform at Level A2 of the Common European Framework. Upon successful completion of the module students should be able to:

- 1) understand short, simple messages and announcements;
- 2) read short simple texts and find specific information;
- 3) communicate in simple, routine situations;
- 4) write simple notes, messages and short personal letters

Method of Assessment

Assessment methods and how these relate to testing achievement of the intended learning outcomes: 100% coursework:

- Written coursework 1 (250 words) (15%)
- Written coursework 2 (250 words) (15%)
- 1 reading, writing and listening test (2 hours) (50%)
- 1 speaking test (in class presentation 5 minutes) (10%)
- In-class assessed coursework (multiple choice short questions) (10%)

Preliminary Reading

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

Pre-requisites

LA300 Learning Portuguese 1A or Equivalent

Restrictions

Unavailable to Stage 1 - Single Honour - Hispanics Students.

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. Students will expand their basic language skills through different writing, listening, reading, and speaking exercises. The cultural element of the module will focus on the different Afro-Luso-Brazilian cultures. By the end of this module, students will have a basic knowledge of grammatical structures, including different grammar tenses and vocabulary, and have enough vocabulary to 'survive' and deal with predictable and/or specific information in simple everyday situations. Students will be expected to use the range of resources available to them on Moodle.

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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 Dr A

Contact Hours

Three seminars per week

Learning Outcomes

By taking this module, you will be able to:

- understand points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc;
- understand texts that consist mainly of high frequency everyday or job-related language;
- communicate in most situations likely to arise whilst travelling in an area where Portuguese is spoken;
- briefly give reasons and explanations for opinions and plans;
- write simple connected text on topics which are familiar or of personal interest.

Method of Assessment

This module is 100% coursework and the examination will consist on:

- Written coursework 1 (250 words) (15%)
- Written coursework 2 (250 words) (15%)
- 1 reading, writing and listening test (2 hours) (50%)
- 1 speaking test (in class presentation 5 minutes) (20%)

Preliminary Reading

Tavares, Ana (2006), *Português XXI (Level 2 – StudentBook)*. Lisboa/Porto: Lidel, ISBN: 978-972-757-550-3

Tavares, Ana (2006), *Português XXI (Level 2 – ExerciseBook)*. Lisboa/Porto: Lidel, ISBN: 978-972-757-312-7

Hutchinson, Amélia and Janet Lloyd (2003), *Portuguese: an Essential Grammar*, 2nd ed., New York/London: Routledge.

Pre-requisites

Learning Portuguese 1A and 1B or equivalent.

Restrictions

Unavailable to Stage 1 - Single Honour - Hispanic Students.

Synopsis *

This module will help you develop your ability to interact in Portuguese in a wider range of everyday situations while gaining an increased awareness of everyday life and the diversity of cultures in Brazil and other Portuguese-speaking countries. A wide range of materials is used on this course. You will be introduced to media in Portuguese and will be expected to understand the gist of news and other radio and TV programmes. You will begin to learn the uses of the subjunctive tenses, relative pronouns and indirect speech, basic idioms and expressions as well as some of the differences between Brazilian Portuguese and Portuguese spoken in other countries.

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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 Dr A

Contact Hours

Three seminars per week

Learning Outcomes

By taking this module, you will be able to:

- understand the main point of different radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear;
- understand the description of events, feelings and wishes in personal letters;
- enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events);
- narrate a story or relate the plot of a book or film and describe my reactions;
- write personal letters describing experiences and impressions.

Method of Assessment

- Written coursework 1 (250 words) (15%)
- Written coursework 2 (500 words) (15%)
- 1 reading, writing and listening test (2 hours) (50%)
- 1 speaking test (in-class presentation 5 minutes) (20%)

Preliminary Reading

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

Pre-requisites

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

Restrictions

Unavailable to Stage 1 - Single Honour - Hispanics Students.

Synopsis *

This module builds on Portuguese 2A to expand your language skills at an intermediate level through writing, listening, reading and speaking exercises. The cultural element of the module focuses on the different Lusophone cultures. The course uses a wide range of materials. You will continue learning the uses of the subjunctive tenses and other grammatical structures appropriate to the level, more idioms and expressions as well as differences between Brazilian Portuguese and Portuguese spoken in other countries. The module will also offer an introduction to Brazilian music, history, cinema and folk.

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LA514		Year Abroad Module				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	120 (60)	100% Coursework with Pass/Fail Elements	
1	Canterbury	Autumn and Spring	H	120 (60)	Pass/Fail Only	

Availability

Only students going on a compulsory year abroad as part of a language programme will be registered for this module.

Contact Hours

Dependent on activity student pursues during year abroad (no specific Kent-based contact hours)

Learning Outcomes

Students will learn to improve their language skills through full immersion in the relevant linguistic environment

Students will be able to apply the skills needed for academic study and enquiry

Students will be able to evaluate information critically

Students will be able to synthesise information from a number of sources in order to gain a coherent understanding of the subject

Students will be able to analyse, evaluate and interpret a variety of evidence in a critical manner

Students will be able to study and reach conclusions independently

Students will be able to formulate original opinions in a self-critical manner on the basis of sound factual knowledge and from a balanced perspective

Method of Assessment

This module is assessed on a Pass/Fail basis, derived from results gained at the partner university abroad, or the year abroad essay (for students on work placements).

(Subject to change pending Faculty approval.)

Synopsis *

Students either study at a relevant foreign university or work (either as teaching assistants or in some other approved capacity).

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LA520		Learning Portuguese (Advanced A)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	da Silva Dr A

Contact Hours

Three seminars per week

Learning Outcomes

By taking this module, you will be able to:

- To increase the ability to recognise and use a range of registers in Portuguese (A2, B2, B3, C2, C3)
- To refine listening comprehension skills (A2, B2, B3, C2, C3)
- To enhance linguistics skills by means of studying more complex grammatical structures and expanding their lexical in Portuguese through reading texts from a variety of genres and registers (A2, B2, B3, C1, C2)
- To communicate in Portuguese more effectively (A2, B2, B3, C1, C2)
- To analyse texts in Portuguese from a variety of genres in order to acquire key structures (A2, B2, B3, B6, B7, C2, C3);
- To converse in Portuguese on a range of topics, including academic topics, at a low advanced level (A2, B3, C2)
- To improve oral and written skills (A2, B2, B3, B6, B7, C1, C2, C3)

Method of Assessment

100% Coursework

Preliminary Reading

Lima, E. E. O. F. & Lunes, S. A., 2005. Português via Brasil: um curso avançado para estrangeiros. São Paulo: EPU.

Pre-requisites

Learning Portuguese 2A and 2B or equivalent

Synopsis *

The module aims to develop students' language skills in Portuguese (listening, speaking, reading and writing) to an advanced level of ability and help them gain further insight into aspects of the culture and society of the Portuguese-speaking countries. They will consolidate their knowledge of tenses in the indicative and the subjunctive and learn to use more complex sentences and structures as well as idioms and expressions. They will be working with longer texts from a range of media, including lectures, TV news and current affair programmes and films, and short literary texts.

Subject to change pending faculty approval

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LA521 Learning Portuguese (Advanced B)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	da Silva Dr A

Contact Hours

Three seminars per week

Learning Outcomes

By taking this module, you will be able to:

- To increase the ability to recognise and use a range of registers in Portuguese (A2, B2, B3, C2, C3)
- To refine listening comprehension skills (A2, B2, B3, C2, C3)
- To enhance linguistics skills by means of studying more complex grammatical structures and expanding their lexical in Portuguese through reading texts from a variety of genres and registers (A2, B2, B3, C1, C2)
- To communicate in Portuguese more effectively (A2, B2, B3, C1, C2)
- To analyse texts in Portuguese from a variety of genres in order to acquire key structures, rhetorical devices and idioms (A2, B2, B3, B6, B7, C2, C3);
- To converse in Portuguese on a range of topics, including academic topics, at an advanced level (A2, B3, C2)
- To improve oral and written skills (A2, B2, B3, B6, B7, C1, C2, C3)

Method of Assessment

The final mark for the module will be based on 100% coursework

Preliminary Reading

Lima, E. E. O. F. & Lunes, S. A., 2005. Português via Brasil: um curso avançado para estrangeiros. São Paulo: EPU.

Pre-requisites

Learning Portuguese Advanced A or equivalent

Synopsis *

The module aims to develop students' language skills in Portuguese (listening, speaking, reading and writing) to a higher advanced level of ability and help them gain further insight into aspects of the culture and society of the Portuguese-speaking countries. They will learn to use more complex sentences and structures such as the passive voice and compound sentences and will further expand their vocabulary. By the end of this module they will be expected to understand in more detail a variety of texts from a range of genres, from the media, including TV programmes and films, and short literature texts.

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LL510 Stylistics and Creative Writing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	Scott Dr J

Contact Hours

One two-hour seminar/workshop per week x 10

Learning Outcomes

Students will be able to:

1. show systematic knowledge and understanding of precise linguistic and stylistic terminology and be able to deploy this terminology in relation to the production of fiction and/or poetry and/or dramatic texts
2. critically analyse and account for the results and implications of their stylistic and methodological choices as writers in terms of their precise effects on the reader
3. extrapolate from stylistic examples in order to analyse those characteristics that contribute to individual authorial 'style' and world view
4. use linguistic and stylistic concepts and analytical techniques to make informed judgments about literary genre
5. develop conceptual and advanced-level understanding of the interconnections between language and literature
6. have a greater understanding of the potential sources of their own material and of the techniques of presentation available to them as creative writers
7. have acquired necessary analytical and 'workshopping' (oral criticism in groups) skills and be capable of applying the outcome of seminars and workshops to their own work
8. be capable of editing, proofreading, formatting and typing their own work, and be able to account for and analyse editorial changes in rigorous stylistic and linguistic terms
9. have acquired the confidence and independent learning skills necessary to produce a more sustained piece of creative work, along with an accompanying stylistic analysis (the critical essay)

Method of Assessment

100% Coursework

Preliminary Reading

Burroway, Janet and Elizabeth Stuckley-French (2006) *On Writing: a guide to narrative craft*, Longman.
King, Stephen (2001) *On Writing*, New English Library.
McRae, John (1998) *The Language of Poetry*, Routledge.
Novakovich, Josip (1998) *The Fiction Writer's Workshop*, Story Press.
Short, Mick and Geoffrey Leech (2007) *Style in Fiction*, Longman Pearson.
Strunk and White (1999) *The Elements of Style* (4th Edition), Longman.
Toolan, Michael (1998) *Language in Literature: an introduction to stylistics*, Hodder Arnold.
Toolan, Michael (2001) *Narrative: a critical linguistic introduction*, Routledge.

Pre-requisites

LL518

Synopsis *

This module proceeds from the premise that the ambition to write creatively presupposes an interest in the 'expressive mechanics' of language. A more in-depth understanding of these processes will benefit the writer in many ways, for example by providing them with a precise taxonomy with which to precisely describe various fictional, poetic and dramatic techniques and by furnishing them with a critical nomenclature which will aid detailed analysis of their own and others' creative work. The module is designed to appeal not just to those with an interest in writing, but to anyone who would like to explore further and in a 'hands on' fashion the insights into the expressive functions of language and text offered by stylistics. Students will be 'doing stylistics' in the broadest sense of that phrase.

A two-pronged approach is adopted, whereby students are at first introduced to various stylistic and narratological concepts and models (e.g. linguistic deviation, deixis, register, focalization, ways of representing thought/speech, and metaphor), then expected to produce creative exercises which implement and explore these concepts (for example, using linguistic deviation to foreground themes and images or using varying focalization to tell a story from different perspectives). Various 'input' texts (poetry, fiction and drama) will also be used as examples of the techniques and concepts under discussion, and some as the basis for textual intervention exercises (critical-creative rewriting). This process culminates in the production of a portfolio of students' creative work (which may be one or more complete stories, a selection of poems, a dramatic text, or a mixture), accompanied by a critical commentary and stylistic analysis which will focus on how an understanding of stylistics and linguistics in general has impacted on the work.

Finally, it is anticipated that a selection of the students' work will be published at the end of the module, either in anthology form or as what could become an annual literary magazine. The module convenor has previous experience of organising this kind of venture.

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LL512		Language Processing				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Janke Dr V

Contact Hours

This module will be taught in two sessions, consisting of one lecture and one two hour-workshop. The lecture will address key psycholinguistic theories and concepts, while the workshops will provide for practical investigations of the topics introduced in the lectures .

Learning Outcomes

1. Demonstrate critical knowledge and understanding of key psycholinguistic concepts
2. Show systematic understanding of the structure of the lexicon in terms of phonological and morphological components
3. An ability to distinguish rigorously between comprehension and production in linguistic processing
4. Show evidence of having further developed and consolidated practical linguistic research skills by undertaking independent research experiments and analysing and discussing their findings according to scientific protocol

Method of Assessment

100% coursework:

- 1) Proposal (800 words): 20%
- 2) Presentation of forthcoming experiment: 20%
- 3) Report (2500words): 60%

Preliminary Reading

Aitchison, J. (1987) Words in the Mind: An Introduction to the Mental Lexicon. Oxford, Basil Blackwell Ltd.

Field, J. (2005) Language and the mind. London: Routledge

Field, J. (2005) Psycholinguistics: A Resource Book for Students. London: Routledge

Harley, Trevor A. (2007) (3rd ed.) The Psychology of Language: From Data to Theory: Psychology Press

Pre-requisites

None

Synopsis *

This course will focus on the structure of lexical items, the way in which these different lexical items are stored and the nature of the relation between them. Relevant theoretical work in the fields of psycholinguistics and language processing is outlined and discussed. And students will evaluate the efficacy of these theories on the basis of experimental investigations which they themselves will construct and conduct, for example word association experiments, lexicon decision tasks and parsing phenomena.

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LL513 Language Variation and Change						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	

Availability

Also available to Stage 3 students.

Contact Hours

3 hours per week.

Learning Outcomes

On successful completion of this module, students will:

1. Understand and use the basic conceptual terminology of variationist sociolinguistics (e.g. variable, variant, style, indicator, hypercorrection, age-grading):
2. Show how language and social factors are inter-related:
3. Be familiar with theories of language change: .
4. Be able to understand the significance of sociolinguistic data as presented in charts and graphs:
5. Evaluate critically the social bases for linguistic value judgements:
6. Understand the technical (and ethical) problems of sociolinguistic data collection:

Method of Assessment

Autumn term assessment pattern (100% coursework):

Essay 1: 25% (Level I: 1500 words; Level H: 2000 words)

Group Presentation/seminar participation: 15%

Essay 2: 40% (Level I: 2500 words; Level H: 3000 words)

End-of-term test: 20%

If offered in Spring term, where the assessment pattern is 40% coursework: 60% examination.

Coursework:

Essay 1: 10% (Level I: 1500 words; Level H: 2000 words)

Group Presentation: 10%

Essay 2: 20% (Level I: 2500 words; Level H: 3000 words)

Examination (2 hour paper): 60%

Preliminary Reading

Chambers, J. (2003; 2nd ed) Sociolinguistic Theory. Oxford: Blackwell.

Chambers, J.; Trudgill, P. & Schilling-Estes, N. (eds) (2002) The Handbook of Language Variation and Change. Oxford: Blackwell.

Fasold, R. (1990) The Sociolinguistics of Society. Oxford: Blackwell.

Trudgill, P. (2005) Sociolinguistics. Harmondsworth: Penguin.

Synopsis *

Weeks 1-4 will explore the reasons for the initial exclusion of extralinguistic (ie. social) data from linguistic theory, and the limitations of traditional dialectology, before exploring some early variationist studies by Trudgill (Norwich) and Labov (Martha's Vineyard; New York) and examining their theoretical bases. Weeks 6-7 will examine the advances brought about by network studies (e.g. Lesley Milroy in Belfast), and the extent to which they offer a challenge to traditional assumptions in sociolinguistic methodology, an issue to which we return in week 8, which critically evaluates the so-called sociolinguistic gender pattern. Weeks 10-12 focus more specifically on issues of change, looking initially at neogrammarian theories and then the claims of Trudgill, James Milroy and others that certain kinds of change are predictable in specific types of social arrangement.

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LL518		Stylistics: Language in Literature				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Scott Dr J

Contact Hours

3 hours per week. This module will run in the Autumn term.

Learning Outcomes

Students will be able to:

1. select and apply precise linguistic, stylistic and narratological terminology to the study of poetry, prose and drama texts
2. analyse the linguistic and stylistic choices a writer makes which are connected with meaning and effect on the reader
3. extrapolate from linguistic examples and evidence those characteristics that contribute to individual authorial 'style' and world view, including the effect of social and cultural context on the production of literary meaning
4. develop their understanding of the interconnections and interfaces between English literature and language
5. present, evaluate and interpret both qualitative and quantitative stylistic and linguistic data to develop lines of argument and make sound judgements about literary discourse
6. come to a detailed understanding of concepts relating to literary genre

Method of Assessment

. 100% coursework, made up of 1 1000-word essay (30%), 1 2000-word essay (70%).

Preliminary Reading

Culpepper, J. M. Short and P. Verdonk, *Exploring the Language of Drama: from Text to Context* (London: Routledge, 1988)

Short, M.H. ed., *Exploring the Language of Poems, Plays and Prose* (London: Longman, 1996)

Verdonk, P. and J.J. Weber, *Twentieth Century Fiction: from Text to Context* (London: Routledge, 1996)

Verdonk, P., *Twentieth Century Poetry: from Text to Context* (London: Routledge, 1993)

Simpson, P., *Stylistics: a resource book for students* (London: Routledge 2004)

Short, M. and Leech, G., *Style in Fiction: a linguistic introduction to English fictional prose* (London: Longman, 2007)

Synopsis *

This module is concerned with the stylistic analysis of literature and is based on the premise that the decision to study literature is also a decision to study the expressive mechanics of language (and vice versa). Attention is given to all three main genres (poetry, prose fiction and drama); thus the module is divided into three blocks according to the kind of text analysed. The first section examines poetry and considers topics such as patterns of lexis, phonetic and metrical organisation and the relationship to meaning; the second looks at fiction through patterns of style variation, inferencing and speech thought presentation; the third examines drama and considers topics such as the patterns in turn-taking and their relationship to the roles and functions of characters, speech act analysis and styles of politeness behaviour. At all stages of the module, the social and cultural context of the works studied will be an important consideration.

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LL519	Syntax 1					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Janke Dr V

Contact Hours

2 hours per week.

Learning Outcomes

The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes:

1. Students will have a solid understanding of core concepts in formal linguistic theory, as well as the fundamentals of empirical enquiry
2. They will have developed the skill of constructing phrase-structure markers, the purpose of which is to provide a comprehensive representation of syntactic constituency and operations
3. Their formal knowledge will enable students to conduct theoretically informed cross-linguistic analyses of data
4. In terms of intellectual skills, students will be able to develop lines of argument and make informed judgements on the basis of cross-linguistic evidence that they will assess the validity of throughout the course
5. Through classroom discussion and pair work, they will develop their capacity for critical thought, their ability to express these thoughts accurately and to analyse cross-linguistic data
6. Working on exercises given out in class, students will learn how to assess the extent to which the linguistic theory they have been introduced to can both describe and explain the syntactic properties of the data they have been presented with to literary genre

Method of Assessment

100% coursework, consisting 2 mini-assignments, where the first is weighted 30%, and the second, 35%, and one in-class test, weighted 35%.

Mini-assignments, collectively: 65% (1st = 30% and 2nd = 35%)

In-class test: 35%

Preliminary Reading

Chomsky, N. (2001) *Language and Problems of Knowledge: The Managua Lectures*. Cambridge Mass: MIT Press.

Haegeman, L. (1994) *Introduction to Government and Binding Theory*. Oxford: Blackwell.

Jackendoff, R (1993) *Patterns in the Mind*. New York: Harvester Wheatsheaf.

Radford, A (2009) *Syntax, A Minimalist Introduction*.

Smith, Neil. (2004) *Chomsky: Ideas and Ideals 2nd Edition*. Cambridge: Cambridge University Press.

Reiss, D and Isaac (2009) *I-Language*

Roberts, I (1997) *Comparative Syntax*. New York: St Martins Press Inc.

Pre-requisites

Prerequisite: In order to take this module students must have taken LL311 Foundations of Language 2: Structure and Meaning

Synopsis *

This course will introduce students to one aspect of formal linguistics, specifically syntactic theory. Syntax will be defined as one aspect of a person's grammar, to be distinguished from the lexicon, semantics, morphology, and phonology. Focusing on the structure of sentences, the course will examine the principles according to which phrases and structures are formed, as well as speakers' knowledge about the structural well-formedness of the sentences they hear and produce. Students will gradually learn to draw syntactic trees that can represent the syntactic operations that they will be introduced to. They will learn to conduct syntactic tests on English and cross-linguistic data, thereby becoming versed with the empirical method. The course will combine both minimalist and earlier government and binding work. We will examine the competence/performance distinction, the notion of I-language, poverty of the stimulus arguments, levels of representation, phrase-structure rules, constituency tests as a means for testing phrase structure, case theory, theta theory, binding and movement.

Subject to change pending faculty approval

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LL521		Research Skills - ELL				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Kapogianni Dr E

Contact Hours

This module will be taught by means of a one-hour lecture and a one-hour workshop.

Learning Outcomes

By the end of the module, students will have:

1. Knowledge and critical understanding of hypothesis formation and the ability to choose an appropriate experimental design for a research question.
2. Knowledge of the main methods of academic enquiry within linguistics, including an ability to employ precision in the description and evaluation of a broad range of linguistic concepts.
3. Understanding of ethical considerations which need addressing prior to the undertaking of any experimental procedure.
4. Develop practical linguistic research skills by undertaking independent research experiments, analysing and discussing their findings according to scientific protocol and reflecting critically upon the processes involved.

Method of Assessment

100% coursework -3 Take-home assignments:

- (1) Reading Report (1,000 words): 25%
- (2) Data Collection: 35%
- (3) Research Proposal (2,000 words): 40%

Preliminary Reading

Harris, P (2008) (3rd) Designing and Reporting Experiments London: Open University Press.

Litosseliti, L (2009) Research Methods in Linguistics London: Continuum International Publishing Group Ltd.

Mackey, A and Gass, S (2011) Research Methods in Second Language Acquisition: A Practical Guide London: Wiley-Blackwell.

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

Rasinger, S (2008) Quantitative Research in Linguistics (London: Continuum International Publishing Group Ltd.

Progression

Students must take LL521 in order to take LL599 Dissertation at Level H

Synopsis *

This course will equip students with the necessary training in a broad range of research skills, with the express aim of preparing them for their final-year dissertation. Key topics will include hypothesis formation; falsifiability; ethical procedures; experimental versus naturalistic settings; questionnaire designs for sub-disciplines within linguistics; corpus research; introduction to quantitative and qualitative methods; conducting and presenting descriptive statistics; formal theory-based and applied methodologies; case study research; empirical validity and reliability issues.

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LL522		Morphology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Bailey Dr L

Contact Hours

This module will be taught in two sessions: a one-hour lecture and a one-hour seminar per week.

Learning Outcomes

1. Demonstrate a solid understanding of the fundamentals of empirical inquiry in morphology and of core concepts in morphology
2. Demonstrate the skill of discovering and describing patterns in given data sets, from a variety of languages, in a theoretically-informed way.
3. Demonstrate an understanding of the relationship between morphology and other components of the grammar, such as phonology, syntax and semantics
4. Demonstrate lines of argumentation, make informed judgements on the basis of cross-linguistic evidence, and decide between competing analyses of data.
5. Demonstrate an understanding of the relevance and usefulness of the cross-linguistic method as a tool to better understand the properties of their own native language (e.g., English)

Method of Assessment

This module is assessed through coursework. There will be a total of 2 assignments throughout the term:

- Assignment 1 (approx. 1500 words): 45%
- Assignment 2 (approx. 1800 words): 55%

Preliminary Reading

- Aronoff, M. and Fudeman, K. (2005) *What is Morphology?*, Blackwell
Bauer, L. (2003) *Introducing Linguistic Morphology*, Georgetown University Press
Booij, G. (2007) *The Grammar of Words: An Introduction to Morphology*, Oxford University Press.
Honda, M and W. O'Neil (2008) *Thinking Linguistically. A Scientific Approach to Language*, Blackwell
Lieber, R. (2010) *Introducing Morphology*, Cambridge University Press

Pre-requisites

The pre-requisites for this course are Foundations of Language 1 (LL310) and 2 (LL311)

Synopsis *

This course is an introduction to morphology and to the practice of morphological analysis. By focusing on a range of phenomena, including those falling under inflection, derivation, and compounding (both in English and in other languages), the course helps students develop tools for pattern observation in data, description and analysis of word structure, and hypothesis testing. Students will also gain an understanding of the role of morphology in the grammar and how it relates to other components, such as phonology, syntax and semantics.

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LL524		History of British English				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Hornsby Dr D
1	Canterbury	Autumn	H	30 (15)	50% Coursework, 50% Exam	Hornsby Dr D

Contact Hours

1 hour lecture
2 hour seminar

Learning Outcomes

The aims of this module are threefold:

1. To provide an external sociolinguistic history of British English, explaining the social factors which led to its dominance in the British Isles
2. To provide an internal history of British English, showing how dialectal divisions emerged
3. To provide a case study of linguistic standardization, using Haugen's 1968 model.

Method of Assessment

Autumn term assessment pattern (100% coursework):

- Essay 1: 25% (2000 words)
- Group Presentation: 15%
- Essay 2: 40% (3000 words)
- End-of-term test: 20%

Preliminary Reading

Preliminary readings

Bragg, M. (2003) *The Adventure of English*. London: Hodder and Stoughton
Burnley, D (1992) *The History of the English Language: A Source Book*. London: Longman.
Culpeper, J. (2005) *History of English*. London: Routledge.
Fennell, B. A. (2008) *A History of English: a Sociolinguistic Approach*. Oxford: Blackwell.

Synopsis *

The module will begin with a consideration of what the term 'English' means, and of what other, potentially rival, languages have been spoken in the British Isles. It will then consider how successive waves of conquest shaped the sociolinguistic situation to one of diglossia, with English one of a number of varieties used in a restricted set of socially determined domains. Using Haugen's standardization model, we will examine the factors which led first to selection and later acceptance of English as the dominant variety, and consider the associated linguistic processes of codification and elaboration of function. Working with short texts from different time periods, the module will then show how and why grammatical changes occurred in Anglo-Saxon, Old and Middle English (e.g. loss of case marking, gender, weakening of the verbal paradigm) and their consequences for the modern language. We will also consider phonological changes (e.g. the Great English Vowel Shift) and their consequences for dialect differentiation. We will conclude by exploring ongoing change in contemporary English (notably koineization in major cities), and the likely consequences for future English in the British Isles.

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LL525		The Study of Speech				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	30 (15)	100% Coursework	
2	Canterbury	Spring	I	30 (15)	100% Coursework	Rathcke Dr T

Contact Hours

3 hours per week

Learning Outcomes

By the end of the module, the students will:

- 11.1. have knowledge and understanding of the central areas of the study of speech and of the problems with the traditional separation of the study of speech into phonetics and phonology
- 11.2. understand how speech sounds are produced and perceived; students should also have an understanding of speech acoustics
- 11.3. have a good level of familiarity with the types of experimental research that contribute to our knowledge of how speech is produced and perceived and of how this research informs our understanding of sound system organization
- 11.4. acquire a cogent understanding of the English language and its varieties
- 11.5. be able to use the International Phonetic Alphabet (IPA) to represent speech sounds and to refer to the IPA for guidance, while being cognizant of the controversies surrounding the use of the IPA and its limitations
- 11.6. be able to interpret visual representations of speech using relevant software (Praat) and should have mastered the basic functions of Praat (recording and playing files, cutting and pasting speech, doing basic measurements of duration, amplitude and fundamental frequency of speech sounds)
- 11.7. be able to solve intermediate-level phonology problems using appropriate tests and arguments

Method of Assessment

100% Coursework

50% Timed written in-class test, including questions on articulation, acoustics and phonetic transcription (120 minutes; learning outcomes 11.1-7 and 12.1-4)

50% Take-home problem set, including work with visual representations of speech using relevant software and discussion of phonology problem sets (equivalent 1,500 words; learning outcomes 11.1-7 and 12.1-4)

Preliminary Reading

1. Ashby, Michael and John Maidment (2005) *Introducing Phonetic Science*. Cambridge University Press.
2. Gussenhoven, C. & Jacobs, H. (1998) *Understanding Phonology*. London: Hodder & Arnold.
3. Ladefoged, P. & Johnson, K. (2010) *A Course in Phonetics* (6th edition). Cengage Learning.
4. Ladefoged, Peter (2003) *Phonetic Data Analysis*. Blackwell.
5. Ladefoged, Peter (1996) *Elements of Acoustic Phonetics*. Chicago: The University of Chicago Press

Pre-requisites

Students must have taken LL310 in order to take LL525

Synopsis *

This course is an introduction to the linguistic study of speech. It covers how speech sounds are produced and perceived and what their acoustic characteristics are (often referred to as phonetics), as well as how speech sounds are organized into sound systems cross-linguistically (often referred to as phonology). Emphasis will be placed on the sound system of English (including dialectal variation) but basics of sound systems across the world's languages will also be briefly covered and contrasted with English. Finally, the course will cover the differences between the traditional "static" view of speech sounds as articulatory postures and the organization of running speech, together with the repercussions that our current knowledge about running speech has for our understanding of phonological systems, their organization and formal representation.

Subject to change pending faculty approval

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LL530		Writing In The Media: A Practical Approach				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Colthup Ms H

Contact Hours

One two-hour workshop per week

Learning Outcomes

- 1 Refine and extend knowledge and critical understanding of a range of language contexts, their communicative purposes and settings, participants and processes
- 2 Consolidate a systematic understanding of ways of approaching texts and discourse in the light of current theories and their application (e.g. semiotics, multimodality and narratology)
- 3 Engage closely, rigorously and in detail with stylistic and discursive features of journalistic texts
- 4 Demonstrate their ability to accurately describe text and discourse in formal terms (stylistic, rhetorical, linguistic)
- 5 Acquire high-level and in-depth awareness of how different social, political and cultural dimensions of communication operate in the production and reception of journalistic discourse and be able to apply and make use of this knowledge outside of the context in which it was first encountered
- 6 Enhance their understanding of relevant stylistic, discourse, narrative and cultural theory
- 7 Produce original writing (reportage) of a high standard (as measured by the assessment criteria), both in terms of style and of content, and showing awareness of the complex contemporary issues which affect journalists, writers and other media workers, demonstrating their ability to effectively communicate information, arguments and analysis across a variety of forms and genres

Method of Assessment

100% Coursework: 60% 3000 word portfolio of original writing; 30% 1500 word critical commentary; 10% seminar contribution

Preliminary Reading

CAREY, J (ed.) - 'The Faber Book of Reportage', Faber (1989)
FAIRCLOUGH, N - 'Media Discourse', Hodder Arnold (2002)
MCKEE, R - 'Story', Methuen (1999)
RICHARDSON, JE. - 'Analysing Newspapers', Palgrave Macmillan (2007)
FULTON, H - 'Narrative and Media', CUP (2005)
WOOLFE, T - 'The New Journalism', Picador

Pre-requisites

None

Synopsis <span style =

This module is aimed towards students who are considering a career in journalism, freelance writing, publishing and related fields, but will also be of great use to those with a general interest in the area of media and language studies. It enables students to put into practice theories and methods of discourse analysis by producing their own portfolio of journalism and media-related writing. The course functions as a useful and complementary 'sister module' to LL510 Creative Writing: A Stylistic Approach, but can be taken independently. A consideration of the impact of new media ('multimodality') on the field will form a substantial component of the module's content. Students will carry out their own research, for example using Canterbury and its environs as their news area, collecting information, arranging and carrying out relevant interviews, and writing up projects. They will produce and submit a portfolio of original journalism in which they demonstrate their ability to use the English language and to structure their writing with the target audience in mind. Accompanying this, students will submit a critical commentary in which they will reflect on how an understanding of relevant discourse, stylistic and narratological theory has impacted on their writing. The module will be structured along both theoretical and practical lines, with 2-hour workshops based on 'input', analysis and practice.

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LL531		Atypical Language				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Janke Dr V

Contact Hours

This module will be taught by means of a one-hour lecture and a one-hour seminar for ten weeks

Method of Assessment

This module will be assessed by 100% coursework:

Preliminary Reading

Fodor, Jerry (1998) *There and Back Again: A Review of Annette Karmiloff-Smith's Beyond Modularity* in Fodor, Jerry (1998) *In Critical Condition: Polemical Essays on Cognitive Science & the Philosophy of Mind* Cambridge, Mass: MIT Press.
 Foster-Cohen, S. (2009) *Language Acquisition* Palgrave Advances in Linguistics. Palgrave Macmillan.
 Guasti, M. (2004). *Language Acquisition: the growth of grammar*. Bradford Books.
 Hoff, E & M Shatz (2009). *Blackwell Handbook of Language Development*: Wiley-Blackwell.
 Karmiloff-Smith, A (1992) *Beyond Modularity: A Developmental Perspective on Cognitive Science*. Cambridge, Mass: MIT Press
 Marshack, M, Siple P, Lillo-Martin, D, Campbell, R & Everhart, V. (1997) *Relations of Language and Thought: The View from Sign Language and Deaf Children*. Oxford: OUP.
 Smith, Neil and Ianthi Tsimpli (1995) *The Mind of a Savant: Language Learning and Modularity* London: Blackwell.

Pre-requisites

Prerequisite: LL519 – Syntax 1

Synopsis */

During this course, students will focus on a core set of linguistic case studies, which will equip students with the ability to:

- assess the extent to which linguistic capacities interact with psychological ones;
- recognise the relevance of the distinction between developmental and acquired disorders;
- critically analyse evidence for/against linguistic principles being operative in child grammars;
- distinguish between language delay and language deviance with regard to developmental disorders;
- understand the results of social, cognitive and linguistic tests against which subjects' capabilities are measured.

Main themes will be picked from a variety of topics each year, from the following selection: Levels of Representation; Interaction between 'modules'; British Sign Language; Vocabulary and Syntax in the Aphasias; Morpho-syntactic abilities in SLI, complex syntax in Williams Syndrome, Down Syndrome and Autism, Linguistic savants; Pragmatic knowledge in these disorders; Bi-Lingualism.

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LL533		Topics in Pragmatics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Kim Dr C

Contact Hours

A one-hour lecture and a one-hour seminar per week

Learning Outcomes

1. Demonstrate coherent and detailed knowledge of significant theories concerning the production and interpretation of meaning in context and the ability to apply and critically evaluate the different methodologies associated with these
2. Demonstrate an awareness of the nature of theory and what constitutes an explanation, as well as an understanding of the limitations of theory
3. Critically approach the debates concerning the distinction between semantic and pragmatic aspects of meaning
4. have refined practical linguistic research skills through discussing pragmatic problems and proposing solutions based on current materials

Method of Assessment

100% coursework

Preliminary Reading

- Huang, Y. (2006). *Pragmatics*. New York: Oxford University Press.
- Jaszczolt, K. (2002). *Semantics and Pragmatics: Meaning in Language and Discourse*. London: Longman.
- Kadmon, N. (2001). *Formal Pragmatics: Semantics, Pragmatics, Presupposition, and Focus*. Oxford: Wiley-Blackwell.
- Noveck, I. & Sperber, D. (2004) *Experimental Pragmatics*. San Diego: Palgrave.
- Sperber, D. & Wilson, D. (1995) (2nd ed.) *Relevance: Communication and Cognition*. Oxford: Blackwell.

Pre-requisites

Semantics and Pragmatics (or former LL516/LL517)

Synopsis *

This module will focus on extending students' critical understanding of pragmatic meaning. Central areas of linguistic pragmatics, such as conversational implicature, maxims of conversation, and principles of politeness and speech acts are outlined, discussed and evaluated critically. The module also explores controversies over the universality of the aforementioned theories, looking more closely at how human interaction is based on different cultural scripts and encouraging students to reflect upon and discuss the cultural influences which impact meaning in a range of intercultural communicative settings. Students will also have the opportunity to evaluate the efficacy of pragmatic theories on the basis of empirical investigations, familiarising themselves with the related methodologies and tools of analysis.

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LL534	Semantics and Pragmatics					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Kapogianni Dr E

Contact Hours

This module will be taught in two weekly sessions: a one-hour lecture and a two-hour seminar, for ten weeks, 30 contact hours in total.

Learning Outcomes

On successfully completing the module students will be able to:

- 1 Demonstrate knowledge and critical understanding of concepts and terminology used to account for the way in which meaning is conveyed.
- 2 Demonstrate knowledge of significant theories that focus on semantic and pragmatic meaning (theories of concepts, Truth-conditional semantics, Gricean theory, Speech Act theory).
- 3 Characterise core semantic and pragmatic phenomena and critically reflect upon the relationships between these two levels.
- 4 Develop practical linguistic research skills by analysing real data, discussing their findings, and attempting generalisations relevant to the important questions in the field.

Method of Assessment

Coursework and in-class test.

Pre-requisites

None

Progression

Restrictions

Synopsis *

This module will introduce the students to the study of meaning at the levels of semantics and pragmatics. The discussed topics will range from the study of word meaning to the study of sentence meaning and utterance (contextualised) meaning. The module will introduce significant notions and theories for the field of semantics and pragmatics, such as theories of concepts, Truth Conditions, the Gricean theory of conversational implicatures, Speech Act theory, and Politeness theory. The students will have the opportunity to reflect upon real data and analyse the processes of conveying and understanding meaning at the semantics/pragmatics interface.

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LL535		Topics in Semantics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Bailey Dr L

Contact Hours

This module will be taught in two sessions: a one-hour lecture and a one-hour seminar for ten weeks.

Learning Outcomes

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

- 11.1 demonstrate a systematic and critical understanding of the fundamentals of empirical and formal inquiry in formal semantics
- 11.2 demonstrate a systematic advanced-level understanding of some of the mathematical methods that underpin the investigation of linguistic meaning in formal semantics, such as set theory and functions
- 11.3 deploy accurately established modes of analysis and investigation pursuant to the advanced study of meaning, including cross-disciplinary investigations (e.g. exploring connections to philosophy, literature and psychology)
- 11.4 demonstrate sophisticated lines of argumentation, make informed judgements, provide analyses of data, and decide between competing analyses of data
- 11.5 demonstrate nuanced appreciation of the complexities, problems and limitations associated with the subject.

Method of Assessment

100% Coursework

Preliminary Reading

- Chierchia, G., and S. McConnell-Ginet (2000) *Meaning and Grammar. An Introduction to Semantics*, MIT Press.
- Gamut, L.T.F. *Logic, Language and Meaning*, Chicago University Press (two volumes).
- Heim, I. and A. Kratzer (1998) *Semantics in Generative Grammar*, Blackwell.
- Kearns, K. (2011) *Semantics*, Palgrave.
- Partee, B. et al. (1990) *Mathematical Methods in Linguistics*, Kluwer.
- Saeed, J. (2003) *Semantics*. Oxford: Blackwell.

Pre-requisites

Prerequisite Semantics and Pragmatics: LL534

Synopsis *

This course builds on the student's knowledge of semantic phenomena, introducing formal approaches and the semantic metalanguage. Students will be provided with a small set of formal tools for the analysis of linguistic meaning. Students will learn to use these tools to probe into the nature of meaning in natural language and into different types of semantic phenomena. Specific topics that will be dealt with include predication, argumenthood, entailment, presupposition, definiteness and quantification.

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LL536		English Language in the Media				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Colthup Ms H

Contact Hours

One 1-hour lecture per week + one 1-hour seminar per week for ten weeks

Learning Outcomes

1. Demonstrate knowledge and critical understanding of key narratological and linguistic theories (genre theory, de Saussure, Genette, Barthes) coming to a systematic understanding of key aspects of this field
2. Assess the applicability of these theories to current media outputs; for example, in terms advertising, broadsheets, tabloids and other genre
3. Accurately carry out detailed analysis of a range of media discourse genres (including newspaper texts, interviews, stand-up comedy, speeches and multimodal discourse) demonstrating cogent application of the particular linguistic approach under discussion
4. Use narrative and linguistic theory and related scholarly apparatus to make informed critical and evaluative judgments about a wide range of media, and be able to make use of this knowledge outside of the contexts in which it was first encountered
5. Understand how theoretical approaches to the media impact on a wide range of themes and topics, for example: genre, narrative, and concepts of culture and community, gender, politics and ideology, identity,
6. Appreciate how their own knowledge and cultural background contributes to their understanding of media discourse

Method of Assessment

100% coursework

Preliminary Reading

Aitchison, Jean and Diana Lewis (eds) (2003) *New Media Language* London: Routledge.
Barthes, R, 1977, 'The photographic message', *IMAGE-MUSIC-TEXT*, London: Fontana Press
Bell, A and Garrett, P (eds), 1998, *Approaches to Media Discourse*, Oxford: Blackwell
Burke, L T Crowley and Alan Girvin (eds) (2000) *The Routledge Language and Cultural Reader*. London: Routledge.
Durant, Alan and Marina Lambrou (2009) *Language and Media*. London: Routledge.
Fulton, Helen, with Rosemary Huisman, Julian Murphet and Anne Dunn, 2005, *Narrative and Media*, Cambridge: Cambridge University Press
Toolan, Michael, 2001, *Narrative: a critical linguistic introduction*, London: Routledge

Pre-requisites

None

Synopsis *

In this module, students develop a range of skills which will enable them to undertake the narratological and linguistic analysis of media texts (the term 'text' is used broadly here, and will encompass both written and oral sources) taken from a number of sources, including newspapers, magazines and online discourses. Areas covered include: genre theory, register, narrative theory, multimodality, dialogism and discourse analysis. Also discussed are complex and challenging ideas around the notion of words, signs, and grammar in context. Students will develop the ability to approach the language of the media critically and to read the press perceptively so as to understand the importance of the media in a democratic society.

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LL537		English Language in the Media 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	Colthup Ms H

Contact Hours

One 1-hour lecture per week + one 1-hour seminar per week for ten weeks.

Learning Outcomes

By the end of the module, students will be able to:

1. Demonstrate knowledge and critical understanding of key semiotic and linguistic theories (including Barthes's notion of mythology, Peirce's semiotics and De Saussure's conception of the linguistic sign) coming to a systematic understanding of key aspects of this field, and building upon the knowledge of processes of mediation and encoding explored in LL536 English Language in the Media 1
2. Assess the applicability of these theories to current media outputs; for example, in terms advertising, broadsheets, tabloids, multimodal discourses and other genre
3. Accurately carry out detailed analysis of a range of media discourse genres (including newspaper texts, magazine advertising, online advertising and multimodal discourses in general) demonstrating cogent application of the particular linguistic approach under discussion with particular emphasis on approaches gleaned from semiotics
4. Use semiotic theory (and rigorous linguistic apparatus more generally) to make informed critical and evaluative judgments about a wide range of media discourse, and be able to make use of this knowledge outside of the contexts in which it was first encountered
5. Understand how theoretical approaches to the media impact on a wide range of themes and topics, for example: genre, narrative, and concepts of culture and community, gender, politics and ideology, identity,
6. Appreciate how their own knowledge and cultural background contributes to their understanding of media discourse
7. To become 'media savvy'; i.e. to understand the ways in which media organisations manipulate and shape, as well as respond to, trends in the wider culture

Method of Assessment

50% coursework
50% examination

Preliminary Reading

Aitchison, Jean and Diana Lewis (eds) (2003) *New Media Language* London: Routledge
Barthes, Roland (1990) *S/Z*. Oxford: Wiley-Blackwell.
Bell, Allan (1990) *The Language of News Media*. Oxford: Wiley-Blackwell.
Bignell, Jonathan (2002) *Media Semiotics: An Introduction*. Manchester: M.U.P.
Chandler, Daniel (2007) *Semiotics: The Basics*. London: Routledge
Crystal, David (2006) *The Language of the Internet (2nd Ed.)*. Cambridge: C.U.P.
Kress, Gunther (2009) *Multimodality: a social semiotic approach to contemporary communication*. London: Routledge.

Pre-requisites

LL536 – English Language in the Media 1 is a pre-requisite

Synopsis *

In this module, students continue to develop and explore the themes introduced in LL536 English Language in the Media 1. Here, the focus is on semiotics as applied in the linguistic analysis of a wide range of media discourse types, but with particular emphasis on advertising. Areas covered include: semiotics, the work of Saussure, the British press, multimodality, the new media and social networking. Also discussed are complex and challenging ideas around the notion of words, signs, and grammar in context. Students will further develop the ability to approach the language of the media critically and to read the press perceptively so as to understand the acute importance of the media in a democratic society.

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LL538 First Language Acquisition						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Janke Dr V

Contact Hours

This module will be taught in two sessions, consisting of one hour long lecture and one hour long workshop for ten weeks

Learning Outcomes

By the end of the module, students will be able to:

1. demonstrate their understanding of core concepts in linguistic theory, the fundamentals of empirical enquiry and be able to distinguish key theories that have approached the logical problem of language acquisition.
2. recognise the milestones that characterise typical patterns of language acquisition and be able to link these to standard measures of linguistic stages
3. evaluate the role of environmental, cognitive and linguistic factors in language acquisition, and the relations between them.
4. develop lines of argument and make informed judgements, which support/contest theories, on the basis of empirical evidence that they will have considered throughout the course
5. learn how to assess the extent to which a child's language is age- and stage- appropriate

Method of Assessment

100% coursework

Preliminary Reading

Core:

- Aitchison, J (2011). *The Articulate Mammal*. Unwin Hyman
- Boysson-Bardies (2000) *How Language Comes to Children*. Bradford Books
- Cattell, Ray (2007) *Children's Language: Consensus and Controversy*. London: Cassell.

Further:

- Foster-Cohen, S (1999) *An Introduction to Child Language Development*. London, New York: Addison Wesley Longman
- Fromkin, V and Rodman, R. (1993) *An Introduction to Language*. Harcourt Brace Jovanovich College Publishers.
- Peccei, J. S (1999) *Child Language*. London: Routledge
- Pinker, S. (1994) *The Language Instinct*. Penguin.

Pre-requisites

None

Synopsis *

This course will start by examining the topic of language acquisition, demarcating the domains for linguistic inquiry. It will challenge everyday assumptions about the way in which children acquire language and introduce key theoretical issues, always assessing the validity of each theory on the basis of empirical evidence. The course will examine the biological basis of language and its localisation and lateralisation, using evidence from both typical and atypical populations. It will evaluate the role of input in language acquisition and the extent to which this facilitates linguistic development. All these issues will be set against an understanding of the normal stages of language acquisition, essentially mapping out the linguistic milestones reached by typically developing children to the age of four. An understanding of the interaction between the components involved (phonology, morphology, semantics, rudimentary structure, pragmatics) will provide the empirical backdrop to assess the efficacy of theoretical models introduced. The course will end, having laid the foundations for students to undertake a higher level of research in this area.

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LL539		An Introduction to English Language Teaching 1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Chamorro Dr G

Contact Hours

There will be 2 contact hours per week for 10 weeks.

Learning Outcomes

Students who successfully complete this module will:

1. obtain an understanding of advanced theoretical and practical principles, in the content, methodology, materials, organisation and practice of foreign language classroom teaching;
2. develop, improve and refine their linguistic awareness;
3. acquire the ability to assess student foreign language competence and needs in the skills of reading, writing, listening and speaking;
4. have systematic knowledge of the academic, theoretical and pedagogical issues involved in devising a syllabus, plan lessons and select materials and teaching strategies appropriate to the needs and interests of the foreign language learners they teach;
5. come to a cogent appreciation, through critical classroom observation of experienced ESOL teachers and personal reflection, of the content, methods, strategies and organisation of classroom work.

Method of Assessment

Assessment is 100% coursework.

Preliminary Reading

Harmer, J., How to Teach English, Longman, 2007
Lindsay, C. and Knight, P. Learning and Teaching English, Oxford, 2006
Scrivener, J., Learning Teaching, Heinemann, 2011

Pre-requisites

None

Synopsis *

This module is useful for anyone who may be considering teaching languages to second language/foreign language learners in the future, with particular emphasis on English for Speakers of Other Languages (ESOL), although it provides a rich variety of transferable skills for any participant. It raises awareness of the English language, introduces lesson planning, classroom organisation, language teaching and feedback. There will be an opportunity to observe ESOL teaching and plan and prepare a lesson. Guidance will be given on writing a lesson plan, using resources and creating materials for foreign language learners. The emphasis is on building strategies and techniques for foreign language teaching and understanding what makes good practice.

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LL540 An Introduction to English Language Teaching 2						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	Chamorro Dr G

Contact Hours

This module will be taught by means of a 1 hour lecture and a 1 hour seminar per week for ten weeks.

Learning Outcomes

Students who successfully complete this module will:

1. Have consolidated their previously-acquired knowledge of advanced theoretical and practical principles, in the content, methodology, materials, organisation and practice of classroom teaching
2. Be able to demonstrate further development, improvement and refinement of their linguistic awareness depending on their previous knowledge and experience, building on topics and themes introduced in LL539 (pre-requisite).
3. Have acquired a greater ability to assess student language needs in the four skills of reading, writing, listening and speaking
4. Have systematic, detailed and extensive knowledge of the academic, theoretical and pedagogical issues involved in devising a syllabus, plan lessons and select materials and teaching strategies appropriate to the needs and interests of the students they teach
5. Have further developed cogent appreciation, through critical classroom observation of experienced teachers and personal reflection, of the content, methods, strategies and organisation of classroom work
6. Demonstrate advanced practical skills by teaching groups of peers under the supervision of experienced teachers

Method of Assessment

Assessment is 100% coursework.

Preliminary Reading

Harmer, J., How to Teach English, Longman, 2007
Lindsay, C. and Knight, P. Learning and Teaching English, Oxford, 2006
Scrivener, J., Learning Teaching, Heinemann, 2011

Pre-requisites

LL539 – English Language Teaching 1

Synopsis *

This module is a useful taster for anyone who may be considering teaching English in the future, although it provides a rich variety of transferable skills for any participant. It builds on An Introduction to English Language Teaching 1 by increasing the range of skills and considering how to go about teaching specific groups of learners and assessing their needs. Guidance will be given on writing a syllabus, using resources and creating materials for learners. There will be an opportunity to deliver a short lesson.

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LL541 Language and Gender						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Arvaniti Prof A
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

This module will be taught in two weekly sessions: a one-hour lecture and a one-hour seminar for ten weeks, for 20 contact hours in total.

Learning Outcomes

By the end of this module students will be able to:

- 11.1 demonstrate a systematic and critical understanding of the issues relating to gendered language use
- 11.2 demonstrate a systematic advanced-level and critical understanding of the theories that have been proposed to account for gender-related differences in language use
- 11.3 deploy critical analysis to data that either refer to speakers in terms of their gender or are gendered (e.g. they come from single-gender or mixed-gender conversations)
- 11.4 critically evaluate gender views projected by the media
- 11.5 demonstrate a nuanced appreciation of the differences between sex, gender, sexual and gender orientation and their effects on language use and language evaluation
- 11.6 appreciate the different methodologies used in research on gender

By the end of this module students will be able to:

- 12.1 undertake independent learning, by taking initiative, being organised and meeting deadlines
- 12.2 exercise critical thinking at an advanced level
- 12.3 develop their skills in critical reflection and analytical discussion of their own writing and the writing of others
- 12.4 demonstrate written fluency at an advanced level

Method of Assessment

100% Coursework

Preliminary Reading

- Johnson, K. 2011. Acoustic and auditory phonetics. Oxford: Wiley-Blackwell.
Jun, S-A. (ed). 2009. Prosodic Typology. Oxford: OUP.
Jun, S-A. (ed). 2014 Prosodic Typology II. Oxford: OUP.
Pisoni, D.B., Remez, R.E. 2005. The Handbook of Speech Perception. Oxford: Blackwell.
Pisoni, D.B., Remez, R.E. (2005) The Handbook of Speech Perception. Oxford: Blackwell.
Warren, R. 2007. Auditory Perception. Cambridge: CUP.

Pre-requisites

None

Synopsis *

This course deals with gender and how it affects and is affected by language. Topics that will be covered include the following: biological sex and social gender; the different social roles of genders and how these are manifested in language structure and language practices (such as discourse and conversation strategies); the theories that have been put forward to explain these linguistic differences; linguistic stereotypes about gender; the language of children; queer speech

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LL543 Learning and Teaching Languages						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Chamorro Dr G

Contact Hours

This module will be taught by means of a 1 hour lecture and a 1 hour seminar per week over 10 weeks.

Cost

n/a

Learning Outcomes

- 9.1 Develop lines of argument and make sound judgments in accordance with basic theories and concepts;
- 9.2 Manage learning effectively, making use of a broad range of approaches;
- 9.3 Reflect on and discuss personal attitudes and beliefs;
- 9.4 Collect, analyse and present data;
- 9.5 Write in an appropriate format with its attendant conventions.

Method of Assessment

- A report of 1,500 words (40%) which investigates the learning experiences of an individual language learner
- A language programme proposal of 2,000 words (60%) in which a specific learning context is chosen based on students' background and interests and appropriate methods, approaches, strategies, techniques and materials are selected and justified with reference to theory and good practice.

Preliminary Reading

Cattell, R. (2007) Children's Language, London, Continuum

Brown, H.D. (2006) Principles of Language Learning and Teaching, New York, Longman

Ellis, R. (1997) Second Language Acquisition, Oxford, Oxford University Press

Larsen-Freeman, D. (2000) Techniques and Principles in Language Teaching, Oxford, Oxford University Press

University Press

Lightbown, P.M. and Spada, N. (2006), How Languages are Learned, Oxford, Oxford University Press

Press

Mitchell R., Myles, F. and Marsden, E. (2013) Second Language Learning Theories, Abingdon, Routledge

Routledge

Pre-requisites

None

Synopsis *

This module examines the principles on which contemporary second language teaching methods are founded. It will analyse first and second language acquisition theories in the light of current developments in language learning and teaching theories. Students will analyse a range of language teaching methods taking into account the ways in which they reflect acquisition theory. The module will give students the opportunity to compare L2 teaching methods from the perspective of: form, function and meaning and student and teacher roles. This will allow students to evaluate the effectiveness of specific language teaching methods. Students will have the opportunity to discuss the ways in which context directly influences the choice and implementation of L2 teaching methods, and will be able to follow personal interests by investigating language teaching methods in context.

Although the focus is primarily on learning and teaching English, the language acquisition theories and L2 teaching methods examined in this module may also apply to the teaching and learning of any language.

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LL599		Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Scott Dr J

Contact Hours

This module will be taught by means of ten 1-hour classes (five in the Autumn term and five in the Spring term), as well as a minimum of four half-hour appointments with the student's supervisor. Supervision contact time is likely to vary according to the project and student need, but will not exceed a total of 10 hours per student (including face to face supervision and time spent writing feedback on drafts).

Learning Outcomes

By the end of the module, the students will have:

1. acquired a coherent and detailed knowledge of the existing research on a particular linguistic topic;
2. carried out original research on a particular linguistic topic;
3. gained practical experience of appropriate linguistic research methods and techniques;
4. collected and critically evaluated linguistic data;
5. presented linguistic data in an appropriate manner (tables, graphs, diagrams etc.).

Method of Assessment

100% Dissertation (10,000 words)

Preliminary Reading

MCMILLAN, K. & J. WEYERS. (2007) How to write dissertations and project reports. London: Prentice Hall.
SEALEY, A. (2010) Researching English Language: A Resource Book for Students. London: Routledge.
WRAY, A. and A. BLOOMER. (2012). (3rd edn.) Projects in Linguistics and language studies: A practical guide to researching language. London: Hodder Arnold.

Pre-requisites

LL521 Research Skills

Synopsis *

This module enables students to research in depth a linguistic topic. The dissertation topic may be chosen from a list provided by the supervisor, or selected by the student under guidance from the supervisor in an area reflecting the student's interests and the supervisor's research programme, interests and expertise. The topic will normally build upon a module that the student has undertaken in their second year. In this instance, the student must have gained a minimum of 65% on that module. In the rare case that the chosen topic builds upon an Autumn-term module in the student's third year, acceptance is at the supervisor's discretion; it is expected that the supervisor will be the convenor of that module and can reach a decision on the basis of their assessment of the student's potential and the viability of the project.

Topics available for study are subject to the availability of an appropriate supervisor. In order to ensure adequate supervision, supervisors may not accept to supervise more than 3 dissertations in a given year.

With guidance from their supervisors, students will identify a research question and apply appropriate methodologies to data collection and their analysis. While the supervisor will be there to guide students, students will take responsibility for setting their own deadlines, working at a pace that suits them, with the aim of submitting a dissertation of 10,000 words early in the Summer term.

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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	Sobrevilla-Perea Dr N

Contact Hours

This module will be taught by means of a one hour lecture and a one hour seminar per week over ten weeks.

Total Contact Hours: 20

Total Study Hours: 150

Learning Outcomes

1. Have acquired a knowledge and understanding of Latin American history and culture of the 19th and 20th Centuries (particularly related to Argentina, Bolivia, Colombia, Chile, Cuba, Mexico, Peru, and Venezuela)
2. Have analysed a variety of textual media, synthesising information from a number of sources in order to gain a coherent understanding of the subject, whilst expanding their knowledge of critical and cultural theory
3. Have improved their ability to analyse, criticise and assess logical arguments, and to study and reach conclusions independently

Method of Assessment

The assessment will be 100% coursework.

Preliminary Reading

David Bushnell and Neil Macaulay *The Emergence of Latin America in the Nineteenth Century* (ordered for Templeman Library 21/11/06)

John Lynch, *The Spanish American Revolutions, 1808-1826* (Templeman CLASSMARK: EF 12)

Cambridge History of Latin America (selected chapters) (CLASSMARK: EF 10)

Selection of articles and book chapters available on-line for each specific topic

Pre-requisites

None

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, Colombia, Chile, Cuba, Mexico, Peru, and Venezuela. Topics include the recurrence of internal and external wars, tensions between the center and regions, the development of export markets and its links to the creation of stability, caudillismo, and the importance of ideology in state building.

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LS504 Learning Spanish 3B(Intensive Post A-Level)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	Rodriguez Fernandez Ms A

Contact Hours

4 hours per week: 2 seminars, 1 oral class and 1 language lab class

Method of Assessment

80% Final Examination:

20% Coursework

Preliminary Reading

"Alonso Raya, R. et al. (2011). Gramática básica del estudiante de español. Barcelona: Difusión. Additional materials for the module will be available on Moodle."

Pre-requisites

Must have completed LS302.

Synopsis *

This module is intended for students who have attained the equivalent of an 'A' Level pass in Spanish or who have taken LS302 Intensive Learning Spanish 1 (Beginners). 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. A secondary aim is to increase awareness of the history and culture of Spain and Spanish America, through the study of appropriate texts. Regular written work will be required throughout the year.

LS505 Learning Spanish 4						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	30 (15)	60% Coursework, 40% Exam	Spanish Lang Co-ordinator

Contact Hours

4 hours per week: 2 seminars, 1 oral class and 1 language lab class

Learning Outcomes

This module is intended for students who have attained a level of proficiency in Spanish equivalent to at least that of first year undergraduates. The main aim is to develop communicative skills with much of the emphasis being placed on speaking and listening but also involving a fair amount of writing. It will focus on the ability to operate in a variety of registers and respond adequately to different styles of discourse.

Method of Assessment

30% coursework, 30% project, and 40% final examination. The examination consists of one three-hour paper, an oral test, and a listening comprehension test.

Preliminary Reading

All course material is provided on Moodle

Pre-requisites

Must have completed LS300 or have an equivalent level of Spanish language

Synopsis *

This module is intended for students who have attained a level of proficiency in Spanish equivalent to at least that of first year undergraduates. The main aim is to develop communicative skills with much of the emphasis being placed on speaking and listening but also involving a fair amount of writing. It will focus on the ability to operate in a variety of registers and respond adequately to different styles of discourse. There are four one-hour contact hours each week: two language seminars, one language lab class and one conversation class.

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LS506		Learning Spanish 5				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	60% Exam, 40% Coursework	Spanish Lang Co-ordinator
2	Canterbury	Autumn and Spring	H	30 (15)	80% Exam, 20% Coursework	Spanish Lang Co-ordinator

Contact Hours

3 hours per week - 1 Translation Class, 1 Language Laboratory and 1 Oral Class

Learning Outcomes

By the end of the module students will have:

1. consolidated and extended their translation and interpretation skills, as developed in previous years. This is done via exposure to a selection of written and spoken texts covering a range of registers and topic areas, including journalistic, legal, business and literary texts.
2. consolidated and extended their ability to accurately recognise and use a range of registers in Spanish, and gained enhanced sensitivity to the equivalent English registers.
3. gained a thorough and critical understanding of the theoretical and practical problems involved by translation from English into Spanish and vice versa.
4. perfected linguistic skills through studying grammatical and lexical subtleties of the Spanish language.
5. studied grammatical and lexical subtleties of the Spanish language.
6. analysed and gained a deep and cogent understanding of topics related to language and cultural studies, and the complex inter-relationships between such topics, in both Spanish and English.
7. engaged in regular oral practice in Spanish on an extensive range of topics, including academic topics, at an advanced level.

Method of Assessment

40% coursework; 60% final examination.

Preliminary Reading

All course material is provided on Moodle

Pre-requisites

Must have completed LS505 or have an equivalent level of Spanish language

Synopsis *

This is a final year language module based on translation and interpreting from Spanish into English and from English into Spanish. The aims of the module are to enhance knowledge and awareness of some of the subtleties of the Spanish language by a close study of a range of texts from different sources while developing new oral and aural skills by means of on-the-spot translation and interpreting.

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LS513		Spanish Literature: Identity				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Roser i Puig Dr M

Contact Hours

2 hours per week

Learning Outcomes

Ability to:

- Extract essential information from oral presentations (lectures and seminar presentations of other students);
- Analyse and respond to written texts, both critical and literary, conduct individual research using available resources (library, Internet, course materials);
- organise ideas and express them in a logical and convincing manner (orally and in writing).

Method of Assessment

100%Coursework :

Preliminary Reading

Juan Goytisolo, *Juegos de manos*, Alianza bolsillo, Madrid, 1999
Carmen Martín Gaité, *Entre visillos*, Planeta Agostini, Barcelona, 1999
Miguel Mihura, *Maribel y la extraña familia*, Espasa Calpe, Madrid, 1996
Miguel de Unamuno, *Amor y pedagogía*, Espasa Calpe, Madrid, 1999
Antonio Machado, *Campos de Castilla*, Bristol Classical Press, 2001

Pre-requisites

Standard pre-requisites for Spanish Part II courses.
Good reading knowledge of Spanish. To be taken in conjunction with Spanish Post A-Level LS504 or Spanish Advanced I LS505.

Synopsis *

This module aims to explore the theme of identity in Spain with regard to the personal development of the individual, the assumed social roles of men and women, their sense of relevance within the world which they inhabit, and their reflection and expression through literature. This will entail the study of the cultural evolution of individual and collective identity in 20th Century Spanish society and of its particular manifestations in the Spanish literary context. A selection of texts both by men and by women from all genres will be studied, as will relevant literary criticism.

The readings are in Spanish but the module is taught in English

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LS515		Catalan Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Roser i Puig Dr M

Contact Hours

2 hours [per week]

Learning Outcomes

In this module, by exposure to various artistic manifestations and historical documents, students will develop individual views on the worth of Catalan culture and thus widen their general understanding of modern Spain.

Method of Assessment

The assessment will be 100% coursework. This will comprise:

Preliminary Reading

SS.AA Para entendernos, Ariel, Barcelona, 1996

M RIVERE - 'El problema: Madrid-Barcelona', Plaza & Jones, Barcelona, 2000

F TORRENT - 'Gracias por la propina', Alba, Barcelona, 1996

Synopsis *

This module aims to provide an introduction to Catalonia and to place it in the wider context of Spain. To this purpose students will be exploring different aspects of Catalan life and history, such as the language, the arts and the relationship between Catalonia and the rest of the country. The result of this exploration will be used as the basis for an analysis of the distinctive traits of Catalonia's own culture. The module will be structured around two main topics: a general introduction to Catalan culture and an analysis of a range of works of art and history which will provide a basis for the understanding of the position of Catalonia within the context of Spain. This module may be of particular interest to students thinking of spending their Year Abroad in Barcelona.

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LS548	Contemporary Spanish Cinema					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Triana-Toribio Prof N
1	Canterbury	Autumn	I	15 (7.5)	55% Exam, 45% Coursework	Triana-Toribio Prof N

Contact Hours

2 per week - 1 lecture and 1 seminar

Learning Outcomes

Students who successfully complete the module will:

1. have developed a critical awareness of the main trends and key issues which characterize contemporary Spanish cinema;
2. have developed a coherent understanding of films as cultural artefacts –both in their production and reception contexts – that reflect cultural, artistic, social and political debates within Spain;
3. have developed a knowledge of critical debates relating to cultural theory (representation of gender, sexuality, national identity, and subjectivity);
4. have developed a knowledge of technical terminology relating to cinema;
5. have improved their ability to critically analyze and describe filmic narratives and the ways in which they are made;
6. have gained an enhanced appreciation of cultural diversity;
7. have improved their ability to research, to plan and write an essay, as well as to organize it in terms of a coherent argument.

Method of Assessment

The assessment will comprise:

Exam (two hours) (55%)

Mid-term assignment (45%) comprising a seminar presentation (15-20 minutes) (20%) and a class test (45 minutes) (25%)

Preliminary Reading

BARRY JORDAN - 'Spanish Culture and Society', Arnold, 2002

BARRY JORDAN & RIKKI MORGAN-TAMOSUNAS - 'Contemporary Spanish Cinema', Manchester University Press, 2002

NURIA TRIANA-TORIBIO - 'Spanish National Cinema', Routledge, 2002

14 Indicative Viewing List

Los santos inocentes (Mario Camus, 1984)

¡Ay, Carmela! (Carlos Saura, 1990)

Volver (Pedro Almodóvar, 2006)

El día de la bestia (Alex de la Iglesia, 1995)

Te doy mis ojos (Icíar Bollaín, 2003)

La vida secreta de las palabras (Isabel Coixet, 2005)

Pre-requisites

None, although good reading knowledge and listening comprehension of Spanish is required. Students who are unsure of their language comprehension should make an appointment to speak to the Hispanic Studies language coordinator.

Synopsis ***/**

This module will cover aspects of contemporary Spanish history and culture with specific focus on post-1975 filmic production but in the wider context of pre- and post-Franco society, history and politics. Students will become familiar with important issues such as national stereotypes, gender and sexuality, social transformations, as well as relevant concepts in Film Studies such as cinematic genre, spectatorship, and representation. While the module will focus to some extent on the individual voice of each of the directors, it will analyze how their work represents major currents of development in Spanish cinema, both in relation to form and content.

This module is taught in English

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LS550		Reading Monstrosity in Iberian Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Lázaro-Reboll Dr A

Contact Hours

One 2-hour seminar per week

Learning Outcomes

Course specific skills:

- Students will consider evidence, isolate issues and critically evaluate their historical and contemporary significance;
- They will develop critical, analytical and problem solving skills in the consideration of the construction of Iberian identity;
- Students will develop an understanding of the debates surrounding the notion of monstrosity within a political, religious and historical context;
- Students will develop skills in the analysis and evaluation of contextual material;
- Students will have the opportunity to build upon their critical skills by comparing and contrasting a variety of media (literature, prints, painting, films);
- The course is also designed to provide students with concepts and terminology in the fields of Critical and Cultural Theory;
- Students will gain an appreciation of intercultural diversity;
- Students will develop an ability to mediate and display qualities of empathy in an intercultural context.

All these subject specific outcomes correspond to Programme Outcomes. In terms of knowledge and understanding, students will develop a critical awareness of the broad canon of Iberian cultures and societies and have a broad knowledge of and the analytical skills to understand the cultural and historical contexts in which specific literary and visual discourses on monstrosity are produced; in terms of intellectual skills, students will be able to analyse, evaluate and interpret a variety of texts and other cultural texts in a critical manner, and to reflect on the importance and complexities of cultural representations for individuals and for national societies.

Method of Assessment

Assessment will be 100% coursework

Preliminary Reading

JJ COHEN (ed.) - 'Monster Theory', University of Minnesota Press, 1996

LL KNOPPERS & JB. LANDES (eds.) - 'Monstrous Bodies / Political Monstrosities in Early Modern Europe', Cornell University Press, 2004

JA LAFUENTE and J MOSCOSO (eds.) - 'Monstruos y seres imaginarios en la Biblioteca Nacional,' Biblioteca Nacional, 2000

Pre-requisites

None

Synopsis *

This module will take a close look at the figure of the "monster" in Iberian culture, ranging from medieval considerations of the monster in bestiaries to eighteenth-century medical treatises on monstrous forms to twentieth-century depictions of monsters. We will focus on the historical context out of which a particular meaning of the monster emerges. In order to do so, the course will draw upon high and popular culture, a variety of disciplines, and a variety of media (literature, prints, paintings, films). Discussions will be supplemented with relevant historical, critical or theoretical readings. The monster in this course will be an interpretative model for an understanding of how notions such as 'normalcy', 'beauty', 'the classical body' are constructed and will enable us to look at issues of otherness, gender, and race.

This module is taught in English

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LS552 Learning Catalan 2A (Intermediate)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

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

Learning Outcomes

Languages global scale level B1/B2 with emphasis on reading and understanding.

Students will develop the skills learnt in Catalan for University Use so that by the end of the course the students will have:

1. Improve communicative competence in Catalan.
2. Develop written expressive competence in Catalan through study of Catalan syntax and grammar structures.
3. Improve ability to develop reading speed, fluency and oral accuracy, and capacity to interpret educated written Catalan. Develop translation skills.
4. Provide a thematic framework for language study by analysing texts related to cultural and socio-linguistic Catalan issues.

Preliminary Reading

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

Pre-requisites

A pass in Ab initio Catalan - Learning Catalan 1A - LS310 and Ab initio Catalan - Learning Catalan 1B - LS311 or equivalent.

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.

This module is only available to stage 3 students in 2015-16, and will then be withdrawn.

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LS553 Learning Catalan 2B (Intermediate)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

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

Learning Outcomes

Languages global scale level B1/B2 with emphasis on reading and understanding.

The intensive pace of the course relies on students' demonstrated competence in developing the skills learnt in Catalan Intermediate (a) so that by the end of the course students will have:

1. Progressed to active self-expression and communicative competence in Catalan.
2. Extended written expressive competence in Catalan through study of Catalan complex syntax and grammar structures.
3. Acquired reading speed, fluency and oral accuracy, and the ability to interpret and translate specialised Catalan texts over a wide range of registers and genres, including technical discussions in their field of specialisation.
4. Acquired a focus for the treatment of both linguistic and cultural matters by analysing specialised contemporary texts.
5. Ability to use Catalan criticism as reference material in their content courses and personal interests.

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

Pre-requisites

The student must have completed Learning Catalan 2A (Intermediate) - LS553 or have an equivalent knowledge of Catalan to this course.

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. 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.

This module is only available to stage 3 students in 2015-16, and will then be withdrawn.

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LS562 The Legacy of Inequality: Race and Ethnicity in Latin America						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Sobrevilla-Perea Dr N

Contact Hours

One 2-hour lecture per week

Learning Outcomes

Students who successfully complete the module will:

- Have acquired a knowledge and understanding of Latin American history and culture from the colonial period to the present (12A Hispanic Studies Programme Outcomes)
- Have analysed a variety of textual media, synthesising information from a number of sources in order to gain a coherent understanding of the subject, whilst expanding their knowledge of critical and cultural theory (12A)
- Have improved their ability to analyse, criticise and assess logical arguments, and to study and reach conclusions independently (12B)
- Have improved their ability to research, plan and present orally to the group a chosen topic
- Have improved their ability to read texts in Spanish. (12B)

Method of Assessment

100% Coursework

Preliminary Reading

Peter Wade, Race and Ethnicity in Latin America (Templeman Library Classmark: HT 2011.5)

George Reid Andrews, Afro-Latin America, 1800-2000 (copy ordered for library 21/11/06)

Matthew Restall, ed. Beyond black and red: African-native relations in colonial Latin America (copy ordered for library 21/11/06)

Selection of articles and book chapters available on-line for each specific topic

Web pages of the National Census Offices of Mexico, Peru, Chile, Argentina, Uruguay and Venezuela (all in Spanish)

Synopsis *

This module will provide an examination of the incorporation of indigenous and slave populations to political life in different Latin American countries from the colonial period to the present. It will focus on two main issues: the relationship between the state and indigenous populations; and the process of abolition of slavery. These topics will be explored in a comparative perspective with an aim to understanding the legacies of unequal societies and their impact on current realities.

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LS563 Terrorism and State Terror in Latin America						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Sobrevilla-Perea Dr N

Contact Hours

2 hours per week

Learning Outcomes

Students who successfully complete the module will:

- Have acquired a knowledge and understanding of 20th Century Latin American history and culture, particularly regarding 1970s and 1990s Argentina, Chile, Central America and Peru (12A Hispanic Studies Programme Outcomes)
- Have analysed a variety of textual media, synthesising information from a number of sources in order to gain a coherent understanding of the subject, whilst expanding their knowledge of critical and cultural theory (12A)
- Have improved their ability to analyse, criticise and assess logical arguments, and to study and reach conclusions independently (12B)
- Have improved their ability to research, plan and present orally to the group a chosen topic
- Have improved their ability to read texts in Spanish. (12B)

Method of Assessment

100% Coursework

Preliminary Reading

Films

Chile

La batalla de Chile, Patricio Guzman, 1977

Chile: Hasta Cuando?, 1986 David Bradbury

Machuca, Andres Wood, 2004

Argentina

La historia oficial, Luis Puenzo, 1985

Garage Olimpo, Marco Bechis, 1999

Kamchatka, Marcelo Piñeyro, 2002

Central America

When the Mountains Tremble, Pamela Yates, 1983 (Guatemala)

Nicaragua: No pasaran, 1985 David Bradbury, (Nicaragua)

Romero, John Duigan, 1989 (El Salvador)

Peru

La Boca de Lobo, Francisco Lombardi, 1988

Paloma de Papel, Fabricio Aguilar, 2003

State of Fear: The Truth about terrorism, Pamela Yates, 2005

Pre-requisites

Successful completion of Level C and I language modules.

Restrictions

This module is taught in Spanish

Synopsis *

This module explores the difficult experiences of terrorism and state terror in Latin America through films and documentaries. Between 1970s and 1990s Argentina, Chile, Central America and Peru lived through extreme instances of insurgency and state sponsored violence. The course will examine the tensions in society brought by these experiences as well as the efforts to come to terms with these memories. The reports produced by the various commissions that sought truth and redress from the 1980s to the present will be the main texts to accompany the course.

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LS567 Final Year Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Triana-Toribio Prof N
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Triana-Toribio Prof N

Contact Hours

This Stage 3 module is optional for Hispanic Studies SH & JH students. This module is deliberately not a taught module. It builds on the skills and knowledge acquired by students in the earlier content modules and encourages their independent research work. An induction (lecture) will inform students of the necessary requirements and procedures. The module convenor organizes the induction lecture and provides general guidance on the module (for example, initial allocation of supervisors). Further contact hours consist in one-to-one supervision according to individual supervision plans tailored to the respective student's needs. A minimum of 6 contact hours is expected. Students will however need to abide by a number of internal deadlines: Nominate supervisor; provide working title; provide outline and primary sources for the bibliography; produce a draft of a section of about 25% of dissertation. The individual supervisors will receive this information and provide feedback at each of the stages prior to the student handing in the final version. Total study hours 300.

Learning Outcomes

At the end of this module students will:

- Have shown that they can identify and choose an appropriate topic for personal study;
- Have demonstrated that they can study without the discipline of regular classes;
- Have shown that they can work, study and undertake research independently;
- Be able to successfully organize the work involved in an extensive research project;
- Be able to marshal complex knowledge and present it clearly and logically in the substantive form of a dissertation
- Submit the required work at a stated deadline without prevarication.

These generic learning outcomes will contribute to achieving the Hispanic Studies programme (SH & JH) learning outcomes: 12A (4 & 5), 12B (all points), 12C (6 & 7) 12D (all points minus 9 & 10).

Method of Assessment

100% Coursework

Pre-requisites

Students must achieve an average mark of 60% or more in Stage 2 in order to take this module in Stage 3

Synopsis *

Final year students write a dissertation of 9,000-10,000 words on a topic of their own choice. The topic must be on a Hispanic (Peninsular or Latin American) literary, linguistic or cultural subject; it is expected that the topic will be related to other Hispanic Studies modules taken by the student. Throughout the two terms students are given guidance by a chosen supervisor. The supervisor and the student will establish a calendar of meetings / supervisions in Week 1 (at least 8 one-hour meetings) in which aims and objectives, critical approach, bibliography and drafts of the dissertation will be discussed.

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LS568 Second Year Extended Essay						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Sobrevilla-Perea Dr N
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Sobrevilla-Perea Dr N

Availability

Available in both Autumn and Spring Term

Contact Hours

This module is deliberately not a taught module. It builds on the skills and knowledge acquired by students in the Level C content modules and encourages their independent research work. An induction lecture will inform students of the necessary requirements and procedures. The module convenor organizes the induction lecture and provides general guidance on the module (for example, initial allocation of supervisors). Further contact hours consist in one-to-one supervision according to individual supervision plans tailored to the respective student's needs. A minimum of 3 contact hours is expected. Students will however need to abide by a number of internal deadlines: Nominate supervisor; provide working title; provide outline and primary sources for the bibliography; produce a draft of a section of about 25% of Extended Essay. The individual supervisors will receive this information and provide feedback at each of the stages prior to the student handing in the final version. Total study hours 150.

Learning Outcomes

At the end of this module students will:

- Have shown that they can identify and choose an appropriate topic for personal study;
- Have demonstrated that they can study without the discipline of regular classes;
- Have shown that they can work, study and undertake research independently;
- Be able to successfully organize the work involved in an extensive research project;
- Be able to marshal complex knowledge and present it clearly and logically in the substantive form of an Extended Essay.
- Submit the required work at a stated deadline without prevarication.

These generic learning outcomes will contribute to achieving the Hispanic Studies programme (SH & JH) learning outcomes: 12A (4 & 5), 12B (all points), 12C (6 & 7) 12D (all points minus 9 & 10).

Method of Assessment

100% Coursework

Synopsis *

Stage 2 students write an Extended Essay of 4,000-5,000 words on a topic of their own choice. The topic must be on a Hispanic (Peninsular or Latin American) literary, linguistic or cultural subject; it is expected that the topic will be related to other Hispanic Studies modules taken by the student. Throughout the terms students are given guidance by a chosen supervisor. The supervisor and the student will establish a calendar of meetings / supervisions in Week 1 (at least 5 one-hour meetings) in which aims and objectives, critical approach, bibliography and drafts of the Extended Essay will be discussed.

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LS571 After Dictatorship: Spain and Latin America						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Lázaro-Reboll Dr A

Contact Hours

20 contact hours (one 1-hour lecture and one 1-hour seminar per week)

Learning Outcomes

Students who successfully complete this module will have knowledge of:

- The different ways in which Spain and Latin American countries have attempted to make transitions from dictatorship to democracy (12A Hispanic Studies Programme Outcomes);
- A variety of textual media, having synthesised information from a number of sources in order to gain a coherent understanding of the subject, whilst expanding their knowledge of critical and cultural theory (12A);
- Methods of analysing, criticising and assessing logical arguments, and studying and reaching conclusions independently (12B);
- Researching, planning and presenting orally to the group on a chosen topic (12B);
- Reading and listening to texts in Spanish (12B, 12C).

Method of Assessment

100% Coursework

Preliminary Reading

La muerte y la doncella (Ariel Dorfman, 1990) – Chile.
La mujer sin cabeza (Lucrecia Martel, 2008) – Argentina.
Abril Rojo (Santiago Roncagliolo, 2006) – Peru
Asesinato en el Comité Central (Manuel Vázquez Montalbán, 1981) – Spain.
Postmodernos (Lidia Falcón, 1993) – Spain
Soldados de Salamina (Javier Cercas, 2001) - Spain
El laberinto del fauno (Guillermo del Toro, 2006) – Spain

Pre-requisites

Successful completion of Level C modules

Synopsis *

This module explores the different ways in which Spain and Latin American countries have attempted to make transitions from dictatorship to democracy. The course provides an overview of the political, social and cultural developments in Spain and Latin America after conditions of dictatorship, from 1975 onwards in the case of Spain and from the 1980s and 1990s in the case of specific Latin American countries (Chile, Argentina and Peru, among others). The course takes a comparative and interdisciplinary approach by combining history, literature, film, journalism and comics. The chosen texts provide an insight into the political, social and cultural attitudes of post-dictatorship societies as well as into the changing role and conditions of cultural production in post-dictatorial democracies. Issues such as historical trauma and historical memory, forgetting and collective memory, and justice and truth commissions cut across the module.

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LS579		Barcelona and Havana: Icon, Myth and History				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Roser i Puig Dr M

Contact Hours

Total Contact Hours: 20

Learning Outcomes

By the end of the module, I and H students will have:

- 11.1 acquired a detailed and critical knowledge and understanding of 20th and 21st century recent cultural and political history of two major Hispanic cities, Barcelona and Havana.
- 11.2 demonstrated competence in applying this knowledge within new and differing contexts (e.g. as regards the city as a lieu de mémoire and the relationship between representations of the city to current debates about multiculturalism, migration and national identity).
- 11.3 acquired detailed knowledge of selected twentieth-century prose works and films that represent the city and city life in Barcelona and Havana.
- 11.4 gained critical understanding of the ways in which urban development and theories of urbanity have contributed to modern Hispanic culture, in particular to literature and film.
- 11.5 developed close reading and analytical skills, including the application of critical thinking to the study of literature and film.

Method of Assessment

The module will be assessed by 100% coursework.

I Level:

2 essays (45% each), one on Barcelona and one Havana (word length 2500)
Seminar Participation: 10%

Preliminary Reading

Novels

Mercè Rodoreda, *La plaça del Diamant* (Time of the Doves) (1962)
Carlos Ruiz Zafón, *The Shadow of the Wind* (L'ombra del vent) (2002)
Manuel Vázquez Montalbán, *An Olympic Death* (El laberinto griego: Un caso Carvalho) (1991)
Graham Greene, *Our Man in Havana* (1958)
Leonardo Padura, *Adiós Hemingway* (2005)

Short Stories

Achy Obejas, *Havana Noir* (2007)

Film

José Luis Guerín, *The Construction* (En construcción) (2001)
Ventura Pons, *Barcelona (a map)* (Barcelona (un mapa)) (2007)
Tomás Gutiérrez Alea, *Muerte de un Burócrata* (1966)
Fernando Pérez, *Suite Habana* (2003)

Drama

Joan Brossa, *The Quarrelsome Party* (El sarau) (1963)

Synopsis *

This module focuses on the cultural history of Barcelona and Havana the iconic capitals of Catalonia and Cuba. Many of the key events and movements of the past century are intimately linked to these two cities, from the collapse of the Spanish Empire and the birth of the new the Latin-American republics, the emergence of nationalism, the development of alternative modes of self-government and their engagement with modernity. Changes and continuities in the political, social and physical topography of Barcelona and Havana will be traced by studying representations of both cities in a range of texts and films from the mid twentieth to the early twenty-first century. Alongside feature films and prose genres such as short stories and reportage, the module will also consider theoretical texts on the city and the contribution of urban life to modern Hispanic culture. Central themes are the interplay of the individual and the collective, urban anonymity and liberation versus alienation and uniformity, multiculturalism and migration.

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LS580		Barcelona and Havana: Icon, Myth and History				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Roser i Puig Dr M

Contact Hours

Total Contact Hours: 20

Learning Outcomes

By the end of the module, I and H students will have:

- 11.1 acquired a detailed and critical knowledge and understanding of 20th and 21st century recent cultural and political history of two major Hispanic cities, Barcelona and Havana.
- 11.2 demonstrated competence in applying this knowledge within new and differing contexts (e.g. as regards the city as a lieu de mémoire and the relationship between representations of the city to current debates about multiculturalism, migration and national identity).
- 11.3 acquired detailed knowledge of selected twentieth-century prose works and films that represent the city and city life in Barcelona and Havana.
- 11.4 gained critical understanding of the ways in which urban development and theories of urbanity have contributed to modern Hispanic culture, in particular to literature and film.
- 11.5 developed close reading and analytical skills, including the application of critical thinking to the study of literature and film.

In addition, Level H students will have:

- 11.6 attained a systematic understanding of the relation between literary and cinematic representation and changing socio-historical conditions.
- 11.7 carried out and displayed understanding of additional research and critical thinking in both written assessments and seminar topics that show an appreciation of the uncertainty, ambiguity and limits of knowledge.
- 11.8 demonstrated independent learning skills by being able to make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources.
- 11.9 a comprehensive appreciation of key aspects of current critical approaches and theories on representations of the city and the ability to comment upon these approaches as well as to understand the specific cultural, historical and political contexts from which they emerge.

Method of Assessment

H level:

2 essays (45% each), one on Barcelona and one Havana (word length 2500)
Seminar Participation: 10%

Preliminary Reading

Novels

Mercè Rodoreda, *La plaça del Diamant* (Time of the Doves) (1962)
Carlos Ruiz Zafón, *The Shadow of the Wind* (L'ombra del vent) (2002)
Manuel Vázquez Montalbán, *An Olympic Death* (El laberinto griego: Un caso Carvalho) (1991)
Graham Greene, *Our Man in Havana* (1958)
Leonardo Padura, *Adiós Hemingway* (2005)

Short Stories

Achy Obejas, *Havana Noir* (2007)

Film

José Luis Guerín, *The Construction* (En construcción) (2001)
Ventura Pons, *Barcelona (a map)* (Barcelona (un mapa)) (2007)
Tomás Gutiérrez Alea, *Muerte de un Burócrata* (1966)
Fernando Pérez, *Suite Habana* (2003)

Drama

Joan Brossa, *The Quarrelsome Party* (El sarau) (1963)

Synopsis *

This module focuses on the cultural history of Barcelona and Havana the iconic capitals of Catalonia and Cuba. Many of the key events and movements of the past century are intimately linked to these two cities, from the collapse of the Spanish Empire and the birth of the new Latin-American republics, the emergence of nationalism, the development of alternative modes of self-government and their engagement with modernity. Changes and continuities in the political, social and physical topography of Barcelona and Havana will be traced by studying representations of both cities in a range of texts and films from the mid twentieth to the early twenty-first century. Alongside feature films and prose genres such as short stories and reportage, the module will also consider theoretical texts on the city and the contribution of urban life to modern Hispanic culture. Central themes are the interplay of the individual and the collective, urban anonymity and liberation versus alienation and uniformity, multiculturalism and migration.

Subject to change pending faculty approval

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PL507 Philosophy Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Trofimov Miss A

Contact Hours

Total study hours: 300 hours

Typically students can expect 8 contact hours of teaching, spread through the relevant period as appropriate, with meetings taking place typically only in term time and not Christmas or Easter break. Email communication and discussion as necessary.

These meetings support learning outcomes 11.1-2 and 12.1-3 in various ways, advice been given as appropriate on philosophical content, writing style and presentation.

Learning Outcomes

By the end of this module students should have:

11.1 Understood a specific philosophical topic in detail sufficiently such that they can set their own question.

11.2 Provided a detailed, in-depth, critical answer to the question which they raise.

Method of Assessment

Dissertation: maximum 10,000 words (including any extra 10 % allowed). This includes headers and footnotes, but not bibliography.

Pre-requisites

None:

However, prospective students must write an extended essay proposal of approximately 500 words, formulate a potential question, find a willing supervisor, and have their proposal approved by the module convenor before being admitted to do the module. This is normally done in the preceding Spring. (In exceptional circumstances – for the module if supervision exclusively undertaken in Spring – then this must be done by end of November.) This proposal is not assessed as part of the module.

Students are typically allowed to take this module only if they are averaging at least a 2.1 in Stage 2, or the equivalent for visiting students.

Restrictions

It is not possible to take PL507 in conjunction with PL520. Available to Stage Three students only

Synopsis *

This module provides an opportunity for independent work within an area of philosophy chosen by the student. THOSE WHO WISH TO TAKE THIS MODULE MUST (1) ENSURE THAT THERE IS A MEMBER OF THE PHILOSOPHY BOARD OF STUDIES WILLING TO SUPERVISE THEIR WORK; (2) SUBMIT AN OUTLINE AND PROVISIONAL TITLE OF THE PROPOSED DISSERTATION, ENDORSED BY THE PROSPECTIVE SUPERVISOR, TO THE MODULE CONVENOR FOR APPROVAL BEFORE BEING ADMITTED ONTO THE MODULE. STUDENTS ARE STRONGLY ADVISED TO JOIN ONE OF THE READING GROUPS (TO BE ANNOUNCED) AND WORK ON THEIR ESSAY AND DISSERTATION WITHIN THAT CONTEXT. The Dissertation should normally be about 9000 (maximum 10000) words long; it may consist either of an essay on a single theme, or of two or three Essays on complementary themes in Philosophy. Please note that the Dissertation is one of the most difficult modules. You should not apply to register for it unless you have a definite project to which you are seriously committed with the support of a member of staff who is willing to supervise you.

PL514 Knowledge and Metaphysics: Descartes to Kant						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	30 (15)	100% Coursework	
3	Canterbury	Autumn	H	30 (15)	100% Coursework	

Availability

Also available under code PL584 (Level 5)

Contact Hours

1x 2hr lecture per week, 1x 1hr seminar per week for 10 teaching weeks.

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Learning Outcomes

On completion of the module I level students should:

1. have a good familiarity with the principal epistemological and metaphysical doctrines of Descartes, Locke, Leibniz, Berkeley, Hume and Kant,
2. understand central issues in modern philosophy since Descartes, such as the problem of scepticism, the mind-body problem, personal identity, the nature of ideas, primary-secondary qualities, idealism, causation, induction, modern philosophical approaches to God;
3. be able to compare these doctrines critically, and to evaluate them and standard secondary literature,
4. be able to develop and to defend their own epistemological and metaphysical positions;

On completion of the module H level students should:

5. have an in-depth familiarity with the principal epistemological and metaphysical doctrines of Descartes, Locke, Leibniz, Berkeley, Hume and Kant,
6. have an in-depth understanding of central issues in modern philosophy since Descartes, such as the problem of scepticism, the mind-body problem, personal identity, the nature of ideas, primary-secondary qualities, idealism, causation, induction, modern philosophical approaches to God;
7. be able to compare these doctrines critically, and to evaluate them and advanced secondary literature,
8. encourage students to develop and to defend their own epistemological and metaphysical positions vis a vis contemporary theories in epistemology and metaphysics;

Method of Assessment

100% Coursework

Preliminary Reading

Indicative reading:

Meditations on First Philosophy, René Descartes
An Essay Concerning Human Understanding, John Locke
New Essays on Human Understanding/Monadology/Philosophical Essays, Gottfried Leibniz
Principles of Human Knowledge, Three Dialogues, George Berkeley
An Enquiry Concerning Human Understanding, David Hume
A Treatise on Human Nature, David Hume
An Enquiry into the Human Mind/Essays, Thomas Reid
The Critique of Pure Reason, Immanuel Kant
Prolegomena to Any Future Metaphysics, Immanuel Kant

Pre-requisites

None.

Synopsis *

This course is concerned with the principal epistemological and metaphysical doctrines of great figures of European philosophy, namely: René Descartes (1596-1650), John Locke (1632-1704), Gottfried Leibniz (1646-1716), George Berkeley (1685-1753), David Hume (1711-1776), Thomas Reid (1710-1796), and Immanuel Kant (1724-1804). Whilst each of these philosophers deserves to be studied in his own right, it is especially illuminating to study them in historical sequence. In the first place, all but Descartes developed their views partly in response to his predecessors. In the second place, the views in question are extraordinarily diverse – so that the course provides a fairly broad grounding in both epistemology and metaphysics.

The course starts with Descartes, the founder of modern philosophy. We ask, with him, how we can face the challenge of scepticism. Can we have metaphysical, indeed any kind of, knowledge? Is the soul or mind independent of the body? Is the soul immortal? Is there a God and can we prove this? What makes me the same person I was ten years ago? What are ideas and how were they conceived of throughout modern philosophy? Is everything an idea, an idea in my or in God's mind? Can I have direct knowledge about the world, or only of ideas objects cause in me? Are colours real properties of objects? Is causation a relation in the world, or only in my mind? What is the role of the senses in acquiring metaphysical knowledge? Can we have experience-independent knowledge about the world? Is Kant correct to claim that we can only know how objects appear to us, not how they are in themselves? Can we find conceptions, and misconceptions, prevailing throughout the Descartes-Kant tradition? What can we learn from these traditions and contribute to contemporary philosophy?

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PL520		Philosophy Extended Essay				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Trofimov Miss A
1	Canterbury	Autumn	H	15 (7.5)	100% Project	Trofimov Miss A

Contact Hours

Total study hours: 150 hours

Typically students can expect 4 contact hours of teaching, spread through the relevant period as appropriate, with meetings taking place typically only in term time and not Christmas or Easter breaks. In addition to meetings, teaching for this module may include email communication and discussion.

The meetings and email communication support learning outcomes 11.1-2 and 12.1-3 in various ways, advice been given as appropriate on philosophical content, writing style and presentation.

Learning Outcomes

On successfully completing the module students will be able to:

11.1 Identify independently a research question which demonstrates detailed knowledge and understanding of a specific philosophical topic.

11.2 Provide a detailed, in-depth, critical answer to the question which they raise.

Method of Assessment

100% Coursework (Project)

Pre-requisites

None:

However, prospective students must write an extended essay proposal of approximately 500 words, formulate a potential question, find a member of the Philosophy Board of Studies who is willing to supervise their work, and have their proposal approved by the module convenor before being admitted to do the module. This is done in the preceding Spring. This proposal is not assessed as part of the module.

Students are allowed to take this module only if they are averaging at least a 2.1 in Stage 2, or the equivalent for visiting students. It is available to Single Honours and Joint Honours Philosophy students. It cannot be taken by other students as a 'wild module'.

This module cannot be taken with PL507 Dissertation.

Restrictions

Stage 3 only. It is not possible to take PL520 in conjunction with PL507

Synopsis *

This module provides an opportunity for students to produce a substantial piece of independent philosophical work, and at the same time to improve their skills in essay writing by getting one-to-one supervision and feedback on a specific piece of work. It is available to Single Honours and Joint Honours Philosophy students. It cannot be taken by other students as a 'wild module'. **THOSE WISHING TO TAKE THE MODULE MUST ENSURE THAT THERE IS A MEMBER OF THE PHILOSOPHY BOARD OF STUDIES WILLING TO SUPERVISE THEIR WORK. THEY MUST SUBMIT AN OUTLINE OF THE PROPOSED AREA OF STUDY, ENDORSED BY THE PROSPECTIVE SUPERVISOR, TO THE MODULE CONVENOR FOR APPROVAL BEFORE BEING ADMITTED ONTO THE MODULE.**

The Extended Essay should not be more than 5000 words long and must be submitted by the first day of the following term. Please note that the extended essay is considered a difficult module. You should not apply to register for it unless you have a definite project to which you are seriously committed with the support of a member of staff who is willing to supervise you.

Note: you can not take PL520 in conjunction with PL507 Philosophy Dissertation

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PL521		Philosophy Extended Essay				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Project	

Contact Hours

Students will normally have four meetings with their supervisor, at regular intervals and at times to be individually arranged.

Learning Outcomes

Students who successfully complete this module should have

(i) developed their ability to engage in specific and in-depth analysis of a philosophical topic; (ii) developed their skills in philosophical analysis and conceptual explication; (iii) developed their skills in clear and concise writing and in the effective organisation and presentation of an independent philosophical argument.

Pre-requisites

In order to qualify for admission to the module you will show a clear aptitude to continue the study of philosophy at graduate level. Normally, this will be manifested by an average of mid to high 2.1 marks or above at 2nd year with first class quality shown.

Restrictions

Stage 3 only. It is not possible to take PL521 in conjunction with either PL507 or PL520.

Synopsis *

This module provides an opportunity for students to produce a substantial piece of independent philosophical work, and at the same time to improve their skills in essay writing by getting one-to-one supervision and feedback on a specific piece of work. It is available to Single Honours and Joint Honours Philosophy students. It cannot be taken by other students as a 'wild module'. THOSE WISHING TO TAKE THE MODULE MUST ENSURE THAT THERE IS A MEMBER OF THE PHILOSOPHY BOARD OF STUDIES WILLING TO SUPERVISE THEIR WORK. THEY MUST SUBMIT AN OUTLINE OF THE PROPOSED AREA OF STUDY, ENDORSED BY THE PROSPECTIVE SUPERVISOR, TO THE MODULE CONVENOR FOR APPROVAL BEFORE BEING ADMITTED ONTO THE MODULE. The Extended Essay should not be more than 5000 words long and must be submitted by the first day of the following term. Please note that the extended essay is considered a difficult module. You should not apply to register for it unless you have a definite project to which you are seriously committed with the support of a member of staff who is willing to supervise you.

Note: you can not take PL521 in conjunction with either PL507 Philosophy Dissertation or PL520 Philosophy Extended Essay Autumn Semester.

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PL526		Aesthetics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Availability

Also available under code PL610 (Level 5)

Contact Hours

Weekly 2-hour class for 10 teaching weeks

Learning Outcomes

The aims of the course are:

1. to provide students with an overview of contemporary work in philosophical aesthetics and an understanding of the central issues which this work addresses;
2. to enable students to engage critically with this work, and to develop their own ideas and responses to it;
3. if students are doing a joint degree with literature, drama, film or the history and philosophy of art, to provide them with the opportunity to bring their philosophical study to bear on their other subject.

By the end of the course students should:

4. understand central issues in contemporary philosophical aesthetics such as the nature and definition of art, the relation of the arts to society and morality, the supposed problems that fakes and forgeries pose;
5. have engaged in specific and in-depth analysis of these issues;
6. have developed their skills in critical analysis and argument through an engagement with these issues;
7. have developed their ability to speak effectively in public and make complex philosophical ideas clear and understandable;
8. have developed their ability to work autonomously, alone and in groups, and to take responsibility for their learning.

This module will contribute to the aims of the Philosophy Programme by enabling students to find out about and discuss one of the central areas of philosophy – namely aesthetics. The module will allow students to practise their analytical and critical skills whilst considering some of the most interesting material in philosophy. It will also give them practise of working on their own and in groups, thus enabling them to take their analytical and critical skills to situations that they will encounter once they have left the University.

In addition, Level 6 students will approach the material in this module at a higher level and in a more critical fashion than Level 5 students. Level 6 students will be expected to write and discuss whilst paying attention to articles, books and ideas, commensurate with advanced undergraduate study.

Method of Assessment

100% Coursework

Preliminary Reading

The seminar readings will all be taken from:

Arguing About Art (eds.) Neill and Ridley (Routledge: London, 2007)

Suggested further reading for essays will be taken from this work also, with additions supplied by the convenor. In addition, a list of websites of the world's great galleries, museums, etc. is distributed.

Pre-requisites

None

Synopsis *

What is art? What is an artwork? Do all types and examples of (what are traditionally classed as) artworks have identifying features in common? If so, what are they? Or, are there such interesting differences between works of literature, pieces of sculpture and the like, that searching for a definition of art is a futile task and this type of question misguided? Do avant-garde works count as art? Can anything count as art, such as food, if it's presented in the right way or made with the right sort of intention? What does all of this tell us about the nature of definition generally?

These are some of the questions that we will explore at the start of this course. After that we will consider other issues and questions. What is the relation of art to beauty and other aesthetic qualities? What is it for a performance to be 'authentic' and is this sort of performance to be privileged in any way? Why is rock music such a part of our lives? Is there anything aesthetically wrong with a forgery? What is the nature of aesthetic experience and of our emotional responses to art? Why do we care so much about the fate of fictional characters? Is there any difference between pornography and erotica? Are artists subject to a different moral code? And what on earth is the point of public art? What is public art?

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PL527		Contemporary Theory of Knowledge				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Philosophy AAL

Availability

Also available under code PL585 (Level 5)

Contact Hours

1-hour lecture, 1-hour seminar and 1-hour module office hour per week, for 10 teaching weeks

Learning Outcomes

By the end of this PL527 Level 6 students should be able to:

11.3 Outline the following positions, say why one might be motivated to adopt them, show deep and sustained understanding of how the strengths of one might depend on the weaknesses of another, and develop their own criticisms of more than one:

- (a) Primitivism about knowledge
- (b) Internalism and externalism about justification
- (c) Externalist accounts of knowledge: the tracking theory, the causal theory, reliabilism
- (d) Foundationalism and coherentism about justification and knowledge
- (e) Pyrrhonian skepticism
- (f) Cartesian skepticism
- (g) Dogmatism and epistemic contextualism

11.4 Show sustained understanding of how different account of justification and knowledge yield different solutions to the various skeptical problems presented in the course.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

Michael Williams, *Problems of Knowledge*, Oxford University Press, Oxford, 2000.

S. Bernecker and F. Dretske, *Knowledge. Readings in Contemporary Epistemology*, Oxford University Press, Oxford, 2006.

Also recommended:

Jonathan Dancy, *Contemporary Epistemology*, Blackwell, London, 1985.

E. Sosa, J. Kim, G. Fantl and M. McGrath, *Epistemology. An anthology*, Blackwell, London, 2008 (second edition).

Pre-requisites

None

Synopsis *

We typically value justified belief more than simple belief, for very good reasons: a justified belief is more likely to be true than a randomly selected one. Indeed, we value knowledge even more than justified belief, since, arguably, a belief that qualifies as knowledge is true. But when is a belief justified? And what is knowledge? Is any of our beliefs justified? Do we know anything at all? Do we know that it's 8 o' clock if at 8 o' clock we see a broken watch indicating 8 o' clock? Do we know that our cat is sleeping on the sofa, if we don't know that we're not brains in a vat? This module investigates these and other epistemological questions, mostly by looking at some deeply puzzling sceptical arguments, some of which areas old as Philosophy is, and all of which have sprung very lively debates in the recent philosophical literature.

This module is designed to introduce students to some key philosophical notions – such as belief, justification and knowledge – and to some of the most exciting and interesting literature on the subject. The module begins with a brief overview of the literature on the analysis of knowledge – this will introduce students to the main philosophical approaches to justification and knowledge: internalism and externalism. The module will then move on to consider two influential forms of Skepticism: Pyrrhonian skepticism and Cartesian skepticism. Students will be introduced to the main views on the structure of justification – foundationalism, coherentism and entitlement approaches – as well as to the main semantic accounts of 'know' – contextualism, dogmatism and relevant alternatives/tracking theories. Some epistemic principles, such as the so-called KK principle, will be introduced via the presentation of epistemic paradoxes, such as the Surprise Examination Paradox.

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PL569		Metaethics					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor	
1	Canterbury	Spring	H	30 (15)	100% Coursework	Forbes Dr G	

Availability

Also available at Level 5 (PL595)

Contact Hours

2 hour lecture and one hour seminar each week for 10 teaching weeks

Learning Outcomes

All students, Levels 5 and 6:

The aim of this course is to explore some difficult philosophical literature concerning some of the most fascinating ideas in twentieth century philosophy.

By the end of this course students should be able to:

(1) Outline the following positions, say why one might be motivated to adopt them, discuss arguments ranged against them and show understanding of how the strengths of one might depend on the weaknesses of another:

- Naturalism and nonnaturalistic versions of moral realism
- Noncognitivism
- Error theory
- Moral relativism

(2) Analyze how different accounts of moral motivation cope with different types of psychological make-up, and show understanding of how metaethics relates to issues regarding moral motivation.

(3) Connect the debates in (1) and (2) to some other areas of concern, such as minimalism about truth and response-dependence.

This module will contribute to the aims of the Philosophy Programme by enabling students to find out about and discuss one of the central areas of philosophy – namely moral philosophy (A2). The module will allow students to practise their analytical and critical skills whilst considering some of the most interesting material in philosophy. (See all of section B, and, particularly, C2, C5, C6, C7, C8 and C9.) It will also give them practise of working on their own and in groups, thus enabling them to take their analytical and critical skills to situations that they will encounter once they have left the University (all of D, and see 12 below).

In addition, Level 6 students will approach the material in this module at a higher level and in a more critical fashion than Level 5 students. Level 6 students will be expected to write and discuss whilst paying attention to articles, books and ideas, commensurate with advanced undergraduate study.

Method of Assessment

100% Coursework

Preliminary Reading

We will use two books mainly:

Arguing about Metaethics (eds.) Andrew Fisher and Simon Kirchin
An Introduction to Contemporary Metaethics by Alex Miller

Also recommended:

Foundations of Ethics (eds.) Terence Cuneo and Russ Shafer-Landau
Moral Vision by David McNaughton

Pre-requisites

None

Synopsis *

What makes it the case that certain actions, such as stealing and sharing, have ethical value? Are ethical values such as goodness and badness, compassion and cruelty, mind-independent ethical properties, properties that exist no matter what anyone thinks, desires, aims at and the like? Or are there no such ethical properties at all and when we call something good we are just expressing our emotions and feelings about a nonethical world? Are there any other positions available? This course is designed to introduce you to some of the most exciting and interesting philosophical literature in recent years, which brings together ethics and metaphysics with a little epistemology and philosophy of language. The first half of this course will examine (what are often called) "metaethical" questions such as those above. We will then move on to discuss debates concerning moral psychology and motivation. When one says 'charity-giving is good' is it a matter of necessity that one will be motivated to some extent to give to charity? Or is it possible for one to make such a judgement and have no motivation at all (and for such a judgement to count as a legitimate moral judgement)? At the end we will see how these questions concerning psychology are integral to the earlier debates of metaphysics. Throughout, we will be examining these questions and issues by looking at work by authors from the start of the twentieth century (e.g. G. E. Moore) and by more recent writers (e.g. Simon Blackburn, Allan Gibbard, J. L. Mackie, John McDowell and Michael Smith).

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PL570		Philosophy of Medicine				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Corfield Dr D

Availability

Also available under PL596 (Level 5)

Contact Hours

1x 2hr lecture per week, 1x 2hr seminar per week for 10 teaching weeks

Learning Outcomes

By the end of PL596 Level 5 students should be able to:

- (1) Outline rival accounts, showing some understanding of their relative strengths and weaknesses, of the following concepts: health, disease, placebos, evidence and diagnosis, and the mind-body relation in the context of medicine.
- (2) Show some understanding of phenomenological approaches to medicine.
- (3) Outline rival positions on one medically-related ethical issue, such as medically-assisted death.

PL570 Level 6 students should be able to:

- (4) Outline rival accounts, showing deep and sustained understanding of their relative strengths and weaknesses, of the following concepts: health, disease, placebos, evidence and diagnosis, and the mind-body relation in the context of medicine.
- (5) Show sustained understanding of phenomenological approaches to medicine.
- (6) Outline and show sustained understanding of rival positions on one medically-related ethical issue, such as medically-assisted death.
- (7) Make connections between some of the debates in (1), (2) and (3) .

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

Gadamer, H.-G. 1996. The enigma of health. Cambridge: Polity.

Gifford, F. (ed.). 2011. Philosophy of medicine. Amsterdam: North-Holland.

Howick, J. 2011. The philosophy of evidence-based medicine. Chichester: Wiley-Blackwell.

Marcum, J. A. 2008. An introductory philosophy of medicine humanizing modern medicine. Dordrecht: Springer.

Pellegrino, E. 2008. The philosophy of medicine reborn: a Pellegrino reader. Notre Dame, Ind.: University of Notre Dame Press.

Pre-requisites

None

Synopsis *

This course is designed to introduce students to a number of philosophical issues arising from medical research and medical practice. Students will consider attempts to define the following terms – health, illness, and disease – and discuss what rests on their definition. Much medical practice proceeds as though medicine were a natural science. This module will probe the limitations of this conception. The placebo effect demonstrates the powerful influence of suggestion on the body and students will consider its relevance to philosophical ideas of the mind-body relation. Finally, students will consider ethical issues arising in medical practice, such as 'medically assisted death'.

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PL575 Philosophy of Religion						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Frazier Dr J

Availability

Also available at Level 5 (PL601)

Contact Hours

2 hour lecture and a 1 hour seminar each week for 10 teaching weeks

Learning Outcomes

11.1 By the end of this module, Level 5 students should be able to: Outline and show understanding through clear expression of the three classical arguments for the existence of God: the ontological, cosmological and teleological arguments.

11.2 Outline and show understanding through clear expression of the following moral arguments for and against the existence of God: Kant's moral argument; the Euthyphro dilemma and the problem of evil.

11.3 Outline and show understanding through clear expression of the following topics in religious epistemology, language and philosophy of mind: miracles; religious experience; religious language; personal identity.

11.4 Discuss the above arguments and topics with respect to the ways in which they relate to the question of the overall rationality of religious belief.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List:

Philosophy of Religion: The Big Questions, edited by Eleanor Stump and Michael Murray, Blackwell, 1999. This anthology contains many of the specific readings we will consider in the module, including:

Van Inwagen, Peter, 'Necessary Being: The Ontological Argument', pp. 69-83

Rowe, William, 'Cosmological Argument', pp. 84-93

Plantinga, Alvin 'Is Naturalism Irrational?', pp. 125-138

Clifford, William, 'The Ethics of Belief', pp. 269-272

Alston, William, 'Perceiving God', pp. 142-150

The course also makes use of the following two introductions to the philosophy of religion:

An Introduction to the Philosophy of Religion (3rd edition) Brian Davies (OUP), 2004

Arguing for Atheism: An Introduction to the Philosophy of Religion, Robin le Poidevin (Routledge), 1996

Pre-requisites

None

Synopsis *

This module studies some central questions in philosophy of religion, drawing on topics in metaphysics, ethics, epistemology, philosophy of language and philosophy of mind. It begins by studying and critically assessing three of the 'classical' arguments for the existence of God—the ontological argument, the cosmological argument and the argument from design—which consider respectively whether reason, science or experience can show us that God exists. It goes on to consider the relationship between religion and morality, examining Kant's moral argument, which appears to support a case for the existence of God, and Plato's Euthyphro Dilemma, which appears to tell against it. Finally, it considers some central topics in religious epistemology, language and philosophy of mind, including: miracles, the nature of religious experience, religious language and personal identity. One underlying question the module considers is whether the above arguments and topics could be used to support or tell against an argument for the overall rationality of religious belief.

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PL576		Philosophy of Language				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Forbes Dr G

Availability

Also available under code PL602 (Level 5)

Contact Hours

1x 2hour lecture per week, 1x 1hour seminar per week for 10 teaching weeks.

Learning Outcomes

All students, Levels 5 and 6

Students who successfully complete the module will have:

- developed an appreciation of how fascinating a phenomenon language is, and will understand how a philosophical investigation of language can throw light on the workings of the human mind and on the importance of studying language as woven into a wide variety of social activities.
- gained an understanding of some of the major approaches to meaning, referring, communicating, pragmatics, metaphor. (c.f. Philosophy Programme Specification 11.iii, 12.A.ii)
- engaged critically with central issues in the philosophy of language. (PPS 12.A.ii, 12.A.iv)
- acquired the ability to engage in a close critical reading of some of major texts in the philosophy of language. (PPS 11.ii, 12.A.i)

The module will thus contribute to the aims and objectives of the Part II Philosophy programme by enabling students to acquire familiarity with themes in a major area of philosophy, to gain knowledge of some of major works in the history of philosophy and to engage critically with them.

In addition, Level 6 students will approach the material in this module at a higher level and in a more critical fashion than I level students. Level 6 students will be expected to write and discuss whilst paying attention to articles, books and ideas, commensurate with advanced undergraduate study.

Method of Assessment

100% Coursework

Preliminary Reading

Our main text will be:

William G. Lycan: Philosophy of language: a contemporary introduction

Also recommended:

A.W. Moore (ed.): Meaning and reference

Bob Hale & Crispin Wright (eds.): A companion to the philosophy of language

Peter Ludlow (ed.): Readings in the philosophy of language

A.P. Martinich (ed.): The philosophy of language

Pre-requisites

None

Synopsis *

Language is a wonderful thing. Groups of marks or bursts of sound are just physical entities but, when produced by a writer or a speaker, they are used to point beyond themselves. This is the property of aboutness or intentionality. Other physical entities generally don't have this property. When you hear a sentence, you hear a burst of sound, but typically you also understand a meaning conveyed by the speaker. What is the meaning of a word – some weird entity that floats alongside the word, a set of rules associating the word with objects, an intention in the mind of the speaker....? What is the difference between what your words imply and what you convey in saying them? How are words used non-literally, how do hearers catch on to the meaning of a newly minted metaphor? How can we mean and convey so much when uttering a concise sentence? How is it that learning a second language can be so frustrating and time consuming, whereas we learn our first language with no trouble at all? The questions keep coming. In this module we shall try to find some answers.

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PL578	Philosophy of Mind and Action					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	H	30 (15)	100% Coursework	Forbes Dr G

Availability

Also available at Level 5 (PL604)

Contact Hours

2 hour interactive lecture and a 2 hour student led seminar each week, for 10 teaching weeks

Learning Outcomes

On successfully completing the module Level 5 students will be able to:

- 8.1 Outline and show understanding through clear expression of selected authors and topics in contemporary philosophy of mind, language or action (content);
- 8.2 Demonstrate the foundations of skills in exegesis, critical analysis, and assessment of a small selection of contemporary journal articles in the philosophy of mind, language, or action (research/content);
- 8.3 Outline and show understanding through clear expression of the arguments for and against (including counter replies, etc.), and the relationships between the topics covered in the class. These topics are likely to change from one year to the next, but have in the past included Thinking, Category Mistakes, The Intellectualist Legend, Knowing How vs Knowing That, Intention, Practical Knowledge, Agency, Understanding, Sensations, and Seeing-As;
- 8.4 Engage with original texts;
- 8.5 Engage in oral and written philosophical argumentation.

On successfully completing the module Level 6 students will be able to:

- 8.6 Show systematic critical understanding of selected authors and topics in contemporary philosophy of mind, language, or action (content);
- 8.7 Demonstrate developed skills in exegesis, critical analysis, and assessment of a small selection of contemporary journal articles in the philosophy of mind, language, or action (research/content);
- 8.8 Show systematic understanding of the arguments for and against (including counter replies, etc.), and the relationships between the topics covered in the class. These topics are likely to change from one year to the next, but have in the past included Thinking, Category Mistakes, The Intellectualist Legend, Knowing How vs Knowing That, Intention, Practical Knowledge, Agency, Understanding, Sensations, and Seeing-As;
- 8.9 Engage critically and analytically with original texts;
- 8.10 Engage critically and analytically in oral and written philosophical argumentation.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List:

Anscombe, G.E.M. (1963). *Intention*, 2nd ed. Oxford: Blackwell
Austin, J. (1975) *How to Do Things with Words*, Oxford: Blackwell
Austin, J. (1979), *Philosophical Papers*, 3rd ed. Oxford: Oxford University Press
Ryle, G. (1963), *The Concept of Mind*; Harmondsworth: Penguin
Ryle, G. (2009). *Collected Papers*, 2 vols. London: Routledge
Wittgenstein's Wittgenstein, L. (1972) *Philosophical Investigations*. Oxford: Blackwell

Pre-requisites

None

Synopsis *

The aim of this course is to engage in the study of specific topics in the philosophy of mind, language, or action and to engage with the criticism of contemporary approaches as it is found in the works of Wittgenstein, Ryle, Anscombe, and/or Austin.

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PL579		Logic				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Williamson Prof J

Availability

Also available under code PL605 (Level 5)

Contact Hours

3 hours per week for 10 teaching weeks

Learning Outcomes

The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes:

Students who successfully complete the module will have:

- Gained an understanding of validity and some of the major approaches to testing validity. (c.f. Philosophy Programme Specification 11.iii, 12.A.ii)

- Through their study of these theories, students will have engaged critically with, and enhanced their understanding of, some of the issues in this area concerning logic. (PPS 12.A.ii, 12.A.iv)

The module will thus contribute to the aims and objectives of the Part II Philosophy programme by enabling students to acquire familiarity with themes in a major area of philosophy, and to gain the generic skills required to analyse philosophical arguments.

Method of Assessment

100% Coursework (In-Class Tests)

Preliminary Reading

Indicative Reading List

Core text:

Irving M. Copi & Carl Cohen, Introduction to Logic, Prentice Hall 2004.

Further reading:

Alec Fisher, The Logic of Real Arguments, Cambridge University Press, 2004, 2nd ed.

Wilfrid Hodges, Logic, Penguin Books Ltd, 2001, 2nd ed.

Colin Howson, Logic with Trees, Taylor & Francis Ltd, 1997.

Pre-requisites

None

Synopsis *

Logic is the study of the methods and principles used to distinguish correct reasoning from incorrect reasoning and, as such, it is a crucial component of any philosophy course. Moreover, logic has applications other than the testing of arguments for cogency: it is also a widely used and useful tool for clarifying the problematic concepts that have traditionally troubled philosophers, e.g., deductive consequence, rational degree of belief, knowledge, necessary truth, identity, etc. Indeed, much contemporary philosophy cannot be understood without a working knowledge of logic. Given this, logic is an important subject for philosophy students to master.

The module will primarily cover propositional and predicate logic. Regarding propositional and predicate logic, the focus will be on methods for testing the validity of an argument. These methods will allow students to distinguish correct from incorrect reasoning. The module will also cover inductive and modal logics. Regarding inductive and modal logics, the focus will be on clarifying epistemological concepts through the use of these logics.

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PL580		Philosophy of Science				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	

Availability

Also available under code PL606 (Level 5)

Contact Hours

4 hours per week for 10 teaching weeks

Learning Outcomes

All students, Levels 5 and 6:

Students who successfully complete the module will have:

1. Gained an understanding of some of the major theories of scientific reasoning.
2. Through their study of these theories, students will have engaged critically with, and enhanced their understanding of, some of the central philosophical issues in this area concerning the status of scientific claims, the nature of scientific theory change, confirmation of scientific hypotheses, and causal reasoning in science.
3. Acquired the ability to engage in a close critical reading of some of major texts in the philosophy of science.

This module will contribute to the aims of the Philosophy Programme by enabling students to find out about and discuss central areas of philosophy – namely epistemology and metaphysics – in the context of science (A2). The module will allow students to practise their analytical and critical skills whilst considering some of the most interesting material in philosophy. (See all of section B, and, particularly, C2, C5, C6, C7, C8 and C9.) It will also give them practise of working on their own and in groups, thus enabling them to take their analytical and critical skills to situations that they will encounter once they have left the University (all of D, and see 12 below).

In addition, Level 6 students will approach the material in this module at a higher level and in a more critical fashion than Level 5 students. Level 6 students will be expected to write and discuss whilst paying attention to articles, books and ideas, commensurate with advanced undergraduate study.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative reading:

T Kuhn - 'The Structure of Scientific Revolutions' Third edition. University of Chicago Press, 1996

D. Gillies Philosophy of science in the twentieth century: Four central themes. Blackwell. 1993

Synopsis *

The module will study some of the major works in the history of modern philosophy of science. Texts to be studied will be drawn from a list which includes major works by philosophers such as Popper, Kuhn, Lakatos, Salmon, etc. The approach will be philosophical and critical, and will involve the close reading of texts. Students will be expected to engage critically with the works being studied and to formulate and argue for their own views on the issues covered.

Themes to be studied will include: the nature of scientific theory change, the status of scientific claims, the methodology of scientific reasoning, the prospects for automating scientific reasoning.

The course will cover a range of topics such as:

Inductivism versus falsificationism
Research Programmes
Incommensurability
Realism
Instrumentalism
Probabilistic Reasoning
Causal Reasoning
Mathematical Reasoning
Confirmation
Explanation

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PL583 Philosophy of Cognitive Science and Artificial Intelligence						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	30 (15)	100% Coursework	Konek Dr J

Availability

Also available under code PL609 (Level 5)

Contact Hours

2 hours of lecture and 1 hour of seminar classes per week for 10 teaching weeks

Learning Outcomes

The intended subject specific learning outcomes:

On successfully completing the level 5 module students will be able to:

Demonstrate their knowledge and critical understanding of some of the major arguments concerning the possibility of machine intelligence;

Engage critically with some of the central philosophical issues in this area concerning the nature of thought and consciousness;

Demonstrate their critical understanding of some accounts of the mind from the cognitive sciences.;

Demonstrate the ability to engage in a close critical reading of some of major texts in the philosophy of cognitive science and artificial intelligence.

On successfully completing the level 6 module students will be able to:

Demonstrate a deep and systematic understanding of some of the major arguments concerning the possibility of machine intelligence;

Engage critically in a sustained and systematic fashion with several of the central philosophical issues in this area concerning the nature of thought and consciousness;

Demonstrate their systematic and critical understanding of accounts of the mind from the cognitive sciences.;

Demonstrate the ability to engage in a sustained and very close critical reading of several major texts in the philosophy of cognitive science and artificial intelligence.

Method of Assessment

100% Coursework

Preliminary Reading

The module will focus on selections from works such as:

Bechtel, W. (1998). *Philosophy of mind : an overview for cognitive science*. Hillsdale, N.J.; Hove: L. Erlbaum Associates.

Boden M. (ed.) (1990). *The philosophy of artificial intelligence*, Oxford: Oxford University Press.

Boden M. (2008). *Mind as machine : a history of cognitive science*, Oxford : Clarendon.

Clark A. (2008) *Supersizing the mind embodiment, action, and cognitive extension*, Oxford: Oxford University Press.

Copeland J. (1993). *Artificial intelligence: a philosophical introduction*, Oxford: Blackwell;

Dreyfus, H. (1992), *What Computers Still Can't Do*. Cambridge, Mass.: MIT Press

Pre-requisites

None

Synopsis *

The module will study some of the major works in the history of modern philosophy of cognitive science and artificial intelligence. An indicative list of topics is: The Turing test; the Chinese Room argument; the frame problem; connectionism; extended and embodied cognition; artificial consciousness. The approach will be philosophical and critical, and will involve the close reading of texts. Students will be expected to engage critically with the works being studied and to formulate and argue for their own views on the issues covered.

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PL584	Knowledge and Metaphysics: Descartes to Kant					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	30 (15)	100% Coursework	
3	Canterbury	Autumn	I	30 (15)	100% Coursework	

Availability

Also available under code PL514 (Level 6)

Contact Hours

1x 2hr lecture per week, 1x 1 hour seminar per week for 10 teaching weeks.

Learning Outcomes

On completion of the module I level students should:

1. have a good familiarity with the principal epistemological and metaphysical doctrines of Descartes, Locke, Leibniz, Berkeley, Hume and Kant,
2. understand central issues in modern philosophy since Descartes, such as the problem of scepticism, the mind-body problem, personal identity, the nature of ideas, primary-secondary qualities, idealism, causation, induction, modern philosophical approaches to God;
3. be able to compare these doctrines critically, and to evaluate them and standard secondary literature,
4. be able to develop and to defend their own epistemological and metaphysical positions;

Method of Assessment

100% Coursework

Preliminary Reading

Indicative reading:

Meditations on First Philosophy, René Descartes
An Essay Concerning Human Understanding, John Locke
New Essays on Human Understanding/Monadology/Philosophical Essays, Gottfried Leibniz
Principles of Human Knowledge, Three Dialogues, George Berkeley
An Enquiry Concerning Human Understanding, David Hume
A Treatise on Human Nature, David Hume
An Enquiry into the Human Mind/Essays, Thomas Reid
The Critique of Pure Reason, Immanuel Kant
Prolegomena to Any Future Metaphysics, Immanuel Kant

Pre-requisites

None.

Synopsis *

This course is concerned with the principal epistemological and metaphysical doctrines of great figures of European philosophy, namely: René Descartes (1596-1650), John Locke (1632-1704), Gottfried Leibniz (1646-1716), George Berkeley (1685-1753), David Hume (1711-1776), Thomas Reid (1710-1796), and Immanuel Kant (1724-1804). Whilst each of these philosophers deserves to be studied in his own right, it is especially illuminating to study them in historical sequence. In the first place, all but Descartes developed their views partly in response to his predecessors. In the second place, the views in question are extraordinarily diverse – so that the course provides a fairly broad grounding in both epistemology and metaphysics.

The course starts with Descartes, the founder of modern philosophy. We ask, with him, how we can face the challenge of scepticism. Can we have metaphysical, indeed any kind of, knowledge? Is the soul or mind independent of the body? Is the soul immortal? Is there a God and can we prove this? What makes me the same person I was ten years ago? What are ideas and how were they conceived of throughout modern philosophy? Is everything an idea, an idea in my or in God's mind? Can I have direct knowledge about the world, or only of ideas objects cause in me? Are colours real properties of objects? Is causation a relation in the world, or only in my mind? What is the role of the senses in acquiring metaphysical knowledge? Can we have experience-independent knowledge about the world? Is Kant correct to claim that we can only know how objects appear to us, not how they are in themselves? Can we find conceptions, and misconceptions, prevailing throughout the Descartes-Kant tradition? What can we learn from these traditions and contribute to contemporary philosophy?

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PL585 Contemporary Theory of Knowledge						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Wilde Dr M

Availability

Also available under code PL527 (Level 6)

Contact Hours

1-hour lecture, 1-hour seminar and 1-hour module office hour per week, for 10 teaching weeks

Learning Outcomes

By the end of this PL585 Level 5 students should be able to:

11.1 Outline the following positions, show understanding of the main reasons why one might be motivated to adopt them, and understand arguments ranged against them:

- (a) Primitivism about knowledge
- (b) Internalism and externalism about justification
- (c) Externalist accounts of knowledge: the tracking theory, the causal theory, reliabilism
- (d) Foundationalism and coherentism about justification and knowledge
- (e) Pyrrhonian scepticism
- (f) Cartesian scepticism
- (g) Dogmatism and epistemic contextualism

11.2 Show some understanding of how different account of justification and knowledge yield different solutions to the various skeptical problems presented in the course.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

Michael Williams, *Problems of Knowledge*, Oxford University Press, Oxford, 2000.

S. Bernecker and F. Dretske, *Knowledge. Readings in Contemporary Epistemology*, Oxford University Press, Oxford, 2006.

Also recommended:

Jonathan Dancy, *Contemporary Epistemology*, Blackwell, London, 1985.

E. Sosa, J. Kim, G. Fantl and M. McGrath, *Epistemology. An anthology*, Blackwell, London, 2008 (second edition).

Pre-requisites

None

Synopsis *

We typically value justified belief more than simple belief, for very good reasons: a justified belief is more likely to be true than a randomly selected one. Indeed, we value knowledge even more than justified belief, since, arguably, a belief that qualifies as knowledge is true. But when is a belief justified? And what is knowledge? Is any of our beliefs justified? Do we know anything at all? Do we know that it's 8 o' clock if at 8 o' clock we see a broken watch indicating 8 o' clock? Do we know that our cat is sleeping on the sofa, if we don't know that we're not brains in a vat? This module investigates these and other epistemological questions, mostly by looking at some deeply puzzling sceptical arguments, some of which areas old as Philosophy is, and all of which have sprung very lively debates in the recent philosophical literature.

This module is designed to introduce students to some key philosophical notions – such as belief, justification and knowledge – and to some of the most exciting and interesting literature on the subject. The module begins with a brief overview of the literature on the analysis of knowledge – this will introduce students to the main philosophical approaches to justification and knowledge: internalism and externalism. The module will then move on to consider two influential forms of Skepticism: Pyrronian skepticism and Cartesian skepticism. Students will be introduced to the main views on the structure of justification – foundationalism, coherentism and entitlement approaches – as well as to the main semantic accounts of 'know' – contextualism, dogmatism and relevant alternatives/tracking theories. Some epistemic principles, such as the so-called KK principle, will be introduced via the presentation of epistemic paradoxes, such as the Surprise Examination Paradox.

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PL595		Metaethics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Forbes Dr G

Availability

Also available at Level 5 (PL569)

Contact Hours

2 hour lecture and 1 hour seminar each week for 10 teaching weeks

Learning Outcomes

All students, Levels 5 and 6:

The aim of this course is to explore some difficult philosophical literature concerning some of the most fascinating ideas in twentieth century philosophy.

By the end of this course students should be able to:

(1) Outline the following positions, say why one might be motivated to adopt them, discuss arguments ranged against them and show understanding of how the strengths of one might depend on the weaknesses of another:

- Naturalism and nonnaturalistic versions of moral realism
- Noncognitivism
- Error theory
- Moral relativism

(2) Analyze how different accounts of moral motivation cope with different types of psychological make-up, and show understanding of how metaethics relates to issues regarding moral motivation.

(3) Connect the debates in (1) and (2) to some other areas of concern, such as minimalism about truth and response-dependence.

This module will contribute to the aims of the Philosophy Programme by enabling students to find out about and discuss one of the central areas of philosophy – namely moral philosophy (A2). The module will allow students to practise their analytical and critical skills whilst considering some of the most interesting material in philosophy. (See all of section B, and, particularly, C2, C5, C6, C7, C8 and C9.) It will also give them practise of working on their own and in groups, thus enabling them to take their analytical and critical skills to situations that they will encounter once they have left the University (all of D, and see 12 below).

In addition, Level 6 students will approach the material in this module at a higher level and in a more critical fashion than Level 5 students. Level 6 students will be expected to write and discuss whilst paying attention to articles, books and ideas, commensurate with advanced undergraduate study.

Method of Assessment

100% Coursework

Preliminary Reading

We will use two books mainly:

Arguing about Metaethics (eds.) Andrew Fisher and Simon Kirchin
An Introduction to Contemporary Metaethics by Alex Miller

Also recommended:

Foundations of Ethics (eds.) Terence Cuneo and Russ Shafer-Landau
Moral Vision by David McNaughton

Pre-requisites

None

Synopsis *

What makes it the case that certain actions, such as stealing and sharing, have ethical value? Are ethical values such as goodness and badness, compassion and cruelty, mind-independent ethical properties, properties that exist no matter what anyone thinks, desires, aims at and the like? Or are there no such ethical properties at all and when we call something good we are just expressing our emotions and feelings about a nonethical world? Are there any other positions available? This course is designed to introduce you to some of the most exciting and interesting philosophical literature in recent years, which brings together ethics and metaphysics with a little epistemology and philosophy of language. The first half of this course will examine (what are often called) "metaethical" questions such as those above. We will then move on to discuss debates concerning moral psychology and motivation. When one says 'charity-giving is good' is it a matter of necessity that one will be motivated to some extent to give to charity? Or is it possible for one to make such a judgement and have no motivation at all (and for such a judgement to count as a legitimate moral judgement)? At the end we will see how these questions concerning psychology are integral to the earlier debates of metaphysics. Throughout, we will be examining these questions and issues by looking at work by authors from the start of the twentieth century (e.g. G. E. Moore) and by more recent writers (e.g. Simon Blackburn, Allan Gibbard, J. L. Mackie, John McDowell and Michael Smith).

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PL596		Philosophy of Medicine				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Corfield Dr D

Availability

Also available under PL570 (Level 6)

Contact Hours

1x 2hr lecture per week, 1x 2hr seminar per week for 10 teaching weeks

Learning Outcomes

By the end of PL596 Level 5 students should be able to:

- (1) Outline rival accounts, showing some understanding of their relative strengths and weaknesses, of the following concepts: health, disease, placebos, evidence and diagnosis, and the mind-body relation in the context of medicine.
- (2) Show some understanding of phenomenological approaches to medicine.
- (3) Outline rival positions on one medically-related ethical issue, such as medically-assisted death.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

Gadamer, H.-G. 1996. *The enigma of health*. Cambridge: Polity.

Gifford, F. (ed.). 2011. *Philosophy of medicine*. Amsterdam: North-Holland.

Howick, J. 2011. *The philosophy of evidence-based medicine*. Chichester: Wiley-Blackwell.

Marcum, J. A. 2008. *An introductory philosophy of medicine humanizing modern medicine*. Dordrecht: Springer.

Pellegrino, E. 2008. *The philosophy of medicine reborn: a Pellegrino reader*. Notre Dame, Ind.: University of Notre Dame Press.

Pre-requisites

None

Synopsis *

This course is designed to introduce students to a number of philosophical issues arising from medical research and medical practice. Students will consider attempts to define the following terms – health, illness, and disease – and discuss what rests on their definition. Much medical practice proceeds as though medicine were a natural science. This module will probe the limitations of this conception. The placebo effect demonstrates the powerful influence of suggestion on the body and students will consider its relevance to philosophical ideas of the mind-body relation. Finally, students will consider ethical issues arising in medical practice, such as 'medically assisted death'.

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PL601		Philosophy of Religion				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Frazier Dr J

Availability

Also available at Level 6 (PL575)

Contact Hours

2-hour lecture and a 1-hour seminar each week for 10 teaching weeks

Learning Outcomes

11.1 By the end of this module, Level 5 students should be able to: Outline and show understanding through clear expression of the three classical arguments for the existence of God: the ontological, cosmological and teleological arguments.

11.2 Outline and show understanding through clear expression of the following moral arguments for and against the existence of God: Kant's moral argument; the Euthyphro dilemma and the problem of evil.

11.3 Outline and show understanding through clear expression of the following topics in religious epistemology, language and philosophy of mind: miracles; religious experience; religious language; personal identity.

11.4 Discuss the above arguments and topics with respect to the ways in which they relate to the question of the overall rationality of religious belief.

By the end of this module Level 6 students should be able to:

11.5 Show systematic critical understanding of the three classical arguments for the existence of God: the ontological, cosmological and teleological arguments.

11.6 Show systematic critical understanding of the following moral arguments for and against the existence of God: Kant's moral argument; the Euthyphro dilemma; the problem of evil.

11.7 Show systematic critical understanding of the following topics in religious epistemology, language and philosophy of mind: miracles; religious experience; religious language; personal identity.

11.8 Discuss and evaluate the above arguments and topics with respect to the ways in which they relate to the question of the overall rationality of religious belief.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

Philosophy of Religion: The Big Questions, edited by Eleanor Stump and Michael Murray, Blackwell, 1999. This anthology contains many of the specific readings we will consider in the module, including:

Van Inwagen, Peter, 'Necessary Being: The Ontological Argument', pp. 69-83

Rowe, William, 'Cosmological Argument', pp. 84-93

Plantinga, Alvin 'Is Naturalism Irrational?', pp. 125-138

Clifford, William, 'The Ethics of Belief', pp. 269-272

Alston, William, 'Perceiving God', pp. 142-150

The course also makes use of the following two introductions to the philosophy of religion:

An Introduction to the Philosophy of Religion (3rd edition) Brian Davies (OUP), 2004

Arguing for Atheism: An Introduction to the Philosophy of Religion, Robin le Poidevin (Routledge), 1996

Pre-requisites

None

Synopsis *

This module studies some central questions in philosophy of religion, drawing on topics in metaphysics, ethics, epistemology, philosophy of language and philosophy of mind. It begins by studying and critically assessing three of the 'classical' arguments for the existence of God—the ontological argument, the cosmological argument and the argument from design—which consider respectively whether reason, science or experience can show us that God exists. It goes on to consider the relationship between religion and morality, examining Kant's moral argument, which appears to support a case for the existence of God, and Plato's Euthyphro Dilemma, which appears to tell against it. Finally, it considers some central topics in religious epistemology, language and philosophy of mind, including: miracles, the nature of religious experience, religious language and personal identity. One underlying question the module considers is whether the above arguments and topics could be used to support or tell against an argument for the overall rationality of religious belief.

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PL602		Philosophy of Language				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Forbes Dr G

Availability

Also available under code PL576 (Level 6)

Contact Hours

1x 2hr lecture per week, 1x 1hr seminar per week for 10 teaching weeks.

Learning Outcomes

Students who successfully complete the module at Level 5 will have:

- developed an appreciation of how fascinating a phenomenon language is, and will understand how a philosophical investigation of language can throw light on the workings of the human mind and on the importance of studying language as woven into a wide variety of social activities.
- gained an understanding of some of the major approaches to meaning, referring, communicating, pragmatics, metaphor. (c.f. Philosophy Programme Specification 11.iii, 12.A.ii)
- engaged critically with central issues in the philosophy of language. (PPS 12.A.ii, 12.A.iv)
- acquired the ability to engage in a close critical reading of some of major texts in the philosophy of language. (PPS 11.ii, 12.A.i)

The module will thus contribute to the aims and objectives of the Part II Philosophy programme by enabling students to acquire familiarity with themes in a major area of philosophy, to gain knowledge of some of major works in the history of philosophy and to engage critically with them.

Method of Assessment

100% Coursework

Preliminary Reading

Our main text will be:

William G. Lycan: Philosophy of language: a contemporary introduction

Also recommended:

A.W. Moore (ed.): Meaning and reference
Bob Hale & Crispin Wright (eds.): A companion to the philosophy of language
Peter Ludlow (ed.): Readings in the philosophy of language

A.P. Martinich (ed.): The philosophy of language

Pre-requisites

None.

Synopsis *

Language is a wonderful thing. Groups of marks or bursts of sound are just physical entities but, when produced by a writer or a speaker, they are used to point beyond themselves. This is the property of aboutness or intentionality. Other physical entities generally don't have this property. When you hear a sentence, you hear a burst of sound, but typically you also understand a meaning conveyed by the speaker. What is the meaning of a word – some weird entity that floats alongside the word, a set of rules associating the word with objects, an intention in the mind of the speaker....? What is the difference between what your words imply and what you convey in saying them? How are words used non-literally, how do hearers catch on to the meaning of a newly minted metaphor? How can we mean and convey so much when uttering a concise sentence? How is it that learning a second language can be so frustrating and time consuming, whereas we learn our first language with no trouble at all? The questions keep coming. In this module we shall try to find some answers.

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PL604 Advanced Topics in Mind and Language						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	30 (15)	100% Coursework	
3	Canterbury	Autumn	I	30 (15)	100% Coursework	Forbes Dr G

Availability

Also available at Level 6 (PL578)

Contact Hours

2 hour interactive lecture and a 2 hour student led seminar each week, for 10 teaching weeks

Learning Outcomes

On successfully completing the module Level 5 students will be able to:

- 8.1 Outline and show understanding through clear expression of selected authors and topics in contemporary philosophy of mind, language or action (content);
- 8.2 Demonstrate the foundations of skills in exegesis, critical analysis, and assessment of a small selection of contemporary journal articles in the philosophy of mind, language, or action (research/content);
- 8.3 Outline and show understanding through clear expression of the arguments for and against (including counter replies, etc.), and the relationships between the topics covered in the class. These topics are likely to change from one year to the next, but have in the past included Thinking, Category Mistakes, The Intellectualist Legend, Knowing How vs Knowing That, Intention, Practical Knowledge, Agency, Understanding, Sensations, and Seeing-As;
- 8.4 Engage with original texts;
- 8.5 Engage in oral and written philosophical argumentation.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List:

- Anscombe, G.E.M. (1963). *Intention*, 2nd ed. Oxford: Blackwell
Austin, J. (1975) *How to Do Things with Words*, Oxford: Blackwell
Austin, J. (1979), *Philosophical Papers*, 3rd ed. Oxford: Oxford University Press
Ryle, G. (1963), *The Concept of Mind*; Harmondsworth: Penguin
Ryle, G. (2009). *Collected Papers*, 2 vols. London: Routledge
Wittgenstein's Wittgenstein, L. (1972) *Philosophical Investigations*. Oxford: Blackwell

Pre-requisites

None

Synopsis *

The aim of this course is to engage in the study of specific topics in the philosophy of mind, language, or action and to engage with the criticism of contemporary approaches as it is found in the works of Wittgenstein, Ryle, Anscombe, and/or Austin.

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PL605		Logic				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Williamson Prof J

Availability

Also available under code PL579 (Level 6)

Contact Hours

3 hours per week for 10 teaching weeks

Learning Outcomes

The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes:

Students who successfully complete the module will have:

- Gained an understanding of validity and some of the major approaches to testing validity. (c.f. Philosophy Programme Specification 11.iii, 12.A.ii)

- Through their study of these theories, students will have engaged critically with, and enhanced their understanding of, some of the issues in this area concerning logic. (PPS 12.A.ii, 12.A.iv)

The module will thus contribute to the aims and objectives of the Part II Philosophy programme by enabling students to acquire familiarity with themes in a major area of philosophy, and to gain the generic skills required to analyse philosophical arguments.

Method of Assessment

100% Coursework (In-Class Tests)

Preliminary Reading

Indicative Reading List

Core text:

Irving M. Copi & Carl Cohen, Introduction to Logic, Prentice Hall 2004.

Further reading:

Alec Fisher, The Logic of Real Arguments, Cambridge University Press, 2004, 2nd ed.

Wilfrid Hodges, Logic, Penguin Books Ltd, 2001, 2nd ed.

Colin Howson, Logic with Trees, Taylor & Francis Ltd, 1997.

Pre-requisites

None

Synopsis *

Logic is the study of the methods and principles used to distinguish correct reasoning from incorrect reasoning and, as such, it is a crucial component of any philosophy course. Moreover, logic has applications other than the testing of arguments for cogency: it is also a widely used and useful tool for clarifying the problematic concepts that have traditionally troubled philosophers, e.g., deductive consequence, rational degree of belief, knowledge, necessary truth, identity, etc. Indeed, much contemporary philosophy cannot be understood without a working knowledge of logic. Given this, logic is an important subject for philosophy students to master.

The module will primarily cover propositional and predicate logic. Regarding propositional and predicate logic, the focus will be on methods for testing the validity of an argument. These methods will allow students to distinguish correct from incorrect reasoning. The module will also cover inductive and modal logics. Regarding inductive and modal logics, the focus will be on clarifying epistemological concepts through the use of these logics.

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PL606		Philosophy of Science				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convener
1	Canterbury	Autumn	I	30 (15)	100% Coursework	

Availability

Also available under code PL580 (Level 6)

Contact Hours

4 hours per week for 10 teaching weeks

Learning Outcomes

All students, Levels 5 and 6:

Students who successfully complete the module will have:

1. Gained an understanding of some of the major theories of scientific reasoning.
2. Through their study of these theories, students will have engaged critically with, and enhanced their understanding of, some of the central philosophical issues in this area concerning the status of scientific claims, the nature of scientific theory change, confirmation of scientific hypotheses, and causal reasoning in science.
3. Acquired the ability to engage in a close critical reading of some of major texts in the philosophy of science.

This module will contribute to the aims of the Philosophy Programme by enabling students to find out about and discuss central areas of philosophy – namely epistemology and metaphysics – in the context of science (A2). The module will allow students to practise their analytical and critical skills whilst considering some of the most interesting material in philosophy. (See all of section B, and, particularly, C2, C5, C6, C7, C8 and C9.) It will also give them practise of working on their own and in groups, thus enabling them to take their analytical and critical skills to situations that they will encounter once they have left the University (all of D, and see 12 below).

In addition, Level 6 students will approach the material in this module at a higher level and in a more critical fashion than Level 5 students. Level 6 students will be expected to write and discuss whilst paying attention to articles, books and ideas, commensurate with advanced undergraduate study.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative reading:

T Kuhn - 'The Structure of Scientific Revolutions' Third edition. University of Chicago Press, 1996]

D. Gillies Philosophy of science in the twentieth century: Four central themes. Blackwell. 1993

Synopsis *

The module will study some of the major works in the history of modern philosophy of science. Texts to be studied will be drawn from a list which includes major works by philosophers such as Popper, Kuhn, Lakatos, Salmon, etc. The approach will be philosophical and critical, and will involve the close reading of texts. Students will be expected to engage critically with the works being studied and to formulate and argue for their own views on the issues covered.

Themes to be studied will include: the nature of scientific theory change, the status of scientific claims, the methodology of scientific reasoning, the prospects for automating scientific reasoning.

The course will cover a range of topics such as:

Inductivism versus falsificationism
Research Programmes
Incommensurability
Realism
Instrumentalism
Probabilistic Reasoning
Causal Reasoning
Mathematical Reasoning
Confirmation
Explanation

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PL609 Philosophy of Cognitive Science and Artificial Intelligence						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	30 (15)	100% Coursework	Konek Dr J

Availability

Also available under code PL583 (Level 6)

Contact Hours

2 hours of lecture and 1 hour of seminar classes per week for 10 teaching weeks

Learning Outcomes

The intended subject specific learning outcomes:

On successfully completing the level 5 module students will be able to:

Demonstrate their knowledge and critical understanding of some of the major arguments concerning the possibility of machine intelligence;

Engage critically with some of the central philosophical issues in this area concerning the nature of thought and consciousness;

Demonstrate their critical understanding of some accounts of the mind from the cognitive sciences.;

Demonstrate the ability to engage in a close critical reading of some of major texts in the philosophy of cognitive science and artificial intelligence.

Method of Assessment

100% Coursework:

Preliminary Reading

Indicative reading list:

Bechtel, W. (1998). *Philosophy of mind : an overview for cognitive science*. Hillsdale, N.J.; Hove: L. Erlbaum Associates.

Boden M. (ed.) (1990). *The philosophy of artificial intelligence*, Oxford: Oxford University Press.

Boden M. (2008). *Mind as machine : a history of cognitive science*, Oxford : Clarendon.

Clark A. (2008) *Supersizing the mind embodiment, action, and cognitive extension*, Oxford: Oxford University Press.

Copeland J. (1993). *Artificial intelligence: a philosophical introduction*, Oxford: Blackwell;

Dreyfus, H. (1992), *What Computers Still Can't Do*. Cambridge, Mass.: MIT Press

Pre-requisites

None

Synopsis *

The module will study some of the major works in the history of modern philosophy of cognitive science and artificial intelligence. An indicative list of topics is: The Turing test; the Chinese Room argument; the frame problem; connectionism; extended and embodied cognition; artificial consciousness. The approach will be philosophical and critical, and will involve the close reading of texts. Students will be expected to engage critically with the works being studied and to formulate and argue for their own views on the issues covered.

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PL610		Aesthetics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Availability

Also available under code PL526 (Level 6)

Contact Hours

Weekly 2-hour class for 10 teaching weeks

Learning Outcomes

The aims of the course are:

1. to provide students with an overview of contemporary work in philosophical aesthetics and an understanding of the central issues which this work addresses;
2. to enable students to engage critically with this work, and to develop their own ideas and responses to it;
3. if students are doing a joint degree with literature, drama, film or the history and philosophy of art, to provide them with the opportunity to bring their philosophical study to bear on their other subject.

By the end of the course students should:

4. understand central issues in contemporary philosophical aesthetics such as the nature and definition of art, the relation of the arts to society and morality, the supposed problems that fakes and forgeries pose;
5. have engaged in specific and in-depth analysis of these issues;
6. have developed their skills in critical analysis and argument through an engagement with these issues;
7. have developed their ability to speak effectively in public and make complex philosophical ideas clear and understandable;
8. have developed their ability to work autonomously, alone and in groups, and to take responsibility for their learning.

This module will contribute to the aims of the Philosophy Programme by enabling students to find out about and discuss one of the central areas of philosophy – namely aesthetics. The module will allow students to practise their analytical and critical skills whilst considering some of the most interesting material in philosophy. It will also give them practise of working on their own and in groups, thus enabling them to take their analytical and critical skills to situations that they will encounter once they have left the University.

Method of Assessment

100% Coursework

Preliminary Reading

The seminar readings will all be taken from:

Arguing About Art (eds.) Neill and Ridley (Routledge: London, 2007)

Suggested further reading for essays will be taken from this work also, with additions supplied by the convenor. In addition, a list of websites of the world's great galleries, museums, etc. is distributed.

Pre-requisites

None

Synopsis *

What is art? What is an artwork? Do all types and examples of (what are traditionally classed as) artworks have identifying features in common? If so, what are they? Or, are there such interesting differences between works of literature, pieces of sculpture and the like, that searching for a definition of art is a futile task and this type of question misguided? Do avant-garde works count as art? Can anything count as art, such as food, if it's presented in the right way or made with the right sort of intention? What does all of this tell us about the nature of definition generally?

These are some of the questions that we will explore at the start of this course. After that we will consider other issues and questions. What is the relation of art to beauty and other aesthetic qualities? What is it for a performance to be 'authentic' and is this sort of performance to be privileged in any way? Why is rock music such a part of our lives? Is there anything aesthetically wrong with a forgery? What is the nature of aesthetic experience and of our emotional responses to art? Why do we care so much about the fate of fictional characters? Is there any difference between pornography and erotica? Are artists subject to a different moral code? And what on earth is the point of public art? What is public art?

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PL611		Metaphysics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Williamson Prof J

Availability

Also available under code PL612 (Level 6)

Contact Hours

3 hours per week for 10 teaching weeks

Learning Outcomes

Students who successfully complete the module will have:

- Gained an understanding of some of the major arguments concerning the nature of reality. (c.f. Philosophy Programme Specification 11.iii, 12.A.ii)
- Through their study of these arguments, students will have engaged critically with some of the central philosophical issues in this area concerning the nature of reality. (PPS 12.A.ii, 12.A.iv)
- Through their study of these arguments, students will enhance their understanding of various theories of such metaphysical problems as identity, modality, causality, and the nature of space, time and entities. (PPS 12.A.iv)
- Acquired the ability to engage in a close critical reading of some of major texts in metaphysics (PPS 11.ii, 12.A.i)
- Acquired the ability to engage in a close reading of some important texts of metaphysics.

The module will thus contribute to the aims and objectives of the Part II Philosophy programme by enabling students to acquire familiarity with themes in a major area of philosophy, to gain knowledge of some of major works in the history of philosophy and to engage critically with them.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

Bardon, A. and Dyke, H. (2013) *A Companion to the Philosophy of Time*, Oxford: Wiley-Blackwell
Beebe, H., Menzies, P. and Hitchcock, C. (eds.) *The Oxford Handbook of Causation*, Oxford: Oxford University Press
Hawley, K (2001) *How Things Persist*, Oxford: Oxford University Press
Lewis, D. K. (1986) *On the Plurality of Worlds*, Oxford: Blackwell
Mellor, D.H. and Oliver, A. (1997) *Properties*, Oxford: Oxford University Press
Tallant, J. (2011) *Metaphysics: An Introduction*, London: Continuum.

Pre-requisites

None

Synopsis *

How does truth relate to existence? This module looks at the connection between truths and the things that make them true. We consider questions relating to the connection between truth and ontology (or existence) concerning time, persistence, possibility, generality, composition, and causation. We will look at how these issues are discussed in contemporary analytic metaphysics. We will explore both what solutions looking at the connections between truth and ontology might offer, whether this approach to the problems is useful, and how best to communicate the problems we discuss.

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PL612	Metaphysics					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Williamson Prof J

Availability

Also available under code PL611 (Level 5)

Contact Hours

3 hours per week for 10 teaching weeks

Learning Outcomes

Students who successfully complete the module will have:

- Gained an understanding of some of the major arguments concerning the nature of reality. (c.f. Philosophy Programme Specification 11.iii, 12.A.ii)
- Through their study of these arguments, students will have engaged critically with some of the central philosophical issues in this area concerning the nature of reality. (PPS 12.A.ii, 12.A.iv)
- Through their study of these arguments, students will enhance their understanding of various theories of such metaphysical problems as identity, modality, causality, and the nature of space, time and entities. (PPS 12.A.iv)
- Acquired the ability to engage in a close critical reading of some of major texts in metaphysics (PPS 11.ii, 12.A.i)
- Acquired the ability to engage in a close reading of some important texts of metaphysics.

The module will thus contribute to the aims and objectives of the Part II Philosophy programme by enabling students to acquire familiarity with themes in a major area of philosophy, to gain knowledge of some of major works in the history of philosophy and to engage critically with them.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

Bardon, A. and Dyke, H. (2013) *A Companion to the Philosophy of Time*, Oxford: Wiley-Blackwell
Beebe, H., Menzies, P. and Hitchcock, C. (eds.) *The Oxford Handbook of Causation*, Oxford: Oxford University Press
Hawley, K (2001) *How Things Persist*, Oxford: Oxford University Press
Lewis, D. K. (1986) *On the Plurality of Worlds*, Oxford: Blackwell
Mellor, D.H. and Oliver, A. (1997) *Properties*, Oxford: Oxford University Press
Tallant, J. (2011) *Metaphysics: An Introduction*, London: Continuum.

Pre-requisites

None

Synopsis *

How does truth relate to existence? This module looks at the connection between truths and the things that make them true. We consider questions relating to the connection between truth and ontology (or existence) concerning time, persistence, possibility, generality, composition, and causation. We will look at how these issues are discussed in contemporary analytic metaphysics. We will explore both what solutions looking at the connections between truth and ontology might offer, whether this approach to the problems is useful, and how best to communicate the problems we discuss.

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PL618		Political Philosophy				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Ahlstrom-Vij Dr K

Availability

Also available under code PL619 (level 6)

Contact Hours

3 hours per week, 2 hour lecture, 1 hour seminar for 10 teaching weeks

Learning Outcomes

The aims of this module are:

- (1) to introduce you to classic topics in political philosophy, such as the sources and scope of political authority, and the ideals of equality and freedom.
- (2) to explore issues within contemporary political philosophy, such as our obligations to those in the developing world, the circumstances under which one might legitimately employ civil disobedience, and the politics of immigration.
- (3) to consider the relationship between domestic and international politics, and domestic and international law
- (4) to enable you to read analytical philosophy in a way that is considered, reflective, and imaginative;
- (5) to enable you to write analytical philosophy in a way that is careful, logical, structured and coherent.

By the end of this module you should:

- (5) have a greater appreciation of a number of philosophical topics, such as those mentioned in (1), (2) and (3);
- (6) be able to read philosophy better and in a way that will contribute greatly to the rest of your studies whilst at Kent; and
- (7) be able to write philosophy better and in a way that will contribute greatly to the rest of your studies whilst at Kent.

This module will contribute to the aims of the Philosophy Programme by enabling students to find out about, discuss and critique the most important theories in political philosophy, and understand how these theories can inform our understanding of specific issues in political philosophy. The module will help students to develop their analytical and critical skills. It will also give students the opportunity to develop their presentation and general communication skills.

Method of Assessment

100% Coursework

Preliminary Reading

The set text for this course will be Will Kymlicka's *Contemporary Political Philosophy: An Introduction* (New York: OUP, 2002). We will follow the structure of this book quite closely during the first part of the course. We will also make good use of Goodin, R., and Pettit, P. (eds.), *A Companion to Contemporary Political Philosophy*, (Blackwell, 1998). Jonathan Wolff also has a very good introductory text (*An Introduction to Political Philosophy*, (Oxford: OUP, 1996)), that you might find helpful. During the second part of the course, we will mostly use material that is freely available online and / or through the library.

Pre-requisites

None

Synopsis *

Is it right that the talented profit from their (undeserved) talents? Should the government provide compensation for people who find it hard to meet that special someone? Is the Bill and Melinda Gates Foundation a benevolent charity, or an unelected, unaccountable group wielding enormous political power?

This course is divided into two parts. The first part examines classic topics in political philosophy, such as the sources and scope of political authority, and the ideals of equality and freedom. The second part of the course will explore issues within contemporary political philosophy, such as our obligations to those in the developing world, the circumstances under which one might legitimately employ civil disobedience, and the politics of immigration. We will consider whether we can make sense of political obligation between states as well as within states. We will look at these issues in the context of particular case studies, such as the recent debate over the showing of an anti-Islam film in the House of Lords, and the West's failure to intervene in Rwanda.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL619		Political Philosophy				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Ahlstrom-Vij Dr K

Availability

Also available under code PL618 (Level 5)

Contact Hours

3 hours per week, 2 hour lecture, 1 hour seminar for 10 teaching weeks

Learning Outcomes

The aims of this module are:

- (1) to introduce you to classic topics in political philosophy, such as the sources and scope of political authority, and the ideals of equality and freedom.
- (2) to explore issues within contemporary political philosophy, such as our obligations to those in the developing world, the circumstances under which one might legitimately employ civil disobedience, and the politics of immigration.
- (3) to consider the relationship between domestic and international politics, and domestic and international law
- (4) to enable you to read analytical philosophy in a way that is considered, reflective, and imaginative;
- (5) to enable you to write analytical philosophy in a way that is careful, logical, structured and coherent.

By the end of this module you should:

- (5) have a greater appreciation of a number of philosophical topics, such as those mentioned in (1), (2) and (3);
- (6) be able to read philosophy better and in a way that will contribute greatly to the rest of your studies whilst at Kent; and
- (7) be able to write philosophy better and in a way that will contribute greatly to the rest of your studies whilst at Kent.

This module will contribute to the aims of the Philosophy Programme by enabling students to find out about, discuss and critique the most important theories in political philosophy, and understand how these theories can inform our understanding of specific issues in political philosophy. The module will help students to develop their analytical and critical skills. It will also give students the opportunity to develop their presentation and general communication skills.

In addition, Level 6 students will approach the material in this module at a higher level and in a more critical fashion than Level 5 students. Level 6 students will be expected to write and discuss whilst paying attention to articles, books and ideas, commensurate with advanced undergraduate study.

Method of Assessment

100% Coursework

Preliminary Reading

The set text for this course will be Will Kymlicka's *Contemporary Political Philosophy: An Introduction* (New York: OUP, 2002). We will follow the structure of this book quite closely during the first part of the course. We will also make good use of Goodin, R., and Pettit, P. (eds.), *A Companion to Contemporary Political Philosophy*, (Blackwell, 1998). Jonathan Wolff also has a very good introductory text (*An Introduction to Political Philosophy*, (Oxford: OUP, 1996)), that you might find helpful. During the second part of the course, we will mostly use material that is freely available online and / or through the library.

Pre-requisites

None

Synopsis *

Is it right that the talented profit from their (undeserved) talents? Should the government provide compensation for people who find it hard to meet that special someone? Is the Bill and Melinda Gates Foundation a benevolent charity, or an unelected, unaccountable group wielding enormous political power?

This course is divided into two parts. The first part examines classic topics in political philosophy, such as the sources and scope of political authority, and the ideals of equality and freedom. The second part of the course will explore issues within contemporary political philosophy, such as our obligations to those in the developing world, the circumstances under which one might legitimately employ civil disobedience, and the politics of immigration. We will consider whether we can make sense of political obligation between states as well as within states. We will look at these issues in the context of particular case studies, such as the recent debate over the showing of an anti-Islam film in the House of Lords, and the West's failure to intervene in Rwanda.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL620		Justice, Violence and the State				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Trofimov Miss A

Availability

Also available under PL621 (Level 6)

Contact Hours

2 hour lecture, 2 hour seminar for 10 teaching weeks

Learning Outcomes

On successfully completing the module Level 5 students will be able to:

8.1 demonstrate a greater appreciation of a number of philosophical topics, such as: different forms of political violence, including terrorism, revolution and war; possible justifications of the use violence for political ends; the role of institutions like nation states, the United Nations and the International Criminal Court in regulating the use of political violence. 8.2 read philosophy in a way that helps them develop and refine their own ideas;

8.3 write philosophy in a way that clearly expresses their ideas, and is structured and imaginative.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List:

Altman, A. and Wellman, C.H. (2009) *A Liberal Theory of International Justice*, Oxford: Oxford University Press
Coady, C.A.J. (2008) *Morality and Political Violence*, Cambridge: Cambridge University Press
Held, V. (2008) *How Terrorism is Wrong*, Oxford: Oxford University Press
Walzer, M. (1977) *Just and Unjust Wars*, New York: Basic Books

Pre-requisites

None

Synopsis *

Under what circumstances might it be permissible to use violence to further political goals? What distinguishes different sorts of political violence? Ought the state to have a monopoly on political violence? Are there some methods that should never be used to further political goals? In this course, we will look at the various forms of political violence, and consider how political and legal theorists have tried to regulate violent interaction between states and within states. We will examine the conceptual difficulties that arise when postulating international laws, and consider the role of the United Nations as international mediator and law enforcer. We will also look at the rights of self-determination amongst sub-national groups, and at the obligations of the international community to intervene to prevent humanitarian abuses.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL621		Justice, Violence and the State				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Trofimov Miss A

Availability

Also available under PL620 (Level 5)

Contact Hours

2 hour lecture, 2 hour seminar for 10 teaching weeks

Learning Outcomes

On successfully completing the module Level 5 students will be able to:

8.1 demonstrate a greater appreciation of a number of philosophical topics, such as: different forms of political violence, including terrorism, revolution and war; possible justifications of the use violence for political ends; the role of institutions like nation states, the United Nations and the International Criminal Court in regulating the use of political violence. 8.2 read philosophy in a way that helps them develop and refine their own ideas;
8.3 write philosophy in a way that clearly expresses their ideas, and is structured and imaginative.

On successfully completing the module Level 6 students will also be able to:

8.4 approach the material in this module at a higher level and in a more critical fashion than Level 5 students;
8.5 write and discuss whilst paying attention to articles, books and ideas, commensurate with advanced undergraduate study.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List:

Altman, A. and Wellman, C.H. (2009) *A Liberal Theory of International Justice*, Oxford: Oxford University Press
Coady, C.A.J. (2008) *Morality and Political Violence*, Cambridge: Cambridge University Press
Held, V. (2008) *How Terrorism is Wrong*, Oxford: Oxford University Press
Walzer, M. (1977) *Just and Unjust Wars*, New York: Basic Books

Pre-requisites

None

Synopsis *

Under what circumstances might it be permissible to use violence to further political goals? What distinguishes different sorts of political violence? Ought the state to have a monopoly on political violence? Are there some methods that should never be used to further political goals? In this course, we will look at the various forms of political violence, and consider how political and legal theorists have tried to regulate violent interaction between states and within states. We will examine the conceptual difficulties that arise when postulating international laws, and consider the role of the United Nations as international mediator and law enforcer. We will also look at the rights of self-determination amongst sub-national groups, and at the obligations of the international community to intervene to prevent humanitarian abuses.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL622	Advanced Topics in Reasoning					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	
2	Canterbury	Spring	I	30 (15)	100% Coursework	Williamson Prof J

Availability

Also available to Level 6 students under code PL623

Contact Hours

2 hours lectures, and 1 hour of seminar each week for 10 teaching weeks

Learning Outcomes

Students who successfully complete the module will have:

- Gained an understanding of some of the major controversies surrounding reasoning. (c.f. Philosophy Programme Specification 11.iii, 12.A.ii)
- Through their study of these arguments, students will have engaged critically with some of the central philosophical issues in this area concerning reasoning. (PPS 12.A.ii, 12.A.iv)
- Through their study of these arguments, students will enhance their understanding of various theories of such philosophical topics as probabilistic reasoning, causal reasoning and logical reasoning. (PPS 12.A.iv)
- Acquired the ability to engage in a close critical reading of some of major texts in the theory of reasoning (PPS 11.ii, 12.A.i)

The module will thus contribute to the aims and objectives of the Philosophy programme by enabling students to acquire familiarity with themes in a major area of philosophy, to gain knowledge of some of major works in the history of philosophy and to engage critically with them.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative reading:

Donald Gillies 2000: *Philosophical theories of probability*. Routledge.

Pre-requisites

None, however, some familiarity with basic propositional logic (eg via the Stage 1 module *Philosophical Thinking*) would be helpful.

Restrictions

Synopsis *

The module will cover some of the major topics of the theory of reasoning, with a focus on presenting students with new and exciting research. The syllabus will vary from year to year. The approach will be philosophical and critical, and may involve the close reading of texts. Students will be expected to engage critically with the works being studied and to formulate and argue for their own views on the issues covered.

As an indication of the kind of topics covered, the following are three potential syllabi, one of which might operate in any particular year:

1. Probability and probabilistic reasoning. This syllabus will present the major interpretations of probability and their connection with the various kinds of probabilistic reasoning. Topics covered might include: the classical interpretation; the logical interpretation; the subjective interpretation; the frequency interpretation; the propensity interpretation; the objective Bayesian interpretation. The key text will be D.A.Gillies (2000): *Philosophical theories of probability*, Routledge.
2. Causality and causal reasoning. This syllabus will present the major theories of causality, including difference-making theories (probabilistic theories, counterfactual theories, agency theories), mechanistic theories (process theories, complex systems theories) and pluralist theories. It will go on to consider methods of causal reasoning in the sciences and the implications of such methods for the metaphysics of causality. In the absence of a comprehensive text, this syllabus will appeal to papers, especially those in the *Oxford Handbook of Causation* (OUP 2009), and *Causality in the Sciences* (OUP 2011).
3. Invalid arguments. This syllabus will look in detail at methods of assessing the cogency of deductively invalid arguments. In particular it will present the methods of inductive logic for assessing the plausibility of arguments. It will provide an introduction to probabilistic logics and their semantics, as well as to methods of inference in probabilistic logics, with a focus on elementary methods that can be readily acquired by students with little prior training in logic and no prior knowledge of probability theory. In the absence of a text at a suitable level, this syllabus will be accompanied by a set of detailed lecture notes.

Convenor: Jon Williamson

Jon Williamson works on various topics connected with reasoning, inference and scientific method, including causal reasoning in the sciences, inductive reasoning, and the nature of probability. The aim of this module is to introduce students to cutting-edge research on topics such as these. Jon is editor of the gazette *The Reasoner*, co-director of the Centre for Reasoning, and author of books on reasoning such as *Bayesian nets and causality* (OUP 2005), *In defence of objective Bayesianism* (OUP 2010) and *Probabilistic logics and probabilistic networks* (Springer 2011).

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL623		Advanced Topics in Reasoning				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	
2	Canterbury	Spring	H	30 (15)	100% Coursework	Williamson Prof J

Availability

Also available to Level 5 students under code PL622

Contact Hours

2 hours lectures + 1 hour of seminar per week for 10 teaching weeks

Learning Outcomes

Students who successfully complete the module will have:

- Gained an understanding of some of the major controversies surrounding reasoning. (c.f. Philosophy Programme Specification 11.iii, 12.A.ii)
- Through their study of these arguments, students will have engaged critically with some of the central philosophical issues in this area concerning reasoning. (PPS 12.A.ii, 12.A.iv)
- Through their study of these arguments, students will enhance their understanding of various theories of such philosophical topics as probabilistic reasoning, causal reasoning and logical reasoning. (PPS 12.A.iv)
- Acquired the ability to engage in a close critical reading of some of major texts in the theory of reasoning (PPS 11.ii, 12.A.i)

The module will thus contribute to the aims and objectives of the Philosophy programme by enabling students to acquire familiarity with themes in a major area of philosophy, to gain knowledge of some of major works in the history of philosophy and to engage critically with them.

Method of Assessment

100% Coursework

Preliminary Reading

None, however some familiarity with basic propositional logic (e.g., via the stage 1 module Philosophical Thinking) would be helpful.

Pre-requisites

Indicative reading:

Donald Gillies 2000: Philosophical theories of probability. Routledge.

Synopsis <span style =

The module will cover some of the major topics of the theory of reasoning, with a focus on presenting students with new and exciting research. The syllabus will vary from year to year. The approach will be philosophical and critical, and may involve the close reading of texts. Students will be expected to engage critically with the works being studied and to formulate and argue for their own views on the issues covered.

As an indication of the kind of topics covered, the following are three potential syllabi, one of which might operate in any particular year:

1. Probability and probabilistic reasoning. This syllabus will present the major interpretations of probability and their connection with the various kinds of probabilistic reasoning. Topics covered might include: the classical interpretation; the logical interpretation; the subjective interpretation; the frequency interpretation; the propensity interpretation; the objective Bayesian interpretation. The key text will be D.A.Gillies (2000): Philosophical theories of probability, Routledge.
2. Causality and causal reasoning. This syllabus will present the major theories of causality, including difference-making theories (probabilistic theories, counterfactual theories, agency theories), mechanistic theories (process theories, complex systems theories) and pluralist theories. It will go on to consider methods of causal reasoning in the sciences and the implications of such methods for the metaphysics of causality. In the absence of a comprehensive text, this syllabus will appeal to papers, especially those in the Oxford Handbook of Causation (OUP 2009), and Causality in the Sciences (OUP 2011).
3. Invalid arguments. This syllabus will look in detail at methods of assessing the cogency of deductively invalid arguments. In particular it will present the methods of inductive logic for assessing the plausibility of arguments. It will provide an introduction to probabilistic logics and their semantics, as well as to methods of inference in probabilistic logics, with a focus on elementary methods that can be readily acquired by students with little prior training in logic and no prior knowledge of probability theory. In the absence of a text at a suitable level, this syllabus will be accompanied by a set of detailed lecture notes.

Convenor: Jon Williamson

Jon Williamson works on various topics connected with reasoning, inference and scientific method, including causal reasoning in the sciences, inductive reasoning, and the nature of probability. The aim of this module is to introduce students to cutting-edge research on topics such as these. Jon is editor of the gazette *The Reasoner*, co-director of the Centre for Reasoning, and author of books on reasoning such as *Bayesian nets and causality* (OUP 2005), *In defence of objective Bayesianism* (OUP 2010) and *Probabilistic logics and probabilistic networks* (Springer 2011).

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL624	Continental Philosophy: Kant's Critique of Pure Reason					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	30 (15)	100% Coursework	
3	Canterbury	Autumn	H	30 (15)	100% Coursework	Kanterian Dr E

Availability

Also available at Level 5 (PL625)

Contact Hours

one 2-hour lecture/seminar per week for 10 teaching weeks

Learning Outcomes

The Class is a more fluid mixture of lecturing and seminar discussion. It will therefore test all that lectures and seminars separately test.

Students will be advised to do the following in their study time so as to achieve all the learning outcomes:

- read the seminar reading – normally the relevant part of the text - and associated readings recommended by the lecturer or which they have found themselves;
- discuss the reading and lecture with each other away from the seminar; and
- plan, draft and write their module essay and topic summary.

Method of Assessment

100% Coursework

Preliminary Reading

Given the nature of this module, the main text is liable to change.

Texts that may serve as our focus include:

Plato: Republic
Aristotle: Metaphysics
Aquinas: Summa Theologica
Hobbes: Leviathan
Locke: Treatise on Government
Rousseau: Social Contract
Hume: Enquiry and/or Treatise
Kant: Critique of Pure Reason
Nietzsche: various writings (e.g. Beyond Good and Evil, On the Genealogy of Morality)
Husserl: Logical Investigations
Frege: Foundations of Arithmetic
Wittgenstein: Tractatus Logico-Philosophicus
Quine: Word and Object

Pre-requisites

None

Synopsis *

Immanuel Kant's Critique of Pure Reason.

Kant's Critique of Pure Reason (1781/1787) is the greatest work of modern philosophy, and one of the most important and influential books written in our subject. It sets the scope and limits of human knowledge, rejects the over-confident illusions of rationalists like Leibniz and the all too modest ideas of empiricists like Locke and Hume, and sketches a programme for metaphysics with a human face, devoid of shadows or obscurity. Or so it seems. This module will investigate the official arguments Kant offers in favour of his metaphysical humility, and speculate about its more hidden motives. Close attention will be given to key parts of the text. Students who have an interest in the history of modern philosophy, the Enlightenment, metaphysics, epistemology and rational theology, and who enjoy reading and engaging in a serious and thorough manner with a classical text of philosophy are encouraged to take this course. Knowledge of the tradition Descartes-Hume is an advantage, but not a pre-requisite for it.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL625 Continental Philosophy: Kant's Critique of Pure Reason						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	30 (15)	100% Coursework	
3	Canterbury	Autumn	I	30 (15)	100% Coursework	Kanterian Dr E

Availability

Also available at Level 6 (PL624)

Contact Hours

one 2-hour lecture/seminar per week for 10 teaching weeks

Learning Outcomes

The Class is a more fluid mixture of lecturing and seminar discussion. It will therefore test all that lectures and seminars separately test.

Students will be advised to do the following in their study time so as to achieve all the learning outcomes:

- (a) read the seminar reading – normally the relevant part of the text - and associated readings recommended by the lecturer or which they have found themselves;
- (b) discuss the reading and lecture with each other away from the seminar; and
- (c) plan, draft and write their module essay and topic summary.

Method of Assessment

100% Coursework

Preliminary Reading

Given the nature of this module, the main text is liable to change. Texts that may serve as our focus include:

Plato: Republic
 Aristotle: Metaphysics
 Aquinas: Summa Theologica
 Hobbes: Leviathan
 Locke: Treatise on Government
 Rousseau: Social Contract
 Hume: Enquiry and/or Treatise
 Kant: Critique of Pure Reason
 Nietzsche: various writings (e.g. Beyond Good and Evil, On the Genealogy of Morality)
 Husserl: Logical Investigations
 Frege: Foundations of Arithmetic
 Wittgenstein: Tractatus Logico-Philosophicus
 Quine: Word and Object

Pre-requisites

None

Synopsis *

Immanuel Kant's Critique of Pure Reason.

Kant's Critique of Pure Reason (1781/1787) is the greatest work of modern philosophy, and one of the most important and influential books written in our subject. It sets the scope and limits of human knowledge, rejects the over-confident illusions of rationalists like Leibniz and the all too modest ideas of empiricists like Locke and Hume, and sketches a programme for metaphysics with a human face, devoid of shadows or obscurity. Or so it seems. This module will investigate the official arguments Kant offers in favour of his metaphysical humility, and speculate about its more hidden motives. Close attention will be given to key parts of the text. Students who have an interest in the history of modern philosophy, the Enlightenment, metaphysics, epistemology and rational theology, and who enjoy reading and engaging in a serious and thorough manner with a classical text of philosophy are encouraged to take this course. Knowledge of the tradition Descartes-Hume is an advantage, but not a pre-requisite for it.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL626		Philosophical Texts 2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	H	30 (15)	100% Coursework	Kanterian Dr E
4	Canterbury	Autumn	H	30 (15)	100% Coursework	

Availability

Also available at Level 6 (PL627)

Contact Hours

1 x 2 hour lecture, 1 x 1 hour seminar per week for 10 teaching weeks

Learning Outcomes

Some of the details of the learning outcomes are left blank as they will change from year to year and text to text. Aside from that the aims of this module run with any text are thus.

All students:

The aim of this course is to explore a recent and important philosophical text:

- Articulate and critically discuss the main ideas in the text, such as: x, y, z...
- Articulate and critically discuss the main arguments for those ideas, such as: x, y, z...
- Show understanding of the main intellectual environment in which the text was written. Show appreciation of the questions that were raised in the text and why they were important. And, connect these points to the above.
- Show understanding of some of the criticisms of the text and analyse them.

This module will contribute to the aims of the Philosophy Programme by enabling students to find out about and discuss one of the central figures of Western Philosophy by a focused reading of their work, as well as a particular branch or branches of the subject. The module will allow students to practice their analytical and critical skills at a high level and sophisticated degree whilst considering some of the most interesting material in philosophy, including articles, books and ideas commensurate with advanced undergraduate study. It will also give them practice of working on their own and in groups, thus enabling them to take their analytical and critical skills to situations that they will encounter once they have left the University.

Method of Assessment

100% Coursework

Pre-requisites

None

Synopsis *

The curriculum will typically be focused on an important classic or recent philosophical work. In addition, students will typically be expected to read critical responses and commentaries. (Alternatively, a convenor may choose a small number of texts on a unified and important theme)

Exactly what the curriculum will be will differ from year to year. The point of introducing this module, and the sister module Philosophical Text 1, is to offer students the chance to study a single text (or small number of texts) in a very focussed manner, and to introduce more variety into the curriculum. Things are left open so that the text can be altered each year as appropriate and different lecturers are given the chance to teach a different text.

Although not set in stone, typically this module will focus on a recently published philosophical work, and Phil Text 1 will focus on a classic text. (See section 15.)

The outline given to students will, obviously, change from year to year depending on the text studied.

For 2016-17:

Martin Heidegger was a German philosopher of the 20th century. He believed that good philosophy requires awareness of the radical limitations of human existence, especially of our constant background anxiety and our mortality. He was not a nice analytic philosopher writing abstract texts on relatively innocent technical topics, but a clever and nasty man, who struggled with his inner demons and succumbed to the temptations of his dark age (which is also our age). In these lectures I will discuss the views that Heidegger developed on art and poetry in the 1930s, for example in his essay on the Origin of the Work of Art and his essay "Why Poets?". His views on art and poetry were not simply contributions to 'aesthetics', 'art history' or 'literature theory', but attempts to show the immense importance of art and poetry to philosophy itself. Unlike most people, he did not consider art and poetry to be 'cultural products', but defining features of the human predicament in the world. He claimed that poetry is the essence of language, language is the house of Being, and Being is the happening of truth. Do you want to know what all this means? Come to the dark side.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL627 Philosophical Texts 2						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	I	30 (15)	100% Coursework	Kanterian Dr E
4	Canterbury	Autumn	I	30 (15)	100% Coursework	

Availability

Also available at Level 5 (PL626)

Contact Hours

1 x 2 hour lecture and 1 x 1 hour seminar per week for 10 teaching weeks

Learning Outcomes

Some of the details of the learning outcomes are left blank as they will change from year to year and text to text. Aside from that the aims of this module run with any text are thus.

All students:

The aim of this course is to explore a recent and important philosophical text:

- Articulate and critically discuss the main ideas in the text, such as: x, y, z...
- Articulate and critically discuss the main arguments for those ideas, such as: x, y, z...
- Show understanding of the main intellectual environment in which the text was written. Show appreciation of the questions that were raised in the text and why they were important. And, connect these points to the above.
- Show understanding of some of the criticisms of the text and analyse them.

This module will contribute to the aims of the Philosophy Programme by enabling students to find out about and discuss one of the central figures of Western Philosophy by a focused reading of their work, as well as a particular branch or branches of the subject. The module will allow students to practice their analytical and critical skills at a high level and sophisticated degree whilst considering some of the most interesting material in philosophy, including articles, books and ideas commensurate with advanced undergraduate study. It will also give them practice of working on their own and in groups, thus enabling them to take their analytical and critical skills to situations that they will encounter once they have left the University.

Method of Assessment

100% Coursework

Pre-requisites

None

Synopsis *

The curriculum will typically be focused on an important classic or recent philosophical work. In addition, students will typically be expected to read critical responses and commentaries. (Alternatively, a convenor may choose a small number of texts on a unified and important theme)

Exactly what the curriculum will be will differ from year to year. The point of introducing this module, and the sister module Philosophical Text 1, is to offer students the chance to study a single text (or small number of texts) in a very focussed manner, and to introduce more variety into the curriculum. Things are left open so that the text can be altered each year as appropriate and different lecturers are given the chance to teach a different text.

Although not set in stone, typically this module will focus on a recently published philosophical work, and Phil Text 1 will focus on a classic text. (See section 15.)

The outline given to students will, obviously, change from year to year depending on the text studied.

For 2016-17:

Martin Heidegger was a German philosopher of the 20th century. He believed that good philosophy requires awareness of the radical limitations of human existence, especially of our constant background anxiety and our mortality. He was not a nice analytic philosopher writing abstract texts on relatively innocent technical topics, but a clever and nasty man, who struggled with his inner demons and succumbed to the temptations of his dark age (which is also our age). In these lectures I will discuss the views that Heidegger developed on art and poetry in the 1930s, for example in his essay on the Origin of the Work of Art and his essay "Why Poets?". His views on art and poetry were not simply contributions to 'aesthetics', 'art history' or 'literature theory', but attempts to show the immense importance of art and poetry to philosophy itself. Unlike most people, he did not consider art and poetry to be 'cultural products', but defining features of the human predicament in the world. He claimed that poetry is the essence of language, language is the house of Being, and Being is the happening of truth. Do you want to know what all this means? Come to the dark side.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL628 Continental Philosophy: Subject, Identity and the Political						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Kong Dr C

Availability

Also available as PL629 (Level 6)

Contact Hours

3 per week, a 2 hour lecture and 1 hour seminar for 10 teaching weeks

Learning Outcomes

All students, Levels 5 and 6

The aim of this course is to explore some of the key themes and ideas in contemporary continental political philosophy through the reading of extracts of central texts and journal articles.

By the end of this module students should be able to:

- (1) Articulate and critically discuss some of the main ideas and debates in contemporary continental political philosophy. For example, the concept of identity politics and the challenges to it developed particularly by feminist theorising but also recognising the work of queer and race theorists. This course will also consider the concept of the decentred subject and the impact this, along with other aspects of post-structuralist thought has had on our understanding of autonomy, citizenship and multiculturalism.
- (2) Articulate and critically discuss the main arguments for those ideas, such as: essentialism, authenticity, the self, self-determination.
- (3) Show understanding of the main intellectual environment in which these ideas were developed and written. Show appreciation of the questions that are raised in these texts and why they are important. And, connect these points to (1) and (2).
- (4) Show understanding of some of the criticisms of these arguments and positions and analyse them.

This module will contribute to the aims of the Philosophy Programme by enabling students to find out about and discuss some of the central figures of continental political philosophy by a focused reading of their work, as well as a particular branch or branches of the subject. The module will allow students to practise their analytical and critical skills whilst considering some of the most interesting material in philosophy. It will also give them practise of working on their own and in groups, thus enabling them to take their analytical and critical skills to situations that they will encounter once they have left the University

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List:

- 'On Being Authentic' Charles Guignon
- 'Beyond Identity Politics: Feminism, Power and Politics' Moya LLoyd
- 'Gender Trouble: Feminism and the Subversion of Identity' Judith Butler
- 'About the Beginnings of the Hermeneutics of the Self' Michel Foucault
- 'Citizenship and Political Identity' Chantal Mouffe

Synopsis *

The curriculum is intended to introduce students to some of the key arguments and debates in contemporary continental political philosophy through the focussed reading and discussion of the works of a number of central thinkers (Charles Taylor, Iris Marion Young, Foucault, Derrida, Butler) in this field. It is also the aim of this module to consider the works and ideas of philosophers that are often overlooked on undergraduate political philosophy courses e.g. feminist thinkers and Queer theorists.

The curriculum should not be regarded as written in stone but responsive to new publications and developments in this field of research and to events in the wider world.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL629 Continental Philosophy: Subject, Identity and the Political						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Kong Dr C

Availability

Also available as PL628 (Level 5)

Contact Hours

3 per week, a 2 hour lecture and 1 hour seminar for 10 teaching weeks

Learning Outcomes

All students, Levels 5 and 6

The aim of this course is to explore some of the key themes and ideas in contemporary continental political philosophy through the reading of extracts of central texts and journal articles.

By the end of this module students should be able to:

- (1) Articulate and critically discuss some of the main ideas and debates in contemporary continental political philosophy. For example, the concept of identity politics and the challenges to it developed particularly by feminist theorising but also recognising the work of queer and race theorists. This course will also consider the concept of the decentred subject and the impact this, along with other aspects of post-structuralist thought has had on our understanding of autonomy, citizenship and multiculturalism.
- (2) Articulate and critically discuss the main arguments for those ideas, such as: essentialism, authenticity, the self, self-determination.
- (3) Show understanding of the main intellectual environment in which these ideas were developed and written. Show appreciation of the questions that are raised in these texts and why they are important. And, connect these points to (1) and (2).
- (4) Show understanding of some of the criticisms of these arguments and positions and analyse them.

This module will contribute to the aims of the Philosophy Programme by enabling students to find out about and discuss some of the central figures of continental political philosophy by a focused reading of their work (A1), as well as a particular branch or branches of the subject (A2 and A3). The module will allow students to practise their analytical and critical skills whilst considering some of the most interesting material in philosophy. (See all of section B, and, particularly, C2, C5, C6, C7, C8 and C9.) It will also give them practise of working on their own and in groups, thus enabling them to take their analytical and critical skills to situations that they will encounter once they have left the University

In addition to the above, Level 6 students will be able to:

- (1) Demonstrate systematic understanding and coherent and detailed knowledge of the key topics referred to in (1) above.
- (2) Deploy accurately established techniques of philosophical analysis and enquiry.
- (3) Show an appreciation of the uncertainty, ambiguity and limits of knowledge explored in the key topics.
- (4) Manage their own learning, and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline).

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List:

- 'On Being Authentic' Charles Guignon
'Beyond Identity Politics: Feminism, Power and Politics' Moya LLOYD
'Gender Trouble: Feminism and the Subversion of Identity' Judith Butler
'About the Beginnings of the Hermeneutics of the Self' Michel Foucault
'Citizenship and Political Identity' Chantal Mouffe

Pre-requisites

None

Synopsis *

The curriculum is intended to introduce students to some of the key arguments and debates in contemporary continental political philosophy through the focussed reading and discussion of the works of a number of central thinkers (Charles Taylor, Iris Marion Young, Foucault, Derrida, Butler) in this field. It is also the aim of this module to consider the works and ideas of philosophers that are often overlooked on undergraduate political philosophy courses e.g. feminist thinkers and Queer theorists.

The curriculum should not be regarded as written in stone but responsive to new publications and developments in this field of research and to events in the wider world.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL638	Schopenhauer and Nietzsche					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	
2	Canterbury	Autumn	I	30 (15)	100% Coursework	

Availability

Also available at Level 6 under code PL639

Contact Hours

1x 2hr lecture per week, 1x 1hr seminar per week for 11 teaching weeks.

Learning Outcomes

By the end of this module, Level 5 students should be able to:

- (11.1) Outline and show understanding through clear expression of a specific writing or writings by Schopenhauer.
- (11.2) Connect that specific writing or writings of Schopenhauer to modern works and themes. Students should be able to comment on those themes and critically assess Schopenhauer's contributions.
- (11.3) Outline and show understanding through clear expression of a specific writing or writings by Nietzsche.
- (11.4) Connect that specific writing or writings of Nietzsche to modern works and themes. Students should be able to comment on those themes and critically discuss Nietzsche's contributions.
- (11.5) Connect some of Schopenhauer's and Nietzsche's ideas to each other and critically compare them.

Method of Assessment

100% Coursework:

- Short essay (20%)
- Short essay (20%)
- Long essay (50%)
- Seminar performance (10%)

Preliminary Reading

Indicative reading:

Schopenhauer:

- Essays and Aphorisms (London), trans. R. J. Hollingdale
- The World as Will and Representation (Dover), trans. E. F. J. Payne, two volumes.

Nietzsche:

- The Birth of Tragedy (Penguin), trans. S. Whiteside
- Human, all too Human (Penguin)
- Beyond Good and Evil (Penguin)
- Thus Spake Zarathustra (Penguin)

Selected Commentaries:

- Christopher Janaway (1989) Self and World in Schopenhauer's Philosophy (Oxford UP).
- Christopher Janaway (1999) The Cambridge Companion to Schopenhauer (Cambridge UP)
- Vandenabeele Bart (2012) (ed.) A Companion to Schopenhauer (Blackwell).

Ken Gemes and Simon May (eds.) (2011) Nietzsche on Freedom and Autonomy (Oxford UP).

Brian Leiter and Neil Sinhababu (eds.) (2009) Nietzsche and Morality (Oxford UP).

Richard Schacht (1994) Nietzsche, Genealogy, Morality: Essays on Nietzsche's 'On the Genealogy of Morals' (California UP).

Synopsis *

This module concerns ideas of two of the most interesting of Western philosophers: Arthur Schopenhauer and Friedrich Nietzsche. Both thinkers developed ideas that transformed much of the intellectual landscape of twentieth century, and both wrote books that prove fruitful for successive generations. They wrote on many themes: ethics, religion, aesthetics, metaphysics, and epistemology. Both take their starting point from those thinkers that came before, notably Kant and Hegel. However, they are interesting to compare because they have such different views on philosophical thought and various themes. In particular, some of Nietzsche's thought is framed explicitly in opposition to Schopenhauer's, with the former casting the latter as the great pessimist. An appreciation of their ideas is an important part of the education of many philosophy students. However, both Schopenhauer and Nietzsche can be hard writers to read and understand. This module is designed both to introduce some of their ideas and develop a student's appreciation of them such that he or she can discuss them with confidence and critical insight.

The module will not cover all of the writings of either or both thinkers. Students will typically read selections from Schopenhauer's masterwork *The World as Will and Representation* and then selections from a variety of Nietzsche's works, or one work in full. These will be read on their own, with ideas from both thinkers compared. Modern writers and commentators will be read in addition to help reveal the importance of Schopenhauer's and Nietzsche's ideas.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL639		Schopenhauer and Nietzsche				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	
2	Canterbury	Spring	H	30 (15)	100% Coursework	

Availability

Also available at Level 5 under code PL638

Contact Hours

1x 2hr lecture per week, 1x 1hr seminar per week for 11 teaching weeks.

Learning Outcomes

By the end of this module, Level 5 students should be able to:

- (11.1) Outline and show understanding through clear expression of a specific writing or writings by Schopenhauer.
- (11.2) Connect that specific writing or writings of Schopenhauer to modern works and themes. Students should be able to comment on those themes and critically assess Schopenhauer's contributions.
- (11.3) Outline and show understanding through clear expression of a specific writing or writings by Nietzsche.
- (11.4) Connect that specific writing or writings of Nietzsche to modern works and themes. Students should be able to comment on those themes and critically discuss Nietzsche's contributions.
- (11.5) Connect some of Schopenhauer's and Nietzsche's ideas to each other and critically compare them.

In addition, by the end of this module, Level 6 students should be able to:

- (11.6) Outline and critically discuss a specific writing or writings by Schopenhauer. Students should be able to show depth of knowledge and express themselves clearly.
- (11.7) Connect that specific writing or writings of Schopenhauer to modern works and themes. Students should be able to comment on those themes and critically assess Schopenhauer's contributions, showing depth of understanding of both Schopenhauer and modern writers.
- (11.8) Outline and critically discuss a specific writing or writings by Nietzsche. Students should be able to show depth of knowledge and express themselves clearly.
- (11.9) Connect that specific writing or writings of Nietzsche to modern works and themes. Students should be able to comment on those themes and critically discuss Nietzsche's contributions, showing depth of understanding of both Nietzsche's and modern writers' ideas.
- (11.10) Connect some of Schopenhauer's and Nietzsche's ideas to each other, and critically compare them in a sustained manner that shows depth of understanding.

Method of Assessment

100% Coursework:

- Short essay (20%)
- Short essay (20%)
- Long essay (50%)
- Seminar performance (10%)

Preliminary Reading

Indicative reading:

A work by Schopenhauer:

The World as Will and Representation (Dover), trans. E. F. J. Payne, two volumes.

Some works by Nietzsche:

- Human, all too Human (Penguin)
- Beyond Good and Evil (Penguin)
- Thus Spake Zarathustra (Penguin)
- On the Genealogy of Morals (Penguin)

Selected Commentaries:

- Christopher Janaway (1989) *Self and World in Schopenhauer's Philosophy* (Oxford UP).
- Christopher Janaway (1999) *The Cambridge Companion to Schopenhauer* (Cambridge UP)
- Vandenabeele Bart (2012) (ed.) *A Companion to Schopenhauer* (Blackwell).

Ken Gemes and Simon May (eds.) (2011) *Nietzsche on Freedom and Autonomy* (Oxford UP).

Brian Leiter and Neil Sinhababu (eds.) (2009) *Nietzsche and Morality* (Oxford UP).

Richard Schacht (1994) *Nietzsche, Genealogy, Morality: Essays on Nietzsche's 'On the Genealogy of Morals'* (California UP).

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

Synopsis *

This module concerns ideas of two of the most interesting of Western philosophers: Arthur Schopenhauer and Friedrich Nietzsche. Both thinkers developed ideas that transformed much of the intellectual landscape of twentieth century, and both wrote books that prove fruitful for successive generations. They wrote on many themes: ethics, religion, aesthetics, metaphysics, and epistemology. Both take their starting point from those thinkers that came before, notably Kant and Hegel. However, they are interesting to compare because they have such different views on philosophical thought and various themes. In particular, some of Nietzsche's thought is framed explicitly in opposition to Schopenhauer's, with the former casting the latter as the great pessimist. An appreciation of their ideas is an important part of the education of many philosophy students. However, both Schopenhauer and Nietzsche can be hard writers to read and understand. This module is designed both to introduce some of their ideas and develop a student's appreciation of them such that he or she can discuss them with confidence and critical insight.

The module will not cover all of the writings of either or both thinkers. Students will typically read selections from Schopenhauer's masterwork *The World as Will and Representation* and then selections from a variety of Nietzsche's works, or one work in full. These will be read on their own, with ideas from both thinkers compared. Modern writers and commentators will be read in addition to help reveal the importance of Schopenhauer's and Nietzsche's ideas.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL640 Normative Ethics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Mei Dr T

Availability

Also available at Level 6 under code PL641

Contact Hours

1 x 2 hour lecture, 1 x 1hr seminar weekly for 10 teaching weeks

Learning Outcomes

By the end of this module Level 5 students should be able to:

1. Outline and show understanding through clear expression of consequentialism and Mill's utilitarianism.
2. Outline and show understanding through clear expression of a number of problems for consequentialism: e.g. deciding what should be maximized; supererogation; integrity.
3. Outline and show understanding through clear expression of deontology and Kant's moral philosophy.
4. Outline and show understanding through clear expression of a number of problems for deontologists: e.g. what principles?; integrity.
5. Outline and show understanding through clear expression of virtue theory and Aristotle's ethics.
6. Outline and show understanding through clear expression of a number of problems for virtue theorists: e.g. which virtues?; what's so wrong with principles?

Method of Assessment

100% Coursework

Preliminary Reading

Indicative reading:

General

Three Methods of Ethics by Baron, Pettit and Slote
 Normative Ethics by Shelly Kagan
 Ethical Theory II (ed.) James Rachels

Utilitarianism and Consequentialism

Utilitarianism by J. S. Mill
 Utilitarianism by Geoffrey Scarre
 Consequentialism and its Critics (ed.) Samuel Scheffler

Kant and Deontology

The Groundwork of the Metaphysics of Morals by Immanuel Kant
 An Introduction to Kant's Ethics by Roger Sullivan
 Deontology (ed.) Stephen Darwall

Virtue Ethics

Nicomachean Ethics by Aristotle
 On Virtue Ethics by Rosalind Hursthouse
 Virtue Ethics by Christine Swanton

Pre-requisites

None

Synopsis *

This course is designed to introduce students to a number of approaches in what is often referred to as "normative ethics". We face and hear about moral problems every day. These problems range from life and death matters concerning abortion, euthanasia and the like to other types of case such as whether to tell a lie to prevent hurting someone's feelings. At some point we might wonder whether there is a set of rules or principles (such as 'Do not lie') which will help us through these tricky problems; we might wonder whether there is something more simple underlying all of this 'ethical mess' that we can discern. Normative ethics contains a number of theories that attempt to give us such principles and to sort out the mess. In particular, different normative ethical theories are attempts to articulate reasons why a certain course of action is ethically best; they are attempts to say what types of feature we should concentrate on when thinking about ethical problems and why it is that such features are features which have 'intrinsic moral significance'. Of course, ethical theories do not exist in a vacuum. As we shall see, our everyday intuitions about what is morally best are both the origin of normative ethical theories and the origin of thoughts raised against them. In all of this, the course will be examining these theories by starting with their historical roots, particularly focussing on the work of J. S. Mill, Immanuel Kant and Aristotle.

PL641 Normative Ethics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Mei Dr T

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

Availability

Also available at Level 5 under code PL640

Contact Hours

1 x 2 hour lecture, 1 x 1hr seminar weekly for 10 teaching weeks

Learning Outcomes

By the end of this module Level 5 students should be able to:

1. Outline and show understanding through clear expression of consequentialism and Mill's utilitarianism.
2. Outline and show understanding through clear expression of a number of problems for consequentialism: e.g. deciding what should be maximized; supererogation; integrity.
3. Outline and show understanding through clear expression of deontology and Kant's moral philosophy.
4. Outline and show understanding through clear expression of a number of problems for deontologists: e.g. what principles?; integrity.
5. Outline and show understanding through clear expression of virtue theory and Aristotle's ethics.
6. Outline and show understanding through clear expression of a number of problems for virtue theorists: e.g. which virtues?; what's so wrong with principles?

By the end of this module Level 6 students should be able to:

7. Show systematic understanding of key aspects of consequentialism and Mill's utilitarianism.
8. Outline and critically discuss a number of problems for consequentialism: e.g. deciding what should be maximized; supererogation; integrity.
9. Show systematic understanding of key aspects of deontology and Kant's moral philosophy.
10. Outline and critically discuss a number of problems for deontologists: e.g. what principles?; integrity.
11. Show systematic understanding of key aspects of virtue theory and Aristotle's ethics.
12. Outline and critically discuss a number of problems for virtue theorists: e.g. which virtues?; what's so wrong with principles?

Method of Assessment

100% Coursework

Preliminary Reading

Indicative reading:

General

Three Methods of Ethics by Baron, Pettit and Slote
Normative Ethics by Shelly Kagan
Ethical Theory II (ed.) James Rachels

Utilitarianism and Consequentialism

Utilitarianism by J. S. Mill
Utilitarianism by Geoffrey Scarre
Consequentialism and its Critics (ed.) Samuel Scheffler

Kant and Deontology

The Groundwork of the Metaphysics of Morals by Immanuel Kant
An Introduction to Kant's Ethics by Roger Sullivan
Deontology (ed.) Stephen Darwall

Virtue Ethics

Nicomachean Ethics by Aristotle
On Virtue Ethics by Rosalind Hursthouse
Virtue Ethics by Christine Swanton

Pre-requisites

None

Synopsis *

This course is designed to introduce students to a number of approaches in what is often referred to as "normative ethics". We face and hear about moral problems every day. These problems range from life and death matters concerning abortion, euthanasia and the like to other types of case such as whether to tell a lie to prevent hurting someone's feelings. At some point we might wonder whether there is a set of rules or principles (such as 'Do not lie') which will help us through these tricky problems; we might wonder whether there is something more simple underlying all of this 'ethical mess' that we can discern. Normative ethics contains a number of theories that attempt to give us such principles and to sort out the mess. In particular, different normative ethical theories are attempts to articulate reasons why a certain course of action is ethically best; they are attempts to say what types of feature we should concentrate on when thinking about ethical problems and why it is that such features are features which have 'intrinsic moral significance'. Of course, ethical theories do not exist in a vacuum. As we shall see, our everyday intuitions about what is morally best are both the origin of normative ethical theories and the origin of thoughts raised against them. In all of this, the course will be examining these theories by starting with their historical roots, particularly focussing on the work of J. S. Mill, Immanuel Kant and Aristotle.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL642		Feminist Philosophy				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Kong Dr C

Availability

Also available as PL643 (Level 6)

Contact Hours

1x 2hr lecture per week and 1x 1hr seminar per week for 10 teaching weeks.

Learning Outcomes

By the end of this module, I level students should be able to:

11.1 Outline and show understanding through clear expression of the following varieties of feminist thought: liberal feminism, radical feminism and Marxist feminism.

11.2 Outline show and understanding through clear expression of the application of feminist thought to the following areas of legal and political philosophy: justice and the family; freedom of speech.

11.3 Outline and show understanding through clear expression of the application of feminist thought to the following areas of ethics: reproductive ethics; sexual ethics.

11.4 Outline and show understanding through clear expression of the application of feminist thought to one of the following topics in epistemology and metaphysics: standpoint epistemology; gender essentialism.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

Saul, J. 2003. *Feminism: issues and arguments*, Oxford University Press

Okin, S. M. 1989. *Justice, Gender and the Family*, New York: Basic books

Langton, R. 2009, *Sexual Solipsism*, Oxford University Press,

Nussbaum, M., 1999. *Sex and Social Justice*, Oxford University Press,

Witt, C. 2011 *The Metaphysics of Gender*, Oxford University Press,

Pre-requisites

None

Synopsis *

Many people today are reluctant to identify themselves as 'feminist': either because they see feminism as a useful political movement that has essentially served its purposes; or because they view feminism as a 'single-issue', militant ideology that they cannot identify with. This module is intended to give students an opportunity to reflect philosophically on what claims like this could mean: if we live in a post-feminist era, why do women earn, on average, two thirds of what their male counterparts earn? If we live in post-feminist era, why are women still under-represented in many fields (including politics, science and academic philosophy?). If feminism is a 'single-issue' ideology, why is it that feminists have proposed such a variety of solutions to the above problems, and from such a wide range of political standpoints?

The module begins by drawing attention to the diversity of feminist thought, highlighting three theoretical strands: liberal feminism, radical feminism and Marxist feminism. We go on to apply these strands of feminist thought to the following topics: First, we look at some topics in legal and political philosophy, including justice and the family; discrimination law and freedom of speech. Second, we look at some topics in applied ethics, including reproductive ethics and sexual ethics. Third, we look at some feminist perspectives in epistemology and metaphysics. We also discuss the underlying question of whether feminism discriminates against men, and whether the notion of 'gender-inclusive' feminism is a plausible one.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL643		Feminist Philosophy				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Kong Dr C

Availability

Also available as PL642 (Level 5)

Contact Hours

1x 2hr lecture per week and 1x 1hr seminar per week for 10 teaching weeks.

Learning Outcomes

By the end of this module H level students should be able to:

11.5 Show systematic critical understanding of the following varieties of feminist thought: liberal feminism, radical feminism and Marxist feminism.

11.6 Show systematic critical understanding of the application of feminist thought to the following areas of legal and political philosophy: justice and the family; freedom of speech, discrimination.

11.7 Show systematic critical understanding of the application of feminist thought to the following areas of ethics: reproductive ethics; sexual ethics.

11.8 Show systematic critical understanding of the application of feminist thought to following topics in epistemology and metaphysics: standpoint epistemology; gender essentialism

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

Saul, J. 2003. *Feminism: issues and arguments*, Oxford University Press

Okin, S. M. 1989. *Justice, Gender and the Family*, New York: Basic books

Langton, R. 2009, *Sexual Solipsism*, Oxford University Press,

Nussbaum, M., 1999. *Sex and Social Justice*, Oxford University Press,

Witt, C. 2011 *The Metaphysics of Gender*, Oxford University Press,

Pre-requisites

None

Synopsis *

Many people today are reluctant to identify themselves as 'feminist': either because they see feminism as a useful political movement that has essentially served its purposes; or because they view feminism as a 'single-issue', militant ideology that they cannot identify with. This module is intended to give students an opportunity to reflect philosophically on what claims like this could mean: if we live in a post-feminist era, why do women earn, on average, two thirds of what their male counterparts earn? If we live in post-feminist era, why are women still under-represented in many fields (including politics, science and academic philosophy?). If feminism is a 'single-issue' ideology, why is it that feminists have proposed such a variety of solutions to the above problems, and from such a wide range of political standpoints?

The module begins by drawing attention to the diversity of feminist thought, highlighting three theoretical strands: liberal feminism, radical feminism and Marxist feminism. We go on to apply these strands of feminist thought to the following topics: First, we look at some topics in legal and political philosophy, including justice and the family; discrimination law and freedom of speech. Second, we look at some topics in applied ethics, including reproductive ethics and sexual ethics. Third, we look at some feminist perspectives in epistemology and metaphysics. We also discuss the underlying question of whether feminism discriminates against men, and whether the notion of 'gender-inclusive' feminism is a plausible one.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL644		Philosophy and Mathematics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Corfield Dr D

Availability

Also available at Level 6 (PL645)

Contact Hours

Two 2-hour classes each week for 10 teaching weeks

Learning Outcomes

On successfully completing the module Level 5 students will be able to:

11.1 Show some understanding of some episodes in the history of the engagement between philosophy and mathematics.

11.2 Show some understanding of the philosophical issues at stake in the Foundational Crisis.

11.3 Outline rival positions concerning some of the topics treated in Current Issues.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

Primary texts (any edition):

Euclid, *The Elements*.

Aristotle, *Prior Analytics*.

Plato, *The Republic*.

Secondary texts

Benacerraf, P. and Putnam H., (eds.) 1984. *Philosophy of Mathematics: Selected Readings*, 2nd edition. Cambridge: Cambridge University Press.

Gillies, D. (ed.) 1995. *Revolutions in Mathematics*. Oxford: Oxford University Press.

Jones, M. 2006. *The Good Life in the Scientific Revolution: Descartes, Pascal, Leibniz, and the Cultivation of Virtue*. Chicago: University of Chicago Press.

Lakatos, I. 1976, *Proofs and Refutations*. Cambridge: Cambridge University Press.

Pre-requisites

None

Synopsis *

Topics to be covered in the curriculum are divided into three parts: (i) The historical mutual influence of mathematics and philosophy from Ancient Greece to the 19th century, (ii) The foundational crisis 1880-1930; and, (iii) current issues in philosophy of mathematics. An indicative list of thinkers and topics is as follows:

History: Pythagoras, Plato, Aristotle, Islamic world, Renaissance, Descartes, Pascal, Hobbes, Leibniz, Berkeley, Kant, Hegel,

Foundational Crisis: Dedekind, Frege, Russell, Hilbert, Brouwer, Gödel

Current issues: Wittgenstein's philosophy of mathematics, Lakatos' *Proofs and Refutations*, revolutions in mathematics, mathematical explanation, geometric intuition, mathematical structuralism, the applicability of mathematics.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL645		Philosophy and Mathematics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Corfield Dr D

Availability

Also available at Level 5 (PL644)

Contact Hours

Two 2-hour classes a week for 10 teaching weeks

Learning Outcomes

On successfully completing the module Level 5 students will be able to:

- 11.1 Show some understanding of some episodes in the history of the engagement between philosophy and mathematics.
- 11.2 Show some understanding of the philosophical issues at stake in the Foundational Crisis.
- 11.3 Outline rival positions concerning some of the topics treated in Current Issues.

On successfully completing the module Level 6 students will be able to:

- 11.4 Show sustained understanding of some episodes in the history of the engagement between philosophy and mathematics.
- 11.5 Show sustained understanding of the philosophical issues at stake in the Foundational Crisis.
- 11.6 Outline rival accounts, showing deep and sustained understanding of their relative strengths and weaknesses, concerning some of the topics treated in Current Issues
- 11.7 Make connections between some of the debates in the three parts of the syllabus.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

Primary texts (any edition):

- Euclid, *The Elements*.
- Aristotle, *Prior Analytics*.
- Plato, *The Republic*.

Secondary texts

- Benacerraf, P. and Putnam H., (eds.) 1984. *Philosophy of Mathematics: Selected Readings*, 2nd edition. Cambridge: Cambridge University Press.
- Gillies, D. (ed.) 1995. *Revolutions in Mathematics*. Oxford: Oxford University Press.
- Jones, M. 2006. *The Good Life in the Scientific Revolution: Descartes, Pascal, Leibniz, and the Cultivation of Virtue*. Chicago: University of Chicago Press.
- Lakatos, I. 1976, *Proofs and Refutations*. Cambridge: Cambridge University Press.

Pre-requisites

None

Synopsis *

Topics to be covered in the curriculum are divided into three parts: (i) The historical mutual influence of mathematics and philosophy from Ancient Greece to the 19th century, (ii) The foundational crisis 1880-1930; and, (iii) current issues in philosophy of mathematics. An indicative list of thinkers and topics is as follows:

History: Pythagoras, Plato, Aristotle, Islamic world, Renaissance, Descartes, Pascal, Hobbes, Leibniz, Berkeley, Kant, Hegel,

Foundational Crisis: Dedekind, Frege, Russell, Hilbert, Brouwer, Gödel

Current issues: Wittgenstein's philosophy of mathematics, Lakatos' *Proofs and Refutations*, revolutions in mathematics, mathematical explanation, geometric intuition, mathematical structuralism, the applicability of mathematics.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL648		Philosophy of Work				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	
1	Canterbury	Spring	I	30 (15)	100% Coursework	Mei Dr T

Availability

Also available at Level 6 (PL649)

Contact Hours

two 2-hour lecture/seminars per week for 10 teaching weeks

Learning Outcomes

On successfully completing the module Level 5 students will be able to:

- 8.1 Outline and show understanding through clear expression of a specific writing or writings by Arendt;
- 8.2 Connect specific writing or writings of Arendt to contemporary questions about the meaningfulness of work. Students should be able to comment on those themes and critically assess the contributions of Arendt;
- 8.3 Connect some of the ideas expressed by Arendt and the other authors to each other and critically compare them.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List:

Any edition of the following texts can be used:

- Arendt, Hannah, (1958) *The Human Condition*. Chicago: University of Chicago Press.
Aristotle, (1996) *Politics*, Cambridge: Cambridge University Press.
Locke, John, (1980) *Two Treatises of Government*, Indianapolis: Hackett.
Hegel, G.W.F., (1991) *Elements of the Philosophy of Right*. Cambridge: Cambridge University Press.
Marcuse, Herbert, (1982) "Some Social Implications of Modern Technology." In *The Essential Frankfurt School Reader*. New York: Continuum, pp. 138-162.
Marx, Karl, (1998) *The German Ideology*. Amherst: Prometheus Press.
Russell, Bertrand, (2004) "In Praise of Idleness." London: Routledge.
Sen, Amartya, (2010) "Lives, Freedoms and Capabilities." London: Penguin

Pre-requisites

None

Synopsis *

The module uses Hannah Arendt's *The Human Condition* as its core text and will also make use of a wide variety of short philosophical texts from different historical periods to provide critical contrasts and elucidate important problems and questions about the nature of work. Key questions will include but not be limited to: Is there an inherent meaning to work? Is there a difference between labour and work? Where does work stand in relation to leisure or contemplation? Generally, the reading assignments will alternate, with one week dedicated to a chapter from the core text, with the next week followed by philosophical essays by major figures that relate to the chapter content. Lectures will elucidate the significant questions and answers proposed by the texts. Seminars will be centred on group discussion.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL649		Philosophy of work				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	
1	Canterbury	Spring	H	30 (15)	100% Coursework	Mei Dr T

Availability

Also available at Level 5 (PL649)

Contact Hours

two 2-hour lecture/seminars per week for 10 teaching weeks

Learning Outcomes

On successfully completing the module Level 6 students will be able to:

8.6 Outline and critically discuss a specific writing or writings by Arendt. Students should be able to show depth of knowledge and express themselves clearly;

8.7 Connect specific writing or writings of Arendt to contemporary questions about the meaningfulness of work. Students should be able to comment on those themes and critically assess Arendt's contributions, showing depth of understanding of her thought;

8.8 Connect some of the ideas expressed by Arendt and the other authors to each other and critically compare them in a sustained manner that shows depth of understanding.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List:

Any edition of the following texts can be used:

Arendt, Hannah, (1958) *The Human Condition*. Chicago: University of Chicago Press.

Aristotle, (1996) *Politics*, Cambridge: Cambridge University Press..

Locke, John, (1980) *Two Treatises of Government*, Indianapolis: Hackett.

Hegel, G.W.F., (1991) *Elements of the Philosophy of Right*. Cambridge: Cambridge University Press.

Marcuse, Herbert, (1982) "Some Social Implications of Modern Technology." In *The Essential Frankfurt School Reader*. New York: Continuum, pp. 138-162.

Marx, Karl, (1998) *The German Ideology*. Amherst: Prometheus Press.

Russell, Bertrand, (2004) "In Praise of Idleness." London: Routledge.

Sen, Amartya, (2010) "Lives, Freedoms and Capabilities." London: Penguin

Pre-requisites

None

Synopsis *

The module uses Hannah Arendt's *The Human Condition* as its core text and will also make use of a wide variety of short philosophical texts from different historical periods to provide critical contrasts and elucidate important problems and questions about the nature of work. Key questions will include but not be limited to: Is there an inherent meaning to work? Is there a difference between labour and work? Where does work stand in relation to leisure or contemplation? Generally, the reading assignments will alternate, with one week dedicated to a chapter from the core text, with the next week followed by philosophical essays by major figures that relate to the chapter content. Lectures will elucidate the significant questions and answers proposed by the texts. Seminars will be centred on group discussion.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL650 Psychoanalysis, Ethics and Mind						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	

Availability

Available at Level 5 (PL650) and at Level 6 (PL651)

Contact Hours

1-hour lecture per week and 2-hour seminar per week for 10 teaching weeks

Learning Outcomes

On successfully completing the module Level 5 students will be able to:

demonstrate an understanding of the psychoanalytic theories of Freud, Klein and some of their major successors, and the ability to locate these theories in a tradition of ethical thought originating with Plato and Aristotle;

identify philosophical issues raised by psychoanalytic theory, concerning concepts such as pleasure, happiness, mental health, autonomy, dependence and love, and engaged critically with these issues;

reflect critically on the status of psychoanalytic theory (as, for example, a branch of medicine or a branch of philosophy), and explored the conception of the mind which underlies it.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading:

- Boag, S; Brakel, L.A. & Talvitie, V. eds. 2015. *Psychoanalysis and Philosophy of Mind* (London: Karnac)
Frankfurt, H. 2006. *The Reasons of Love* (Princeton, NJ: Princeton University Press)
Lear, J. 2015. *Freud: The Routledge Philosophers Series* (London: Routledge).
Lear, J. 1999. *Love and its Place in Nature: Philosophical Interpretations of Freudian Psychoanalysis* (New Haven: Yale).
Levine, M. 2000. *Analytic Freud: Philosophy and Psychoanalysis* (London: Routledge)
Mills, J. 2012. *Re-reading Freud: Psychoanalysis through Philosophy* (Albany: SUNY)

Pre-requisites

None

Synopsis

Texts assigned for the module will include selections from the work of major figures in the psychoanalytic tradition (e.g. Freud, Klein, D. W. Winnicott, and John Bowlby), selections from major figures in the tradition of developmental moral psychology (e.g. Plato, Aristotle and Kant), and contemporary work in analytic philosophy relevant to each (e.g. by Jonathan Lear and Harry Frankfurt). The central thematic focus will be how psychoanalytic theory contributes, by way of its deployment of concepts such as dependence, autonomy and love, to the tradition of developmental moral psychology and the connections it attempts to draw between rationality, goodness and happiness.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL651 Psychoanalysis, Ethics and Mind						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	

Availability

Available at Level 5 (PL650) and at Level 6 (PL651)

Contact Hours

1-hour lecture per week and 2-hour seminar per week for 10 teaching weeks

Learning Outcomes

On successfully completing the module Level 5 students will be able to:

demonstrate an understanding of the psychoanalytic theories of Freud, Klein and some of their major successors, and the ability to locate these theories in a tradition of ethical thought originating with Plato and Aristotle;

identify philosophical issues raised by psychoanalytic theory, concerning concepts such as pleasure, happiness, mental health, autonomy, dependence and love, and engaged critically with these issues;

reflect critically on the status of psychoanalytic theory (as, for example, a branch of medicine or a branch of philosophy), and explored the conception of the mind which underlies it.

In addition, Level 6 students will also be able to:

show enhanced critical ability in using abstract psychoanalytical concepts;

demonstrate an ability to carry out detailed textual analysis of Freud's work and its ethical value.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading:

Boag, S; Brakel, L.A. & Talvitie, V. eds. 2015. *Psychoanalysis and Philosophy of Mind* (London: Karnac)

Frankfurt, H. 2006. *The Reasons of Love* (Princeton, NJ: Princeton University Press)

Lear, J. 2015. *Freud: The Routledge Philosophers Series* (London: Routledge).

Lear, J. 1999. *Love and its Place in Nature: Philosophical Interpretations of Freudian Psychoanalysis* (New Haven: Yale).

Levine, M. 2000. *Analytic Freud: Philosophy and Psychoanalysis* (London: Routledge)

Mills, J. 2012. *Re-reading Freud: Psychoanalysis through Philosophy* (Albany: SUNY)

Pre-requisites

None

Synopsis *

Texts assigned for the module will include selections from the work of major figures in the psychoanalytic tradition (e.g. Freud, Klein, D. W. Winnicott, and John Bowlby), selections from major figures in the tradition of developmental moral psychology (e.g. Plato, Aristotle and Kant), and contemporary work in analytic philosophy relevant to each (e.g. by Jonathan Lear and Harry Frankfurt). The central thematic focus will be how psychoanalytic theory contributes, by way of its deployment of concepts such as dependence, autonomy and love, to the tradition of developmental moral psychology and the connections it attempts to draw between rationality, goodness and happiness.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

SCL502 Languages in the Classroom						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Ross Mrs Y

Availability

Module available to all language degree students from SECL, Single or Joint Honours. There is no open registration as this module requires a selection process.

Contact Hours

Total contact hour for the module: 28 hours

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Explain language related material and subject related ideas concisely and coherently to a variety of language classes;
- 8.2 Implement and evaluate a specific idea or project for educational purposes;
- 8.3 Demonstrate the ability to develop (and reflect on) practical teaching skills;
- 8.4 Understand the National Curriculum and the role of languages within it;
- 8.5 Demonstrate knowledge of the organisation within schools and the management of people within them.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

Barton, A. Getting the buggers into languages. London; New York: Continuum International Pub. Group, 2006.

Department for Education and Skills, Key Stage 3 National Strategy. Framework for teaching modern foreign languages: Years 7, 8 and 9. London: HMSO, 2003.

Dudeney, G. The Internet and the language classroom [a practical guide for teachers]. Cambridge: Cambridge University Press), 2007.

Lightbown, Patsy M. How languages are learned. Oxford: Oxford University Press, 2006.

Pachler, N. and Redondo, A. (Eds.), Teaching foreign languages in the secondary school - a practical guide. London: Routledge, 2006.

Willis, D. Doing task-based teaching. Oxford: Oxford University Press, 2007.

Websites:

<http://www.education.gov.uk/>

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary>

Pre-requisites

Students' attendance should be no lower than 60% and their overall academic achievement should be within the 2i classification or higher.

The Partnership Development Office together with the course convenor will provide initial ambassador training. Students will work in a school, with a nominated teacher, for ten half days during the Spring Term and will have the opportunity to promote their subject in a variety of ways. The Course Convenor will place students in appropriate schools, either primary or secondary.

Restrictions

There is no open registration as this module requires a selection process.

Synopsis <span style =

The student will spend one half-day per week for ten weeks in a school. Students will work in a school, with a nominated teacher, for ten half days during the Spring Term and will have the opportunity to promote their subject in a variety of ways. The Course Convenor will place students in appropriate schools, either primary or secondary. They will observe sessions taught by their designated teacher and possibly other teachers. They will act to some extent in the role of a teaching assistant, by helping individual pupils who are having difficulties or by working with small groups. They may take 'hotspots': brief sessions with the whole class where they explain a language topic or talk about aspects of University life. They must keep a weekly journal reflecting on their activities at their designated school. The university sessions and weekly school work will complement each other. Therefore, attendance to university sessions is crucial as it will also give the students the opportunity to discuss aspects related to their weekly placement and receive guidance.

Some travel may be required by students taking this module. In this instance, it should be noted that the University is unable to cover the cost of any such journey.

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TH515 Theology and Religious Studies Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	
2	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Frazier Dr J

Contact Hours

3-4 general classes, plus regular meetings with your supervisor

Students would normally be expected to undertake up to 300 hours of independent research within this module. Individual supervision is offered to a maximum of 6 hours. Students will normally be expected to attend module workshops for between 4-6 hours.

Learning Outcomes

8.1 demonstrate a critical understanding of the nature, role and significance of religion in relation to a defined context or issue;

8.2 make appropriate use of theoretical and substantive insights from humanities or social science disciplines appropriate to their research project to inform the project's research focus or question and to situate its argument or findings in the context of wider knowledge or debates;

8.3 design a coherent research project, including a clearly defined question or focus, a structured argument or methodology appropriate to the project, and a core argument or findings which clearly address the research focus or question;

8.4 engage with primary and secondary source material in a scholarly way, demonstrating the ability to understand religious concepts, debates and life-worlds in ways that represent them fairly, whilst also maintaining a critical understanding of their assumptions, implications, limitations or contradictions.

Method of Assessment

100% Project

Preliminary Reading

Reading for dissertation topics will be determined by the focus of each individual project.

Pre-requisites

None, although students are required to submit a one page illustrative bibliography of key texts and/or other resources relevant to their chosen topic to the module convenor by the start of the autumn term in which this module begins in order to be finally admitted to the module. Students failing to do this will normally be required to choose an alternative taught module in place of this dissertation module.

Synopsis *

Students are required to identify a viable research focus or question for their project which they will then pursue, with supervisory support, in order to submit their final dissertation. In the summer before joining the module, students will be given advice on how to identify their research focus, and by the start of the autumn term in which the module begins they will be expected to have produced a single side of A4 summarising key literature or other sources relevant to their specific project. Individual supervision will begin from the autumn term onwards. Initially this is likely to focus on clarifying the research focus or question, and situating it more deeply in existing literature and debates. Following this a clearer outline plan for conducting the research will be developed, with students then undertaking work necessary to meet each phase of this plan. If the project involves original fieldwork, the student will be expected to submit a research ethics application form for Faculty approval. As the project develops, chapter drafts will be submitted for review and discussion with the supervisor. Supervision contact time is likely to vary according to the project and student need, but will not exceed a total of 6 hours per student (including face to face supervision or time spent writing written feedback to electronically-submitted drafts). Supervisors will provide feedback on chapter drafts, which will need to be submitted to supervisors in good time before supervision meetings, but will not provide feedback on whole draft manuscripts once chapters are completed.

Supervisors will only provide supervisory support during term-time. Once the project has been agreed and a supervisor allocated in the autumn term, students will not normally be allowed to change their fundamental focus of their project (although their specific questions are likely to change as the project develops) or change their supervisor unless in highly exceptional circumstances.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH555 Hindu Religious Thought						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	Frazier Dr J
1	Canterbury	Spring	H	30 (15)	70% Coursework, 30% Exam	Frazier Dr J

Availability

Also available at Level 5 (TH601)

Contact Hours

2 hour lecture per week and 1 hour seminar per week for 10 teaching weeks.

Learning Outcomes

The intended subject specific learning outcomes:

On successfully completing the module Level 5 students will be able to:

Understand the histories, ideas and practices of significant traditions of Hindu religious thought;
 Demonstrate competence in handling the terms and concepts necessary for a critical study of Hindu religious traditions;
 Appreciate the influence of historical context on the development of Hindu thought;
 Demonstrate skills necessary for a critical reading of Hindu texts in translation, and their application to key themes;
 Write lucid, carefully constructed analyses of Hindu concepts and movements, supported by primary and secondary textual evidence, endnotes and bibliographic sources.

In addition, on successfully completing the Level 6 module students will also be able to:

Discuss the themes of the course in an informed and systematic way, relating them to wider issues in the field of religious studies;
 Develop a critical understanding of competing philosophical, theological and socio-political teachings and practices in Vedic and Vedāntic, Śaiva, Śākta, Vaiṣṇava, Tantric, and other traditions within Hindu culture;
 Critically appraise broader methodological approaches to the study of Hinduism, raised by scholars such as Frits Staal, Sheldon Pollock, Wendy Doniger, Jonardon Ganeri, Gavin Flood, and others;
 Show sensitivity to the interaction of Hindu culture with non-Hindu cultures and with key historical changes such as the development of ascetic cultures, popular Hindu movements, or colonial rule.

Method of Assessment

70% Coursework
 30% Exam

Preliminary Reading

Indicative Reading List:

Flood, G. (1996) *An Introduction to Hinduism*, Cambridge: Cambridge University Press
 Flood, G. (2003) *The Blackwell Companion to Hinduism*, Oxford: Blackwell
 Lipner, J. (1998) *Hindus: Their Religious Beliefs and Practices*, London: Routledge
 Lopez, Donald S. (1995) *Religions of India in Practice*, Princeton: Princeton University Press
 Lott, E. (1980) *Vedantic Approaches to God*, London: Palgrave Macmillan
 Olivelle, P. (1998) *The Early Upanisads: Annotated Text and Translation*, Oxford: Oxford University Press

Pre-requisites

None

Synopsis *

The main emphasis of the course is on identifying the historical development, concepts and practices of key features of Hindu culture. Exploring the distinctive features of Hindu culture and its beliefs and practices, it evaluates the motivating factors and impact that shaped those traditions. Combining historical, textual, doctrinal and anthropological approaches, students are given a multifaceted view of the development of Hindu thought. The course trains students to read Hindu texts in an informed and critical way. Among the themes discussed are: Vedic culture and the transition from ritual forms of religion to philosophical questions and ascetic traditions; Vedāntic doctrines of the self, the divine and liberation; socio-religious ideals and ethics associated with dharma; devotional arts and movements associated with particular deities, sampradayas or tantric traditions; different conceptions of the divine; yogic and other practices. These themes will be approached through the study of historical developments and Hindu texts in translation, but attention will also be given to some Sanskrit terminology.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH558		Sociology of Religion				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Strhan Dr A

Availability

Also available under code TH608 (Level 5)

Contact Hours

1 x 1hr lecture per week and 1 x 2hr seminar per week for 10 teaching weeks

Learning Outcomes

By the end of the module, students will be expected to

Level 5

- 1) demonstrate an understanding of the nature of sociology as a discipline
- 2) demonstrate a critical appreciation of key sociological concepts and debates (e.g. in relation to structure and agency)
- 3) analyse how religious life may be shaped in relation to social structures and processes such as secularization, individualization, gender and class.
- 4) write a case study which successfully draws together clear descriptions of human experience, contexts, and practices with relevant sociological concepts and frameworks
- 5) critically analyse strengths and weaknesses in different interpretations of the relationship between religion and the social and cultural contexts of modernity

Level 6

- 1) situate their understanding of the discipline of sociology in the context of other disciplines relevant to the study of religion
- 2) make use of their critical understanding of key sociological concepts and debates (e.g. structure and agency) to analyse issues relevant to lived religion
- 3) critically evaluate how religious life may be shaped through the intersection of a range of social structures and processes.
- 4) write a case study which imaginatively weaves together an account of a person's context, experience, relationships and practices with relevant sociological concepts and frameworks in ways that illuminate both the empirical data and the concepts.
- 5) critically evaluate the value and limitations of different theoretical accounts of the relationship between religion and the social and cultural contexts of modernity, including demonstrating a sensitive awareness of areas in which theoretical explanations are relatively underdeveloped or unconvincing

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

- Clarke, P. (2011) *The Oxford Handbook of the Sociology of Religion*. Oxford: Oxford University Press.
- Davie, G. (2007) *The Sociology of Religion*. Cambridge: Polity.
- Fenn, R. (2003) *The Blackwell Companion to the Sociology of Religion*. Oxford: Blackwell.
- Furseth, I. & Repstad, P. (2006) *An Introduction to the Sociology of Religion*. Aldershot: Ashgate.
- Giddens, A. (2009) *Sociology*. Cambridge: Polity.
- Hamilton, M. (1995) *The Sociology of Religion: Theoretical and Comparative Perspectives*. London: Routledge.
- (ed.) Hinnells, J. (2010) *The Routledge Companion to the Study of Religion*. 2nd edition. London: Routledge.
- Lynch, G. Mitchell, J. & Strhan, A. (2011) *Religion, Media and Culture: A Reader*. London: Routledge.
- Orsi, R. (2005) *Between Heaven and Earth*. Princeton, NJ: Princeton University Press.
- Riis, O. & Woodhead, L. (2010) *A Sociology of Religious Emotion*. Oxford: Oxford University Press.
- Turner, B. (2010) *The New Blackwell Companion to the Study of Religion*. Chichester: John Wiley.
- (eds.) Woodhead, L. & Heelas, P. (2000) *Religion in Modern Times*. Oxford: Blackwell.

Pre-requisites

None

Synopsis <span style =

The aim of this module is to enable students to think sociologically about religious life. Whilst addressing key debates within the sociology of religion (e.g. secularization, subjectivization), it seeks to introduce students to core concepts and methods in sociology that will enable them to understand religious life in terms of broader social structures and processes. Examples of issues covered in the module include: the nature of sociology as a discipline, macro and micro levels of analysis, the agency/structure debate and the nature of social structure, individualization, and sociological perspectives on gender, class, emotion, materiality and belief. The significance of intersectionality between different social structures will also be discussed, and useful sources of secondary data (e.g. BRIN) will be explored. The central assessment task for the module – a case study presenting the sociological analysis of the nature and place of religion in a particular individual's life – brings these theoretical and methodological approaches together into a micro-level analysis of lived religion in a way that is informed by broader social and cultural structures. Examples of good writing in this style of sociological research are presented and explored through the module.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH570		I:Religion and Film				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Deacy Dr C

Availability

Also available under code TH574 (Level 6).

Contact Hours

2hour lecture per week, 1hour seminar per week for 10 teaching weeks

Learning Outcomes

By the end of the module Level 5 students will be able to:

1. evaluate the manner and extent to which the medium of film might be used to facilitate, advance and critique religious and theological enquiry and debate;
2. recognize the pervasiveness of theological themes in the medium of film;
3. investigate a particular aspect of religion and film in more depth.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative reading:

- o Deacy, Christopher, Screen Christologies: Redemption and the Medium of Film, Cardiff: University of Wales Press, 2001.
- o Deacy, Christopher & Ortiz, Gaye, Theology and Film: Challenging the Sacred/Secular Divide Oxford: Blackwell, 2008.
- o Lyden, John (ed.), The Routledge Companion to Religion and Film, London & New York: Routledge, 2009.
- o Marsh, Clive & Ortiz, Gaye (eds.), Explorations in Theology and Film: Movies and Meaning, Oxford: Blackwell, 1997.
- o Marsh, Clive, Cinema and Sentiment: Film's Challenge to Theology, Carlisle: Paternoster Press, 2004.
- o Mitchell, Jolyon & Plate, S. Brent, The Film and Religion Reader, London and New York: Routledge, 2007.
- o Wright, Melanie J., Religion and Film: An Introduction, London: I.B. Taurus, 2007, esp. pp. 11-31.

Pre-requisites

None

Synopsis *

The aim of this module is to enable students to understand and evaluate the range of models by which film and religion may be employed as conversation partners and to provide them with the tools necessary for exploring critical links between theology/religious studies and the medium of film. The course will begin with an examination of the methodological, conceptual and disciplinary issues that arise before exploring in critical depth the historical relationship between religion and film, with specific reference to the reception (ranging from prohibition to utilisation) of film by different religious groups. There will be a focus on particular categories of film and categories and models of religious and theological understanding, allowing students taking this module to develop the critical skills helpful for film interpretation and for exploring possible religious and theological approaches to film criticism.

Film clips will be used within lectures and will be discussed and unpacked in the seminars.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH574	H:Religion and Film					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Deacy Dr C

Availability

Also available under code TH570 (Level 5)

Contact Hours

2hour lecture per week, 1hour seminar per week for 10 teaching weeks

Learning Outcomes

By the end of the module Level 5 students will be able to:

1. evaluate the manner and extent to which the medium of film might be used to facilitate, advance and critique religious and theological enquiry and debate;
2. recognize the pervasiveness of theological themes in the medium of film;
3. investigate a particular aspect of religion and film in more depth.

By the end of the module Level 6 students will be able to:

4. outline and engage with to a critical extent the approaches that have been used by various scholars in their attempts to bring together the worlds of film and religion/theology. Students will be expected to show to a sophisticated degree which ones they consider to be most helpful and academically sustainable, and why.
5. Demonstrate refined intellectual skills by exploring critical links between theology/religious studies and the medium of film, including the evaluation and appropriation of film criticism;
6. recognise to a sophisticated degree the extent to which theological and religious models and criticism may be applied to the medium of film;
7. investigate particular aspects of religion and film in critical depth.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative reading:

- o Deacy, Christopher, Screen Christologies: Redemption and the Medium of Film, Cardiff: University of Wales Press, 2001.
- o Deacy, Christopher & Ortiz, Gaye, Theology and Film: Challenging the Sacred/Secular Divide Oxford: Blackwell, 2008.
- o Lyden, John (ed.), The Routledge Companion to Religion and Film, London & New York: Routledge, 2009.
- o Marsh, Clive & Ortiz, Gaye (eds.), Explorations in Theology and Film: Movies and Meaning, Oxford: Blackwell, 1997.
- o Marsh, Clive, Cinema and Sentiment: Film's Challenge to Theology, Carlisle: Paternoster Press, 2004.
- o Mitchell, Jolyon & Plate, S. Brent, The Film and Religion Reader, London and New York: Routledge, 2007.
- o Wright, Melanie J., Religion and Film: An Introduction, London: I.B. Taurus, 2007, esp. pp. 11-31.

Pre-requisites

None

Synopsis *

The aim of this module is to enable students to understand and evaluate the range of models by which film and religion may be employed as conversation partners and to provide them with the tools necessary for exploring critical links between theology/religious studies and the medium of film. The course will begin with an examination of the methodological, conceptual and disciplinary issues that arise before exploring in critical depth the historical relationship between religion and film, with specific reference to the reception (ranging from prohibition to utilisation) of film by different religious groups. There will be a focus on particular categories of film and categories and models of religious and theological understanding, allowing students taking this module to develop the critical skills helpful for film interpretation and for exploring possible religious and theological approaches to film criticism.

Film clips will be used within lectures and will be discussed and unpacked in the seminars.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH577 Christianity and Ethics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	
1	Canterbury	Spring	H	30 (15)	100% Coursework	Le Gryns Dr A

Availability

Also available under code TH594 (Level 5)

Contact Hours

1x 2hr lecture per week, 1x 1hr seminar per week for 10 teaching weeks

Learning Outcomes

Level 6 students who successfully complete this module will be able to:

1. Give a critical account of the major methodological issues involved in the study of Christian ethics
2. Use theological, theoretical and philosophical skills to contribute to critical analysis and discussion of selected ethical issues
3. Locate Christian ethics in the historical, social and political contexts which have helped to shape contemporary theological think, with a particular focus on selected key thinkers in the early, medieval and contemporary Church periods
4. Identify and evaluate the key theological resources used to inform Christian ethics
5. Provide an informed account of the diversity and plurality of Christian ethical thinking
6. Compare and contrast theological ethics with other secular approaches
7. Apply these theological, philosophical and methodological principles through an in-depth study of a selected ethical issues

Method of Assessment

100% Coursework

Preliminary Reading

Indicative reading:

- R. Gill, ed., 3rd ed. 2006. A Textbook of Christian Ethics (Edinburgh T&T Clark)
 R. Gill ed., 2001. Cambridge Companion to Christian Ethics (Cambridge CUP)
 S. Hauerwas & S Wells eds, 2004. The Blackwell Companion to Christian Ethics. (Oxford: Blackwell)
 D.S. Cunningham 2008. Christian Ethics: The End of the Law. (London: Routledge)
 A. Torrance & M. Banner eds, 2006. The Doctrine of God and Theological Ethics (London: T&T Clark)
 N. Messer 2006 Christian Ethics (London: SCM)
 A. MacIntyre, 1985 (2nd ed.). After Virtue: A Study in Moral Theory (London: Duckworth)
 P. Beattie Jung and Aana Marie Vigen 2010 God, Science, Sex, Gender: an Interdisciplinary Approach to Christian Ethics (University of Illinois Press)
 N. Messer (ed.), 2002 Theological Issues in Bioethics: An Introduction with Readings. (London:DLT)
 O. O'Donovan 1994 Resurrection and Moral Order. (Leicester: IVP2nd ed.)
 P. Wogaman 2000 Christian Perspectives on Politics (Westminster John Knox Press)
 J. Fletcher 1966 Situation Ethics: the new morality (Westminster Press)
 J. Barton 1998 Ethics and the Old Testament London (SCM)
 C. Rodd, 2001 Glimpses of a Strange Land Edinburgh: T & T Clark
 R. Hays 1996 The Moral Vision of the New Testament: A Contemporary Introduction to New Testament Ethics (Edinburgh: T&T Clark)
 R. Bauckham 2009 The Bible in Politics (SPCK)

Pre-requisites

None

Synopsis <span style =

Please note: all Module Handbook information is subject to change pending faculty approval.

- Introduction: studying Christian Ethics
- Christian Ethics: biblical roots
- Christian Ethics: philosophical roots
- Key Christian Thinkers: Augustine
- Key Christian Thinkers: Aquinas and Natural Law
- Key Christian Thinkers: Luther
- Christian Ethics in the 20th century
- Committed Perspectives: Liberation Ethics
- Committed Perspectives: Feminist Ethics
- Tradition Revisited: narrative, pluralism and postmodernity
- Christian Ethics in the Multi-cultural Public Square

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH578		Psychology and Religion				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	50% Coursework, 50% Exam	Pilard Ms N
1	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	Pilard Ms N

Availability

Also available at Level 5 (TH600)

Contact Hours

1 hour lecture and 2 hour seminar each week for 10 teaching weeks

Learning Outcomes

By the end of the module students should be able to:

- (i) demonstrate knowledge a wide range of materials lying at the interface between psychology and religion;
- (ii) demonstrate competence in handling the terms and concepts of depth-psychological literature on religious experience;
- (iii) demonstrate skills necessary for a critical reading of texts either describing or interpreting religious experience;
- (iv) discuss the themes of the module in an informed way and relate them to wider issues in the field of religious studies;
- (v) write lucid, carefully constructed essays supported by textual evidence, endnotes and bibliographic sources;
- (vi) participate in group discussion of issues raised in seminars;
- (vii) present thoughtful seminar papers and head group discussion on the main themes introduced by them;
- (viii) engage in individual research on selected materials using the full range of library, computing and IT skills and resources.

In order to differentiate between the two levels (5 and 6) at which the module is operating, level 6 students produce two essays (2,000 words), whereas level 5 students produce only one.

Method of Assessment

50% Coursework

50% Exam

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

Preliminary Reading

Indicative reading list:

Primary

W. James, *The Varieties of Religious Experience*, 1960.
R. Otto, *The Idea of the Holy*, 1958.
H. L. Philp, *Freud and Religious Belief*, 1956.
M. Palmer, *Freud and Jung on Religion*, 1997.
C. G. Jung, *Psychology and Religion* (C. W. 11), 1958.
R. Segal, *The Gnostic Jung*, 1992.
H. Coward, *Jung and Eastern Thought*, 1985.
J. J. Clarke, *Jung and Eastern Thought: A Dialogue with the Orient*, 1994.
T. Moore, *The Essential James Hillman: A Blue Fire*, 1989.
R. C. Zaehner, *Mysticism: Sacred and Profane*, 1961.
S. & C. Grof (ed), *Spiritual Emergency: When Personal Transformation Becomes a Crisis*, 1989.
J. Beloff, *Parapsychology: A Concise History*, 1993.
K. Wilber, *Integral Psychology: Consciousness, Spirit, Psychology, Therapy*, 2000.
S. Grof, *The Adventure of Self-Discovery: Dimensions of Consciousness and New Perspectives in Psychotherapy and Inner Exploration*, 1988.

Secondary

D. Hay, *Exploring Inner Space*, 1982.
D. M. Wulff, *Psychology of Religion: Classic and Contemporary Views*, 1991.
A. Hardy, *The Spiritual Nature of Man: A Study of Contemporary Religious Experience*, 1979.
G. W. Barnard, *Exploring Unseen Worlds: William James and The Philosophy of Mysticism*, 1997.
D. Capps, *Men, Religion and Melancholia: James, Otto, Jung and Erikson*, 1997.
M. Raphael, *Rudolf Otto and the Concept of Holiness*, 1997.
P. C. Almond, *Rudolf Otto: An Introduction to His Philosophical Theology*, 1984.
R. S. Steele, *Freud and Jung: Conflicts of Interpretation*, 1982.
E. Fromm, *Psychoanalysis and Religion*, 1950.
N. Brown, *Life Against Death: The Psychoanalytic Meaning of History*, 1959.
D. Bakan, *Sigmund Freud and the Jewish Mystical Tradition*, 1958.
D. R. Dyer, *Jung's Thoughts on God: Religious Depths of the Psyche*, 2000.
A. B. Ulanov, *Religion and the Spiritual in Carl Jung*, 1999.
J. W. Heisig, *Imago Dei: A Study of C. G. Jung's Psychology of Religion*, 1979.
R. Noll, *The Jung Cult: The Origins of a Charismatic Movement*, 1994.
J. J. Clarke (ed), *Jung on the East*, 1995.
J. Hillman, *Archetypal Psychology: A Brief Account*, 1983.
J. Hillman, *Re-Visioning Psychology*, 1975.
A. Bharati, *The Light at the Centre*, 1976.
F. Staal, *Exploring Mysticism*, 1975.
P. Devereux, *The Long Trip: A Prehistory of Psychedelia*, 1997.
I. M. Lewis, *Ecstatic Religion*, 1971.
K. Wapnick, 'Mysticism and Schizophrenia' in J. White (ed), *The Highest State of Consciousness*, 1972.
J. E. Nelson, *Healing the Split: Integrating Spirit into our Understanding of the Mentally Ill*, 1994.
S. Gooch, *Creatures from Inner Space*, 1984.
B. Cortright, *Psychotherapy and Spirit: Theory and Practice in Transpersonal Psychology*, 1997.
K. Wilber, *A Brief History of Everything*, 1997.
D. Rothberg & S. Kelly (ed), *Ken Wilber in Dialogue: Conversations in Transpersonal Psychology*, 1998.
S. Grof & H. Z. Bennett, *The Holotropic Mind: The Three Levels of Human Consciousness and How They Shape Our Lives*, 1990.

Pre-requisites

None

Synopsis >

The purpose of this module is to survey some of the most significant 20th century trends in the dialogue between psychology and religion through the writings of depth-psychologists, philosophers, theologians, anthropologists and phenomenologists of religion. The module begins by exploring the varieties of religious experience, especially through the work of William James and Rudolf Otto, after which it examines the contributions of psychoanalysis and analytical psychology to the study of religion, particularly in the work of Freud, Jung and Hillman. This material provides the basis for subsequent discussion of the interdisciplinary literature comparing religious altered states of consciousness (mystical, visionary and paranormal experiences) with other altered states of consciousness (madness, drug induced experiences etc.). The module concludes by discussing the principle issues addressed by transpersonal psychology (particularly in the work of Wilber and Grof): the relationship between western psychotherapies and eastern religious disciplines of spiritual emancipation; competing models of spiritual transformation.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH594 Christianity and Ethics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	
1	Canterbury	Spring	I	30 (15)	100% Coursework	Le Grys Dr A

Availability

Also available under code TH577 (Level 6)

Contact Hours

1x 2hr lecture per week, 1x 1hr seminar per week for 10 teaching weeks

Learning Outcomes

Level 5 students who successfully complete this module will be able to:

1. Give a critical assessment of the key theological and philosophical principles used to inform Christian ethical debate
2. Apply these key theological and philosophical principles to specific issues in contemporary ethical debate
3. Give an informed account of the contribution of selected major theologians to continuing Christian ethical thinking
4. Recognise the diversity and plurality of Christian ethical thinking, with a specific focus on some of the major differences between Catholic and Protestant theologians
5. Compare and contrast theological ethics with other secular approaches
6. Examine from a critical perspective the contribution of Christian ethics to wider public discourse on contemporary ethical issues

Method of Assessment

100% Coursework

Preliminary Reading

Indicative reading:

- R. Gill, ed., 3rd ed. 2006. A Textbook of Christian Ethics (Edinburgh T&T Clark)
 R. Gill ed., 2001. Cambridge Companion to Christian Ethics (Cambridge CUP)
 S. Hauerwas & S Wells eds, 2004. The Blackwell Companion to Christian Ethics. (Oxford: Blackwell)
 D.S. Cunningham 2008. Christian Ethics: The End of the Law. (London: Routledge)
 A. Torrance & M. Banner eds, 2006. The Doctrine of God and Theological Ethics (London: T&T Clark)
 N. Messer 2006 Christian Ethics (London: SCM)
 A. MacIntyre, 1985 (2nd ed.). After Virtue: A Study in Moral Theory (London: Duckworth)
 P. Beattie Jung and Aana Marie Vigen 2010 God, Science, Sex, Gender: an Interdisciplinary Approach to Christian Ethics (University of Illinois Press)
 N. Messer (ed.), 2002 Theological Issues in Bioethics: An Introduction with Readings. (London:DLT)
 O. O'Donovan 1994 Resurrection and Moral Order. (Leicester: IVP2nd ed.)
 P. Wogaman 2000 Christian Perspectives on Politics (Westminster John Knox Press)
 J. Fletcher 1966 Situation Ethics: the new morality (Westminster Press)
 J. Barton 1998 Ethics and the Old Testament London (SCM)
 C. Rodd, 2001 Glimpses of a Strange Land Edinburgh: T & T Clark)
 R. Hays 1996 The Moral Vision of the New Testament: A Contemporary Introduction to New Testament Ethics (Edinburgh: T&T Clark)
 R. Bauckham 2009 The Bible in Politics (SPCK)

Pre-requisites

None

Synopsis *

Please note: all Module Handbook information is subject to change pending faculty approval.

- Introduction: studying Christian Ethics
- Christian Ethics: biblical roots
- Christian Ethics: philosophical roots
- Key Christian Thinkers: Augustine
- Key Christian Thinkers: Aquinas and Natural Law
- Key Christian Thinkers: Luther
- Christian Ethics in the 20th century
- Committed Perspectives: Liberation Ethics
- Committed Perspectives: Feminist Ethics
- Tradition Revisited: narrative, pluralism and postmodernity
- Christian Ethics in the Multi-cultural Public Square

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH600		Psychology and Religion				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	50% Coursework, 50% Exam	Pilard Ms N
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	Pilard Ms N

Availability

Also available at Level 6 (TH578)

Contact Hours

1 hour lecture and 2 hour seminar each week for 10 teaching weeks

Learning Outcomes

By the end of the module students should be able to:

- (i) demonstrate knowledge a wide range of materials lying at the interface between psychology and religion;
- (ii) demonstrate competence in handling the terms and concepts of depth-psychological literature on religious experience;
- (iii) demonstrate skills necessary for a critical reading of texts either describing or interpreting religious experience;
- (iv) discuss the themes of the module in an informed way and relate them to wider issues in the field of religious studies;
- (v) write lucid, carefully constructed essays supported by textual evidence, endnotes and bibliographic sources;
- (vi) participate in group discussion of issues raised in seminars;
- (vii) present thoughtful seminar papers and head group discussion on the main themes introduced by them;
- (viii) engage in individual research on selected materials using the full range of library, computing and IT skills and resources.

In order to differentiate between the two levels (5 and 6) at which the module is operating, level 6 students produce two essays (2,000 words), whereas level 5 students produce only one.

Method of Assessment

50% Coursework
50% Exam

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

Preliminary Reading

Indicative Reading List:

Primary

W. James, *The Varieties of Religious Experience*, 1960.
R. Otto, *The Idea of the Holy*, 1958.
H. L. Philp, *Freud and Religious Belief*, 1956.
M. Palmer, *Freud and Jung on Religion*, 1997.
C. G. Jung, *Psychology and Religion* (C. W. 11), 1958.
R. Segal, *The Gnostic Jung*, 1992.
H. Coward, *Jung and Eastern Thought*, 1985.
J. J. Clarke, *Jung and Eastern Thought: A Dialogue with the Orient*, 1994.
T. Moore, *The Essential James Hillman: A Blue Fire*, 1989.
R. C. Zaehner, *Mysticism: Sacred and Profane*, 1961.
S. & C. Grof (ed), *Spiritual Emergency: When Personal Transformation Becomes a Crisis*, 1989.
J. Beloff, *Parapsychology: A Concise History*, 1993.
K. Wilber, *Integral Psychology: Consciousness, Spirit, Psychology, Therapy*, 2000.
S. Grof, *The Adventure of Self-Discovery: Dimensions of Consciousness and New Perspectives in Psychotherapy and Inner Exploration*, 1988.

Secondary

D. Hay, *Exploring Inner Space*, 1982.
D. M. Wulff, *Psychology of Religion: Classic and Contemporary Views*, 1991.
A. Hardy, *The Spiritual Nature of Man: A Study of Contemporary Religious Experience*, 1979.
G. W. Barnard, *Exploring Unseen Worlds: William James and The Philosophy of Mysticism*, 1997.
D. Capps, *Men, Religion and Melancholia: James, Otto, Jung and Erikson*, 1997.
M. Raphael, *Rudolf Otto and the Concept of Holiness*, 1997.
P. C. Almond, *Rudolf Otto: An Introduction to His Philosophical Theology*, 1984.
R. S. Steele, *Freud and Jung: Conflicts of Interpretation*, 1982.
E. Fromm, *Psychoanalysis and Religion*, 1950.
N. Brown, *Life Against Death: The Psychoanalytic Meaning of History*, 1959.
D. Bakan, *Sigmund Freud and the Jewish Mystical Tradition*, 1958.
D. R. Dyer, *Jung's Thoughts on God: Religious Depths of the Psyche*, 2000.
A. B. Ulanov, *Religion and the Spiritual in Carl Jung*, 1999.
J. W. Heisig, *Imago Dei: A Study of C. G. Jung's Psychology of Religion*, 1979.
R. Noll, *The Jung Cult: The Origins of a Charismatic Movement*, 1994.
J. J. Clarke (ed), *Jung on the East*, 1995.
J. Hillman, *Archetypal Psychology: A Brief Account*, 1983.
J. Hillman, *Re-Visioning Psychology*, 1975.
A. Bharati, *The Light at the Centre*, 1976.
F. Staal, *Exploring Mysticism*, 1975.
P. Devereux, *The Long Trip: A Prehistory of Psychedelia*, 1997.
I. M. Lewis, *Ecstatic Religion*, 1971.
K. Wapnick, 'Mysticism and Schizophrenia' in J. White (ed), *The Highest State of Consciousness*, 1972.
J. E. Nelson, *Healing the Split: Integrating Spirit into our Understanding of the Mentally Ill*, 1994.
S. Gooch, *Creatures from Inner Space*, 1984.
B. Cortright, *Psychotherapy and Spirit: Theory and Practice in Transpersonal Psychology*, 1997.
K. Wilber, *A Brief History of Everything*, 1997.
D. Rothberg & S. Kelly (ed), *Ken Wilber in Dialogue: Conversations in Transpersonal Psychology*, 1998.
S. Grof & H. Z. Bennett, *The Holotropic Mind: The Three Levels of Human Consciousness and How They Shape Our Lives*, 1990.

Pre-requisites

None

Synopsis >

The purpose of this module is to survey some of the most significant 20th century trends in the dialogue between psychology and religion through the writings of depth-psychologists, philosophers, theologians, anthropologists and phenomenologists of religion. The module begins by exploring the varieties of religious experience, especially through the work of William James and Rudolf Otto, after which it examines the contributions of psychoanalysis and analytical psychology to the study of religion, particularly in the work of Freud, Jung and Hillman. This material provides the basis for subsequent discussion of the interdisciplinary literature comparing religious altered states of consciousness (mystical, visionary and paranormal experiences) with other altered states of consciousness (madness, drug induced experiences etc.). The module concludes by discussing the principle issues addressed by transpersonal psychology (particularly in the work of Wilber and Grof): the relationship between western psychotherapies and eastern religious disciplines of spiritual emancipation; competing models of spiritual transformation.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH601		Hindu Religious Thought				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	Frazier Dr J
1	Canterbury	Spring	I	30 (15)	70% Coursework, 30% Exam	Frazier Dr J

Availability

Also available at Level 6 (TH555)

Contact Hours

2 hour lecture per week and 1 hour seminar per week for 10 teaching weeks

Learning Outcomes

The intended subject specific learning outcomes:

On successfully completing the module Level 5 students will be able to:

Understand the histories, ideas and practices of significant traditions of Hindu religious thought;

Demonstrate competence in handling the terms and concepts necessary for a critical study of Hindu religious traditions;

Appreciate the influence of historical context on the development of Hindu thought;

Demonstrate skills necessary for a critical reading of Hindu texts in translation, and their application to key themes;

Write lucid, carefully constructed analyses of Hindu concepts and movements, supported by primary and secondary textual evidence, endnotes and bibliographic sources.

Method of Assessment

70% Coursework

30% Exam

Preliminary Reading

Indicative Reading List:

Flood, G. (1996) An Introduction to Hinduism, Cambridge: Cambridge University Press

Flood, G. (2003) The Blackwell Companion to Hinduism, Oxford: Blackwell

Lipner, J. (1998) Hindus: Their Religious Beliefs and Practices, London: Routledge

Lopez, Donald S. (1995) Religions of India in Practice, Princeton: Princeton University Press

Lott, E. (1980) Vedantic Approaches to God, London: Palgrave Macmillan

Olivelle, P. (1998) The Early Upanisads: Annotated Text and Translation, Oxford: Oxford University Press

Pre-requisites

None

Synopsis *

The main emphasis of the course is on identifying the historical development, concepts and practices of key features of Hindu culture. Exploring the distinctive features of Hindu culture and its beliefs and practices, it evaluates the motivating factors and impact that shaped those traditions. Combining historical, textual, doctrinal and anthropological approaches, students are given a multifaceted view of the development of Hindu thought. The course trains students to read Hindu texts in an informed and critical way. Among the themes discussed are: Vedic culture and the transition from ritual forms of religion to philosophical questions and ascetic traditions; Vedantic doctrines of the self, the divine and liberation; socio-religious ideals and ethics associated with dharma; devotional arts and movements associated with particular deities, sampradayas or tantric traditions; different conceptions of the divine; yogic and other practices. These themes will be approached through the study of historical developments and Hindu texts in translation, but attention will also be given to some Sanskrit terminology.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH608		Sociology of Religion				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Strhan Dr A

Availability

Also available at Level 6 (TH558)

Contact Hours

1 x 1hr lecture per week and 1 x 2hr seminar per week for 10 teaching weeks

Learning Outcomes

By the end of the module, students will be expected to

Level I:

- 1) demonstrate an understanding of the nature of sociology as a discipline
- 2) demonstrate a critical appreciation of key sociological concepts and debates (e.g. in relation to structure and agency)
- 3) analyse how religious life may be shaped in relation to social structures and processes such as secularization, individualization, gender and class.
- 4) write a case study which successfully draws together clear descriptions of human experience, contexts, and practices with relevant sociological concepts and frameworks
- 5) critically analyse strengths and weaknesses in different interpretations of the relationship between religion and the social and cultural contexts of modernity

Method of Assessment

100% Coursework

Pre-requisites

None

Progression

Indicative Reading List

- Clarke, P. (2011) *The Oxford Handbook of the Sociology of Religion*. Oxford: Oxford University Press.
- Davie, G. (2007) *The Sociology of Religion*. Cambridge: Polity.
- Fenn, R. (2003) *The Blackwell Companion to the Sociology of Religion*. Oxford: Blackwell.
- Furseth, I. & Repstad, P. (2006) *An Introduction to the Sociology of Religion*. Aldershot: Ashgate.
- Giddens, A. (2009) *Sociology*. Cambridge: Polity.
- Hamilton, M. (1995) *The Sociology of Religion: Theoretical and Comparative Perspectives*. London: Routledge.
- (ed.) Hinnells, J. (2010) *The Routledge Companion to the Study of Religion*. 2nd edition. London: Routledge.
- Lynch, G. Mitchell, J. & Strhan, A. (2011) *Religion, Media and Culture: A Reader*. London: Routledge.
- Orsi, R. (2005) *Between Heaven and Earth*. Princeton, NJ: Princeton University Press.
- Riis, O. & Woodhead, L. (2010) *A Sociology of Religious Emotion*. Oxford: Oxford University Press.
- Turner, B. (2010) *The New Blackwell Companion to the Study of Religion*. Chichester: John Wiley.
- (eds.) Woodhead, L. & Heelas, P. (2000) *Religion in Modern Times*. Oxford: Blackwell.

Synopsis *

The aim of this module is to enable students to think sociologically about religious life. Whilst addressing key debates within the sociology of religion (e.g. secularization, subjectivization), it seeks to introduce students to core concepts and methods in sociology that will enable them to understand religious life in terms of broader social structures and processes.

Examples of issues covered in the module include: the nature of sociology as a discipline, macro and micro levels of analysis, the agency/structure debate and the nature of social structure, individualization, and sociological perspectives on gender, class, emotion, materiality and belief. The significance of intersectionality between different social structures will also be discussed, and useful sources of secondary data (e.g. BRIN) will be explored. The central assessment task for the module – a case study presenting the sociological analysis of the nature and place of religion in a particular individual's life – brings these theoretical and methodological approaches together into a micro-level analysis of lived religion in a way that is informed by broader social and cultural structures. Examples of good writing in this style of sociological research are presented and explored through the module.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH611		The Sacred in Contemporary Society					Convenor
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment		
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam		

Availability

Also available under code TH612 (Level 6)

Contact Hours

1 x 1hr lecture per week and 1 x 2hr seminar per week for 10 teaching weeks

Learning Outcomes

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

- 1) understand critically the differences between ontological and cultural theories of the sacred
- 2) situate cultural theories of the sacred within broader forms of cultural theory (e.g. cultural sociology)
- 3) engage critically with key cultural theorists of the sacred, demonstrating a clear understanding of their work, an ability to articulate a balanced and well-informed critique of it, and an ability to use their concepts, where appropriate, to relevant social and cultural phenomena
- 4) provide balanced and well-evidenced arguments on whether a particular contemporary cultural phenomenon can be appropriately understood in sacred terms, as well as what this suggests about the nature of the sacred as a cultural structure

Method of Assessment

50% Coursework
50% Exam

Preliminary Reading

Students will be provided with a course reading pack with selected readings relating to each of the sessions. More general introductory texts would be:

Aldridge, Alan. 2007. *Religion in the Contemporary World*. Cambridge: Polity Press.
Alexander, Jeffrey. 2005. *The Meanings of Social Life*. New York: Oxford University Press.
Durkheim, Emile. 1912. *The Elementary Forms of the Religious Life*. Oxford: Oxford University Press.
Lynch, Gordon. 2012. *On the Sacred*. London: Acumen.

Synopsis *

The primary aims of this module are to give students a critical grounding in current cultural theories of the sacred, to provide them with opportunities to explore how these concepts relate to contemporary social and cultural phenomena, and to reflect on how this process might help us to refine cultural theories of the sacred. The module will enable students to distinguish between ontological and cultural theories of the sacred, and will introduce them to key cultural theorists of the sacred such as Durkheim, Shils, Bellah, and Alexander. A range of cases will also be explored to provide students with opportunities to think about how relevant concepts might relate to specific social and cultural phenomena, and to provide a basis for the analytical work they undertake in their assessed essay. An illustrative list of sessions would be:

- a. ontological and cultural theories of the sacred
- b. the sacred and cultural sociology
- c. The influence of Durkheim's theory of the sacred
- d. Edward Shils: the place of the sacred in modern society
- e. Robert Bellah: the case of American civil religion
- f. Jeffrey Alexander: performing the sacred in the modern world
- g. The sacred, symbol and ritual: Mary Douglas and Victor Turner
- h. The construction of the sacred in totalitarian movements
- i. Media rituals and the mediatization of the sacred
- j. The sacrality of the care of children
- k. Living with multiple forms of the sacred
- l. How do we judge whether something is a sacred form or not?

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH612 The Sacred in Contemporary Society						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	

Availability

Also available under code PL611 (Level 5)

Contact Hours

1 x 1hr lecture per week and 1 x 2hr seminar per week for 10 teaching weeks

Learning Outcomes

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

- 1) demonstrate a critical appreciation of differences between ontological and cultural theories of the sacred in ways that connect systematically with broader theoretical debates in the study of religion
- 2) make appropriate use of wider forms of cultural theory (e.g. cultural sociology) to develop nuanced analyses of the nature and significance of the sacred and the profane in the social and cultural conditions of modernity
- 3) engage critically with the leading edge of work on the cultural study of the sacred and reflect on its specific strengths and limitations in providing a theoretical framework for analysing contemporary social and cultural life
- 4) understand and make use of methodological approaches used by leading theorists of the cultural study of the sacred in ways that both establish their value and limitations for understanding a contemporary cultural phenomenon in terms of the sacred and the profane, as well as the value and limitations of particular methodological approaches more generally

Method of Assessment

50% Coursework

50% Exam

Preliminary Reading

Students will be provided with a course reading pack with selected readings relating to each of the sessions. More general introductory texts would be:

- Aldridge, Alan. 2007. *Religion in the Contemporary World*. Cambridge: Polity Press.
Alexander, Jeffrey. 2005. *The Meanings of Social Life*. New York: Oxford University Press.
Durkheim, Emile. 1912. *The Elementary Forms of the Religious Life*. Oxford: Oxford University Press.
Lynch, Gordon. 2012. *On the Sacred*. London: Acumen.

Synopsis *

The primary aims of this module are to give students a critical grounding in current cultural theories of the sacred, to provide them with opportunities to explore how these concepts relate to contemporary social and cultural phenomena, and to reflect on how this process might help us to refine cultural theories of the sacred. The module will enable students to distinguish between ontological and cultural theories of the sacred, and will introduce them to key cultural theorists of the sacred such as Durkheim, Shils, Bellah, and Alexander. A range of cases will also be explored to provide students with opportunities to think about how relevant concepts might relate to specific social and cultural phenomena, and to provide a basis for the analytical work they undertake in their assessed essay. An illustrative list of sessions would be:

- a. ontological and cultural theories of the sacred
- b. the sacred and cultural sociology
- c. The influence of Durkheim's theory of the sacred
- d. Edward Shils: the place of the sacred in modern society
- e. Robert Bellah: the case of American civil religion
- f. Jeffrey Alexander: performing the sacred in the modern world
- g. The sacred, symbol and ritual: Mary Douglas and Victor Turner
- h. The construction of the sacred in totalitarian movements
- i. Media rituals and the mediatization of the sacred
- j. The sacrality of the care of children
- k. Living with multiple forms of the sacred
- l. How do we judge whether something is a sacred form or not?

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH615 Modern Islam: Liberal and Fundamentalist Thought						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	50% Coursework, 50% Exam	

Availability

Also available as TH616 (Level 6)

Contact Hours

2-hour lecture per week, 1-hour seminar per week for 10 teaching weeks

Learning Outcomes

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

- understand critically the issues in identifying uniquely 'Islamic' forms of liberalism and fundamentalism
- understand the historical development and cultural context of different political philosophies in Islamic culture
- situate liberal and fundamentalist movements within the broader debates in Islamic culture (e.g. concerning interpretation of scripture and text, competing notions of leadership and polity, or of jurisprudence and individual rights)
- identify and analyse key sources of Islamic thought on liberalism and fundamentalism, situating them in relation to their interpretation by subsequent traditions
- engage critically with key Islamic theologians and political thinkers, demonstrating a clear understanding of their work and its context, an ability to articulate a balanced and well-informed critique of it, and an ability to assess their concepts in relation to contemporary theories and events

Method of Assessment

50% Coursework

50% Exam

Preliminary Reading

Students will be provided with a course reading pack with selected readings relating to each of the sessions. More general introductory texts would be:

Ernest Gellner *Muslim Society* Cambridge University Press 1983

Seyyed Hossein Nasr *Islamic Life and Thought* State University of New York Press 1981

Charles Kurzman *Liberal Islam: A Sourcebook* Oxford University Press 1998

Judith Tucker *Women, Family and Gender in Islamic Law* Cambridge University Press 2008

Pre-requisites

None

Synopsis *

The primary aims of this module are to give you a critical grounding in Islamic sources, thinkers and theories relevant to the development of Islamic liberal and fundamentalist perspectives, and it also explores the ways in which these perspectives bear upon contemporary debates and events. It will equip you with the ability to situate current views within their historical and theological context, critically assess them, and constructively apply them to current phenomena. The module will introduce you to key Islamic debates such as those which address textual interpretation, the relation between revelation and human reason, and the nature of political authority. It will familiarise you with key sources such as the Qur'an, Hadith and treatises of key Islamic theologians and jurists, and it will introduce you to classical and modern theorists from Ibn Taymiyyah to Tariq Ramadan. A range of case studies will allow you to apply these sources and theories to contemporary situations. The module draws lessons for critical thinking about the way in which social context and religious premises affect both religious and political theories. These sources and skills will provide a basis for the analytical work that you undertake in your assessed work.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH616 Modern Islam: Liberal and Fundamentalist Thought						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	

Availability

Also available as TH615 (Level 5)

Contact Hours

2-hour lecture per week, 1-hour seminar per week to 10 teaching weeks

Learning Outcomes

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

- i) understand critically the issues in identifying uniquely 'Islamic' forms of liberalism and fundamentalism
- ii) understand the historical development and cultural context of different political philosophies in Islamic culture
- iii) situate liberal and fundamentalist movements within the broader debates in Islamic culture (e.g. concerning interpretation of scripture and text, competing notions of leadership and polity, or of jurisprudence and individual rights)
- iv) identify and analyse key sources of Islamic thought on liberalism and fundamentalism, situating them in relation to their interpretation by subsequent traditions
- v) engage critically with key Islamic theologians and political thinkers, demonstrating a clear understanding of their work and its context, an ability to articulate a balanced and well-informed critique of it, and an ability to assess their concepts in relation to contemporary theories and events

Method of Assessment

50% Coursework

50% Exam

Preliminary Reading

Students will be provided with a course reading pack with selected readings relating to each of the sessions. More general introductory texts would be:

Ernest Gellner *Muslim Society* Cambridge University Press 1983

Seyyed Hossein Nasr *Islamic Life and Thought* State University of New York Press 1981

Charles Kurzman *Liberal Islam: A Sourcebook* Oxford University Press 1998

Judith Tucker *Women, Family and Gender in Islamic Law* Cambridge University Press 2008

Pre-requisites

None

Synopsis *

The primary aims of this module are to give you a critical grounding in Islamic sources, thinkers and theories relevant to the development of Islamic liberal and fundamentalist perspectives, and it also explores the ways in which these perspectives bear upon contemporary debates and events. It will equip you with the ability to situate current views within their historical and theological context, critically assess them, and constructively apply them to current phenomena. The module will introduce you to key Islamic debates such as those which address textual interpretation, the relation between revelation and human reason, and the nature of political authority. It will familiarise you with key sources such as the Qur'an, Hadith and treatises of key Islamic theologians and jurists, and it will introduce you to classical and modern theorists from Ibn Taymiyyah to Tariq Ramadan. A range of case studies will allow you to apply these sources and theories to contemporary situations. The module draws lessons for critical thinking about the way in which social context and religious premises affect both religious and political theories. These sources and skills will provide a basis for the analytical work that you undertake in your assessed work.

TH617 Continental Philosophy of Religion						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Blanton Dr W

Availability

Also available at Level 5 (TH618)

Contact Hours

3 hour lecture/seminar per week for 10 teaching weeks

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

Learning Outcomes

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

- understand to a sophisticated degree what Continental philosophy is according to its history, themes, methods and thinkers;
- understand religion to a sophisticated extent through Continental philosophical approaches;
- employ a critical understanding of hermeneutical, phenomenological, feminist and genealogical approaches to understanding key questions and problems in religious discourse;
- use the critical approaches of Continental philosophy;
- identify to a critical degree how our understanding of religion is shaped by the history of philosophy.

All points above link to those in Programme Specifications, respectively section 12 A for Religious Studies. This module will contribute to the aims of the Religious Studies Programme by enabling students:

- to develop and demonstrate knowledge and understanding of the place, role and influence of religion in human culture (A1);
- to gain an understanding of the role and significance of religion within human experience (A2);
- to perform research and study in relationship other branches of the Humanities and Social Sciences, e.g. psychology, sociology and philosophy (A3);
- and to utilise the main approaches and methodologies characterizing the critical study of religion and its influences as defined by the secular context of the University (A4).

This module will also enable students to develop their intellectual skills, including:

- the critical analysis and interpretation of relevant textual resources (B2), commensurate with advanced undergraduate study;
- the critical assessment of alternative theories and interpretations (B3), commensurate with advanced undergraduate study;
- and the ability to construct and defend arguments and conclusions in a coherent manner (B4), commensurate with advanced undergraduate study.

With respect to subject-specific skills, this module will allow students:

- to evaluate critically religious data within their proper historical and cultural contexts (C1), especially the Western integration of Hellenic philosophy with Christianity and Judaism;
- to gain sympathetic appreciation of the ideas and practices of other groups and individuals (C3);
- and to articulate the multiple connections between experiences, ideas, practices and institutions in the appreciation and understanding of religion and religions (C4).

Pertaining to transferable skills, students who take this module will cultivate all of D (1–6).

Method of Assessment

100% Coursework

Preliminary Reading

Indicative reading:

The module reading will utilise a reading booklet available on Moodle and which will include but is not limited to:

Anderson, Pamela Sue, "Feminism in the Philosophy of Religion" in *Explorations in Contemporary Continental Philosophy of Religion*, eds. Deane-Peter Baker and Patrick Maxwell (Amsterdam, NY: Rodopi, 2003), pp. 189–206.
Critchley, Simon, *Continental Philosophy: A Very Short Introduction* (Oxford: Oxford University Press, 2001).
Dupré, Louis, *Passage to Modernity: An Essay in the Hermeneutics of Culture* (New Haven: Yale University Press, 1993).
Joy, Morny (ed.), *Continental Philosophy and the Philosophy of Religion* (Dordrecht: Springer, 2010).
Ricoeur, Paul, *Figuring the Sacred*, ed. Mark Wallace (Minneapolis: Fortress Press, 1995).
"Religion, Atheism, and Faith" in *The Conflict of Interpretations*, ed. D. Ihde (Evanston: Northwestern University Press, 1974), pp. 440–467.
Ward, Graham, *The Blackwell Companion to Postmodern Theology* (Oxford: Blackwell, 2004)

Pre-requisites

There are no pre-requisites for this module, however, a familiarity with existentialism and/or philosophical methods and analysis are/is recommended.

Synopsis *

This module will be divided into two parts. First, it will familiarise students with how Continental philosophy has developed in response to methodological and historical questions. Second, it will then show how Continental philosophy applies to the philosophy of religion by discussing traditional religious problems—e.g., the existence of God, the problem of theodicy, the conception of the good life—and seeing how seminal Continental thinkers engage with these issues in diverse ways. The first part of the module will discuss critical, historical-based methodologies in: philosophical hermeneutics (Gadamer and Ricoeur), phenomenology (Dupré and Marion) and genealogy (Foucault). The second part of the module will utilise contemporary scholarship consisting in contemporary philosophers applying the aforementioned methodological approaches to religious problems.

TH618 Continental Philosophy of Religion						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Blanton Dr W

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

Availability

Also available at Level 6 (TH617)

Contact Hours

3 hour lecture/seminar per week for 10 teaching weeks

Learning Outcomes

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

- understand what Continental philosophy is according to its history, themes, methods and thinkers;
- understand religion through Continental philosophical approaches;
- employ a critical understanding of hermeneutical, phenomenological, feminist and genealogical approaches to understanding key questions and problems in religious discourse;
- use the critical approaches of Continental philosophy;
- identify how our understanding of religion is shaped by the history of philosophy.

All points above link to those in Programme Specifications, respectively section 12 A for Religious Studies. This module will contribute to the aims of the Religious Studies Programme by enabling students:

- to develop and demonstrate knowledge and understanding of the place, role and influence of religion in human culture (A1);
- to gain an understanding of the role and significance of religion within human experience (A2);
- to perform research and study in relationship other branches of the Humanities and Social Sciences, e.g. psychology, sociology and philosophy (A3);
- and to utilise the main approaches and methodologies characterizing the critical study of religion and its influences as defined by the secular context of the University (A4).

This module will also enable students to develop their intellectual skills, including:

- the critical analysis and interpretation of relevant textual resources (B2);
- the critical assessment of alternative theories and interpretations (B3);
- and the ability to construct and defend arguments and conclusions in a coherent manner (B4).

With respect to subject-specific skills, this module will allow students:

- to evaluate critically religious data within their proper historical and cultural contexts (C1), especially the Western integration of Hellenic philosophy with Christianity and Judaism;
- to gain sympathetic appreciation of the ideas and practices of other groups and individuals (C3);
- and to articulate the multiple connections between experiences, ideas, practices and institutions in the appreciation and understanding of religion and religions (C4).

Pertaining to transferable skills, students who take this module will cultivate all of D (1–6).

Method of Assessment

100% Coursework

Preliminary Reading

Indicative reading:

The module reading will utilise a reading booklet available on Moodle and which will include but is not limited to:

Anderson, Pamela Sue, "Feminism in the Philosophy of Religion" in *Explorations in Contemporary Continental Philosophy of Religion*, eds. Deane-Peter Baker and Patrick Maxwell (Amsterdam, NY: Rodopi, 2003), pp. 189–206.
Critchley, Simon, *Continental Philosophy: A Very Short Introduction* (Oxford: Oxford University Press, 2001).
Dupré, Louis, *Passage to Modernity: An Essay in the Hermeneutics of Culture* (New Haven: Yale University Press, 1993).
Joy, Morny (ed.), *Continental Philosophy and the Philosophy of Religion* (Dordrecht: Springer, 2010).
Ricoeur, Paul, *Figuring the Sacred*, ed. Mark Wallace (Minneapolis: Fortress Press, 1995).
"Religion, Atheism, and Faith" in *The Conflict of Interpretations*, ed. D. Ihde (Evanston: Northwestern University Press, 1974), pp. 440–467.
Ward, Graham, *The Blackwell Companion to Postmodern Theology* (Oxford: Blackwell, 2004)

Pre-requisites

There are no pre-requisites for this module, however, a familiarity with existentialism and/or philosophical methods and analysis are/is recommended.

Synopsis *

This module will be divided into two parts. First, it will familiarise students with how Continental philosophy has developed in response to methodological and historical questions. Second, it will then show how Continental philosophy applies to the philosophy of religion by discussing traditional religious problems—e.g., the existence of God, the problem of theodicy, the conception of the good life—and seeing how seminal Continental thinkers engage with these issues in diverse ways. The first part of the module will discuss critical, historical-based methodologies in: philosophical hermeneutics (Gadamer and Ricoeur), phenomenology (Dupré and Marion) and genealogy (Foucault). The second part of the module will utilise contemporary scholarship consisting in contemporary philosophers applying the aforementioned methodological approaches to religious problems.

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TH619	Religious Studies and Philosophy in the Classroom					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Two hours per week, (2 hr lecture) for 10 teaching weeks.

Cost

Some travel may be required by students taking this module. In this instance, it should be noted that the University is unable to cover the cost of any such journey.

Learning Outcomes

On successful completion of the module students will:

1. Present subject related ideas and concepts concisely and coherently within a classroom setting.
2. Devise, develop and evaluate a specific idea or project.
3. Understand the importance of professional responsibility and of following professional guidelines.
4. Understand the National Curriculum and the role of Religion Education and Philosophy within the Curriculum.
5. Display knowledge of the organisation within schools and the management of people within them.

Method of Assessment

There are four methods of assessment.

1. Journal/Blog writing (10%). One short entry per school visit.
2. Oral Presentation (10%). To describe activities carried out at school, the a special project or another topic related to the placement experience.
3. Teacher Assessment (20%). Designated teachers will be provided with an assessment form to complete.
4. End of module report and portfolio (60 %). 1500 word report, plus observation forms, class assignments and teaching materials

Preliminary Reading

General

Capel, Susan Anne, Leask Marilyn, Turner Tony, Learning to Teach in the Secondary School: A Companion to School Experience, (London: Routledge, 2012)

Leibling, Mike, The A-Z of Learning: Tips and Techniques for Teachers (New York: Routledge, 2005)

Religious Education

Reference:

Hinnells, John, Routledge Companion to the Study of Religion, 2nd ed. (London: Routledge, 2010)

Smart, Ninian, The World's Religions, (Cambridge: Cambridge University Press, 1998).

Woodhead, Linda, Partridge Christopher, Kawanami, Hiroko (ed.) Religions in the Modern World: Traditions and Transformations, (London: Routledge, 2009)

Specific;

Brandom Anne-Marie and Andrew Wright (Eds.). Learning to Teach Religious Education in the Secondary School: A Companion to School Experience. (London: Routledge, 2005).

Erricker, Clive. A Conceptual and Interdisciplinary Approach for Secondary Level. (New York: Routledge, 2010).

Cavan, Wood. 100 Ideas for Teaching Religious Education. (London: Continuum International, 2008)

Watson, Brenda, and Thompson Penny. The Effective Teaching of Religion Education. (Edinburgh: Pearson Education Ltd, 2007).

Philosophy

Bowkett, Steve, 100 Ideas for Teaching Thinking Skills. (London: Continuum, 2007)

De A'Echevarria, Ann, Patience Ian. Teaching Thinking, (Aldersford: Teachers Pocketbooks, 2008)

Fisher, Robert. Values for Thinking, (Oxford: Nash Pollock, 2001)

Hannam Patricia, Echeverria Eugenio. Philosophy with Teenagers: Nurturing a Moral Imagination for the 21st Century. (London: Continuum International, 2009)

Websites

<http://www.education.gov.uk/>

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary>

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Restrictions

This module is exempt from the randomised selection criteria. Students will be selected by their subject grades, attendance record and interview performance.

Good attendance record and overall good academic achievement especially on their chosen subject. The Partnership Development Office together with the course convenor will provide initial ambassador training. Students will work in a school, with a nominated teacher, for ten half days during the Autumn Term and will have the opportunity to promote their subject in a variety of ways. The Course Convenor will place students in appropriate schools, either primary or secondary.

Synopsis *

Please note: all Module Handbook information is subject to change pending faculty approval.

This module is aimed at those students who would like to follow a career as Secondary School teachers, but is also suitable to those who would like to combine an academic course with work experience. Placements in a school environment will enhance the students' employment opportunities as they will acquire a range of skills. It will also provide the students with the opportunity to develop their knowledge and understanding of Religious Education and Philosophy in the secondary school context. The weekly school based work and university based work will complement each other. The student will spend one half-day per week for ten weeks in a school where each student will have a designated teacher-mentor who will guide their work in school. They will observe sessions taught by their designated teacher and possibly other teachers. Initially, for these sessions the students will concentrate on specific aspects of the teachers' tasks, and their approach to teaching a whole class. As they progress, their role will be as teaching assistants, by helping individual pupils who are having difficulties or by working with small groups. They may teach brief or whole sessions with the whole class or with a small group of students where they explain a topic related to the school syllabus. They may also talk about aspects of University life. They must keep a weekly journal reflecting on their activities at their designated school.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH620		Anthropology of Religion				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	70% Coursework, 30% Exam	

Availability

Also available at Level 6 (TH621)

Contact Hours

1-hour lecture per week, 2-hour seminar per week for 10 teaching weeks

Learning Outcomes

By the end of the module, Level 5 and 6 students will have:

- acquired detailed and critical knowledge and understanding of core topics in anthropology and religion; e.g. notions of 'the primitive', cultural systems, ideas of belonging and ethnicity and the relationships between religion, nation and politics (programme outcomes A1, A2 and A4)
- demonstrated competence in applying these concepts within new and differing contexts (e.g. to see the relationship between religion and current debates about national identity) (programme outcomes A3, A4 and B3)
- shown cogent understanding of the principal academic methodologies within anthropological approaches to religious studies, especially the use of ethnography in evaluating anthropological research, and to appreciate both the potentialities and the limitations of these methodologies (programme outcomes A4, B3 and C1-4).
- the ability to analyse key texts critically (both primary and secondary) (programme outcomes B1, B2 and B4)

Method of Assessment

70% Coursework

30% Exam

Preliminary Reading

Indicative reading:

Bowie, F. 2006. The anthropology of religion. Oxford: Blackwell.

Cohen, A. P. 1982. Belonging: identity and social organization in British rural cultures. Manchester: Manchester University Press.

Day, A. 2011 Believing in Belonging: Belief and Social Identity in the Modern World. Oxford: Oxford University Press.

Hammersley, M. and P. Atkinson 1995. Ethnography: principles in practice. London: Routledge.

Lambeck, M. (ed.) 2002. A reader in the anthropology of religion. Malden, Mass.: Blackwell.

Luhmann, T. M. 2007. Persuasions of the witch's craft. Cambridge: Harvard University Press.

Pre-requisites

Any year 1 RS module, such as TH325, TH334, TH340, TH342, TH341, TH343, TH344 or any other module from Religious Studies.

Synopsis *

The aim of the course is to provide students with an understanding of the history and practice of the anthropology of religion through the past 150 years. Students will explore the 'anthropology of religion' to provide an historical and contemporary understanding of how anthropological studies of religion enrich knowledge of what it means to be religious. The course will examine and students will practise the anthropological method of rich participant observation and comparative analysis. Course content focuses on foundational and contemporary issues of religious definition, ritual, belief, embodiment, rationality and relationships in both Western and non-western contexts.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH621 Anthropology of Religion						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	70% Coursework, 30% Exam	

Availability

Also available at Level 5 (TH620)

Contact Hours

1 hour lecture per week, 2-hour seminar per week for 10 teaching weeks

Learning Outcomes

By the end of the module, Level 5 and 6 students will have:

- acquired detailed and critical knowledge and understanding of core topics in anthropology and religion; e.g. notions of 'the primitive', cultural systems, ideas of belonging and ethnicity and the relationships between religion, nation and politics (programme outcomes A1, A2 and A4)
- demonstrated competence in applying these concepts within new and differing contexts (e.g. to see the relationship between religion and current debates about national identity) (programme outcomes A3, A4 and B3)
- shown cogent understanding of the principal academic methodologies within anthropological approaches to religious studies, especially the use of ethnography in evaluating anthropological research, and to appreciate both the potentialities and the limitations of these methodologies (programme outcomes A4, B3 and C1-4).
- the ability to analyse key texts critically (both primary and secondary) (programme outcomes B1, B2 and B4)

In addition, at the end of the module Level 6 students will have:

- carried out and displayed understanding of additional research and critical thinking in both written assessments and seminar topics that shows an appreciation of the uncertainty, ambiguity and limits of knowledge (programme outcomes B1-4)
- thorough, detailed and systematic knowledge of core tenets of the subject, including a comprehensive appreciation of the latest research on anthropological approaches to the study of religion (e.g. Falzon's (2009) concept of multi-sited ethnography) (programme outcomes A1-4)
- the necessary skills in using contemporary research methodologies, analytical technique and other modes of enquiry currently at the cutting edge of anthropological and religious studies (e.g. empirical studies of the impacts of migration) (programme outcomes A4, B2 and B3)
- demonstrated independent learning skills by being able to make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources (programme outcomes C1-4)
- the ability to analyse key texts and other materials critically at a high level (programme outcomes B3 and B4)

Method of Assessment

70% Coursework

30% Exam

Preliminary Reading

Indicative reading:

Bowie, F. 2006. The anthropology of religion. Oxford: Blackwell.

Cohen, A. P. 1982. Belonging: identity and social organization in British rural cultures. Manchester: Manchester University Press.

Day, A. 2011 Believing in Belonging: Belief and Social Identity in the Modern World. Oxford: Oxford University Press.

Hammersley, M. and P. Atkinson 1995. Ethnography: principles in practice.

London: Routledge.

Lambeck, M. (ed.) 2002. A reader in the anthropology of religion. Malden, Mass.: Blackwell.

Luhmann, T. M. 2007. Persuasions of the witch's craft. Cambridge: Harvard University Press.

Pre-requisites

Any year 1 RS module, such as TH325, TH334, TH340, TH342, TH341, TH343, TH344 or any other module from Religious Studies.

Synopsis <span style =

The aim of the course is to provide students with an understanding of the history and practice of the anthropology of religion through the past 150 years. Students will explore the 'anthropology of religion' to provide an historical and contemporary understanding of how anthropological studies of religion enrich knowledge of what it means to be religious. The course will examine and students will practise the anthropological method of rich participant observation and comparative analysis. Course content focuses on foundational and contemporary issues of religious definition, ritual, belief, embodiment, rationality and relationships in both Western and non-western contexts.

TH622 Cracking Biblical Codes: Prophecy, Apocalyptic and Wisdom						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	Fletcher Dr M

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

Availability

Also available as TH623 (Level 6)

Contact Hours

2-hour lecture per week, 1-hour seminar per week for 10 teaching weeks

Learning Outcomes

By the end of the module, Level 5 and 6 students will have:

- knowledge of and the ability to critically assess attempts (ancient and modern) to decipher the Bible as 'code'
- the ability to apply these critical skills in the close reading of biblical texts
- understanding and awareness of the principal academic methodologies in Biblical Studies and critical appreciation of the range of interpretative models in Judaism and Christianity
- acquired critical and analytical skills to analyze the interrelations between ancient texts, or 'mysteries', and contemporary worlds

Method of Assessment

50% Coursework

50% Exam

Preliminary Reading

Indicative reading:

From the Bible: Texts studied could include the book of Revelation, Daniel, Ecclesiastes, Job...

Other suggested reading:

Richard Bauckham, *The Theology of the Book of Revelation* (Cambridge University Press, 1993)

Gerald Bruns, *Hermeneutics Ancient and Modern* (Yale University Press, 1995)

Malcolm Bull (ed.), *Apocalypse Theory and the Ends of the World* (Oxford: Basil Blackwell, 1995)

Michael Drosnin, *The Bible Code* (Phoenix: 1997)

Christopher A. Frilingos, *Spectacles of Empire: Monsters, Martyrs and the Book of Revelation* (University of Pennsylvania Press: 2004)

Louis F. Hartman, Alexander A. Di Lella, *Daniel* (Anchor Bible Commentaries; Yale University Press: 2007)

Tim LaHaye, *Left Behind: A Novel of the Earth's Last Days* (Cambridge: Tyndale House, 1996)

Bernard McGinn, John J. Collins, Stephen J. Sein (eds.) *The Encyclopaedia of Apocalypticism* (New York: Continuum, 1998-2000), 3 vols.

Tina Pippin, *Apocalyptic Bodies: The Biblical End of the World in Text and Image* (London and New York: Routledge, 1999)

Hugh Pyper, 'Reading in the Dark: Zechariah, Daniel and the Difficulty of Scripture', *Journal for the Study of the Old Testament* 29.4 (2005), pp. 485-504.

Pre-requisites

Any year 1 RS module, such as TH325, TH334, TH340, TH342, TH341, TH343, TH344 or any other module from Religious Studies.

Synopsis *

This module will explore the theme of 'Biblical Codes' from two angles:

- 1) How has the Bible been read as code?
- 2) How can we read/ 'decode' biblical mysteries (prophecy, apocalyptic, or 'wisdom')

Under heading 1) we will be exploring how different writers and groups (some of them inside the Bible, some of them outside it) have read the Bible as temporal or political code. For example, the biblical book of Daniel attempts to decode the book of Jeremiah, which had already become deeply mysterious to ancient readers. Similarly, the New Testament 'deciphers' biblical prophecy and motifs by applying them to Jesus or the Roman Empire. At the other end of the time spectrum, we find bestsellers like Michael Drosnin's *The Bible Code* (1997), Hal Lindsey and Tim LaHaye's attempts to decrypt biblical visions of the end of time by way of contemporary global politics, or recent readings of the book of Ezekiel as prophecies about UFO's. Techniques of decryption are also built into central developments within Jewish and Christian traditions. In fact, what is often called the history of 'hermeneutics' could also be described as the history of 'How not to read literally'. We will be looking at a range of examples of such developments by focusing on readers like Philo of Alexandria, Augustine of Hippo, or Jewish Kabbalah.

Under heading 2, we will undertake some in-depth readings of prophecy, apocalyptic, or wisdom texts—the ones that readers of the Bible find most difficult to 'decode'. Texts to be studied will be taken from the Old Testament/Hebrew Bible, the New Testament, and the Pseudepigrapha. We will be exploring the contexts that produced these literatures and thinking about how to read (decipher?) them across the abyss of time.

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TH623	Cracking Biblical Codes: Prophecy, Apocalyptic and Wisdom					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	Fletcher Dr M

Availability

Also available as TH622 (Level 5)

Contact Hours

2-hour lecture per week, 1-hour seminar per week for 10 teaching weeks

Learning Outcomes

By the end of the module, Level 5 and 6 students will have:

- knowledge of and the ability to critically assess attempts (ancient and modern) to decipher the Bible as 'code'
- the ability to apply these critical skills in the close reading of biblical texts
- understanding and awareness of the principal academic methodologies in Biblical Studies and critical appreciation of the range of interpretative models in Judaism and Christianity
- acquired critical and analytical skills to analyze the interrelations between ancient texts, or 'mysteries', and contemporary worlds

In addition, at the end of the module students at level 6 will have:

- carried out and displayed understanding of additional research and critical thinking in both written assessments and seminar topics that shows an appreciation of the uncertainty, ambiguity and limits of knowledge
- a systematic understanding of key aspects of the discipline, including a familiarity with the latest research within biblical studies
- an ability to deploy accurately established techniques of analysis and enquiry within biblical and religious studies, including those currently at the forefront of the discipline (e.g. hermeneutics and deconstruction)
- the ability to undertake independent learning and to demonstrate this through the sophisticated use of refereed research in leading journals and other original materials
- have acquired critical and analytical skills in their approach to key texts

Method of Assessment

50% Coursework

50% Exam

Preliminary Reading

Indicative reading:

From the Bible: Texts studied could include the book of Revelation, Daniel, Ecclesiastes, Job...

Other suggested reading:

Richard Bauckham, *The Theology of the Book of Revelation* (Cambridge University Press, 1993)

Gerald Bruns, *Hermeneutics Ancient and Modern* (Yale University Press, 1995)

Malcolm Bull (ed.), *Apocalypse Theory and the Ends of the World* (Oxford: Basil Blackwell, 1995)

Michael Drosnin, *The Bible Code* (Phoenix: 1997)

Christopher A. Frilingos, *Spectacles of Empire: Monsters, Martyrs and the Book of Revelation* (University of Pennsylvania Press: 2004)

Louis F. Hartman, Alexander A. Di Lella, *Daniel* (Anchor Bible Commentaries; Yale University Press: 2007)

Tim LaHaye, *Left Behind: A Novel of the Earth's Last Days* (Cambridge: Tyndale House, 1996)

Bernard McGinn, John J. Collins, Stephen J. Sein (eds.) *The Encyclopaedia of Apocalypticism* (New York: Continuum, 1998-2000), 3 vols.

Tina Pippin, *Apocalyptic Bodies: The Biblical End of the World in Text and Image* (London and New York: Routledge, 1999)

Hugh Pyper, 'Reading in the Dark: Zechariah, Daniel and the Difficulty of Scripture', *Journal for the Study of the Old Testament* 29.4 (2005), pp. 485-504.

Pre-requisites

Any year 1 RS module, such as TH325, TH334, TH340, TH342, TH341, TH343, TH344 or any other module from Religious Studies.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

Synopsis *

This module will explore the theme of 'Biblical Codes' from two angles:

- 1) How has the Bible been read as code?
- 2) How can we read/ 'decode' biblical mysteries (prophecy, apocalyptic, or 'wisdom')

Under heading 1) we will be exploring how different writers and groups (some of them inside the Bible, some of them outside it) have read the Bible as temporal or political code. For example, the biblical book of Daniel attempts to decode the book of Jeremiah, which had already become deeply mysterious to ancient readers. Similarly, the New Testament 'deciphers' biblical prophecy and motifs by applying them to Jesus or the Roman Empire. At the other end of the time spectrum, we find bestsellers like Michael Drosnin's *The Bible Code* (1997), Hal Lindsey and Tim LaHaye's attempts to decrypt biblical visions of the end of time by way of contemporary global politics, or recent readings of the book of Ezekiel as prophecies about UFO's. Techniques of decryption are also built into central developments within Jewish and Christian traditions. In fact, what is often called the history of 'hermeneutics' could also be described as the history of 'How not to read literally'. We will be looking at a range of examples of such developments by focusing on readers like Philo of Alexandria, Augustine of Hippo, or Jewish Kabbalah.

Under heading 2, we will undertake some in-depth readings of prophecy, apocalyptic, or wisdom texts—the ones that readers of the Bible find most difficult to 'decode'. Texts to be studied will be taken from the Old Testament/Hebrew Bible, the New Testament, and the Pseudepigrapha. We will be exploring the contexts that produced these literatures and thinking about how to read (decipher?) them across the abyss of time.

TH624 Indian Philosophy of Religion						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	King Prof R

Availability

Also available as TH625 (Level 6)

Contact Hours

2 hour lecture per week, 1 hour seminar per week for 10 teaching weeks

Learning Outcomes

On successfully completing the module Level 5 students will be able to:

- 8.1 Outline and examine key philosophical themes and debates within the various Hindu and Buddhist schools of Indian thought;
- 8.2 Understand ways in which the various schools mutually influenced and contested each other's philosophical positions;
- 8.3 Examine key philosophical questions such as the nature of the self, truth, cosmology, ontology and epistemology as they are debated in a classical Indian intellectual context;
- 8.4 Consider the contribution of Hindu and Buddhist thought to the history of philosophy as a global enterprise.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative reading:

- Bartley, C. (2011) *An Introduction to Indian Philosophy*, London: Continuum
Hamilton, S. (2001) *Indian Philosophy. A Very Short Introduction*, Oxford: Oxford Paperbacks
King, R. (2000) *Indian Philosophy. An Introduction to Hindu and Buddhist Thought*, Edinburgh: Edinburgh University Press
King, R. (1995) *Early Advaita Vedanta and Buddhism. The Mahayana Context of the Gaudapadiya-karika*, Albany, NY: State University of New York Press
Larson, G. and Deutsch, E., (1988) *Interpreting Across Boundaries. New Essays in Comparative Philosophy*, Princeton, New Jersey, Princeton University Press
Sarma, D. (2011) *Classical Indian Philosophy. A Reader*, New York: Columbia University Press

Pre-requisites

None

Synopsis *

This module will explore classic philosophical debates and texts (in translation) of the main currents of classical Indian philosophical thought, focusing on Hindu and Buddhist thought but with some reference to traditions such as Jainism. The module explores classic Indian approaches to key philosophical themes such as the nature of truth, the relationship of language and reality, cosmology and theories of causality, the nature of perception, karma and rebirth, debates about the self, the relationship of consciousness and the body, the nature of liberation and valid sources of knowledge.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH625 Indian Philosophy of Religion						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	King Prof R

Availability

Also available as TH624 (Level 5)

Contact Hours

2-hour lecture per week, 1-hour seminar per week for 10 teaching weeks

Learning Outcomes

On successfully completing the module Level 6 students will be able to:

8.5 Outline the historical development of key philosophical themes within the various Hindu and Buddhist schools of Indian thought, and use critical techniques to analyse the philosophical development of key debates;

8.6 Construct a coherent picture of the intellectual context with reference to the mutual influence of various schools, assessing their impact with regard to both philosophical and historical factors;

8.7 Critically assess claims made in the classical Indian intellectual context regarding key philosophical questions on the nature of the self, truth, cosmology, ontology and epistemology, bringing knowledge of primary texts and critical tools to bear on the material in constructing arguments;

8.8 Engage current and global scholarship on the history of philosophy in assessing the contribution of Hindu and Buddhist as a global enterprise.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative reading:

Bartley, C, (2011) *An Introduction to Indian Philosophy*, London: Continuum

Hamilton, S, (2001) *Indian Philosophy. A Very Short Introduction*, Oxford: Oxford Paperbacks

King, R, (2000) *Indian Philosophy. An Introduction to Hindu and Buddhist Thought*, Edinburgh: Edinburgh University Press

King, R, (1995) *Early Advaita Vedanta and Buddhism. The Mahayana Context of the Gaudapadiya-karika*, Albany, NY:

State University of New York Press

Larson, G. and Deutsch, E., (1988) *Interpreting Across Boundaries. New Essays in Comparative Philosophy*, Princeton, New Jersey, Princeton University Press

Sarma, D, (2011) *Classical Indian Philosophy. A Reader*, New York: Columbia University Press

Pre-requisites

None

Synopsis *

This module will explore classic philosophical debates and texts (in translation) of the main currents of classical Indian philosophical thought, focusing on Hindu and Buddhist thought but with some reference to traditions such as Jainism. The module explores classic Indian approaches to key philosophical themes such as the nature of truth, the relationship of language and reality, cosmology and theories of causality, the nature of perception, karma and rebirth, debates about the self, the relationship of consciousness and the body, the nature of liberation and valid sources of knowledge.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH626 Gods and Government from the Roman Empire to Tony Blair						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	

Availability

Also available at Level 6I under code TH627

Contact Hours

one 2hr lecture/seminar per week for 10 teaching weeks

Learning Outcomes

By the end of the course Level 5 and 6 students will be able to:

1. Demonstrate knowledge of, and the ability to critically assess, approaches to the topic of political theology both inside and outside the Western tradition
2. Demonstrate knowledge of, and the ability to critically assess, historical trajectories within various traditions as these have shaped recent discussions of 'political religions'
3. Frame their own research interests and disciplinary questions in light of comparative, historical and theoretical approaches to the relationship between politics and religion
4. Reflect critically on key concepts such as 'sovereignty', 'globalisation', 'democracy', 'terrorism', 'fanaticism'
5. Discern the influence of key classical thinkers and ideas in contemporary discussions of politics and religion
6. To relate key concepts and questions to specific sites in Rome (30 credit students only- see 15.)

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

Giorgio Agamben. *The Kingdom and the Glory: For a Theological Genealogy of Economy and Government*. Stanford, CA: Stanford University Press, 2011.

Gil Anidjar. *The Jew, the Arab: a History of the Enemy (Cultural Memory in the Present)*. Stanford, CA: Stanford University Press, 2003.

William Cavanaugh. *The Myth of Religious Violence: Secular Ideology and the Roots of Modern Conflict*. Oxford: Oxford University Press, 2009.

Clayton Crockett. *Radical Political Theology: Religion and Politics After Liberalism*. New York: Columbia University Press, 2011.

Jacques Derrida. *Acts of Religion*. London: Routledge, 2001. (See esp. Anidjar's introduction and Derrida's essay 'Faith and Knowledge', which is also available in Derrida's *On Religion*.)

Michael Fagenblat. *A Covenant of Creatures: Levinas' Philosophy of Judaism*. Stanford, CA: Stanford University Press, 2012.

Synopsis *

Recent cultural and political theories have been haunted by the question of religion, its definitions and functions, its emancipatory capacities, its relation to violence, and its relationship to the history and future of the concept of the secular. The centrality of religion as a topic for these recent interdisciplinary discussions has emerged in relationship to a growing unease about earlier, modern modes of distinguishing public and private life; a 'return' of religion as an internationally significant political force in recent decades; and surprising appropriations of religion as a figure for secular Western democracy. Theorists (particularly in the area of postcolonial theory) are questioning naturalized or ahistorical distinctions between religion and the secular (e.g., Talal Asad, Tomoko Masuzawa, Saba Mahmood). Many contemporary thinkers attempt to short-circuit the distinction between 'religion' and 'politics', making possible surprising paradoxes of a "materialist theology" (Slavoj Žižek), an "emptied" religiosity (Gianni Vattimo), or what Hent de Vries calls simply a "political theology". Once we get down beneath the easily-rehearsed stereotypes, we find that the old religious archives (like the Bible) model competing forms of politics: from messianic anarchism to theocracy. In our political histories—and presents—these have been used (and now are being re-used) in surprising ways.

This course considers important moments in the Western history of political theology in order to understand modern and contemporary discussions of secular politics. These moments will be considered in relation to comparable instances of politically imagined theology (or theologically imagined politics) from other religious traditions as well. Students will:

- examine key topics in the modern formation of these discussions (e.g., distinctions between public and private; secular spheres; religion as extra-political ideal; fanaticism; politicized evaluations of Western religion as exceptional in relation to the 'others'; religion and political revolution)
- map important similarities and differences between Western and non-Western modelling of the relationship between religion and politics
- critically evaluate recent presentations of the inherent violence of religions, the inevitability of the clash of civilizations, and the usefulness of religion in 'making globalization work'

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH627 Gods and Government from the Roman Empire to Tony Blair						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Availability

Also available at Level 5 under code TH626

Contact Hours

one 2hr lecture/seminar per week for 10 teaching weeks

Learning Outcomes

By the end of the course Level 5 and 6 students will be able to:

1. Demonstrate knowledge of, and the ability to critically assess, approaches to the topic of political theology both inside and outside the Western tradition
2. Demonstrate knowledge of, and the ability to critically assess, historical trajectories within various traditions as these have shaped recent discussions of 'political religions'
3. Frame their own research interests and disciplinary questions in light of comparative, historical and theoretical approaches to the relationship between politics and religion
4. Reflect critically on key concepts such as 'sovereignty', 'globalisation', 'democracy', 'terrorism', 'fanaticism'
5. Discern the influence of key classical thinkers and ideas in contemporary discussions of politics and religion
6. To relate key concepts and questions to specific sites in Rome (30 credit students only- see 15.)

In addition, at the end of the module students at level 6 will have:

7. carried out and displayed understanding of additional research and critical thinking in both written assessments and seminar topics that shows an appreciation of the uncertainty, ambiguity and limits of knowledge
8. the ability to undertake independent learning and to demonstrate this through the sophisticated use of refereed research in leading journals and other original materials
9. acquired critical and analytical skills in their approach to key texts

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

Giorgio Agamben. *The Kingdom and the Glory: For a Theological Genealogy of Economy and Government*. Stanford, CA: Stanford University Press, 2011.

Gil Anidjar. *The Jew, the Arab: a History of the Enemy (Cultural Memory in the Present)*. Stanford, CA: Stanford University Press, 2003.

William Cavanaugh. *The Myth of Religious Violence: Secular Ideology and the Roots of Modern Conflict*. Oxford: Oxford University Press, 2009.

Clayton Crockett. *Radical Political Theology: Religion and Politics After Liberalism*. New York: Columbia University Press, 2011.

Jacques Derrida. *Acts of Religion*. London: Routledge, 2001. (See esp. Anidjar's introduction and Derrida's essay 'Faith and Knowledge', which is also available in Derrida's *On Religion*.)

Michael Fagenblat. *A Covenant of Creatures: Levinas' Philosophy of Judaism*. Stanford, CA: Stanford University Press, 2012.

Synopsis *

Recent cultural and political theories have been haunted by the question of religion, its definitions and functions, its emancipatory capacities, its relation to violence, and its relationship to the history and future of the secular. The centrality of religion as a topic for these recent interdisciplinary discussions has emerged in relationship to a growing unease about earlier, modern modes of distinguishing public and private life; a 'return' of religion as an internationally significant political force in recent decades; and surprising appropriations of religion as a figure for secular Western democracy. Theorists (particularly in the area of postcolonial theory) are questioning naturalized or ahistorical distinctions between religion and the secular (e.g., Talal Asad, Tomoko Masuzawa, Saba Mahmood). Many contemporary thinkers attempt to short-circuit the distinction between 'religion' and 'politics', making possible surprising paradoxes of a "materialist theology" (Slavoj Žižek), an "emptied" religiosity (Gianni Vattimo), or what Hent de Vries calls simply a "political theology". Once we get down beneath the easily-rehearsed stereotypes, we find that the old religious archives (like the Bible) model competing forms of politics: from messianic anarchism to theocracy. In our political histories—and presents—these have been used (and now are being re-used) in surprising ways.

This course considers important moments in the Western history of political theology in order to understand modern and contemporary discussions of secular politics. These moments will be considered in relation to comparable instances of politically imagined theology (or theologically imagined politics) from other religious traditions as well. Students will:

- examine key topics in the modern formation of these discussions (e.g., distinctions between public and private; secular spheres; religion as extra-political ideal; fanaticism; politicized evaluations of Western religion as exceptional in relation to the 'others'; religion and political revolution)
- map important similarities and differences between Western and non-Western modelling of the relationship between religion and politics
- critically evaluate recent presentations of the inherent violence of religions, the inevitability of the clash of civilizations, and the usefulness of religion in 'making globalization work'

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH628 Gods and Government from the Roman Empire to Tony Blair						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	

Availability

Also available at level 6 under code TH629

Contact Hours

Autumn:

one 2-hour lecture/seminar per week for 10 teaching weeks

For the Spring Term the students will be resident in Rome for five working days. This residency will take place during the SECL Religious Studies Reading Week. On some days we will undertake day long site visits; on others, there will be a four hour teaching session/workshop in the morning with free time in the afternoon. The minimum number of contact hours will be 20.

Cost

Students taking this module are expected to make a significant financial contribution to the week's residency in Rome (circa £350). Full details are available from the module convenor.

Learning Outcomes

By the end of the course Level 5 and 6 students will be able to:

1. Demonstrate knowledge of, and the ability to critically assess, approaches to the topic of political theology both inside and outside the Western tradition
2. Demonstrate knowledge of, and the ability to critically assess, historical trajectories within various traditions as these have shaped recent discussions of 'political religions'
3. Frame their own research interests and disciplinary questions in light of comparative, historical and theoretical approaches to the relationship between politics and religion
4. Reflect critically on key concepts such as 'sovereignty', 'globalisation', 'democracy', 'terrorism', 'fanaticism'
5. Discern the influence of key classical thinkers and ideas in contemporary discussions of politics and religion
6. To relate key concepts and questions to specific sites in Rome (30 credit students only- see 15.)

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

Giorgio Agamben. *The Kingdom and the Glory: For a Theological Genealogy of Economy and Government*. Stanford, CA: Stanford University Press, 2011.

Gil Anidjar. *The Jew, the Arab: a History of the Enemy (Cultural Memory in the Present)*. Stanford, CA: Stanford University Press, 2003.

William Cavanaugh. *The Myth of Religious Violence: Secular Ideology and the Roots of Modern Conflict*. Oxford: Oxford University Press, 2009.

Clayton Crockett. *Radical Political Theology: Religion and Politics After Liberalism*. New York: Columbia University Press, 2011.

Jacques Derrida. *Acts of Religion*. London: Routledge, 2001. (See esp. Anidjar's introduction and Derrida's essay 'Faith and Knowledge', which is also available in Derrida's *On Religion*.)

Michael Fagenblat. *A Covenant of Creatures: Levinas' Philosophy of Judaism*. Stanford, CA: Stanford University Press, 2012.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

Synopsis *

Recent cultural and political theories have been haunted by the question of religion, its definitions and functions, its emancipatory capacities, its relation to violence, and its relationship to the history and future of the concept of the secular. The centrality of religion as a topic for these recent interdisciplinary discussions has emerged in relationship to a growing unease about earlier, modern modes of distinguishing public and private life; a 'return' of religion as an internationally significant political force in recent decades; and surprising appropriations of religion as a figure for secular Western democracy. Theorists (particularly in the area of postcolonial theory) are questioning naturalized or ahistorical distinctions between religion and the secular (e.g., Talal Asad, Tomoko Masuzawa, Saba Mahmood). Many contemporary thinkers attempt to short-circuit the distinction between 'religion' and 'politics', making possible surprising paradoxes of a "materialist theology" (Slavoj Žižek), an "emptied" religiosity (Gianni Vattimo), or what Hent de Vries calls simply a "political theology". Once we get down beneath the easily-rehearsed stereotypes, we find that the old religious archives (like the Bible) model competing forms of politics: from messianic anarchism to theocracy. In our political histories—and presents—these have been used (and now are being re-used) in surprising ways.

This course considers important moments in the Western history of political theology in order to understand modern and contemporary discussions of secular politics. These moments will be considered in relation to comparable instances of politically imagined theology (or theologically imagined politics) from other religious traditions as well. Students will:

- examine key topics in the modern formation of these discussions (e.g., distinctions between public and private; secular spheres; religion as extra-political ideal; fanaticism; politicized evaluations of Western religion as exceptional in relation to the 'others'; religion and political revolution)
- map important similarities and differences between Western and non-Western modelling of the relationship between religion and politics
- critically evaluate recent presentations of the inherent violence of religions, the inevitability of the clash of civilizations, and the usefulness of religion in 'making globalization work'

TH629 Gods and Government from the Roman Empire to Tony Blair						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	

Availability

Also available at Level 5 under TH628

Contact Hours

Autumn:

one 2-hour lecture/seminar per week for 10 teaching weeks

For the Spring Term the students will be resident in Rome for five working days. This residency will take place during the SECL Religious Studies Reading Week. On some days we will undertake day long site visits; on others, there will be a four hour teaching session/workshop in the morning with free time in the afternoon. The minimum number of contact hours will be 20.

Cost

Students taking this module are expected to make a significant financial contribution to the week's residency in Rome (circa £350). Full details are available from the module convenor.

Learning Outcomes

By the end of the course Level 5 and 6 students will be able to:

1. Demonstrate knowledge of, and the ability to critically assess, approaches to the topic of political theology both inside and outside the Western tradition
2. Demonstrate knowledge of, and the ability to critically assess, historical trajectories within various traditions as these have shaped recent discussions of 'political religions'
3. Frame their own research interests and disciplinary questions in light of comparative, historical and theoretical approaches to the relationship between politics and religion
4. Reflect critically on key concepts such as 'sovereignty', 'globalisation', 'democracy', 'terrorism', 'fanaticism'
5. Discern the influence of key classical thinkers and ideas in contemporary discussions of politics and religion
6. To relate key concepts and questions to specific sites in Rome (30 credit students only- see 15.)

In addition, at the end of the module students at level 6 will have:

7. carried out and displayed understanding of additional research and critical thinking in both written assessments and seminar topics that shows an appreciation of the uncertainty, ambiguity and limits of knowledge
8. the ability to undertake independent learning and to demonstrate this through the sophisticated use of refereed research in leading journals and other original materials
9. acquired critical and analytical skills in their approach to key texts

Method of Assessment

100% Coursework

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

Preliminary Reading

Indicative Reading List

Giorgio Agamben. *The Kingdom and the Glory: For a Theological Genealogy of Economy and Government*. Stanford, CA: Stanford University Press, 2011.

Gil Anidjar. *The Jew, the Arab: a History of the Enemy (Cultural Memory in the Present)*. Stanford, CA: Stanford University Press, 2003.

William Cavanaugh. *The Myth of Religious Violence: Secular Ideology and the Roots of Modern Conflict*. Oxford: Oxford University Press, 2009.

Clayton Crockett. *Radical Political Theology: Religion and Politics After Liberalism*. New York: Columbia University Press, 2011.

Jacques Derrida. *Acts of Religion*. London: Routledge, 2001. (See esp. Anidjar's introduction and Derrida's essay 'Faith and Knowledge', which is also available in Derrida's *On Religion*.)

Michael Fagenblat. *A Covenant of Creatures: Levinas' Philosophy of Judaism*. Stanford, CA: Stanford University Press, 2012.

Synopsis *

Recent cultural and political theories have been haunted by the question of religion, its definitions and functions, its emancipatory capacities, its relation to violence, and its relationship to the history and future of the concept of the secular. The centrality of religion as a topic for these recent interdisciplinary discussions has emerged in relationship to a growing unease about earlier, modern modes of distinguishing public and private life; a 'return' of religion as an internationally significant political force in recent decades; and surprising appropriations of religion as a figure for secular Western democracy. Theorists (particularly in the area of postcolonial theory) are questioning naturalized or ahistorical distinctions between religion and the secular (e.g., Talal Asad, Tomoko Masuzawa, Saba Mahmood). Many contemporary thinkers attempt to short-circuit the distinction between 'religion' and 'politics', making possible surprising paradoxes of a "materialist theology" (Slavoj Žižek), an "emptied" religiosity (Gianni Vattimo), or what Hent de Vries calls simply a "political theology". Once we get down beneath the easily-rehearsed stereotypes, we find that the old religious archives (like the Bible) model competing forms of politics: from messianic anarchism to theocracy. In our political histories—and presents—these have been used (and now are being re-used) in surprising ways.

This course considers important moments in the Western history of political theology in order to understand modern and contemporary discussions of secular politics. These moments will be considered in relation to comparable instances of politically imagined theology (or theologically imagined politics) from other religious traditions as well. Students will:

- examine key topics in the modern formation of these discussions (e.g., distinctions between public and private; secular spheres; religion as extra-political ideal; fanaticism; politicized evaluations of Western religion as exceptional in relation to the 'others'; religion and political revolution)
- map important similarities and differences between Western and non-Western modelling of the relationship between religion and politics
- critically evaluate recent presentations of the inherent violence of religions, the inevitability of the clash of civilizations, and the usefulness of religion in 'making globalization work'

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH634 Mahāyāna Buddhism: The Foundations						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	King Prof R

Availability

Also available at Level 6 (TH635)

Contact Hours

2 hour lecture and 1 hour seminar each week for 10 teaching weeks

Learning Outcomes

At Level 5

By the end of this module, students will be able to:

- 11.1 Identify and discuss in an informed and coherent way two key doctrinal themes or practices central to Mahāyāna Buddhism such as the bodhisattva, emptiness, or skill-in-means;
- 11.2 Demonstrate an appreciation of the internal diversity and historical development of Mahāyāna Buddhism, especially during its formative period;
- 11.3 Engage in individual research on Buddhist themes using the full range of library, computing and IT resources.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

Chang, C. C., (2008) *A Treasury of Mahāyāna Sutras*. Selections from the Maharatnakuta Sutra, annotated edition, Penn State University Press.

Conze, E. (2003) *Perfect Wisdom. The Short Prajnaparamita Texts*, Buddhist Publishing Group.

King, R. (1999) *Indian Philosophy. An Introduction to Hindu and Buddhist Thought*, Edinburgh University Press.

Williams, P. (2008) *Mahāyāna Buddhism. The Doctrinal Foundations*, Routledge, 2nd Edition.

Williams, P., with Tribe, A. (2000) *Buddhist Thought. A Complete Introduction to the Indian Tradition* (Routledge).

Pre-requisites

None

Synopsis *

This course explores the central teachings, practices and sacred texts of Mahāyāna Buddhism and will focus upon the first 500 years of its history in India. It will examine the rise and development of Mahāyāna Buddhism in India through analysis of its key sacred literature and philosophical schools as well as its subsequent spread to East and North Asia.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH635 Mahāyāna Buddhism: The Foundations						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	King Prof R

Availability

Also available at Level 5 (TH634)

Contact Hours

2 hour lecture and 1 hour seminar each week for 10 teaching weeks

Learning Outcomes

At Level 5

By the end of this module, students will be able to:

- 11.1 Identify and discuss in an informed and coherent way two key doctrinal themes or practices central to Mahāyāna Buddhism such as the bodhisattva, emptiness, or skill-in-means;
- 11.2 Demonstrate an appreciation of the internal diversity and historical development of Mahāyāna Buddhism, especially during its formative period;
- 11.3 Engage in individual research on Buddhist themes using the full range of library, computing and IT resources.

At Level 6

By the end of this module, students will be able to:

- 11.4 Critically analyse and evaluate two key doctrinal themes or practices central to Mahāyāna Buddhism such as the bodhisattva, emptiness and skill-in-means;
- 11.5 Demonstrate a systematic understanding and critical appreciation of the internal diversity and historical development of Mahāyāna Buddhism during its formative period;
- 11.6 Engage in individual research on Buddhist themes using the full range of library, computing and IT resources and demonstrate the ability to work independently and manage their own learning.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List:

- Chang, C. C., (2008) *A Treasury of Mahāyāna Sutras. Selections from the Maharatnakuta Sutra*, annotated edition, Penn State University Press.
- Conze, E. (2003) *Perfect Wisdom. The Short Prajnaparamita Texts*, Buddhist Publishing Group.
- King, R. (1999) *Indian Philosophy. An Introduction to Hindu and Buddhist Thought*, Edinburgh University Press.
- Williams, P. (2008) *Mahāyāna Buddhism. The Doctrinal Foundations*, Routledge, 2nd Edition.
- Williams, P., with Tribe, A. (2000) *Buddhist Thought. A Complete Introduction to the Indian Tradition* (Routledge).

Pre-requisites

None

Synopsis *

This course explores the central teachings, practices and sacred texts of Mahāyāna Buddhism and will focus upon the first 500 years of its history in India. It will examine the rise and development of Mahāyāna Buddhism in India through analysis of its key sacred literature and philosophical schools as well as its subsequent spread to East and North Asia.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH636		Religion and Capitalism				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Strhan Dr A

Availability

Also available at Level 6 (TH637)

Contact Hours

1 hour lecture, and 2 hour seminar per week for 10 teaching weeks

Learning Outcomes

On successfully completing the module both Level 5 and Level 6 students will be able to:

- 8.1 critically evaluate the relationships between religious movements and capitalist economics, and how religious movements have contributed to the making of capitalist economics and the spread of capitalism;
- 8.2 understand the history of Western Christian thinking about money;
- 8.3 demonstrate a critical awareness and understanding of the history of economic thought;
- 8.4 use conceptual skills to consider how economic cultures have been shaped by and shape religious and spiritual cultures and modes of power in different contexts;
- 8.5 think within a sociological, theological and ethical context;
- 8.6 demonstrate an understanding of differences between Left- and Right-wing theologies.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

- Connolly, W. 2008. *Capitalism and Christianity American Style*. Durham NC: Duke University Press.
- Goodchild, P. 2007. *Theology of Money*. Durham NC: Duke University Press.
- Lofton, K. 2011. *Oprah: The Gospel of an Icon*. Chicago: University of Chicago Press.
- Stackhouse, M.L. et al. 1995. *On Moral Business: Classical and Contemporary Resources in Economic Life*. Grand Rapids: William B. Eerdmans
- Weber, M. 2001. *The Protestant Ethic and the Spirit of Capitalism*. London: Routledge

Pre-requisites

None

Synopsis *

The aim of the course is to provide an understanding of the interrelations between religion, modernity, capitalism and ideology. We will examine classic debates in social theory in relation to Western culture and capitalism, and bring them up to date in relation to contemporary sociological theory and political theology, applying these to examples from Europe, North and Latin America, and Africa. The course will primarily relate to the history of and contemporary Christianity and the birth of capitalism, although students will also have the opportunity to explore these questions in relation to other religions through their own independent research. It will critically explore both left- and right-wing theological models, and seek to deepen understanding of the relationship between religious and spiritual movements and capitalist economics.

The course will prominent debates in the relations between religion, capitalism and economics including: Karl Marx and the Judeo-Christian Tradition; Max Weber and the Protestant Work Ethic; the Social Gospel and Christian Socialism; Colonialism, Christianity and Capitalist Modernities; Neoliberalism and Christianity; Liberation Theologies; and Capitalist Spiritualities.

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH637 Religion and Capitalism						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Strhan Dr A

Availability

Also available at Level 5 (TH636)

Contact Hours

1 hour lecture, and 2 hour seminar per week for 10 teaching weeks

Learning Outcomes

On successfully completing the module both Level 5 and Level 6 students will be able to:

- 8.1 critically evaluate the relationships between religious movements and capitalist economics, and how religious movements have contributed to the making of capitalist economics and the spread of capitalism;
 - 8.2 understand the history of Western Christian thinking about money;
 - 8.3 demonstrate a critical awareness and understanding of the history of economic thought;
 - 8.4 use conceptual skills to consider how economic cultures have been shaped by and shape religious and spiritual cultures and modes of power in different contexts;
 - 8.5 think within a sociological, theological and ethical context;
 - 8.6 demonstrate an understanding of differences between Left- and Right-wing theologies.
- In addition, Level 6 students will be able to:
- 8.7 articulate nuanced answers to questions about the interrelations between religion, capitalism and modernity;
 - 8.8 demonstrate a deep understanding of the historical and political contexts shaping particular historical relationships between religious movements and the spread of capitalism;
 - 8.9 devise sustained, critical and evaluative arguments related to the analysis of these issues;
 - 8.10 engage reflectively with research at the cutting edge of sociological, anthropological and religious studies disciplines;
 - 8.11 undertake independent learning and to demonstrate through the sophisticated use of refereed research in leading journals and other original materials;
 - 8.12 show an appreciation of the uncertainty and ethical implications of the core themes of this module through engagement with these core texts.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

- Connolly, W. 2008. *Capitalism and Christianity American Style*. Durham NC: Duke University Press.
- Goodchild, P. 2007. *Theology of Money*. Durham NC: Duke University Press.
- Lofton, K. 2011. *Oprah: The Gospel of an Icon*. Chicago: University of Chicago Press.
- Stackhouse, M.L. et al. 1995. *On Moral Business: Classical and Contemporary Resources in Economic Life*. Grand Rapids: William B. Eerdmans
- Weber, M. 2001. *The Protestant Ethic and the Spirit of Capitalism*. London: Routledge

Pre-requisites

None

Synopsis *

The aim of the course is to provide an understanding of the interrelations between religion, modernity, capitalism and ideology. We will examine classic debates in social theory in relation to Western culture and capitalism, and bring them up to date in relation to contemporary sociological theory and political theology, applying these to examples from Europe, North and Latin America, and Africa. The course will primarily relate to the history of and contemporary Christianity and the birth of capitalism, although students will also have the opportunity to explore these questions in relation to other religions through their own independent research. It will critically explore both left- and right-wing theological models, and seek to deepen understanding of the relationship between religious and spiritual movements and capitalist economics.

The course will prominent debates in the relations between religion, capitalism and economics including: Karl Marx and the Judeo-Christian Tradition; Max Weber and the Protestant Work Ethic; the Social Gospel and Christian Socialism; Colonialism, Christianity and Capitalist Modernities; Neoliberalism and Christianity; Liberation Theologies; and Capitalist Spiritualities.

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TH638		Global Christianities				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convener
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Availability

Also available as TH639 (Level 6)

Contact Hours

1 hour lecture, and 2 hour seminar per week for 10 teaching weeks

Learning Outcomes

On successfully completing the module both Level 5 and Level 6 students will be able to:

- 8.1 understand what it means to approach Christianity as a field of anthropological study, and awareness of why the development of the anthropology of Christianity has been a recent development within the discipline of anthropology;
- 8.2 demonstrate critical appreciation of the principal theoretical debates in anthropological and sociological study of global Christianities, e.g. globalization and localization, processes of conversion (in terms of individuals and larger social groups), relations between Christianity and modernity;
- 8.3 demonstrate the ability to analyse the interrelations between different global forms of Christianity;
- 8.4 show understanding of representative forms of contemporary global Christianities in their historical, political, and economic contexts;
- 8.5 demonstrate critical understanding of the principal empirical methodologies used within anthropological and sociological approaches to global Christianities, and the ethical, political and epistemological implications of these methods;
- 8.6 demonstrate knowledge of how to approach the study of global Christianities through phenomenological, hermeneutic and genealogical methods.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

- Coleman, Simon. 2000. *The Globalisation of Charismatic Christianity: Spreading the Gospel of Prosperity*, Cambridge: Cambridge University Press.
- Engelke, Matthew. 2007. *A Problem of Presence: Beyond Scripture in an African Church*, Berkeley: University of California Press.
- Harding, Susan Friend. 2000. *The Book of Jerry Falwell: Fundamentalist Language and Politics*, Princeton: Princeton University Press.
- Keane, Webb. 2007. *Christian Moderns: Freedom and Fetish in the Mission Encounter*, Berkeley: University of California Press.
- Luhmann, Tanya. 2012. *When God Talks Back: Understanding the American Evangelical Relationship with God*, New York: Vintage.
- Marshall, Ruth. 2009. *Political Spiritualities: The Pentecostal Revolution in Nigeria*, Chicago: University of Chicago Press.
- Robbins, Joel. 2004. *Becoming Sinners: Christianity and Moral Torment in a Papua New Guinea Society*, Berkeley: University of California Press.

Pre-requisites

None

Synopsis *

This module will examine the theme 'Global Christianities' through the lenses of the anthropology of Christianity and the sociology of religion. We will explore the ways in which we can see Christianity as a cultural product, and how Christianity has shaped different cultures and societies globally, as well as how the religion has been shaped by and through encounters in different local settings. We will look at the history of the globalization of Christianity, and consider the historical, political and economic effects of local missionary encounters. The course will examine the processes of conversion to Christianity in different contexts, both at the level of individual and broader social group, and how these have been understood in relation to concepts of 'modernity'.

The course will draw attention to the relatively recent emergence of the anthropology of Christianity in relation to the broader disciplines of anthropology as a discrete area of study and how this relates to the study of Christianity as a global phenomenon within sociology. We will consider the ways in which these disciplines have constructed and objectified 'religion' as an object of study in ways that has historically occluded the social scientific study of Christianity in different global contexts.

The course will address some of the main debates in the anthropology of Christianity, deepening understanding of global Christianities through exploring studies of Christian cultures in diverse ethnographic contexts. The topics addressed will include: culture and conversion; globalization and localisation; interrelations between Christianity, subjectivity and language; embodied and emotional forms of different Christianities; concepts and experiences of God; mediation, immanence and transcendence; coherence and fragmentation; gender, sexuality and the family. Through engaging with readings on these areas, we will explore the socio-religious power-dynamics of Christianity in relation to both culturally dominant and marginal traditions.

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TH639		Global Christianities				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Availability

Also available as TH638 (Level 5)

Contact Hours

1 hour lecture, and 2 hour seminar per week for 10 teaching weeks

Learning Outcomes

On successfully completing the module both Level 5 and Level 6 students will be able to:

- 8.1 understand what it means to approach Christianity as a field of anthropological study, and awareness of why the development of the anthropology of Christianity has been a recent development within the discipline of anthropology;
 - 8.2 demonstrate critical appreciation of the principal theoretical debates in anthropological and sociological study of global Christianities, e.g. globalization and localization, processes of conversion (in terms of individuals and larger social groups), relations between Christianity and modernity;
 - 8.3 demonstrate the ability to analyse the interrelations between different global forms of Christianity;
 - 8.4 show understanding of representative forms of contemporary global Christianities in their historical, political, and economic contexts;
 - 8.5 demonstrate critical understanding of the principal empirical methodologies used within anthropological and sociological approaches to global Christianities, and the ethical, political and epistemological implications of these methods;
 - 8.6 demonstrate knowledge of how to approach the study of global Christianities through phenomenological, hermeneutic and genealogical methods.
- In addition, Level 6 students will be able to:
- 8.7 appreciate the nature of uncertainty and limits of knowledge in relation to social scientific approaches to religion;
 - 8.8 demonstrate a systematic understanding of the main debates in the discipline, including familiarity with the latest research in the anthropology of Christianity;
 - 8.9 demonstrate the necessary skills in using contemporary research methodologies at the cutting edge of anthropological, sociological and religious studies disciplines;
 - 8.10 demonstrate the ability to devise and sustain arguments demonstrating critical analysis of core social scientific texts on global Christianities;

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

- Coleman, Simon. 2000. *The Globalisation of Charismatic Christianity: Spreading the Gospel of Prosperity*, Cambridge: Cambridge University Press.
- Engelke, Matthew. 2007. *A Problem of Presence: Beyond Scripture in an African Church*, Berkeley: University of California Press.
- Harding, Susan Friend. 2000. *The Book of Jerry Falwell: Fundamentalist Language and Politics*, Princeton: Princeton University Press.
- Keane, Webb. 2007. *Christian Moderns: Freedom and Fetish in the Mission Encounter*, Berkeley: University of California Press.
- Luhmann, Tanya. 2012. *When God Talks Back: Understanding the American Evangelical Relationship with God*, New York: Vintage.
- Marshall, Ruth. 2009. *Political Spiritualities: The Pentecostal Revolution in Nigeria*, Chicago: University of Chicago Press.
- Robbins, Joel. 2004. *Becoming Sinners: Christianity and Moral Torment in a Papua New Guinea Society*, Berkeley: University of California Press.

Pre-requisites

None

2016-17 Humanities Undergraduate Stage 2 & 3 Module Handbook

Synopsis *

This module will examine the theme 'Global Christianities' through the lenses of the anthropology of Christianity and the sociology of religion. We will explore the ways in which we can see Christianity as a cultural product, and how Christianity has shaped different cultures and societies globally, as well as how the religion has been shaped by and through encounters in different local settings. We will look at the history of the globalization of Christianity, and consider the historical, political and economic effects of local missionary encounters. The course will examine the processes of conversion to Christianity in different contexts, both at the level of individual and broader social group, and how these have been understood in relation to concepts of 'modernity'.

The course will draw attention to the relatively recent emergence of the anthropology of Christianity in relation to the broader disciplines of anthropology as a discrete area of study and how this relates to the study of Christianity as a global phenomenon within sociology. We will consider the ways in which these disciplines have constructed and objectified 'religion' as an object of study in ways that has historically occluded the social scientific study of Christianity in different global contexts.

The course will address some of the main debates in the anthropology of Christianity, deepening understanding of global Christianities through exploring studies of Christian cultures in diverse ethnographic contexts. The topics addressed will include: culture and conversion; globalization and localisation; interrelations between Christianity, subjectivity and language; embodied and emotional forms of different Christianities; concepts and experiences of God; mediation, immanence and transcendence; coherence and fragmentation; gender, sexuality and the family. Through engaging with readings on these areas, we will explore the socio-religious power-dynamics of Christianity in relation to both culturally dominant and marginal traditions.

TH640 Themes in the Study of Asia						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	King Prof R

Contact Hours

1 x 2-hour lecture per week and 1 x 1-hour seminar per week for 10 teaching weeks

Learning Outcomes

By the end of this module, students will be able to:

- 11.1 Demonstrate an appreciation of the richness and diversity present within specific Asian traditions and civilisation.
- 11.2 Describe and critically analyse a key concept, idea, theme or practice as applied to a specific Asian culture, society or tradition for instance, science, medicine, politics, art, literature etc.
- 11.3 Demonstrate an appreciation of the problems of translating Asian cultures, traditions, practices and concepts into a western interpretive framework and language, for instance the problems of using terms like 'religion' and 'philosophy' or western notions of 'literature' in relation to Asian contexts.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List:

- King, R. (1999) *Orientalism and Religion*, Routledge.
Said, E. (1978), *Orientalism, Western Conceptions of the Orient*.
Embee, A. (1988), *Sources of Indian Tradition Vol 1*, Columbia University Press
Hay, S. (1988). *Sources of Indian Tradition Vol 2*, Columbia University Press
De Bary, W. Th (2000) *Sources of Chinese Tradition, Vol 1*, Columbia University Press
De Bary, W. Th (2001) *Sources of Chinese Tradition, Vol 2*, Columbia University Press
De Bary, W. Th (2000) *Sources of Japanese Tradition, Vol 1*, Columbia University Press
De Bary, W. Th (2010) *Sources of Japanese Tradition, Vol 2*, Columbia University Press
De Bary, W. Th (2006) *Sources of Chinese Tradition, Vol 1*, Columbia University Press

Pre-requisites

None

Synopsis *

This module explores the cultural specificity and diversity of Asian cultures, traditions, social and political systems and literature from a variety of disciplinary perspectives. The topic of Asia will be approached on a thematic basis but with particular emphasis on an understanding of the historical and interpretive challenges to inter-cultural understanding between Asia and Europe/ the West.

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TH641		Death and the Afterlife				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	

Availability

Also available as TH642 (Level 6)

Contact Hours

1 x 2-hour lecture per week and 1 x 1-hour seminar per week for 10 teaching weeks

Learning Outcomes

On successfully completing the module I level students will be able to: 11.1 understand the nature and scope of perspectives on death, eschatology and apocalypticism within a variety of world religions; 11.2 identify, discuss and analyse the contribution made by key theologians and philosophers to the concept and necessity of an afterlife; 11.3 demonstrate a comprehensive awareness of the diversity of eschatological models within a variety of traditions (e.g. realized and future forms of eschatology, mind-dependent worlds, reincarnation and the concepts of the New Jerusalem and moksa); 11.4 evaluate the influence of historical and scientific contexts on the eschatological and apocalyptic hopes that have arisen; 11.5 appraise the ways in which religious ideas about the afterlife have impacted on society at large, and in particular have influenced or acted as the template for secular visions of the apocalypse, as in the case of contemporary film and literature;

Method of Assessment

50% Coursework

50% Exam

Preliminary Reading

14 Indicative Reading List

- Bailey, Lee W. & Yates, Jenny (eds.), *The Near-Death Experience: A Reader*, New York & London: Routledge, 1996
- Coward, Harold (ed.), *Life after Death in World Religions*, Maryknoll, New York: Orbis, 2000
- Deacy, Christopher, *Screening the Afterlife: Theology, Eschatology and Film*, London: Routledge, 2012
- Hick, John, *Death and Eternal Life*, London: Collins, 1976
- McDannell, Colleen & Lang, Bernhard, *Heaven: A History*, New Haven & London: Yale University Press, 1990
- Neusner, Jacob (ed.), *Death And The Afterlife*, Cleveland: The Pilgrim Press, 2000

Synopsis *

This module will evaluate and critique a range of historical, philosophical, theological and secular perspectives on death and the afterlife, beginning with the way the Hebrew Bible, New Testament, the Qu'ran, the Tibetan Book of the Dead and the Upanishads conceptualize the nature and destiny of humankind, including such concepts as sheol, moksha, purgatory, eternal life, heaven and hell. This will be followed by a discussion of the interplay in western theological and philosophical traditions between competing notions of the resurrection of the flesh and the immortality of the body as well as an evaluation of what various Christian thinkers, including Augustine and Origen, believed that an eternity in heaven or hell might be like. The module will then investigate the range of eschatological teachings that different traditions have offered, including in Christian thought the diversity of realized and future forms of eschatology, as well as the tenability of purported testimony surrounding the possibility of out-of-body experiences, near-death experiences and mind-dependent worlds, and the way in which such endeavours have been sustained or critiqued in the light of scientific and historical advances. The module will conclude with a detailed study of the way in which filmmakers and novelists have approached eschatological and apocalyptic teachings and reconceptualised them, with specific reference to Conrad Ostwalt's work on the desacralization of the apocalypse in Jewish and Christian thought in a range of 1990s Hollywood science fiction movies, and the impact that such attempts have had on the way questions of life after death have conventionally been approached.

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TH642 Death and the Afterlife						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	

Availability

Also available as TH641 (Level 5)

Contact Hours

1 x 2-hour lecture per week and 1 x 1-hour seminar per week for 10 teaching weeks

Learning Outcomes

On successfully completing the module Level 5 students will be able to:

- 11.1 understand the nature and scope of perspectives on death, eschatology and apocalypticism within a variety of world religions;
- 11.2 identify, discuss and analyse the contribution made by key theologians and philosophers to the concept and necessity of an afterlife;
- 11.3 demonstrate a comprehensive awareness of the diversity of eschatological models within a variety of traditions (e.g. realized and future forms of eschatology, mind-dependent worlds, reincarnation and the concepts of the New Jerusalem and moksha);
- 11.4 evaluate the influence of historical and scientific contexts on the eschatological and apocalyptic hopes that have arisen;
- 11.5 appraise the ways in which religious ideas about the afterlife have impacted on society at large, and in particular have influenced or acted as the template for secular visions of the apocalypse, as in the case of contemporary film and literature;

In addition, students taking this module at level 6 will be able to:

- 11.6 develop a critical understanding of competing philosophical, theological and religious claims surrounding such teachings as the immortality of the soul and the resurrection of the flesh;
- 11.7 critically appraise the tenability of purported evidence about the possibility of out-of-body and near-death experiences with reference to specific thinkers e.g. Raymond Moody and Kenneth Ring, as well as with respect to academic scepticism in this area, e.g. with reference to the work of Susan Blackmore;
- 11.8 supply a sophisticated analysis of the way in which novelists and filmmakers have contributed to our cultural or theological understanding of heaven and hell with reference to particular novels or films.

Method of Assessment

50% Coursework

50% Exam

Preliminary Reading

14 Indicative Reading List

- Bailey, Lee W. & Yates, Jenny (eds.), *The Near-Death Experience: A Reader*, New York & London: Routledge, 1996
- Coward, Harold (ed.), *Life after Death in World Religions*, Maryknoll, New York: Orbis, 2000
- Deacy, Christopher, *Screening the Afterlife: Theology, Eschatology and Film*, London: Routledge, 2012
- Hick, John, *Death and Eternal Life*, London: Collins, 1976
- McDannell, Colleen & Lang, Berhard, *Heaven: A History*, New Haven & London: Yale University Press, 1990
- Neusner, Jacob (ed.), *Death And The Afterlife*, Cleveland: The Pilgrim Press, 2000

Synopsis *

This module will evaluate and critique a range of historical, philosophical, theological and secular perspectives on death and the afterlife, beginning with the way the Hebrew Bible, New Testament, the Qu'ran, the Tibetan Book of the Dead and the Upanishads conceptualize the nature and destiny of humankind, including such concepts as sheol, moksha, purgatory, eternal life, heaven and hell. This will be followed by a discussion of the interplay in western theological and philosophical traditions between competing notions of the resurrection of the flesh and the immortality of the body as well as an evaluation of what various Christian thinkers, including Augustine and Origen, believed that an eternity in heaven or hell might be like. The module will then investigate the range of eschatological teachings that different traditions have offered, including in Christian thought the diversity of realized and future forms of eschatology, as well as the tenability of purported testimony surrounding the possibility of out-of-body experiences, near-death experiences and mind-dependent worlds, and the way in which such endeavours have been sustained or critiqued in the light of scientific and historical advances. The module will conclude with a detailed study of the way in which filmmakers and novelists have approached eschatological and apocalyptic teachings and reconceptualised them, with specific reference to Conrad Ostwalt's work on the desacralization of the apocalypse in Jewish and Christian thought in a range of 1990s Hollywood science fiction movies, and the impact that such attempts have had on the way questions of life after death have conventionally been approached.

TH643 Religious Studies and Philosophy in the Classroom						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Ross Mrs Y

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Availability

Optional for BA Religious Studies (Single or Joint Honours), and BA Philosophy (Single or Joint Honours) students

Contact Hours

Two hours per week, (2 hr lecture) for 10 teaching weeks.

Cost

Some travel may be required by students taking this module. In this instance, it should be noted that the University is unable to cover the cost of any such journey.

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Present subject related ideas and concepts concisely and coherently within a classroom setting;
- 8.2 Devise, develop and evaluate a specific idea or project;
- 8.3 Understand the importance of professional responsibility and of following professional guidelines;
- 8.4 Understand the National Curriculum and the role of Religion Education and Philosophy within the Curriculum;
- 8.5 Display knowledge of the organisation within schools and the management of people within them.

Method of Assessment

There are three assessment methods. Learning outcomes being assessed are shown in brackets:

- Online journals (10%). One short entry per school visit (10 in total), each journal entry should be 300 words.
- Teacher Assessment (10%). Designated teachers will be provided with an assessment form to complete.
- End of module report and portfolio (80%). 1,500 word report, observation forms, oral presentation (including student's reflection on task), class assignments and teaching materials.

Preliminary Reading

General

Capel, Susan Anne, Leask Marilyn, Turner Tony, Learning to Teach in the Secondary School: A Companion to School Experience, (London: Routledge, 2012)

Leibling, Mike, The A-Z of Learning: Tips and Techniques for Teachers (New York: Routledge, 2005)

Religious Education

Reference:

Catto, Rebecca (eds) Religion and Change in Modern Britain, (London: Routledge, 2012)

Hinnells, John, Routledge Companion to the Study of Religion, 2nd ed. (London: Routledge, 2010)

Smart, Ninian, The World's Religions, and (Cambridge: Cambridge University Press, 1998). Woodhead, Linda, Partridge Christopher, Kawanami, Hiroko (ed.) Religions in the Modern World: Traditions and Transformations, (London: Routledge, 2009)

Specific

Brandon Anne-Marie and Andrew Wright (Eds.). Learning to Teach Religious Education in the Secondary School: A Companion to School Experience. (London: Routledge, 2005).

Cavan, Wood. 100 Ideas for Teaching Religious Education. (London: Continuum International, 2008)

Ericker, Clive. A Conceptual and Interdisciplinary Approach for Secondary Level. (New York: Routledge, 2010).

Watson, Brenda, and Thompson Penny. The Effective Teaching of Religion Education. (Edinburgh: Pearson Education Ltd, 2007).

Philosophy

Bowkett, Steve, 100 Ideas for Teaching Thinking Skills. (London: Continuum, 2007)

De A'Echevarria, Ann, Patience Ian. Teaching Thinking, (Alresford: Teachers Pocketbooks, 2008)

Fisher, Robert. Values for Thinking, (Oxford: Nash Pollock, 2001)

Hannam Patricia, Echeverria Eugenio. Philosophy with Teenagers: Nurturing a Moral Imagination for the 21st Century. (London: Continuum International, 2009)

Websites

<http://www.education.gov.uk/>

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary>

Pre-requisites

Students' attendance should be no lower than 60% and their overall academic achievement should be within the 2i classification or higher. The Partnership Development Office together with the course convener will provide initial ambassador training. Students will work in a school, with a nominated teacher, for ten half days during the Autumn Term and will have the opportunity to promote their subject in a variety of ways. The Course Convener will place students in appropriate schools, either primary or secondary.

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Restrictions

This module is exempt from the randomised selection criteria. Students will be selected by their subject grades, attendance record and interview performance.

Good attendance record and overall good academic achievement especially on their chosen subject. The Partnership Development Office together with the course convenor will provide initial ambassador training. Students will work in a school, with a nominated teacher, for ten half days during the Autumn Term and will have the opportunity to promote their subject in a variety of ways. The Course Convenor will place students in appropriate schools, either primary or secondary.

Synopsis *

This module is aimed at those students who would like to follow a career as Primary or Secondary School teachers, but is also suitable to those who would like to combine an academic course with work experience. Placements in a school environment will enhance the students' employment opportunities as they will acquire a range of skills. It will also provide the students with the opportunity to develop their knowledge and understanding of Religious Education and Philosophy in the primary or secondary school context. The university sessions and weekly school work will complement each other. Therefore, attendance to university sessions is crucial as it will also give the students the opportunity to discuss aspects related to their weekly placement and receive guidance. The student will spend one half-day per week for ten weeks in a school where each student will have a designated teacher-mentor who will guide their work in school. They will observe sessions taught by their designated teacher and possibly other teachers. Initially, for these sessions the students will concentrate on specific aspects of the teachers' tasks, and their approach to teaching a whole class. As they progress, their role will be as teaching assistants, by helping individual pupils who are having difficulties or by working with small groups. They may teach brief or whole sessions with the whole class or with a small group of students where they explain a topic related to the school syllabus. They may also talk about aspects of University life. They must keep a weekly journal reflecting on their activities at their designated school.