

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

04 School of European Culture and Languages

CL504 Classical & Archaeological Studies Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	H	30 (15)	100% Project	

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 students only

Not available as a Wild module

Not available to Erasmus or Short Term Students

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	Whole Year	I	30 (15)	100% Exam	
2	Canterbury	Whole Year	I	30 (15)	60% Exam, 40% Coursework	
2	Canterbury	Whole Year	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	Autumn	H	30 (15)	100% Coursework	
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	30 (15)	80% Exam, 20% Coursework	

Availability

Also available at Level 5 under code CL648

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

8.5 Show systematic understanding, through clear expression, of selected authors and material remains in topics related to Romano-British studies;

8.6 Demonstrate developed skills in critical analysis, and assessment of a selection of texts and artefacts from Roman Britain;

8.7 Show systematic understanding of the interpretations of and the relationships between, topics covered in classes;

8.8 Manage and consolidate their learning through the use of primary sources and current research in Romano-British studies.

Method of Assessment

Main assessment methods

- Poster – 35%
- Oral Presentation (5 minutes) – 5%
- Writing Assignment 1 (500 words) – 5%
- Writing Assignment 2 (500 words) – 5%
- Final Project (2,500 words) – 50%

Preliminary Reading

Indicative Reading List

Breeze, D. and B. Dobson (1988). *Hadrian's Wall*. London: Penguin.

Ireland, S. (1997). *Roman Britain: A Sourcebook*. Croom: Helm.

Mattingly, D. (2006). *An Imperial Possession: Britain in the Roman Empire*. London: Penguin.

Millett, M. (1990). *The Romanization of Britain*. Cambridge: Cambridge University Press.

Synopsis *

The course will cover the period of history in Britain from the initial raids of Julius Caesar to the fifth century AD. We will not only discuss the historical changes in Roman Britain, but explore urban and rural settlements, life in the Roman army, death and burial, art, trade and daily life in Roman Britain. Throughout the module, critical examinations will be given to theories of Romanisation, identity and interaction. We are fortunate that there are a number of sources, which can be used to study Roman Britain: classical texts, epigraphic remains and remains of burials, material culture and architectural structures. These sources, however, do not provide us with the entire picture of the past, thus the student will learn to use them in a critical manner.

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

CL571		Early Greece and the Formation of the Classical World				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	

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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	
2	Canterbury	Autumn	H	30 (15)	50% Coursework, 50% Exam	
2	Canterbury	Spring	H	30 (15)	100% Coursework	

Availability

Also available under Level 6 under code CL667

Contact Hours

Total Contact Hours: 30

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 pertaining to Latin literature and Roman history and culture and how these principles developed in antiquity;
- 8.2 Apply the methods of textual, visual and material analysis, and the conceptual frameworks that result to the culture and literature of 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

- Essay 1 (2,000 words) – 40%
- Essay 2 (3,000 words) – 60%

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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CL584 History of the Roman Empire from Trajan to Constantine						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Wibier Dr M
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	Wibier Dr M

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Articulate the main events, issues and themes in the history of the Roman Empire from the end of the Flavian Period (96 CE) until Constantine's establishment as sole emperor (324 CE);
- Demonstrate knowledge and significant understanding of the complex processes relating to administrative, constitutional, social, economic and religious change in the Roman Empire during this period;
- 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;
- Demonstrate critical 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;
- Construct historical arguments that will demonstrate a confident analytical ability, independence of thought and knowledge of the ancient sources, literary and otherwise;
- Demonstrate knowledge of the ancient sources, historical, literary and documentary, and a cogent understanding of the inscriptional, numismatic and papyrological evidence for imperial history.

Method of Assessment

- Short Critical Assessment (1,000 words) – 25%
- Short Popularising Assessment (500 words) – 15%
- Essay (2,500 words) – 60%

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

- Ando, C. (2012). *Imperial Rome: The Critical Century (AD 193-284)*. Edinburgh: Edinburgh University Press
- Bowman, A., P. Garnsey & D. Rathbone (eds.) (2008). *The Cambridge Ancient History. Volume 11: The High Empire, AD 70-192*, 2nd edition. Cambridge: Cambridge University Press
- Garnsey, P. & Saller, R. (2015). *The Roman Empire*, 2nd edition, London: University of California Press
- Harries, J. (2012). *Imperial Rome (AD 284-363): The New Empire*. Edinburgh: Edinburgh University Press
- Lenski, N. (2011). *The Cambridge Companion to the Age of Constantine*, revised edition. Cambridge: Cambridge University Press
- Lewis, N. & M. Reinhold. (1990). *Roman Civilisation: A Sourcebook, Vol II: The Empire*, (3rd ed.) 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: Blackwell

Pre-requisites

None, although it is recommended that students also take CLAS5870 (History of the Roman Empire from Augustus to Domitian) as the content is related

Synopsis *

This module examines in detail the history of the Roman Empire from the death of the last Flavian emperor (96 CE) to Constantine's establishment as sole emperor in 324 CE. It thus 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 in the ancient sources (historical, literary and documentary) and will be introduced to the inscriptional, numismatic, and papyrological 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 Pliny, Dio Cassius, Herodian, and the *Historia Augusta*. Students will also get experience in working with the documentary evidence for imperial history, including inscriptions, coins, papyri, as well as legal sources.

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CL586 Graeco-Roman Egypt						
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	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

Also available under code CL650 (Level 5)

Contact Hours

Total Contact Hours: 20

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 the history of Graeco-Roman Egypt;

8.7 Demonstrate deep understanding of the importance and implications of the political, social, economic and cultural history of Graeco-Roman Egypt;

8.8 Understand the nature and extent of interaction between the incoming Graeco-Macedonians, Romans and the indigenous Egyptian population (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 the nature and extent of interaction between the incoming Graeco-Macedonians and the indigenous Egyptian population (e.g. in politics, society, the economy, religion and in cultural life);

8.10 Engage reflectively with current research related to primary and secondary sources.

Method of Assessment

Main assessment methods

- Essay 1 (2,500 words) – 50%
- Essay 2 (2,500 words) – 50%

Preliminary Reading

Indicative Reading List -

Bagnall, RS. (1993). *Egypt in Late Antiquity*. Princeton: Princeton University Press

Baines, J. & Málek, J. (1980). *Atlas of Ancient Egypt*. Oxford: Andromeda Oxford Publishing,

Bowman, AK. (1986). *Egypt after the Pharaohs, 322BC-AD642: From Alexander to the Arab Conquest*. London: British Museum Press

Holbl, G. (2000). *A History of the Ptolemaic Empire*. London: Routledge

Walker, S. & Bierbrier, ML. (1997). *Ancient Faces: Mummy Portraits from Roman Egypt*. London: British Museum Press

Walker, S. & Higgs, P. Eds. (2001). *Cleopatra of Egypt: From History to Myth*. London: British Museum Press

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 civilisation 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	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

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 Reading List.

- 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	Autumn	H	30 (15)	100% Coursework	
1	Canterbury	Spring	H	30 (15)	100% Coursework	Willis Dr S

Availability

Also available at Level 5 under code CL651

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- 8.8 Demonstrate a more systematic knowledge of the social, economic and cultural dynamics of Temperate (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;
- 8.9 Demonstrate comprehensive understanding as to how both historical and archaeological data can appropriately be used to further evaluatory analysis of this period of antiquity;
- 8.10 Demonstrate skills of close observation of examples of material culture (i.e. artefacts), ritual practice, understanding of site and settlement location and morphology, the interpretation of burial rites and traditions, and in the evaluation of historical writings;
- 8.11 Demonstrate advanced writing skills in terms of clear concise description and commentary consequent on observation and analysis of material culture, geographic considerations and historical texts;
- 8.12 Describe 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;
- 8.13 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;
- 8.14 Show comprehensive fully developed awareness of (i) examples of how these peoples organised their settlements and economy, developed technologies, especially in metals, managed and traded resources, and undertook burial practices, through the Hallstatt and La Tène eras; (ii) the complex changes brought about by the advent of Roman incursion into Temperate Europe at the end of the period; and (iii) the degree of corroboration between the material evidence and the accounts of the Ancient Historians, and areas of divergence, using particular examples.

Method of Assessment

This module will be assessed by 80% coursework and 20% in-course test.

Essay 1 (3,000 words) – 40%

Essay 2 (3,000 words) – 40%

In-Course Test 1 (25 minutes) – 10%

In-Course Test 2 (25 minutes) – 10%

Preliminary Reading

Indicative Reading List

- Brunaux, J.L (1988). *The Celtic Gauls: Gods, Rites and Sanctuaries*. London: Seaby
- Collis, J. (1998). *The European Iron Age*. London: Routledge
- Collis, J. (2003). *The Celts: Origins, Myths and Inventions*. Stroud: Tempus
- Collis, J. (2001). *Society and Settlement in Iron Age Europe*. Stroud: Tempus
- Cunliffe, B. (1997). *The Ancient Celts*. Oxford: Oxford University Press
- Green, M. (ed). (1995). *The Celtic World*. London: Routledge
- Haselgrove, C. R. Pope. (2007). *The Earlier Iron Age in Britain and the Near Continent*. Oxford: Oxbow
- James, S. (1999). *The Atlantic Celts: Ancient People or Modern Invention?* Madison: University of Wisconsin Press
- Moscati, S. (ed). (1999). *The Celts*. New York: Rizzoli

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 emphasise 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, characterisation and contextualisation.

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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	Autumn	H	30 (15)	100% Coursework	
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

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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.

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

Availability

Also available under code CL659 (Level 5)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

8.5 Demonstrate a deep understanding of the importance and implications of the political, social, economic and cultural history of the Late Antique West AD 300-600;

8.6 Critically evaluate a wide range of archaeological and art historical evidence available for the period;

8.7 Engage reflectively with current research related to primary (e.g. ancient texts and archaeological materials) and secondary sources (e.g. modern historians and archaeologists);

8.8 Understand the nature and extent of the transformations and interactions among the migrating barbarian societies and the indigenous populations they encountered (e.g. in politics, society, the economy, religion and in cultural life).

Method of Assessment

Source/Artefact-based Exercise (1,500 words) – 30%

Essay (3,000 words) – 70%

Preliminary Reading

Indicative Reading List -

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

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), Cambridge: CUP.

Christie, N. (2011) *The Fall of the Western Roman Empire: An Archaeological and Historical Perspective*, London: Bloomsbury Academic.

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

Randers-Pehrson, J. (1983). *Barbarians and Romans: The Birth Struggle of Europe*, Norman: University of Oklahoma Press.

Randsborg, K. (1991). *The First Millennium A.D. in Europe and the Mediterranean*, Cambridge: CUP.

Reece, R. (1999). *The Later Roman Empire: An Archaeology AD 150-600*, Stroud: Tempus.

Synopsis *

How did the Western Roman Empire undergo its transformation into the early medieval world? This course provides an overview of the period between 300 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 University.

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CL6001		Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	60 (30)	100% Project	Alwis Dr A

Contact Hours

Total Contact Hours: 9
Private Study: 591
Total Study Hours: 600

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 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;
- 8.2 Demonstrate pursuit of guided research into their chosen topic in classical and archaeological studies;
- 8.3 Demonstrate that they have been introduced to management of and standards pertinent to research publication in classics and archaeology.

Method of Assessment

Dissertation (10,000 words)

Preliminary Reading

Indicative list, current at time of publication.

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

Pre-requisites

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.

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 term. (In exceptional circumstances, if supervision exclusively undertaken in the Spring term then this must be done by end of November.) This proposal is not assessed as part of the module.

Restrictions

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.

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 term. (In exceptional circumstances, if supervision exclusively undertaken in the Spring term then this must be done by end of November.) This proposal is not assessed as part of the module.

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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CL6002		Extended Essay				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Lowe Dr D (SECL)

Contact Hours

Total Contact Hours: 4

Private Study Hours: 296

Total Study Hours: 300

Learning Outcomes

On successfully completing the module students will be able to:

8.1 Conducted an independent academic study on a suitable topic of their choosing, under the guidance of an academic supervisor;

8.2 Demonstrate research skills appropriate to their topic, including the use of bibliographical resources, the investigation, comparison and synthesis of different kinds of evidence, and the critical review of primary and secondary sources);

8.3 Write up their conclusions in accordance with accepted scholarly conventions (those governing the formulation of bibliography and references, the presentation of evidence, the use of illustrations &c where appropriate), using word-processing skills;

8.4 Demonstrate an in-depth knowledge of and critical appreciation of one academic theme, including an appreciation of the nature and role of the evidence and its analysis, and explanation and discussion in relation to current interpretative frameworks.

Method of Assessment

Extended Essay (5,000 words) – 100%

Preliminary Reading

Indicative list, current at time of publication. Reading lists will be published annually

The Chicago Manual of Style (2003), University of Chicago Press, Chicago/London.

<http://www.chicagomanualofstyle.org/home.html>

Restrictions

Cannot be taken in combination with CL6001.

Synopsis *

This module addresses one of the fundamental aims of the programme, to familiarise students with the techniques of independent study and practice methodological skills they have acquired/are acquiring in their other modules. Essays may be written on any suitable subject, subject to approval by the convenor, and the module can be linked with any of the modules in the programme. Choices will be informed by the student's personal interests, the fulfilment of the aims of the module, the availability of expert supervision, and the accessibility of relevant material.

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CL604 Roman and Medieval Artefacts						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	50% Coursework, 50% Project	
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	Autumn	H	30 (15)	100% Coursework	
1	Canterbury	Autumn	H	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	30 (15)	100% Coursework	Baker Dr P (SECL)

Availability

Also available under code CL663 (Level 5)

Contact Hours

Total Contact Hours: 30

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, material remains and topics in ancient medicine;

8.6 Demonstrate developed skills in critical analysis, and assessment of a selection of texts, artefacts, landscapes and structures from ancient Greece and Rome that relate to health and healing;

8.7 Show systematic understanding of the interpretations of and the relationships between, topics covered in classes;

8.8 Utilise and evaluate primary sources and current research relating to ancient medicine.

Method of Assessment

- Short Writing Assignment (1,000 words) – 20%
- Short Creative Assignment (1,500 words) – 20%
- Presentation (5 minutes) – 10%
- Final Essay (Level 5 – 2,500 words; Level 6 – 3,000 words) – 50%

Preliminary Reading

Indicative Reading List

Celsus De Medicina. W. G. Spencer (Trans.). 1993. London and Cambridge, MA: Harvard University Press.

Lloyd, G.E.R. (ed.). (1983) Hippocratic Writings. London: Penguin.

Baker, P. 2013. The Archaeology of Medicine in the Greco-Roman World. Cambridge: Cambridge University Press.

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. (2013) (2nd Edition). Ancient Medicine. London: Routledge.

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

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

Synopsis *

Ancient 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 of Greek and Roman medicine.

An historical approach will be used starting with an 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 healing. For 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. The works of Celsus, Pliny the Elder and Galen will be examined. The module culminates in a review of the survival of medical practices into Late Antiquity and the medieval Islamic period. Throughout the class, students will examine ideas about rationality and medical influences from one society to another.

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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	

Contact Hours

Total Contact Hours: 30

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate familiarity with the changes in Greek Art and architecture from the Bronze Age to the fourth century;
- 8.2 Make critical archaeological interpretations of the material remains;
- 8.3 Demonstrate an understanding of the importance of using interdisciplinary source material, such as historical sources and epigraphic remains;
- 8.4 Demonstrate a knowledge of the different artists and architects of the periods studied;
- 8.5 Demonstrate a knowledge of how art and structures were perceived in the Greek world.

Method of Assessment

- Journal Critique (1,000 words) – 25%
- Essay (2,000 words) – 55%
- Visual In-Course Test(45 minutes) – 20%

Preliminary Reading

Indicative Reading List

Neer, R.T., (2012). *Art & Archaeology of the Greek World: A New History, c. 2500-c. 150 BCE*. New York: Thames & Hudson.

Pedley, J.G. (2011). *Greek Art and Archaeology*, Ann Arbor: University of Michigan Press

Lawrence, A.W. and Tomlinson, R.A. (1996). *Greek Architecture*. New Haven: Yale University Press

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	
1	Canterbury	Spring	I	30 (15)	100% Coursework	

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 students will be able to:

- 8.1 Demonstrate familiarity with changes in Roman Art & Architecture from the late Republic to the late Roman period and relevant factors involved in these changes;
- 8.2 Demonstrate an understanding of how Roman art and architecture were perceived in the Roman world;
- 8.3 Make critical archaeological and art-historical evaluations of material evidence, i.e. surviving art works and buildings;
- 8.4 Demonstrate an understanding of the use of interdisciplinary source material, such as historical textual sources and epigraphic remains;
- 8.5 Demonstrate a knowledge of appropriate dating methods for Roman art works and buildings.

Method of Assessment

- Essay 1 (3,000 words) – 40%
- Essay 2 (3,000 words) – 40%
- Visual In-Course Test – 20%

Preliminary Reading

Indicative list, current at time of publication. Reading lists will be published annually

Elsner, J. (1998) *Imperial Rome and Christian Triumph: the art of the Roman Empire*. Oxford: Oxford University Press.

Henig, M. (1983) *A Handbook of Roman Art: a survey of the visual arts in the Roman World*. Oxford: Phaidon

Ramage, N. and Ramage, M. (2009) *Roman Art*, Upper Saddle River, N.J.: Pearson Prentice Hall

Stewart, P. (2004) *Roman Art*. Oxford: Oxford University Press.

Walker, S. (1991) *Roman Art*. London: British Museum 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 geographical area covered will include both Rome and Italy, and provincial Roman sites and material. Aspects to be examined include context, dating, technique, styles and 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 throughout the Roman period.

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CL621 Professional Archaeology: Techniques and Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	30 (15)	100% Coursework	
2	Canterbury	Spring	H	30 (15)	100% Coursework	

Availability

Also available under code CL687

Contact Hours

This module will be taught by means of a 1 hour lecture and a 2 hour seminar for 10 weeks.

Learning Outcomes

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

- 8.9 Demonstrate in-depth knowledge of key field techniques and skills employed by archaeologists;
- 8.10 Demonstrate systematic understanding of the principal terms and concepts associated with archaeological fieldwork;
- 8.11 Demonstrate in-depth knowledge of the principal methods used for the discovery and recording of site and monuments in the landscape, and an ability to critically evaluate these methods;
- 8.12 Demonstrate systematic understanding of the ways in which different field methods and scientific techniques are integrated in contemporary field archaeology with reference to both survey and excavation;
- 8.13 Demonstrate in-depth knowledge of the principal recording techniques used in the field and of the nature and structure of archaeological archives;
- 8.14 Demonstrate detailed knowledge of how archaeological fieldwork in England is organised, and awareness of issues pertaining to student participation in archaeological fieldwork;
- 8.15 Demonstrate systematic understanding of planning guidance and legislation and a critical appreciation of how it affects the excavation and management of archaeological sites;
- 8.16 Demonstrate in-depth knowledge of post-excavation procedures and an ability to critically evaluate current and future trends in the archiving and dissemination of archaeological information.

Method of Assessment

- Portfolio (Level 5 – 4,000 words; Level 6 – 5,000 words) – 75%
- Archaeological Report (Level 5 – 2,000 words; Level 6 – 3,000 words) – 25%

Preliminary Reading

Indicative Reading List

- Carver, M. 2009. *Archaeological Investigation*, London, Routledge.
- Barker, P., 1993. *Techniques of Archaeological Excavation*, 3rd edition, London, Batsford.
- Bowden, M. 1999. *Unravelling the Landscape*, Stroud, Tempus.
- Clarke, A. 1991. *Seeing Beneath the Soil: Prospecting Methods in Archaeology*, London, Batsford.
- Drewett, P. 1999. *Field Archaeology: An Introduction*, London, University College London
- Flatman, J. 2011. *Becoming an Archaeologist. A guide to professional pathways*. Cambridge.
- Gater, J. and Gaffney, C. 2003. *Revealing the Buried Past: Geophysics for Archaeologists*, Stroud, Tempus.
- Harris, E. 1989. *Principles of Archaeological Stratigraphy*, 2nd edition, London, Academic Press.
- Roskams, S. 2001. *Excavation*, Cambridge Manuals in Archaeology, Cambridge, Cambridge University Press.
- Wilkinson, P. 2007. *Archaeology. What it is, where is it and how to do it*, Oxford, Archaeopress.

Synopsis *

This module covers the battery of up-to-date fieldwork techniques deployed in the discovery, recording and excavation of archaeological sites using a combination of lectures, small-group work and practical assignments in the field. Topics include strategies for finding and recording sites, from the analysis of historical sources and aerial photographs, to geophysics, field walking, and the survey of earthworks and standing buildings. The full range of excavation techniques is examined including approaches to the excavation of special deposits such as burials and cremations and sampling strategies for the recovery of artefacts and environmental remains. The module concludes with post-excavation analysis and strategies for publication and dissemination of archaeological reports covering both traditional and computer-based applications. Students enrolling for this module should be aware that some of the fieldwork practicals may be outside, and occasionally off campus, and possibly conducted on, Saturdays or during the Easter Vacation (for a Spring term module) or Summer Vacation (for an Autumn term module), the specific arrangements being dependent upon weather and site availability, etc.

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CL627		Advanced Ancient Greek Language				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Whole Year	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.

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CL630 Hieroglyphs without Mystery: Introduction to the Study of Languages and						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	75% Exam, 25% Coursework	
1	Canterbury	Autumn	H	30 (15)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	30 (15)	75% Exam, 25% Coursework	
1	Canterbury	Spring	H	30 (15)	80% Exam, 20% Coursework	

Contact Hours

One weekly two hour seminar

Learning Outcomes

By the end of the module students will:

SLO1 be able to show knowledge in depth of the intellectual and written heritage of ancient Egyptian civilization (P. Outcome A.1, 2, 3, 4);

SLO2 be able to show basic familiarity with the key concepts and terms of Afroasiatic and Egyptian historical linguistics (P. Outcome A.1, 2, 3, C.5);

SLO3 be able to show a grasp of the basic grammatical structure of each of the five main stages in the development of the ancient Egyptian language (P. Outcome C.3, 4, 5,);

SLO4 be able to identify and analyse the structure of each of the five different Egyptian writing systems used in antiquity (P. Outcome C.3, 4, 5,);

SLO5 show in-depth knowledge of the social, economic and cultural roles of writing in ancient Egypt (P. Outcome A.1, 2, 3, 4, B.2, 3, 4, C. 1, 2, 3);

SLO6 have a good knowledge of the grammar and vocabulary of Middle Egyptian (P. Outcome C.3, 4, 5,);

SLO7 have a good grasp of the hieroglyphic script as used in the Middle Kingdom (P. Outcome C.3, 4, 5,);

SLO8 show a capacity for translating simple sentences written in hieroglyphic Middle Egyptian (P. Outcome C.3, 4, 5,).

Method of Assessment

20% coursework 80% exam

Preliminary Reading

Indicative Reading List

J. P. Allen, *Middle Egyptian: an introduction to the language and culture of hieroglyphs*, 2nd edn., Cambridge, 2010

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

M. Collier & B. Manley, *How to Read Egyptian Hieroglyphs*, London, 1998

A. H. Gardiner, *Egyptian Grammar: being an introduction to the study of the hieroglyphs*, 3rd edn., rev., Oxford, 1957

Herodotus, *History*, Wordsworth pb, bk 2

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

B. Ockinga, *A Concise Grammar of Middle Egyptian*, 2nd edn., Mainz, 2005

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

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

Restrictions

Not available as a Wild module

Not available to Erasmus or Short Term Students

Synopsis *

This module consists of an introduction to the study of the various indigenous languages and scripts of ancient Egypt from the earliest times to the Arab conquest (641 AD). During this period of approximately four thousand years the development of the native Egyptian tongue may be divided into five distinct phases, each of which may be called a separate language in its own right, Old Egyptian, Middle Egyptian, New Egyptian, Demotic and, finally, Coptic. A variety of writing systems were developed to record texts in these languages, depending on the function, social and presentational context and time period of the text: hieroglyphic, hieratic, abnormal hieratic, demotic and Coptic. The module will first examine the origins of the ancient Egyptian language and its genetic relationship with other North-East African and Western Asian languages on the basis of the latest results of historical linguistics. It will then focus on the development of Egyptian itself through the ages, highlighting its different stages and their particular characteristics. It will also examine the earliest uses and functions of writing in Egyptian society and the role played by writing in the social, economic and cultural development of this unique ancient civilization. Finally, the module will concentrate on the Middle Egyptian language written in the hieroglyphic writing system and students will be taught to read and translate simple texts in this tongue and script.

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CL636		Archaeological Project				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Coursework	Lavan Dr L

Contact Hours

Total Contact Hours: 8

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

- Title, Abstract & Literature Review (ca. 20, ca. 150 and ca. 1,000 words) – 5%
- Draft Chapter (2,000 words) – 10%
- Report (8,000 words) – 85%

Preliminary Reading

N/A – individual project on primary archaeological data

Synopsis *

The module is based on individual scholarship and research. 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. 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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL638 Late Antique Archaeology: The Mediterranean from Constantine to Muhammad						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	30 (15)	100% Coursework	
2	Canterbury	Spring	H	30 (15)	100% Coursework	

Availability

Also available at Level 6 under code CL640

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- 8.1 Demonstrate a broad knowledge of the development of the city in Europe and the Mediterranean between A.D. 300 and 750;
- 8.2 Demonstrate awareness of the strengths and weakness of different kinds of evidence appropriate to the study of the city in this period;
- 8.3 Demonstrate understanding of concepts related to the study of cities in the ancient and medieval world;
- 8.4 Demonstrate appreciation of many aspects of the European urban form.

Method of Assessment

- Report (2,000 words) – 20%
- Essay 1 (3,000 words) – 30%
- Essay 2 (3,000 words) – 40%
- Seminar Handouts – 10%

Preliminary Reading

Indicative Reading List

Christie, N. (2011) *The Fall of the Western Roman Empire: an Archaeological and Historical Perspective* (Historical Endings), London; New York: Bloomsbury Academic

Jones A.H.M. (1964) *The Later Roman Empire*, Oxford: Basil Blackwell

Kingsley S. and Decker M. (2001) ed. *Economy and Exchange in the East Mediterranean during Late Antiquity*, Oxford: Oxbow

Ward-Perkins B. (2005) *The Fall of Rome and the End of Civilization*, Oxford: OUP

Synopsis <span style =

This module will explore Mediterranean society in the period 283-650, from the time of Diocletian and Constantine to the Arab Conquests, especially in North Africa and the East. It will seek to separate the complex political and cultural changes of this period, which have often been lumped together in a single misleading model of 'decline'. Such a view is not justified by the evidence available today, which tends rather to emphasise the prosperity and cultural flowering of the East at this time. Even so, long-term changes of the period, such as the centralisation of power, the emergence of a Christian state, the collapse of the Eastern Empire, and the rise of Islam, remain legitimate topics of interest. Different aspects of society will be explored, using archaeological and some textual evidence, covering such themes as urban development, rural settlement, the economy, technology, politics, war and religion. These portraits will draw on the extraordinary preservation of sites and landscapes in North Africa and the East Mediterranean, where cities, villages and monasteries often stand as if they had only recently been abandoned. Rich stratigraphic evidence, from earthquake and abandonment deposits, also makes it possible to perceive the everyday life of the period in a way that is only true of Pompeii in earlier centuries. Students taking this course will develop an understanding of both the last flowering of Hellenistic culture and the political and cultural foundations of the Middle Ages (in Europe, Byzantium and Islam), revealing an important chapter in our history, which is often ignored but is vital to grasp, to understand the legacy of Antiquity to the modern West.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

Availability

Also available under code CL665 (Level 5)

Contact Hours

Total Contact Hours: 40

Learning Outcomes

Students who successfully complete this module will be able to:

- Distinguish different forms of urbanism, both between different periods and between different regions;
- Distinguish between different types of city within the same settlement network, and understand the relationship of cities to the surrounding countryside;
- Demonstrate critical understanding of the problems of interpreting fragmentary and problematic sources for urban life in this period;
- Recognise connections between changes in settlement morphology, building types and occupation to contemporary societal processes.

Method of Assessment

- Essay 1 (1,600 words) – 20%
- Essay 2 (2,400 words) – 30%
- Essay 3 (3,000 words) – 40%
- 2 x Seminar Handout (500 words each) – 10%

Preliminary Reading

Indicative Reading List -

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

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

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

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

Rich J. (1992) ed. *The City in Late Antiquity*. London and New York: Routledge

Saradi H. G. (2006). *The Byzantine City in the Sixth Century. Literary Images and Historical Reality*. Athens: Society of Messenian Archaeological Studies

Synopsis *

This course will survey the evolution of the Mediterranean city from AD 300 to 650, the urban crisis that 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 sixth century East, which provided a foundation for much of Early Islamic urbanism.

Although north-west Europe is included, the Mediterranean is the predominantly the focus of this module 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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL640 Late Antique Archaeology: Mediterranean Life from Constantine to Muhamm

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

Availability

Also available at Level 5 under code CL638

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

8.5 Demonstrate extensive knowledge of the development of the city in Europe and the Mediterranean between A.D. 300 and 750;

8.6 Critically discuss different kinds of evidence appropriate to the study of the city in this period;

8.7 Demonstrate comprehensive understanding of and challenge concepts related to the study of cities in the ancient and medieval world;

8.8 Demonstrate coherent and detailed knowledge of many aspects of the European urban form.

Method of Assessment

- Report (2,000 words) – 20%
- Essay 1 (3,000 words) – 30%
- Essay 2 (3,000 words) – 40%
- Seminar Handouts – 10%

Preliminary Reading

Indicative Reading List

Christie, N. (2011) *The Fall of the Western Roman Empire: an Archaeological and Historical Perspective* (Historical Endings), London; New York: Bloomsbury Academic

Jones A.H.M. (1964) *The Later Roman Empire*, Oxford: Basil Blackwell

Kingsley S. and Decker M. (2001) ed. *Economy and Exchange in the East Mediterranean during Late Antiquity*, Oxford: Oxbow

Ward-Perkins B. (2005) *The Fall of Rome and the End of Civilization*, Oxford: OUP

Synopsis *

This module will explore Mediterranean society in the period 283-650, from the time of Diocletian and Constantine to the Arab Conquests, especially in North Africa and the East. It will seek to separate the complex political and cultural changes of this period, which have often been lumped together in a single misleading model of 'decline'. Such a view is not justified by the evidence available today, which tends rather to emphasise the prosperity and cultural flowering of the East at this time. Even so, long-term changes of the period, such as the centralisation of power, the emergence of a Christian state, the collapse of the Eastern Empire, and the rise of Islam, remain legitimate topics of interest. Different aspects of society will be explored, using archaeological and some textual evidence, covering such themes as urban development, rural settlement, the economy, technology, politics, war and religion. These portraits will draw on the extraordinary preservation of sites and landscapes in North Africa and the East Mediterranean, where cities, villages and monasteries often stand as if they had only recently been abandoned. Rich stratigraphic evidence, from earthquake and abandonment deposits, also makes it possible to perceive the everyday life of the period in a way that is only true of Pompeii in earlier centuries. Students taking this course will develop an understanding of both the last flowering of Hellenistic culture and the political and cultural foundations of the Middle Ages (in Europe, Byzantium and Islam), revealing an important chapter in our history, which is often ignored but is vital to grasp, to understand the legacy of Antiquity to the modern West.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

Availability

Also available at Level 5 under code CL739

Contact Hours

Total Contact Hours: 30

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 Demonstrate 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

- Essay 1 (2,000 words) – 40%
- Essay 2 (3,000 words) – 60%

Preliminary Reading

Indicative list

- 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.

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CL647		Advanced Latin				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Whole Year	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	Autumn	I	30 (15)	100% Coursework	
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	

Availability

Also available at Level 6 under code CL517

Contact Hours

Total Contact Hours: 30

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, material remains and topics in Romano-British Studies;
- 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 Roman Britain;
- 8.3 Critically evaluate and understand current methods of interpretation within classical studies, archaeology, ancient history and in related fields;
- 8.4 Demonstrate familiarity with the use of primary sources and current research in Romano-British studies.

Method of Assessment

- Poster – 35%
- Oral Presentation (5 minutes) – 5%
- Writing Assignment 1 (500 words) – 5%
- Writing Assignment 2 (500 words) – 5%
- Final Project (2,500 words) – 50%

Preliminary Reading

Indicative Reading List

- Breeze, D. and B. Dobson (1988). *Hadrian's Wall*. London: Penguin.
 Ireland, S. (1997). *Roman Britain: A Sourcebook*. Croom: Helm.
 Mattingly, D. (2006). *An Imperial Possession: Britain in the Roman Empire*. London: Penguin.
 Millett, M. (1990). *The Romanization of Britain*. Cambridge: Cambridge University Press.

Synopsis *

The course will cover the period of history in Britain from the initial raids of Julius Caesar to the fifth century AD. We will not only discuss the historical changes in Roman Britain, but explore urban and rural settlements, life in the Roman army, death and burial, art, trade and daily life in Roman Britain. Throughout the module, critical examinations will be given to theories of Romanisation, identity and interaction. We are fortunate that there are a number of sources, which can be used to study Roman Britain: classical texts, epigraphic remains and remains of burials, material culture and architectural structures. These sources, however, do not provide us with the entire picture of the past, thus the student will learn to use them in a critical manner.

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CL650 Graeco-Roman Egypt						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	

Availability

Also available under code CL586 (Level 6)

Contact Hours

Total Contact Hours: 20

Learning Outcomes

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

8.1 Articulate responses to key questions about the nature and value of the historical evidence for Graeco-Roman Egypt;

8.2 Understand the importance and implications of the political, social, economic and cultural history of Graeco-Roman Egypt;

8.3 Comprehend the nature and extent of interaction between the incoming Graeco-Macedonians and the indigenous Egyptian population (e.g. in politics, society, the economy, religion and in cultural life);

8.4 Demonstrate critical, specific and in-depth analyses of the nature and extent of interaction between the incoming Graeco-Macedonians and the indigenous Egyptian population (e.g. in politics, society, the economy, religion and in cultural life);

8.5 Engage reflectively with other people's analyses and interpretations of primary and secondary sources.

Method of Assessment

Main assessment methods

- Essay 1 (2,500 words) – 50%
- Essay 2 (2,500 words) – 50%

Preliminary Reading

Indicative Reading List

Bagnall, RS. (1993). *Egypt in Late Antiquity*. Princeton: Princeton University Press

Baines, J. & Málek, J. (1980). *Atlas of Ancient Egypt*. Oxford: Andromeda Oxford Publishing,

Bowman, AK. (1986). *Egypt after the Pharaohs, 322BC-AD642: From Alexander to the Arab Conquest*. London: British Museum Press

Holbl, G. (2000). *A History of the Ptolemaic Empire*. London: Routledge

Walker, S. & Bierbrier, ML. (1997). *Ancient Faces: Mummy Portraits from Roman Egypt*. London: British Museum Press

Walker, S. & Higgs, P. Eds, (2001). *Cleopatra of Egypt: From History to Myth*. London: British Museum Press

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 civilisation 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	Autumn	I	30 (15)	100% Coursework	
1	Canterbury	Spring	I	30 (15)	100% Coursework	Willis Dr S

Availability

Also available at Level 6 under code CL588

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- 8.1 Demonstrate knowledge of the social, economic and cultural dynamics of Temperate (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;
- 8.2 Demonstrate critical understanding as to how both historical and archaeological data can appropriately be used to further analysis of this period of antiquity;
- 8.3 Demonstrate skills of close observation of examples of material culture (i.e. artefacts), ritual practice, and understanding of site and settlement location and morphology;
- 8.4 Demonstrate writing skills in terms of clear concise description and commentary consequent on observation and analysis of material culture, geographic considerations and historical texts;
- 8.5 Describe the principal data for both the prehistoric Celts and the archaeology of the pre-Roman Iron Age in west/central Europe;
- 8.6 Use 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;
- 8.7 Show sound awareness of (i) examples of how these peoples organised their settlements and economy, developed technologies, especially in metals, managed and traded resources, and undertook burial practices, through the Hallstatt and La Tène eras; (ii) the complex changes brought about by the advent of Roman incursion into Temperate Europe at the end of the period; and (iii) the degree of corroboration between the material evidence and the accounts of the Ancient Historians, and areas of divergence, using particular examples.

Method of Assessment

This module will be assessed by 80% coursework and 20% in-course test.

- Essay 1 (3,000 words) – 40%
- Essay 2 (3,000 words) – 40%
- In-Course Test 1 (25 minutes) – 10%
- In-Course Test 2 (25 minutes) – 10%

Preliminary Reading

Indicative Reading List

- Brunaux, J.L (1988). *The Celtic Gauls: Gods, Rites and Sanctuaries*. London: Seaby
- Collis, J. (1998). *The European Iron Age*. London: Routledge
- Collis, J. (2003). *The Celts: Origins, Myths and Inventions*. Stroud: Tempus
- Collis, J. (2001). *Society and Settlement in Iron Age Europe*. Stroud: Tempus
- Cunliffe, B. (1997). *The Ancient Celts*. Oxford: Oxford University Press
- Green, M. (ed). (1995). *The Celtic World*. London: Routledge
- Haselgrove, C. R. Pope. (2007). *The Earlier Iron Age in Britain and the Near Continent*. Oxford: Oxbow
- James, S. (1999). *The Atlantic Celts: Ancient People or Modern Invention?* Madison: University of Wisconsin Press
- Moscati, S. (ed). (1999). *The Celts*. New York: Rizzoli

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 emphasise 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, characterisation and contextualisation.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

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	
1	Canterbury	Autumn	I	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 30

Learning Outcomes

After successful completion of this module, students will:

- Demonstrate comprehensive knowledge of the archaeology and the historical sources on ancient Greek cults from the 10th–2nd centuries BC;
- Demonstrate a comprehensive understanding of the development of Greek religious architecture in relation to the needs of religious rites and cult practices;
- Demonstrate systematic understanding when assessing the strengths and weaknesses of the archaeological evidence and historical sources dealing with religious practice and cult for the periods covered;
- Demonstrate independent learning skills and discuss with confidence aspects of ancient Greek religion, beliefs of the cosmos and the divine;
- Using established techniques, accurately 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

- Presentation (20 minutes) – 20%
- Essay (3,000 words) – 80%

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 ritual and religion, including the Mystery cults. The module offers a comprehensive introduction to the major gods and goddesses of ancient Greece, spheres of influence, characters, relationships, exploits, and worship. It is concerned with the analysis of religious festivals, cults, beliefs, and the development of religious architecture. The module additionally briefly contrasts Greek religion to Christianity, as an example of investigating how Greek religion differs from, and resembles, modern religions. The materials of the module are drawn 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	Swift Dr E
2	Canterbury	Spring	I	30 (15)	100% Coursework	

Availability

Also available under code CL591 (Level 6)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- Demonstrate an understanding of the importance and implications of the political, social, economic and cultural history of the Late Antique West AD 300-600;
- Demonstrate familiarity with the wide range of archaeological and historical evidence available for the period.
- Engage reflectively with other people's analyses and interpretations of primary (e.g. ancient texts and archaeological materials) and secondary sources (e.g. modern historians and archaeologists);
- Examine social and cultural change 300-600 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.

Method of Assessment

Source/Artefact-based Exercise (1,500 words) – 30%

Essay (3,000 words) – 70%

Preliminary Reading

Indicative Reading List -

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

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), Cambridge: CUP.

Christie, N. (2011) *The Fall of the Western Roman Empire: An Archaeological and Historical Perspective*, London: Bloomsbury Academic.

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

Randers-Pehrson, J. (1983). *Barbarians and Romans: The Birth Struggle of Europe*, Norman: University of Oklahoma Press.

Randsborg, K. (1991). *The First Millennium A.D. in Europe and the Mediterranean*, Cambridge: CUP.

Reece, R. (1999). *The Later Roman Empire: An Archaeology AD 150-600*, Stroud: Tempus.

Synopsis *

How did the Western Roman Empire undergo its transformation into the early medieval world? This course provides an overview of the period between 300 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 University.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL663		Greek and Roman Medicine				
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	Baker Dr P (SECL)

Availability

Also available under code CL607 (Level 6)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- Demonstrate familiarity with Greek and Roman medical history from the period of the Pre-Socratic Philosophers (6th century BC) to the Late Roman and Early Medieval Islamic tradition;
- Apply the methods of textual, visual and material analysis, and the conceptual frameworks that result, to related topics outside of the culture and literature of Graeco-Roman medicine;
- Critically evaluate and understand current methods of interpretation within medical history, classical studies and archaeology;
- Utilise and analyse primary sources and current research relating to ancient medicine.

Method of Assessment

- Short Writing Assignment (1,000 words) – 20%
- Short Creative Assignment (1,500 words) – 20%
- Presentation (5 minutes) – 10%
- Final Essay (Level 5 – 2,500 words; Level 6 – 3,000 words) – 50%

Preliminary Reading

Indicative Reading List -

- Celsus De Medicina. W. G. Spencer (Trans.). 1993. London and Cambridge, MA: Harvard University Press.
 Lloyd, G.E.R. (ed.). (1983) Hippocratic Writings. London: Penguin.
 Baker, P. 2013. The Archaeology of Medicine in the Greco-Roman World. Cambridge: Cambridge University Press.
 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. (2013) (2nd Edition). Ancient Medicine. London: Routledge.
 Soranus. Gynecology. O. Temkin (Trans.) (1956). Baltimore: Johns Hopkins University Press.
 van der Eijk, P. J. (2005). Medicine and Philosophy in Classical Antiquity. Cambridge: Cambridge University Press.

Synopsis *

Ancient 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 of Greek and Roman medicine.

An historical approach will be used starting with an 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 healing. For 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. The works of Celsus, Pliny the Elder and Galen will be examined. The module culminates in a review of the survival of medical practices into Late Antiquity and the medieval Islamic period. Throughout the class, students will examine ideas about rationality and medical influences from one society to another.

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CL665		Constantinople and the Late Antique City				
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	Lavan Dr L

Availability

Also available under code CL639 (Level 6)

Contact Hours

Total Contact Hours: 40

Learning Outcomes

Students who successfully complete this module will be able to:

- Distinguish different forms of urbanism, both between different periods and between different regions;
- Distinguish between different types of city within the same settlement network, and understand the relationship of cities to the surrounding countryside;
- Demonstrate critical understanding of the problems of interpreting fragmentary and problematic sources for urban life in this period;
- Recognise connections between changes in settlement morphology, building types and occupation to contemporary societal processes.

Method of Assessment

- Essay 1 (1,600 words) – 20%
- Essay 2 (2,400 words) – 30%
- Essay 3 (3,000 words) – 40%
- 2 x Seminar Handout (500 words each) – 10%

Preliminary Reading

Indicative Reading List -

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

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

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

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

Rich J. (1992) ed. *The City in Late Antiquity*. London and New York: Routledge

Saradi H. G. (2006). *The Byzantine City in the Sixth Century. Literary Images and Historical Reality*. Athens: Society of Messenian Archaeological Studies

Synopsis *

This course will survey the evolution of the Mediterranean city from AD 300 to 650, the urban crisis that 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 sixth century East, which provided a foundation for much of Early Islamic urbanism.

Although north-west Europe is included, the Mediterranean is the predominantly the focus of this module 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.

CL666		The Foundations of Britain: Archaeology of the First Millennium BC				
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	

Availability

Also available under code CL590 (Level 6)

Contact Hours

3 hours per week

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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	
2	Canterbury	Autumn	I	30 (15)	50% Coursework, 50% Exam	
2	Canterbury	Spring	I	30 (15)	100% Coursework	

Availability

Also available under Level 5 under code CL573

Contact Hours

Total Contact Hours: 30

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 Latin literature and Roman history and culture;

8.6 Demonstrate developed skills in exegesis, critical analysis, and assessment of a selection of texts and artefacts from ancient Rome;

8.7 Show systematic understanding of the sexual stereotypes in ancient societies

8.8 Manage their learning through the use of primary sources and current research in classical & archaeological studies.

Method of Assessment

- Essay 1 (2,000 words) – 40%
- Essay 2 (3,000 words) – 60%

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	Autumn	I	30 (15)	100% Coursework	
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Availability

Also available at Level 6 under code CL675

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

8.1 Demonstrate critical knowledge of the distinctive character of Roman society, at the level of everyday experience, as it was conceived by the Romans;

8.2 Demonstrate appreciation of the different everyday experiences of people with different socio-cultural status;

8.3 Demonstrate critical understanding of the biases in the use of archaeological and written sources in this period;

8.4 Demonstrate critical understanding of the potential of engagement with historical reconstruction, not only as a guarantee of authenticity, but also as a means of testing academic hypotheses.

Method of Assessment

- Essay 1 (1,700 words) – 20%
- Essay 2 (2,300 words) – 30%
- Historical Reconstruction (3,000 words) – 40%
- Seminar Handout – 10%

Preliminary Reading

Indicative Reading List

Casson L. (1999). *Everyday Life in Ancient Rome (Revised and Expanded Edition)*. Baltimore: John Hopkins University Press

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

Laurence R. (2007). *Roman Pompeii. Space and Society (2nd Edition)*. London: Routledge

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

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

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.

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CL675 Everyday Life in the Roman Empire						
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	

Availability

Also available at Level 5 under code CL674

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- 8.5 Demonstrate systematic knowledge of the distinctive character of Roman society, at the level of everyday experience, as it was conceived by the Romans;
- 8.6 Demonstrate extensive knowledge of the different everyday experiences of people with different socio-cultural status;
- 8.7 Demonstrate comprehensive understanding of the biases in the use of archaeological and written sources in this period;
- 8.8 Demonstrate systematic understanding of the potential of engagement with historical reconstruction, not only as a guarantee of authenticity, but also as a means of testing academic hypotheses, as well as demonstrating awareness of the limitations of reconstruction authenticity.

Method of Assessment

- Essay 1 (1,700 words) – 20%
- Essay 2 (2,300 words) – 30%
- Historical Reconstruction (3,000 words) – 40%
- Seminar Handout – 10%

Preliminary Reading

Indicative Reading List

Casson L. (1999). *Everyday Life in Ancient Rome (Revised and Expanded Edition)*. Baltimore: John Hopkins University Press

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

Laurence R. (2007). *Roman Pompeii. Space and Society (2nd Edition)*. London: Routledge

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

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

Synopsis */span>

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.

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

Contact Hours

Total Contact Hours: 40

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate understanding as to how to participate responsibly in archaeological field projects, with regard to their safety, that of others and towards the careful handling of archaeological evidence;
- Demonstrate detailed knowledge of, and competence in, a range of techniques of archaeological fieldwork or post-excavation analysis;
- Demonstrate critical understanding of the principles of archaeological recording;
- Provide an insightful written account of the work they undertook, with reference to published industry recording standards.

Method of Assessment

Portfolio (6,000 words) – 80%

Fieldwork Performance – 20%

Preliminary Reading

Indicative Reading List -

Barker P. (1993) *Techniques of Archaeological Excavation*, London: Batsford

Bettess F. (1998) *Surveying for Archaeologists*, 3rd Edition, Durham: Department of Archaeology Durham University

Hawker J. M. (1999) *A Manual of Archaeological Field Drawing*, Hertford: Rescue – The British Archaeological Trust

Roskams S. (2001) *Excavation*, Cambridge: Cambridge University Press.

Watkinson D. and Neal V. (1998) *First Aid for Finds*, London: Rescue and United Kingdom Institute for Conservation Archaeology Section.

Westman A. (1994) *Archaeological Site Manual*, London: Museum of London

Synopsis *

This module will provide a framework for fieldwork training undertaken on University of Kent training excavations, or approved partners, supported by a SECL archaeological fieldwork bursary, to assist with the costs involved in a participation of 15 working days, normally including social and educational activities such as a museum trip and an orientation day.

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.

Staff teaching on this module will be provided with a Kent –approved fieldwork checklist of skills to train students a range of no less than ten skills appropriate to fieldwork that will result in a broad portfolio illustrating the best work done on site.

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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	Alwis Dr A
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Availability

Also available under code CL686 (Level 6)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- Outline and understand the key principles of selected authors, artists and topics pertaining to early Christianity within the framework of the late-Roman empire and how these principles developed in antiquity;
- Apply the methods of textual, visual and material analysis, and the conceptual frameworks that result, to related topics outside the culture and literature of Graeco-Roman antiquity;
- Critically evaluate and understand current methods of interpretation within classical studies and in related fields;
- Utilise and critically analyse primary sources and current research relating to early Christianity.

Method of Assessment

- Creative Assignment (2,000 words) – 40%
- Essay (3,000 words) – 60%

Preliminary Reading

Indicative Reading List -

Cameron, A. (2010). *The Last Pagans of Rome* (Oxford: Oxford University Press)

Cloke, G. (1995). *This Female Man of God: Women and Spiritual Power in the Patristic Age, AD 350-450* (New York: Routledge).

Elm, S. (1994). *Virgins of God: The Making of Asceticism in Late Antiquity* (Oxford: Clarendon Press)

Harmless, W. (2004). *Desert Christians: An Introduction to the Literature of Early Monasticism* (Oxford: Oxford University Press)

Synopsis *

The module will introduce students 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.

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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	Alwis Dr A
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Availability

Also available under code CL685 (Level 5)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- Show systematic critical understanding, through clear expression, of selected authors and topics in early Christianity;
- Demonstrate developed skills in exegesis, critical analysis, and assessment of a selection of texts and artefacts from Late Antiquity;
- Show systematic understanding of the interpretations of and the relationships between, topics covered in classes;
- Utilise and critically evaluate primary sources and current research relating to early Christianity..

Method of Assessment

- Creative Assignment (2,000 words) – 40%
- Essay (3,000 words) – 60%

Preliminary Reading

Indicative Reading List -

Cameron, A. (2010). *The Last Pagans of Rome* (Oxford: Oxford University Press)

Cloke, G. (1995). *This Female Man of God: Women and Spiritual Power in the Patristic Age, AD 350-450* (New York: Routledge).

Elm, S. (1994). *Virgins of God: The Making of Asceticism in Late Antiquity* (Oxford: Clarendon Press)

Harmless, W. (2004). *Desert Christians: An Introduction to the Literature of Early Monasticism* (Oxford: Oxford University Press)

Synopsis *

The module will introduce students 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.

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CL687 Professional Archaeology: Techniques and Methods						
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	

Availability

Also available under code CL621 - level 6

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

- 8.1 Demonstrate knowledge of key field techniques and skills employed by archaeologists;
- 8.2 Demonstrate understanding of the principal terms and concepts associated with archaeological fieldwork;
- 8.3 Demonstrate knowledge of the principal methods used for the discovery and recording of site and monuments in the landscape, and an ability to critically evaluate these methods;
- 8.4 Demonstrate understanding of the ways in which different field methods and scientific techniques are integrated in contemporary field archaeology with reference to both survey and excavation;
- 8.5 Demonstrate knowledge of the principal recording techniques used within archaeological sites and of the nature and structure of archaeological archives;
- 8.6 Demonstrate knowledge of how archaeological fieldwork in England is organised, and awareness of issues pertaining to student participation in archaeological fieldwork;
- 8.7 Demonstrate understanding of planning guidance and legislation and a critical appreciation of how it affects the excavation and management of archaeological sites;
- 8.8 Demonstrate knowledge of post-excavation procedures and an ability to critically evaluate current and future trends in the archiving and dissemination of archaeological information.

Method of Assessment

- Portfolio (Level 5 – 4,000 words; Level 6 – 5,000 words) – 75%
- Archaeological Report (Level 5 – 2,000 words; Level 6 – 3,000 words) – 25%

Preliminary Reading

Indicative Reading List

- Carver, M. 2009. *Archaeological Investigation*, London, Routledge.
- Barker, P., 1993. *Techniques of Archaeological Excavation*, 3rd edition, London, Batsford.
- Bowden, M. 1999. *Unravelling the Landscape*, Stroud, Tempus.
- Clarke, A. 1991. *Seeing Beneath the Soil: Prospecting Methods in Archaeology*, London, Batsford.
- Drewett, P. 1999. *Field Archaeology: An Introduction*, London, University College London
- Flatman, J. 2011. *Becoming an Archaeologist. A guide to professional pathways*. Cambridge.
- Gater, J. and Gaffney, C. 2003. *Revealing the Buried Past: Geophysics for Archaeologists*, Stroud, Tempus.
- Harris, E. 1989. *Principles of Archaeological Stratigraphy*, 2nd edition, London, Academic Press.
- Roskams, S. 2001. *Excavation, Cambridge Manuals in Archaeology*, Cambridge, Cambridge University Press.
- Wilkinson, P. 2007. *Archaeology. What it is, where is it and how to do it*, Oxford, Archaeopress.

Synopsis *

This module covers the battery of up-to-date fieldwork techniques deployed in the discovery, recording and excavation of archaeological sites using a combination of lectures, small-group work and practical assignments in the field. Topics include strategies for finding and recording sites, from the analysis of historical sources and aerial photographs, to geophysics, field walking, and the survey of earthworks and standing buildings. The full range of excavation techniques is examined including approaches to the excavation of special deposits such as burials and cremations and sampling strategies for the recovery of artefacts and environmental remains. The module concludes with post-excavation analysis and strategies for publication and dissemination of archaeological reports covering both traditional and computer-based applications. Students enrolling for this module should be aware that some of the fieldwork practicals may be outside, and occasionally off campus, and possibly conducted on, Saturdays or during the Easter Vacation (for a Spring term module) or Summer Vacation (for an Autumn term module), the specific arrangements being dependent upon weather and site availability, etc.

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CL691		Monsters in Roman Literature				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	
1	Canterbury	Autumn	H	30 (15)	60% Coursework, 40% Exam	
1	Canterbury	Spring	H	30 (15)	60% Coursework, 40% Exam	

Availability

Also available under code CL692 (Level 5)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- 8.4 Demonstrate developed skills in exegesis, critical analysis, and assessment to see how Roman texts represent monsters, and how this reflects their historical and cultural context;
- 8.5 Show systematic critical understanding, through clear expression of a wide range of Roman literary forms through the examination of primary and secondary sources;
- 8.6 Show systematic knowledge and understanding of another culture, whether focused on literature or history.

Method of Assessment

- Essay 1 (2,500 words) – 40%
- Essay 2 (3,000 words) – 60%

Preliminary Reading

Indicative Reading List -

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

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

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.

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CL692		Monsters in Roman Literature				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	
1	Canterbury	Autumn	I	30 (15)	60% Coursework, 40% Exam	
1	Canterbury	Spring	I	30 (15)	60% Coursework, 40% Exam	

Availability

Also available under code CL691 (Level 6)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- 8.1 Critically evaluate and understand how Roman texts represent monsters, and how this reflects their historical and cultural context;
- 8.2 Outline and understand a wide range of Roman literary forms through the examination of primary and secondary sources;
- 8.3 Demonstrate knowledge and understanding of another culture, whether focused on literature or history.

Method of Assessment

- Essay 1 (2,500 words) – 40%
- Essay 2 (3,000 words) – 60%

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)

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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL700		Museum Studies (with internship)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	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

Not available to Erasmus or Short Term Students

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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL701 Museum Studies (with internship)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	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

Not available to Erasmus or Short Term Students

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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL702 Heritage Studies (with Internship)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	30 (15)	100% Coursework	

Availability

Also available at Level 6 under code CL703

Contact Hours

Total Contact Hours: 26

Total Hours on Internship: 70

Private Study Hours: 204

Total Study Hours: 300

Learning Outcomes

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

- 8.1 demonstrate 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;
- 8.2 demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, particularly during the internship;
- 8.3 display 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;
- 8.4 show 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

- Essay (2500 words) – 30%
- Blog (one entry for each placement day, up to a maximum of 250 words per entry) – 20%
- Presentation 1 (10 minutes) – 7%
- Presentation 2 (20 minutes) – 13%
- Report (2500 words) – 30%

Preliminary Reading

Indicative Reading List

Bandarin, F. and Van Oers, R. (2012). *The Historic Urban Landscape*. Wiley-Blackwell

Harrison, R. (1994). *Manual of Heritage Management*. Butterworth-Heinemann

Leask, A. and Fyall, A. (eds) (2006). *Managing World Heritage Sites*. Oxford: Butterworth-Heinemann

Smith, L., (2006). *Uses of Heritage*. London: Routledge

Sørensen, M. L. S. & Carman, J. (eds) (2009). *Heritage Studies: Methods and Approaches*. London: Routledge

Spenceley, A. (ed) (2008). *Responsible Tourism. Critical issues for Conservation and Development*. London: Earthscan

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

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL703 Heritage Studies (with Internship)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Coursework	

Availability

Also available at Level 5 under code CL702

Contact Hours

Total Contact Hours: 26

Total Hours on Internship: 70

Private Study Hours: 204

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

8.5 demonstrate 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;

8.6 demonstrate the ability to deploy accurately established techniques of analysis and enquiry within a discipline, in the context of academia and outside;

8.7 display 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;

8.8 show 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

- Essay (2500 words) – 30%
- Blog (one entry for each placement day, up to a maximum of 250 words per entry) – 20%
- Presentation 1 (10 minutes) – 7%
- Presentation 2 (20 minutes) – 13%
- Report (2500 words) – 30%

Preliminary Reading

Indicative Reading List

Bandarin, F. and Van Oers, R. (2012). *The Historic Urban Landscape*. Wiley-Blackwell

Harrison, R. (1994). *Manual of Heritage Management*. Butterworth-Heinemann

Leask, A. and Fyall, A. (eds) (2006). *Managing World Heritage Sites*. Oxford: Butterworth-Heinemann

Smith, L., (2006). *Uses of Heritage*. London: Routledge

Sørensen, M. L. S. & Carman, J. (eds) (2009). *Heritage Studies: Methods and Approaches*. London: Routledge

Spenceley, A. (ed) (2008). *Responsible Tourism. Critical issues for Conservation and Development*. London: Earthscan

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

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL704 Egypt and the Classical World						
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	Nifosi Dr A

Availability

Also available at Level 6 under code CL705

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- Demonstrate detailed 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);
- Demonstrate critical understanding of the historical interpretations of the sources;
- Demonstrate critical understanding of the importance of using interdisciplinary source material, such as historical textual sources and archaeological remains;
- Demonstrate detailed knowledge of interactions between Greeks and Egyptians;
- Demonstrate a thorough understanding of the role historical events played in the development of Egypt;
- Demonstrate confident skills in historiography and textual analysis.

Method of Assessment

- Essay 1 (1,500 words) – 50%
- Essay 2 (1,500 words) – 50%

Preliminary Reading

Indicative Reading List

- Baines, J. & Málek, J. (2005). Atlas of Ancient Egypt, Oxford: Checkmark
 Bernal, J.M. (2012). Black Athena: The Afroasiatic Roots of Classical Civilization, London: Free Association Books
 Boardman, J. (2011). The Greeks Overseas, 4th edn., London: Thames & Hudson
 Munson, R.V. (2013). Herodotus. Oxford: Oxford University Press.
 Shaw, I. (2003) ed. The Oxford History of Ancient Egypt, Oxford: Oxford University Press
 Shaw, I. & Nicholson, P. (2008). The British Museum Dictionary of Ancient Egypt, London: British Museum Press
 Van de Mierop, M. (2011). A History of Ancient Egypt, Malden, Massachusetts: Wiley-Blackwell

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; provided an essential support for the last great dynasty of independent Egypt; aided the rise of the East Greek cities of Ionia; and it influenced the development of Greek sculpture and architecture.

Equally important, it revealed to the Greeks a civilisation, 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 that continues 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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL705		Egypt and the Classical World				
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	Nifosi Dr A

Availability

Also available at Level 5 under code CL704

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- 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);
- Make sustained critical historical interpretations of sources;
- Demonstrate extensive understanding of the importance of using interdisciplinary source material, such as historical textual sources and archaeological remains;
- Demonstrate significant understanding of the complexity of interactions between Greeks and Egyptians;
- Make independent judgements regarding the role historical events played in the development of Egypt based on their research;
- Demonstrate substantial skills in historiography and textual analysis including a developed critical awareness.

Method of Assessment

- Essay 1 (2,000 words) – 50%
- Essay 2 (2,000 words) – 50%

Preliminary Reading

Indicative Reading List

- Baines, J. & Málek, J. (2005). Atlas of Ancient Egypt, Oxford: Checkmark
 Bernal, J.M. (2012). Black Athena: The Afroasiatic Roots of Classical Civilization, London: Free Association Books
 Boardman, J. (2011). The Greeks Overseas, 4th edn., London: Thames & Hudson
 Munson, R.V. (2013). Herodotus. Oxford: Oxford University Press.
 Shaw, I. (2003) ed. The Oxford History of Ancient Egypt, Oxford: Oxford University Press
 Shaw, I. & Nicholson, P. (2008). The British Museum Dictionary of Ancient Egypt, London: British Museum Press
 Van de Mieroop, M. (2011). A History of Ancient Egypt, Malden, Massachusetts: Wiley-Blackwell

Synopsis <span style =

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Equally important, it revealed to the Greeks a civilisation, 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 that continues 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.

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CL706		The Rise and Fall of Athens				
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	La'da Dr C

Availability

Also available under code CL707 (Level 6)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- Demonstrate critical understanding of the political, social, economic and military history of Greece in the 5th century BC;
- Demonstrate critical ability in historical interpretations of the source material;
- Demonstrate understanding of the importance of using interdisciplinary source material, such as historical textual sources, epigraphic evidence and archaeological remains;
- Demonstrate detailed knowledge of interactions between the different Greek tribes and their political and military alliances and between Greeks and Persians;
- Demonstrate a thorough understanding of the role historical events played in the development of classical Greece;
- Demonstrate confident skills in historiography and textual analysis.

Method of Assessment

- Essay 1 (2,500 words) – 50%
- Essay 2 (2,500 words) – 50%

Preliminary Reading

Indicative Reading List -

- Dillon, M. and Garland, L. (2013). *The Ancient Greeks*, London and New York: Routledge
Hornblower, S. (2011). *The Greek World 479-323 BC*, New York: Routledge
Parker, P. (2014). *A History of Greece 1300 to 30 BC*, Chichester: Wiley Blackwell
Rhodes, P.J. (2010). *A History of the Classical Greek World 478-323 BC*, Chichester: Wiley Blackwell

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.

2019-20 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	
1	Canterbury	Spring	H	30 (15)	100% Coursework	La'da Dr C

Availability

Also available under code CL706 (Level 5)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- Demonstrate a systematic understanding of the political, social, economic and military history of Greece in the 5th century BC;
- Carry out sustained critical historical interpretations of the source material;
- Demonstrate a complete understanding of the importance of using interdisciplinary source material, such as historical textual sources, epigraphic evidence and archaeological remains;
- Demonstrate a comprehensive understanding of the complexity of interactions between the different Greek tribes and their political and military alliances and between Greeks and Persians;
- Make judgements regarding the role historical events played in the development of classical Greece;
- Demonstrate professional skills in historiography and textual analysis including a developed critical awareness.

Method of Assessment

- Essay 1 (2,500 words) – 50%
- Essay 2 (2,500 words) – 50%

Preliminary Reading

Indicative Reading List -

- Dillon, M. and Garland, L. (2013). *The Ancient Greeks*, London and New York: Routledge
 Hornblower, S. (2011). *The Greek World 479-323 BC*, New York: Routledge
 Parker, P. (2014). *A History of Greece 1300 to 30 BC*, Chichester: Wiley Blackwell
 Rhodes, P.J. (2010). *A History of the Classical Greek World 478-323 BC*, Chichester: Wiley Blackwell

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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

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

Availability

Also available under code CL709 (Level 6)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- 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?);
- Understand the importance and implications of the central issues of ancient philosophy within their historical context, the field of philosophy, and modern society;
- Comprehend the conceptual nuances of key ancient Greek terms without relying on English translations and appreciate the ambiguity and limits of knowledge;
- Demonstrate critical, specific and in-depth analyses of these issues;
- Engage reflectively with other people's analyses and interpretations of primary and secondary sources.

Method of Assessment

- Essay (3,000 words) – 40%
- In-Course Test (45 minutes) – 20%
- Exercises – 30%
- Seminar Participation – 10%

Preliminary Reading

Indicative Reading List

Aristotle, Nicomachean Ethics
Hesiod, Theogony
Plato, Apology
Plato, Euthyphro
Plato, Republic
Sophocles, Antigone

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.

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

Availability

Also available under code CL708 (Level 5)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- 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?);
- 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;
- Devise sustained, critical and evaluative arguments related to the interpretation and analysis of these issues;
- Engage reflectively with current research related to primary and secondary sources; and
- 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

- Essay (3,000 words) – 40%
- In-Course Test (45 minutes) – 20%
- Exercises – 30%
- Seminar Participation – 10%

Preliminary Reading

Indicative Reading List

Aristotle, Nicomachean Ethics
Hesiod, Theogony
Plato, Apology
Plato, Euthyphro
Plato, Republic
Sophocles, Antigone

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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

CL710		Advanced Latin Plus				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	60% Coursework, 40% Exam	Littlechilds Becky

Contact Hours

Total Contact Hours: 60

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate thorough knowledge and understanding of unadapted Latin texts;
- Demonstrate systematic knowledge of Latin grammatical terms and inflection systems to the reading of unadapted Latin texts;
- Demonstrate knowledge of specialised Latin vocabulary appropriate to their chosen area of study;
- Conduct independent research in Latin literature, using appropriate scholarly sources including reference works and commentaries;
- Comment confidently on thematic and stylistic points of interest in the reading of unadapted Latin texts.

Method of Assessment

- Essay (4,000 words) – 60%
- Examination (2 hours) – 40%

Preliminary Reading

Indicative Reading List -

Lucretius (ed. C. Newlands), (2011). *Staius: Silvae II*, Cambridge: Cambridge University Press

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

Pre-requisites

Prerequisite: CLAS7230 – Early Latin Prose in the Original; CLAS7250 – Early Latin Verse in the Original; CLAS7460 (Later Latin Prose in the Original); or CLAS7480 – Later Latin Verse in the Original; or equivalent level of ability

Synopsis *

Students will participate in the close reading and interpretation of Latin prose and/ or 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.

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

Contact Hours

Total Contact Hours: 60

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate thorough knowledge and understanding of unadapted Ancient Greek texts;
- Demonstrate systematic knowledge of Ancient Greek grammatical terms and inflection systems to the reading of unadapted Ancient Greek texts;
- Demonstrate knowledge of specialised Ancient Greek vocabulary appropriate to their chosen area of study;
- Conduct independent research in Ancient Greek literature, using appropriate scholarly sources including reference works and commentaries;
- Comment confidently on thematic and stylistic points of interest in the reading of unadapted Ancient Greek texts.

Method of Assessment

- Essay (4,000 words) – 60%
- Examination (2 hours) – 40%

Preliminary Reading

Indicative Reading List -

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

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

Pre-requisites

Prerequisite: CLAS7150 – Early Greek Prose in the Original; CLAS7170 – Early Greek Verse in the Original; CLAS7420 – Later Greek Prose in the Original; or CLAS7440 – Later Greek Verse in the Original; or equivalent level of ability

Synopsis *

Students will participate in the close reading and interpretation of Greek prose and/ or 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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CL713		Athenian Power Plays				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Wyles Dr R
1	Canterbury	Autumn	I	30 (15)	60% Coursework, 40% Exam	Wyles Dr R
1	Canterbury	Spring	I	30 (15)	100% Coursework	
1	Canterbury	Spring	I	30 (15)	60% Coursework, 40% Exam	

Availability

Also available under code CL714 (Level 6)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- Articulate responses to key questions about the nature and value of the dramatic evidence for 5th century Athenian history;
- Understand the importance and implications of ancient drama within its historical context;
- 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;
- Demonstrate critical, specific and in-depth analyses of these issues;
- Engage reflectively with other people's analyses and interpretations of primary and secondary sources.

Method of Assessment

- Essay (2,000 words) – 60%
- Examination (2 hours) – 40%

Preliminary Reading

Indicative Reading List

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.

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'.

2019-20 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
1	Canterbury	Autumn	H	30 (15)	60% Coursework, 40% Exam	Wyles Dr R
1	Canterbury	Spring	H	30 (15)	100% Coursework	
1	Canterbury	Spring	H	30 (15)	60% Coursework, 40% Exam	

Availability

Also available under code CL713 (Level 5)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- Articulate detailed and nuanced responses to key questions about the nature and value of the dramatic evidence for 5th century Athenian history;
- Demonstrate deep understanding of the importance and implications of ancient drama within its historical context;
- 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;
- Devise sustained, critical and evaluative arguments related to the interpretation of these issues;
- Engage reflectively with current research related to primary and secondary sources.

Method of Assessment

- Essay (2,000 words) – 60%
- Examination (2 hours) – 40%

Preliminary Reading

Indicative Reading List

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.

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'.

2019-20 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.

2019-20 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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

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.

2019-20 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	

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.

2019-20 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	

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	

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.

2019-20 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	

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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

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.

2019-20 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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

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	

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.

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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	

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.

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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	

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.

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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	

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	

Contact Hours

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.

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

- Online journal (3,000 words) – 15%
- Report (1,500 words) and Portfolio – 85%

Preliminary Reading

Indicative reading list.

- 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

This module requires a selection process and the maximum number of students to take the module is six.

In order for students to be shortlisted for an interview, their data should evidence that they have an attendance record no lower than 60%, but preferably higher. Similarly, their overall academic achievement should be within the 2(i) classification or higher. In addition, marks for key subjects in their corresponding programme of study should be within the 2(i) 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. Students can also find their own placements, however these have to be approved by the Course Convenor who will formalise the placements with the schools.

Restrictions

This module requires a selection process and the maximum number of students to take the module is six.

In order for students to be shortlisted for an interview, their data should evidence that they have an attendance record no lower than 60%, but preferably higher. Similarly, their overall academic achievement should be within the 2(i) classification or higher. In addition, marks for key subjects in their corresponding programme of study should be within the 2(i) classification or higher.

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 students with the opportunity to develop their knowledge and understanding of Classical Studies and Ancient History in the primary or secondary school context. The university sessions and weekly school-work will complement each other. At the university sessions students will benefit from the opportunity to discuss aspects related to their weekly placement and receive guidance.

Students 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 students will concentrate on specific aspects of the teachers' tasks, and their approach to teaching a whole class. As they progress, it is expected that their role will be, to some extent, 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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CL732 War and Imperialism in Ancient Rome c.350-100 BC						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Burden-Strevens Dr C
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Availability

Also available at Level 6 under code CL733

Contact Hours

Total Contact Hours: 20

Learning Outcomes

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

- Articulate the main events, issues and themes in the history of the Roman Republic from the commencement of imperial expansion to 100 BC;
- Demonstrate a conceptual understanding of the complex processes relating to administrative, constitutional, social, economic and religious change in the Roman Republic during this period;
- 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;
- 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;
- 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;
- 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

- Essay (2,500 words) – 70%
- Short Critical Assessment (1,200 words) – 30%

Preliminary Reading

Indicative Reading List.

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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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	Burden-Strevens Dr C
1	Canterbury	Spring	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

Learning Outcomes

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

- Articulate the main events, issues and themes in the history of the Roman Republic from the commencement of the imperial expansion to 100 BC;
- 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;
- 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;
- 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;
- 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;
- Construct historical arguments, orally and in writing, which demonstrate a critical understanding of inscriptional evidence for imperial history.

Method of Assessment

- Essay (2,500words) – 70%
- Short Critical Assessment (1,200words) – 30%

Preliminary Reading

Indicative Reading List.

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	

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	
1	Canterbury	Spring	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	
1	Canterbury	Spring	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.

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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	Lowe Dr D (SECL)
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Availability

Also available at Level 6 under code CL641

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- Articulate responses to key questions about the nature and value of ancient epic;
- Understand the importance and implications of ancient epic within its historical context;
- Demonstrate critical, specific and in-depth analyses of the variety of voices and themes contained within the epic;
- Engage reflectively with other people's analyses and interpretations of primary and secondary sources.

Method of Assessment

- Essay 1 (2,000 words) – 40%
- Essay 2 (3,000 words) – 60%

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.

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CL742 Later Greek Prose in the Original						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	50% Coursework, 50% Exam	Rudolph Dr K

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- Demonstrate knowledge and understanding of the prose text(s) within its/their cultural context and in relation to the earlier examples of the genre;
- Demonstrate analytical and critical skills for the study of well-established stylistic features specific to prose, appreciation of thematic points of interest in the prose text(s) studied, and knowledge of genre conventions employed in the work;
- Demonstrate their skills in close reading and translation of Greek prose of this later period;
- Demonstrate an ability to recognise the principles of the Greek language being applied by this/these later author(s) in their prose text(s);
- Demonstrate 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

- Essay (2000 words) – 50%
- Examination (3 hours) – 50%

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

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

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

Students interested in developing their knowledge of particular aspects of the core texts are encouraged to seek out their additional resources using the library and journal databases (for example, JSTOR). Additional items may be scheduled by the course convenor.

Pre-requisites

Pre-requisite if taken at Level 5: CL360 – Beginner's Greek 2; AS or A level Greek; or an equivalent qualification/level of ability must be demonstrated.

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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CL743		Later Greek Prose in the Original				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	50% Coursework, 50% Exam	

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

8.6 Demonstrate a comprehensive knowledge and understanding of the prose text(s) within its/their cultural context and in relation to the earlier examples of the genre;

8.7 Demonstrate 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;

8.8 Demonstrate high-level skills in close reading and fluent translation of Greek prose of this later period;

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

8.10 Demonstrate 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

- Essay (2000 words) – 50%
- Examination (3 hours) – 50%

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

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

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

Pre-requisites

Pre-requisite if taken at Level 6: CL715 – Early Greek Prose in the Original or CL717 – Early Greek Verse in the Original.

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.

CL744		Later Greek Verse in the Original				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	Rudolph Dr K

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- Demonstrate analytical and critical skills for the study of well-established stylistic features specific to poetry, appreciation of thematic points of interest in the poem(s) studied, and knowledge of genre conventions employed in the work;

- Demonstrate their skills in close reading and translation of Greek verse texts of this later period;

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

- Demonstrate 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

- Essay (2000 words) – 50%
- Examination (3 hours) – 50%

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

Pre-requisite if taken at Level 5: CL360 – Beginner's Greek 2; AS or A level Greek; or an equivalent qualification/level of ability must be demonstrated.

Synopsis *

Students will participate in the close reading and interpretation of Greek verse texts. Translation of the texts from the original will enhance understanding of their construction by the authors 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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CL745		Later Greek Verse in the Original				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- 8.6 Demonstrate a comprehensive knowledge and understanding of the poem(s) within its/their cultural context and in relation to the earlier examples of the genre;
- 8.7 Demonstrate 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;
- 8.8 Demonstrate high-level skills in close reading and fluent translation of Greek verse texts from this later period;
- 8.9 Demonstrate an ability to comment on the manipulation of grammar and syntax by the poet(s) for literary effect in poetry from this period;
- 8.10 Demonstrate 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

Essay (2000 words) – 50%
Examination (3 hours) – 50%

Preliminary Reading

Indicative Reading

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

Pre-requisite if taken at Level 6: CL715 – Early Greek Prose in the Original or CL717 – Early Greek Verse in the Original.

Synopsis *

Students will participate in the close reading and interpretation of Greek verse texts. Translation of the texts from the original will enhance understanding of their construction by the authors 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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CL746 Later Latin Prose in the Original						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	50% Coursework, 50% Exam	Lowe Dr D (SECL)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- Demonstrate knowledge and understanding of the prose text(s) within its/their cultural context and in relation to the earlier examples of the genre;
- Demonstrate analytical and critical skills for the study of well-established stylistic features specific to prose, appreciation of thematic points of interest in the prose text(s) studied, and knowledge of genre conventions employed in the work;
- Demonstrate their skills in close reading and translation of Latin prose of this later period;
- Demonstrate an ability to recognise the principles of the Latin language being applied by this/these later author(s) in their prose text(s);
- Demonstrate 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

- Essay (2000 words) – 50%
- Examination (3 hours) – 50%

Preliminary Reading

Indicative Reading

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

Pre-requisite if taken at Level 5: CLAS3640 (CL364) and CLAS3650 (CL365) – Beginner's Latin 1 & 2; AS or A level Latin; or an equivalent qualification/level of ability must be demonstrated.

Synopsis *

Students will participate in the close reading and interpretation of Latin prose texts. Translation of the texts from the original will enhance understanding of their construction by the authors 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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CL748		Later Latin Verse in the Original				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	Lowe Dr D (SECL)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- Demonstrate knowledge and understanding of the poem(s) within its/their cultural context and in relation to the earlier examples of the genre;
- Demonstrate analytical and critical skills for the study of well-established stylistic features specific to poetry, appreciation of thematic points of interest in the poem(s) studied, and knowledge of genre conventions employed in the work;
- Demonstrate their skills in close reading and translation of Latin verse texts of this later period;
- Demonstrate an ability to recognise the principles of the Latin language being applied by this/these later poet(s) in their poem(s) from this period;
- Demonstrate 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

- Essay (2000 words) – 50%
- Examination (3 hours) – 50%

Preliminary Reading

Indicative Reading

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

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

Pre-requisites

Pre-requisite if taken at Level 5: CLAS3640 (CL364) and CLAS3650 (CL365) – Beginner's Latin 1 & 2; AS or A level Latin; or an equivalent qualification/level of ability must be demonstrated.

Synopsis *

Students will participate in the close reading and interpretation of Latin verse texts. Translation of the texts from the original will enhance understanding of their construction by the authors 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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CL749		Later Latin Verse in the Original				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- 8.6 Demonstrate a comprehensive knowledge and understanding of the poem(s) within its/their cultural context and in relation to the earlier examples of the genre;
- 8.7 Demonstrate 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;
- 8.8 Demonstrate high-level skills in close reading and fluent translation of Latin verse texts from this later period
- 8.9 Demonstrate an ability to comment on the manipulation of grammar and syntax by the poet(s) for literary effect in poetry from this period;
- 8.10 Demonstrate 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

Essay – 50%

Examination – 50%

Preliminary Reading

Indicative Reading

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

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

Pre-requisites

Pre-requisite if taken at Level 6: CLAS7230 (CL723) – Early Latin Prose in the Original or CLAS7250 (CL725) – Early Latin Verse in the Original.

Synopsis *

Students will participate in the close reading and interpretation of Latin verse texts. Translation of the texts from the original will enhance understanding of their construction by the authors 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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CL750		Early Greece and the Formation of the Classical World				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	60% Coursework, 40% Exam	

Contact Hours

Total Contact Hours: 30

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 evidence for early Greek history;
- 8.7 Demonstrate deep understanding of the importance and implications of Greek polis-formation, colonisation, and Persian expansion within its historical context;
- 8.8 Demonstrate understanding of the conceptual nuances (and ambiguities) of key ancient Greek terms used within the period;
- 8.9 Devise sustained, critical and evaluative arguments related to the interpretation of these issues;
- 8.10 Engage reflectively with current research related to early Greek history.

Method of Assessment

- Essay (2,000/3,000 words) – 60%
- Examination (two hours) – 40%

Preliminary Reading

Indicative Reading List

- De Sélincourt, A. (2003). *Herodotus: The Histories*. London: Penguin.
- Dewald, C. and J. Maricola (2006). *The Cambridge Companion to Herodotus*. Cambridge: Cambridge University Press.
- Dillon, M. (2010). *Ancient Greece Social and Historical Documents from Archaic Times to the Death of Alexander the Great*. London: Routledge.
- Garner, M. (2015). *Proxeny and Polis*. Oxford: Oxford University Press.
- Harrison, T. (2011). *Writing Ancient Persia*. London: Duckworth.
- Osborne, R. (1996). *Greece in the Making, 1200-479 BC*. London: Routledge.

Synopsis *

The module is concerned with the history, archaeology and culture of the ancient Graeco-Roman world, and covers the period from c. 776-479 BC. Among the subjects examined in detail are the growth of the formation of the Greek polis (city-state, a central feature of the civilisation of Greece and Rome), the impact of colonisation on the Greek world, and the circumstances for the invasion of Greece by the contemporary Persian world-empire.

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CL752 Gods, Heroes and Mystery Cults: Religion in Ancient Greece						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Boutsikas Dr E
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 30

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate comprehensive knowledge of the archaeology and the historical sources on ancient Greek cults from the 10th–2nd centuries BC;
- Demonstrate a comprehensive understanding of the development of Greek religious architecture in relation to the needs of religious rites and cult practices;
- Demonstrate systematic understanding when assessing the strengths and weaknesses of the archaeological evidence and historical sources dealing with religious practice and cult for the periods covered;
- Demonstrate independent learning skills and discuss with confidence aspects of ancient Greek religion, beliefs of the cosmos and the divine;
- Using established techniques, accurately 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

Presentation (20 minutes) – 20%

Essay (3,000 words) – 80%

Preliminary Reading

- 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

Pre-requisites

None

Synopsis *

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

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CP502 Fiction and Power						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Coursework	Evangelou Dr A
1	Canterbury	Whole Year	H	30 (15)	50% Coursework, 50% Exam	Evangelou Dr A
1	Canterbury	Whole Year	H	30 (15)	60% Coursework, 40% Exam	Evangelou Dr A
1	Canterbury	Whole Year	H	30 (15)	80% Exam, 20% Coursework	Evangelou Dr A

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

- Demonstrate full awareness of and ability to analyse critically discursive power relations in context (political, ethnic, gendered, etc.);
- Demonstrate an excellent understanding of the interplay between ideology and the imagination, politics and literature;
- Demonstrate an excellent understanding of the interrelation of fact and fiction;
- Demonstrate an excellent understanding of literature in its function as a catalyst and product of identity formation;
- Demonstrate a full awareness of literature in its function as a vehicle of cultural self-reflection;
- 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;
- Demonstrate an improved ability to undertake the comparative analysis of literature of outstanding quality.

Method of Assessment

Essay 1 (3,000 words) – 40%
 Essay 2 (3,000 words) – 40%
 Presentation (20 minutes) – 20%

Preliminary Reading

Grant, L. (2000). *When I Lived in Modern Times*. London: Granta Publications.
 Hanne, M. (1994/1996). "Narrative and Power", in: *The Power of the Story. Fiction and Political Change*. Rev. ed. Providence, RI: Berghahn.
 Ionesco, E. (2015) (1959). *Rhinoceros (Rhinoceros and Other Plays)*. Trans. Derek Prouse. New York: Grove Press.
 Kundera, M. (1995) (1984). *The Unbearable Lightness of Being*. Trans. Michael Henry Heim. London: Faber and Faber.
 Satrapi, M. (2008) (2003). *Persepolis*. Trans. Anjali Singh. London: Vintage.
 Sijje, D. *Balzac and the Little Chinese Seamstress (2000)*
 Solzhenitsyn, A. (2000) (1962) *A Day in the Life of Ivan Denisovich*. Trans. Ralph Parker. London: Penguin.

Pre-requisites

None

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	Whole Year	I	30 (15)	100% Coursework	Evangelou Dr A

Contact Hours

Total Contact Hours: 40

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate literary-critical competence in assessing aspects of textual transmission, literary archetypes, narrative form, strategies of interpretation, symbolism and the like through a linked series of comparative enquiries;
- Identify literary themes, motifs, structures, and authorial strategies and situate these within wider critical perspectives and apply technical terms as appropriate;
- Show they have acquired a good knowledge and critical understanding of the various types of interpretative tools;
- 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;
- 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:

Presentation (20 minutes) – 20%

Essay 1 (2,500 words) – 40%

Essay 2 (2,500 words) – 40%

Preliminary Reading

Indicative reading list.

- Beckett, S. (1995) *Lessness*. New York: Grove Press
Borges, J.L. (1995) *Death and the Compass*. London: Calder
Culler, J. (1997) *Literary Theory*. Oxford: Oxford University Press
Gogol, N. (1998) *The Nose*. New York: Penguin
Hillis Miller, J. (2002) *On Literature*. London: Routledge
Hoffmann, E.T.A. (2004) *The Sandman*. London: Penguin
Kafka, F. (1972) *Before the Law*. New York: Penguin
Lodge, D. (ed.), (2000) *Modern Criticism and Theory*, Thirds Edition. New York: Routledge
Mallarmé, S. (1996) *A Throw of the Dice*. New York: New Directions

Pre-requisites

CPLT3110 (CP311) – The Tale

Synopsis >*

This module is designed to give a theoretically-grounded understanding of Comparative Literature and its methods. Students will have an overview of the brief history, fundamental debates, theories and different areas of focus of the discipline of Comparative Literature, as well as learning about the important schools of literary theory that are relevant to Comparative Literature.

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CP513		Comparative Literature Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	100% Project	Stahler Dr A

Contact Hours

Total Contact Hours: 22

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate systematic understanding of key aspects of their field of study;
- Deploy accurately established techniques of analysis and enquiry within the discipline of Comparative Literature;
- 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;
- Manage their own learning, and to make use of scholarly reviews and primary sources appropriate to the discipline of Comparative Literature.

Method of Assessment

Dissertation (8,000 words) – 100%

Preliminary Reading

These will be different for each student since the topics are individually chosen

Pre-requisites

None

Restrictions

Stage 3 students only

Compulsory for BA Comparative Literature (Single Honours)

Optional for 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.

Synopsis *

The module is predicated on independent research activity. It builds on the skills and experiences acquired through stages 1 and 2. Students write a dissertation 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 will be 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	Whole Year	H	30 (15)	100% Coursework	Evangelou Dr A

Contact Hours

Total Contact Hours: 40

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate understanding of 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;
- Demonstrate 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

Presentation (90 minutes) – 20%

Essay 1 (3,000 words) – 40%

Essay 2 (3,000 words) – 40%

Preliminary Reading

Texts:

Joseph Conrad, *Heart of Darkness* (Oxford: Oxford University Press, 1992)
Arthur Schnitzler, *Dream Story* (London: Penguin, 2005)
Shahrnush Parsipour, *Women Without Men* (New York: The Feminist Press, 2011)
F. Scott Fitzgerald, *The Great Gatsby* (London: Penguin, 2000)

Films:

Stanley Kubrick, *Eyes Wide Shut* (1999)
Francis Ford Coppola, *Apocalypse Now* (1979)
Shirin Neshat, *Women Without Men* (2009)
Jack Clayton, *The Great Gatsby* (1974)
Baz Luhrmann, *The Great Gatsby* (2013)

Pre-requisites

None

Synopsis *

The module seeks to explore how novels and plays are adapted and interpreted for the screen. We will analyse how certain texts lend themselves to multiple reshaping, such as Laclos' *Dangerous Liaisons*. We will also analyse lesser-known works that have gone on to become feature films, such as Arthur Schnitzler's *Dream Story*, filmed as *Eyes Wide Shut*. Adaptations directed by internationally recognized filmmakers such as Roman Polanski, Vittorio De Sica, Francis Ford Coppola, Stanley Kubrick, and Pier Paolo Pasolini will 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	Whole Year	I	30 (15)	100% Coursework	Evangelou Dr A
1	Canterbury	Whole Year	I	30 (15)	50% Coursework, 50% Exam	Evangelou Dr A
1	Canterbury	Whole Year	I	30 (15)	60% Coursework, 40% Exam	Evangelou Dr A

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

- Demonstrate awareness of and ability to analyse discursive power relations (political, ethnic, gendered, etc.);
- Demonstrate an understanding of the interplay between ideology and the imagination, politics and literature;
- Demonstrate an understanding of the interrelation of fact and fiction;
- Demonstrate an understanding of literature in its function as a catalyst and product of identity formation;
- Demonstrate an awareness of literature in its function as a vehicle of cultural self-reflection;
- Select and synthesise complex material and develop and defend arguments both in class and in writing in a comparative context;
- Demonstrate an improved ability to undertake the comparative analysis of literature.

Method of Assessment

Essay 1 (3,000 words) – 40%

Essay 2 (3,000 words) – 40%

Presentation (20 minutes) – 20%

Preliminary Reading

Grant, L. (2000). *When I Lived in Modern Times*. London: Granta Publications.

Hanne, M. (1994/1996). "Narrative and Power", in: *The Power of the Story. Fiction and Political Change*. Rev. ed. Providence, RI: Berghahn.

Ionesco, E. (2015) (1959). *Rhinoceros (Rhinoceros and Other Plays)*. Trans. Derek Prouse. New York: Grove Press.

Kundera, M. (1995) (1984). *The Unbearable Lightness of Being*. Trans. Michael Henry Heim. London: Faber and Faber.

Satrapa, M. (2008) (2003). *Persepolis*. Trans. Anjali Singh. London: Vintage.

Sijje, D. *Balzac and the Little Chinese Seamstress* (2000)

Solzhenitsyn, A. (2000) (1962) *A Day in the Life of Ivan Denisovich*. Trans. Ralph Parker. London: Penguin.

Pre-requisites

None

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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CP532		Latin American Fiction				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Novillo-Corvalan Dr P

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate a critical understanding through close reading and textual analysis of a representative corpus of twentieth- and twenty-first-century Latin American fiction;
- Demonstrate a conceptual understanding of the most significant literary movements in Latin American literature;
- Demonstrate 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;
- Critically evaluate the stylistic, conceptual, and formal aspects of Latin American fiction;
- Demonstrate an analytical understanding of the intellectual context of Latin American fiction and its relationship with World literature.

Method of Assessment

Essay 1 (1,500 words) – 40%
 Essay 2 (1,500 words) – 40%
 Presentation (20 minutes) – 20%

Preliminary Reading

Any edition of the following:

Borges, J.L. Labyrinths
 Cortázar, J. All Fires the Fire and Other Stories
 Evita [Film]. Dir. Alan Parker
 Fuentes, C. Aura
 García Márquez, G. One Hundred Years of Solitude
 Ocampo, S. Selected Stories
 Quiroga, H. Stories of Love, Madness and Death
 Rulfo, J. The Burning Plain

Pre-requisites

None

Synopsis <span style =

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	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

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:

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

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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

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	
1	Canterbury	Spring	I	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 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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

CP594 Travel, Exile and Displacement						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate systematic understanding of key critical issues involved in travel, exile and their literary narration, especially from ethnographic perspectives;
- Demonstrate a conceptual understanding of a wide range of travel and exilic narratives from four different continents (Europe, Asia, Africa, and South America);
- Discuss and assess the aesthetic and ideological aspects of travel literature, displaying the ability to make cogent literary-critical judgments based on rigorous textual analysis, and an awareness of the critical scholarship on the subject;
- Evaluate critically and cogently the ways in which narratives of travel, exile, and ethnographic fiction transcend fixed categories of genre, and to devise and sustain arguments based upon judgments about literary genres in general;
- Interrogate and problematise Eurocentric and exoticising perspectives of Asian, African, and Latin America countries, particularly the question of the ethnographic gaze, by referring to what the critics Mary Louise Pratt and Edward Said have theorised as 'imperial eyes' and 'Orientalism' respectively.

Method of Assessment

100% Coursework:

Essay (3,000 words) – 80%

Presentation (20 minutes) – 20%

Preliminary Reading

Indicative Reading List

Benjamin, W. *Childhood around 1900*

Flaubert, G. *Flaubert in Egypt* (extracts)

Gao, X. *Soul Mountain*

Kuki, S. *Paris Mindscapes*

Lévi-Strauss, C. *Tristes tropiques*

Michaux, H. *A Barbarian in Asia*

Nightingale, F. *Letters from Egypt*

Pre-requisites

None

Synopsis *

This module explores the notions of exile, travel, and the question of ethnographic gaze by focusing on an international corpus of nineteenth- and twentieth-century texts that concern the transnational movement of European and non-European writers across the globe. Travel trajectories will be studied in relation to the specific historical and cultural contexts out of which the texts originated and that concern complex issues of race, identity, gender, and imperial history. Writers examined include Gustave Flaubert, Florence Nightingale, Henri Michaux, Claude Lévi-Strauss, Gao Xingjian, Kuki Shuzo, Walter Benjamin, etc.

The course aims to provide students with an international and comparative methodology for studying the phenomenon of travel, exile, and ethnographic narratives. Students will also be equipped with a critical framework that will allow them to interrogate and problematise Eurocentric and exoticising perspectives of Asian, African, and Latin American countries, particularly what the critics Mary Louise Pratt and Edward Said have theorised as 'imperial eyes' and 'Orientalism' respectively.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

CP609 Transatlantic Modernism and the European Avant-Garde						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	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

The module will be taught by means of a weekly two-hour seminar

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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

CP624		The Shoah in Literature, Film and Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Coursework	Stahler Dr A

Contact Hours

Total Contact Hours: 40

Learning Outcomes

- Demonstrate thorough knowledge of the cultural contexts out of which nationalism, racism and anti-Semitism emerged in the nineteenth and early twentieth centuries;
- Demonstrate critical understanding of the Shoah and its representations in cultural production in its various cultural and historical contexts;
- Theorise the therapeutic effects of literary and artistic representations of traumatic events;
- Confidently identify the reasons for, and the precise nature of, literary and artistic negotiations of memory, remembrance and memorialisation;
- Assertively address theoretical debates on the interrelation of 'fact' and 'fiction' and the nature of 'literature';
- Engage in a detailed discussion of generic definitions of 'Holocaust Literature', the 'Literature of Atrocities', etc.;
- Demonstrate meticulous understanding of the various formal characteristics as well as the literary, artistic and ethical conundrums of representations of the Shoah.

Method of Assessment

100% coursework:

- Essay 1 (1,000 words) – 15%
- Essay 2 (2,000 words) – 25%
- Individual Project (1,000 words) – 15%
- Group Project (2,000 words) – 25%
- Presentation (20 minutes) – 20%

Preliminary Reading

Albahari, David. Götz and Meyer, translated by Ellen Elias-Bursac (1998; London: Vintage, 2005).
Auslander, Shalom. *Hope: A Tragedy* (New York: Riverhead, 2012).
Foer, Jonathan Safran. *Everything is Illuminated* (2002; London: Penguin, 2003).
Levi, Primo. *If This is a Man. The Truce*, translated by Stuart Woolf (1947; London: Abacus, 2004).
Michaels, Anne. *Fugitive Pieces* (1996; London: Bloomsbury, 2009).
Reich, Tova. *My Holocaust* (2006; New York: Harper, 2008).
Spiegelman, Art. *The Complete Maus* (1986, 1992; London: Penguin, 2003).
Weiss, Peter. *The Investigation*, translated by Alexander Gross (1964; London: Marion Boyars, 2010).

Pre-requisites

None

Synopsis *

In the immediate aftermath of the cataclysmic events of the Shoah, the philosopher and sociologist Theodor W. Adorno interrogated the meaning of 'culture' after the failure of culture. In contemporary discourse, the Shoah has long since been turned into a marketable icon of suffering. Indeed, the encroachment on the victims' memory of what has contentiously been called the 'Holocaust industry' or, with a gruesome pun, 'Shoah business', is frequently perceived as threatening to pervert remembrance of this singular event in history. Ever since Adorno's often quoted and frequently misunderstood 'dictum' that it is barbaric to write poetry 'after Auschwitz' (1949), a discussion about the value and the significance of the representation of the Shoah in cultural production has been engaged in. Many of the concerns focused on in this debate remain controversial, among them the questions of the memory of the Shoah and its medial representations, and of the potentially therapeutic value of confronting the emotional trauma of genocide in cultural production. In this module, students will enter into these debates by enquiring into the ability of narrative, in literature, film and other forms of memorialisation, to represent the 'unrepresentable', by exploring the use of these narratives as 'history', and by investigating the so-called 'Americanisation' of the Shoah. In addition, they will enquire into the historical and cultural contexts of the Shoah.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

CP627		Science Fiction: History and Innovation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	30 (15)	100% Coursework	

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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

CP629 Rethinking Gender: From the Bronte Sisters to Eimear McBride						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	I	30 (15)	100% Coursework	March-Russell Dr P

Contact Hours

Total Study Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate an awareness 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;
- Show 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

- Presentation (15 minutes) – 20%
- Essay 1 (2,000 words) – 30%
- Essay 2 (3,000 words) – 50%

Preliminary Reading

Any edition:

Barnes, D. Nightwood
de Beauvoir, S. The Second Sex
Brontë, C. Jane Eyre
Brontë, E. Wuthering Heights
Djebar, A. Fantasia
Duras, M. The Lover
Erneaux, A. A Frozen Woman
Ferrante, E. My Brilliant Friend
Jelinek, E. The Piano Player
Keun. I. The Artificial Silk Girl
McBride, E. A Girl is a Half-Formed Thing
The Piano Player [Film] Dir. Michael Haneke
Wollstonecraft, M. A Vindication of the Rights of Woman
Woolf, V. Mrs Dalloway

Pre-requisites

None

Synopsis *

This module investigates representations of gender and identity in a selection of texts by women writers from different temporal, cultural, and linguistic backgrounds. In particular, it seeks to explore the way in which representations of "self" and "other", love and desire, madness and motherhood reflect the respective socio-cultural contexts and the situation of women therein. Corporeal aesthetics, patterns of behaviour labelled as feminine or masculine, representations of transgressive conduct, and relations of power will be investigated, drawing on classic feminist theory and historiography (Wollstonecraft, Beauvoir, Irigaray, Butler, Moi, Badinter), psychoanalytical thought (Freud), narratology (Genette), genre-theory (Bakhtin) subject-theory (Sartre, Levinas, Derrida) and studies in visual culture (Barthes, Sontag, Mulvey).

Students will be asked to engage with the significance of images and representations of women and men proliferated through literature. These representations provide or question role models and perpetuate or problematise stereotypical versions of female/male goals and aspirations. Furthermore, emphasis will be placed on close readings of the selected literary works, on cultural differences and variations, and on how conceptions of sex and gender are changing in the course of time.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

CP636 Age of Capital: From Realism to Decadence						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	I	30 (15)	100% Coursework	

Contact Hours

The module will be taught by means of a two-hour seminar for ten weeks, which will be comprised of small group work and a student presentation.

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate familiarity with significant examples of nineteenth-century European fiction;
- 8.2 Display knowledge and critical understanding of the intellectual and historical contexts for an understanding of 'realism', 'naturalism' and 'decadence';
- 8.3 Critically assess different approaches to the literary representation of social reality;
- 8.4 Compare nineteenth-century European fiction with the legacy of Romanticism and the beginnings of Modernism;
- 8.5 Demonstrate close reading and analytical skills, including the application of critical thinking to the study of literature;
- 8.6 Conduct independent research, including critical responses to the primary reading list for the module.

Method of Assessment

100% coursework

Preliminary Reading

Indicative list:

- Balzac, H. de (1991) *Père Goriot*, London: Penguin
Eliot, G. (1999) *The Mill on the Floss*, London: Penguin
Huysmans, J-K. (2003) *Against Nature*, London: Penguin Books
Tolstoy, L. (2001) *Anna Karenina*, London: Penguin
Wilde, O. (2008) *The Picture of Dorian Gray*, Oxford: Oxford World's Classics
Zola, E. (2004) *Germinial*, London: Penguin

Synopsis *

The module examines the development of nineteenth-century European fiction against the backdrop of the Industrial Revolution and its social and cultural effects. It argues that the emergence of realism, naturalism and decadence as literary movements constituted not only responses to social change but were also artistic revolutions in themselves. A representative selection of writers, including Balzac, Eliot, Zola and Huysmans, will be studied. The module will also make reference to poetry (Baudelaire, Swinburne) where necessary and to the visual arts of the period. Themes will include: modes of literary production, class and economic conditions, gender, sexuality and desire, science and technology, religion and aesthetics, 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	

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

Not available as a Wild module

Not available to Erasmus or Short Term Students

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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

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 Dr J
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Show knowledge and critical of understanding of a range of different nineteenth-, twentieth- and twenty-first-century representations of vampires in literature and film;
- Demonstrate understanding of the cultural, literary, political and historical contexts which shape the representations of vampires in specific works;
- 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;
- Assess critically the distinctive features and symbolical meanings of nineteenth-, twentieth, and twenty-first-century representations of vampires;
- 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

Essay (3,000 words) – 80%

Presentation (20 minutes) – 20%

Preliminary Reading

Any edition of the following:

Carter, A. (1979). *The Lady of the House of Love*
 Le Fanu, J.S. (1872). *Carmilla*
 Gautier, T. (1836). *Clarimonde*
 Meyer, S. (2005). *Twilight*
 Stoker, B. (1897). *Dracula* Interview with the Vampire [Film] Dir. N. Jordan (1994)
 Let the Right One In [Film] Dir. T. Alfredson (2008)
 Nosferatu [Film] Dir. F.W. Murnau (1922)
 Nosferatu the Vampyre [Film] Dir. W. Herzog (1979)
 Only Lovers Left Alive [Film] Dir. J. Jarmusch (2013)

Pre-requisites

None

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.

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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	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Stahler Dr A

Contact Hours

Total Contact Hours: 20

Learning Outcomes

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

- Recognise and analyse the cultural contexts from which notions of literary quality emerge;
- Appreciate the problems of successful, respectively abortive, canon formation in its earliest stages;
- Follow critical debates in the most influential national and international feuillets and to form an opinion of their own by critically engaging with them;
- Demonstrate confidence in talking about recent literary texts and in joining literary debates;
- Understand the politics of literary production and marketing, and the economic, social, and cultural forces by which it is driven;
- Analyse literary texts in their individual production and changing reception contexts (including the shifting appreciation of aesthetic and moral values);
- Apply literary and cultural theories to the study of literature;
- Demonstrate a perspective on the history of the discipline of literary studies.

Method of Assessment

Short Essay (1,000 words) – 30%
 Extended Essay (2,000 words) – 50%
 Presentation (15 minutes) – 10%
 Presentation Write-up (500 words) – 10%

Preliminary Reading

Any edition of the following:

Mario Vargas Llosa (winner in 2010); for instance: *The War of the End of the World* (1981)
 Paul Johann Ludwig Heyse (winner in 1910); for instance: *L'Arrabiata* (1853)
 Salman Rushdie, *Midnight's Children* (1981; "Booker of Bookers" in 1993)
 Howard Jacobson, *The Finkler Question* (2010)
 André Malraux, *Man's Fate* (1933)
 Marie NDiaye, *Three Strong Women* (2009)

Pre-requisites

None

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, the Man Booker Prize, the Pulitzer Prize (for Fiction), the Prix Goncourt, and the Friedenspreis des Deutschen Buchhandels. (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.

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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	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Stahler Dr A

Contact Hours

Total Contact Hours: 20

Learning Outcomes

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

- Demonstrate coherent and detailed knowledge of the cultural contexts from which notions of literary quality emerge;
- Demonstrate systematic understanding of the problems of successful, respectively abortive, canon formation in its earliest stages
- Critically appreciate critical debates in the most influential national and international feuilletons and to form an opinion of their own by critically engaging with them;
- Demonstrate conceptual understanding enabling them to talk about recent literary texts and join in literary debates;
- Demonstrate systematic understanding of the politics of literary production and marketing, and the economic, social, and cultural forces by which it is driven;
- Deploy accurately established techniques of the analysis of literary texts in their individual production and changing reception contexts (including the shifting appreciation of aesthetic and moral values);
- Apply conceptual understanding of literary and cultural theories relating to the study of literature;
- Demonstrate coherent and detailed knowledge of the history of the discipline of literary studies.

Method of Assessment

Short Essay (1,000 words) – 30%
 Extended Essay (2,000 words) – 50%
 Presentation (15 minutes) – 10%
 Presentation Write-up (500 words) – 10%

Preliminary Reading

Any edition of the following:

Mario Vargas Llosa (winner in 2010); for instance: *The War of the End of the World* (1981)
 Paul Johann Ludwig Heyse (winner in 1910); for instance: *L'Arrabiata* (1853)
 Salman Rushdie, *Midnight's Children* (1981; "Booker of Bookers" in 1993)
 Howard Jacobson, *The Finkler Question* (2010)
 André Malraux, *Man's Fate* (1933)
 Marie NDiaye, *Three Strong Women* (2009)

Pre-requisites

None

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.

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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	
1	Canterbury	Spring	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.

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CP652 Postcolonial Images of Africa and South Asia: Identity, Gender, Empire						
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	
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	March-Russell Dr P

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate the ability to undertake the comparative analysis of literature to enhance their ability to undertake independent research;
- Appreciate the central concepts of Postcolonial reading perspectives and theories and to understand their origin in anti-colonial liberation discourses;
- Follow critical debates in Postcolonial studies and to form an opinion of their own by critically engaging with them;
- Demonstrate confidence in distinguishing why certain literature of Africa, South Asia and Latin America lends itself to Postcolonial readings;
- Analyse selected literary texts in their individual contexts within a collective image that is paradigmatic of the Postcolonial condition: alienation, marginalisation, dislocation;
- Interrogate the intersection of feminism, postcolonialism and the writing act;
- Consider the particularities of each writer in terms of race, class, gender, historical context and writing language;
- Observe the mode of translation as a space of historical, cultural, political and philosophical exchange;

Method of Assessment

100% Coursework:

Presentation (20 minutes) – 20%

Essay (3,000 words) – 80%

Preliminary Reading

Indicative Reading List

Achebe, C. (2001) *Things Fall Apart*. London: Penguin Classics
 Carpentier, A. (2018) *The Kingdom of this World*. London: Farrar Straus and Giroux
 Cixous, H. (2005) *Stigmata: Escaping Texts*. London: Routledge
 Djébar, A. (1992) *Women of Algiers in Their Apartment*. London: University Press of Virginia
 Roy, A. (2004) *The God of Small Things*. London: Harper Perennial
 Soyinka, W. (1984) *Death and the King's Horseman*. London: Bloomsbury
 Wa Thiong'o, N. (2002) *A Grain of Wheat*. London: Penguin

Pre-requisites

None

Synopsis *

This is a module about the intersection of colonial power relations, anti-colonialism, postcolonialism, feminism, and identity politics in literature that interrogates the influence of imperialism on a sense of self. It considers the writing of a number of authors from Algeria, Morocco, Nigeria, Cuba and India. In light of the complex relationship between coloniser and colonised, we consider the ideology 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 perspective of Frantz Fanon in *Black Skin, White Masks* (1952), *A Dying Colonialism* (1959), and *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 a globalised world. In so doing, we acknowledge the significance of indigenous languages and dialects as signifiers of subject-hood 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 an insight into the history of the discipline of Postcolonial studies.

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CP654 Modern Tragedy: From Strindberg to Mamet						
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	

Contact Hours

This module will be taught by means of one weekly two-hour seminar for ten weeks, which will be comprised of small group work and a student presentation.

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate critical understanding of significant examples of modern tragedy from the late nineteenth and twentieth centuries;
- 8.2 Display an understanding of the relationship between literary innovation and historical context;
- 8.3 Demonstrate familiarity with the key critical concepts to the understanding of tragedy as a literary genre from Aristotle to more current theoretical approaches;
- 8.4 Compare the recurring elements of tragic form between different historical periods, geographical regions and linguistic traditions;
- 8.5 Demonstrate close reading and analytical skills, including the application of critical thinking to the study of literature;
- 8.6 Conduct independent research, including critical responses to the primary reading list for the module.

Method of Assessment

100% coursework

Preliminary Reading

(Indicative list, current at time of publication. Reading lists will be published annually)

- Beckett, S. (2009) *Endgame*, London: Faber and Faber
Brecht, B. (1983) *Mother Courage and Her Children*, London: Methuen
Churchill, C. (2008) *Top Girls*, London: Bloomsbury
Ibsen, H. (2000) *Hedda Gabler*, in *Plays: Two*, London: Methuen
Mamet, D. (2004) *Glengarry Glen Ross*, London: Methuen
Strindberg, A. (1976) *Miss Julie*, in *Plays: One*, London: Methuen

Synopsis *

Since its inception in Ancient Greece and its first theorization by Aristotle in the *Poetics*, tragedy has been considered the highest literary genre, treating some of the most profound philosophical questions such as the limits of personal and social freedom, the relationship of the individual to society, and the nature of justice. This module will examine how the conventions of the genre were adapted to meet the challenges of representing new social conditions and understandings of reality from the late nineteenth century onwards. It will begin by exploring the innovations of naturalistic drama (Ibsen, Strindberg) before moving onto the 'high' Modernism of writers such as Beckett and Brecht, before concluding with the work of contemporary dramatists such as Churchill and Mamet. The module will also examine the work of modern and contemporary theorists of tragedy including Adorno, Nietzsche, Steiner, Szondi and Williams.

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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	Autumn	H	15 (7.5)	100% Coursework	Pettitt Dr J
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Analyse critically a selection of representations of Don Juan and Casanova as archetypes of the male seducer in literature, music, and film;
- Demonstrate a systematic understanding of the gender-historical and wider philosophical questions that are at stake in such representations;
- Demonstrate 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;
- Engage at an advanced critical level with the literary texts, music, and films discussed through close interpretations of these works;
- Demonstrate 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;
- Demonstrate systematic knowledge of key theoretical concepts from gender and performance theory, speech act theory, and psychoanalysis.
- Demonstrate a systematic and critical understanding of recent criticism relating to texts, films and music studied on the module.

Method of Assessment

Presentation (20 minutes) – 20%

Essay (3,000 words) – 80%

Preliminary Reading

Any edition:

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

Pre-requisites

None

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	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 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;
- 8.2 Demonstrate a systematic understanding of key aspects of recent critical approaches to Shakespeare's plays and adaptations of his plays;
- 8.3 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;
- 8.4 Demonstrate 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;
- 8.5 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;
- 8.6 Demonstrate an ability to assess comparatively the literary, political, historical, and cultural legacy of Shakespeare's plays in different world-wide locations;
- 8.7 Demonstrate a 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 <span style =

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. Borges, J.L. 'Everything and Nothing', 'Shakespeare's Memory', and 'The Pattern'.

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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	
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate 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);
 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;
 Exhibit the analytical skills required to critically assess, evaluate and explain the distinctive literary features of Nordic literature with reference to the above listed contexts;
 Critically analyse questions pertaining to form, style and structure explored by these texts;
 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

Essay 1 (1,500 words) – 40%

Essay 2 (2,000 words) – 60%

Preliminary Reading

Indicative Reading List

Høeg, P. (1996). *Miss Smilla's Feeling for Snow*, London: Vintage

Hamsun, K. (2000). *Hunger*, London: Dover Publications

Ibsen, H. (2013). *A Doll's House*, London: Methuen

The Kalevala (Oxford: Oxford World's Classics, 2008)

Moberg, V. (1995). *The Last Letter Home (Emigrant Novels)*, Minnesota Historical Society Press

Rossel, S.H. (1981). *A History of Scandinavian Literature, 1870-1980*, University of Minnesota Press

Sture Ureland, P. and Ian Clarkson, (2009). *Scandinavian Language Contracts*, Cambridge: CUP

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. 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.

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	

Contact Hours

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 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 Comparative Literature and English Language & Linguistics within the Curriculum;
- 8.5 Display knowledge of the organisation within schools and the management of people within them.

Method of Assessment

100% coursework

Preliminary Reading

Indicative Reading 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: Cassell
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

This module requires a selection process and the maximum number of students to take the module is 8. In order for students to be shortlisted for an interview, their data should evidence that they have an attendance record no lower than 60%, but preferably higher. Similarly, their overall academic achievement should be within the 2(i) classification or higher. In addition, marks for key subjects in their corresponding programme of study should be within the 2(i) 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. Students can also find their own placements, however these have to be approved by the Course Convenor who will formalise the placements with the schools.

Restrictions

This module requires a selection process and the maximum number of students to take the module is 8. In order for students to be shortlisted for an interview, their data should evidence that they have an attendance record no lower than 60%, but preferably higher. Similarly, their overall academic achievement should be within the 2(i) classification or higher. In addition, marks for key subjects in their corresponding programme of study should be within the 2(i) 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. Students can also find their own placements, however these have to be approved by the Course Convenor who will formalise the placements with the schools.

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 students with the opportunity to develop their knowledge and understanding of Comparative Literature and English Language & Linguistics in the primary or secondary school context. The university sessions and weekly school work will complement each other. At the university sessions students will benefit from the opportunity to discuss aspects related to their weekly placement and receive guidance.

Students 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 students will concentrate on specific aspects of the teachers' tasks, and their approach to teaching a whole class. As they progress, it is expected that their role will be to some extent 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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CP662 Writing Literature: Creative and Analytical Approaches						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Adkins Dr P

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Establish connections between the critical analysis of literary texts and creative writing practice;
- Identify and critically evaluate innovative techniques and aesthetic devices found in a range of literary texts;
- Experiment with how such an understanding can be applied in creative writing practice;
- Develop an awareness of the challenges that face creative writers both from the point of view of the literary scholar and the practising creative writer;
- Gain a deep critical understanding of a range of literary features and techniques and their functions;
- Plan and execute short pieces of creative writing that put into practice their theoretical understanding of literary devices and techniques.

Method of Assessment

Essay (2,000 words) – 60%

Creative Writing Portfolio (2,000 words) – 40%

Preliminary Reading

The seminar leader will provide short extracts for each seminar drawn from a selection of English, American, German, French and Russian literary texts.

Students will be asked to obtain any edition of the following:

Lodge, D. (2011). *The Art of Fiction*. London: Vintage
Prose, F. (2012). *Reading like a Writer*. London: Union Books
Wood, J. (2009). *How Fiction Works*. London: Vintage

Pre-requisites

None

Synopsis *

This module encourages students to establish connections between the critical analysis of literary texts and creative writing practice. Adopting a 'learning by doing'-driven analytical approach, students will engage both theoretically and practically with a selection of literary features and techniques. By reading closely a wide-ranging selection of short literary sample texts that encompass older and contemporary texts originally written in English as well as translations of texts written in languages other than English, we will analyse topics including character, point of view, setting, voice, style, structure, openings, and endings. We will also pay close attention to questions of translation and cultural specificity, and to the challenges of working with translations in a creative writing context.

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CP663 Playfulness, Games and Literature						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	March-Russell Dr P
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Identify and gain a deep critical understanding of literary stylistics, strategies, themes and modes of literary production that engage with the notions of play and game;
- Demonstrate a broad theoretical understanding of the ideas of play, games, leisure, recreation, and how different writers and thinkers have articulated them;
- Engage thematically and comparatively with a broad range of literary texts from different linguistic and cultural backgrounds and in a broad chronological scope;
- Employ diverse theories and methods for literary analysis of literary production that engage with the notions of play and game;
- Demonstrate a broad understanding of the relation between literature, aesthetics, and culture;
- Relate literature to contemporary views and debates about play and work, game culture, artistic creativity, and cultural differences.

Method of Assessment

Essay (2,500 words) – 80%

Presentation (15 minutes) – 20%

Preliminary Reading

Any edition of the following:

Ovid, Amores

Wen Zhenheng, On Superfluous Things (1620-27)

Diderot, The Nun (1796)

Lewis Carroll, Through the Looking Glass (1871)

Max Ernst, The Hundred Headless Woman (1929)

Vladimir Nabokov, The Luzhin Defense (1964)

Georges Perec, Life a user's manual (1978) (extracts)

computer gaming programme AlphaGo/Deep Mind

Ai Weiwei, Hansel and Gretel (artwork, 2017)

Pre-requisites

None

Synopsis >*

How is literature playful, and how does literary playfulness relate to the experience of play that is embedded in everyday life and across different cultures? By considering comparatively a broad selection of literary texts ranging from antiquity to contemporary times, we examine diverse themes and strategies relating to play. These include the humorous and ironic eroticism in Ovid's *ars amatoria*, masquerade and transvestism in Chinese poetry, language games and 'nonsense' writing in Lewis Carroll, Dada collages and Surrealist automatic writing, postwar Oulipo writers' formal experimentation, the integration of games such as chess and riddles in literary creation, and contemporary digital texts and conceptual artworks that provide a gaming experience to their audience. We will read these texts with specific questions about ludic writing techniques and the reader's experience of ludic literature in mind.

Throughout the module we will consider different notions and forms of play: as the negation of work, free and spontaneous action, technical games with rules, ritualistic spectacle, theatrical role-playing, or a mode of aesthetic experience. Drawing upon key theories about play and games offered by thinkers such as Huizinga, Caillois, and Bateson to articulate the different aspects of playful literature, we will also explore how the question of play provides a conceptual framework for comparison across different cultures and historical periods. Students will also gain insight into contemporary debates about playful participatory modes of literary production, gaming culture, and the exercise of one's creativity and imagination when navigating through a plethora of information and resources in daily life.

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CP665		Travel, Exile and the Ethnographic Gaze				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Adkins Dr P
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate systematic understanding of key critical issues involved in travel, exile and their literary narration, especially from ethnographic perspectives;
- Demonstrate a conceptual understanding of a wide range of travel and exilic narratives from four different continents (Europe, Asia, Africa, and South America);
- Discuss and assess the aesthetic and ideological aspects of travel literature, displaying the ability to make cogent literary-critical judgments based on rigorous textual analysis, and an awareness of the critical scholarship on the subject;
- Evaluate critically and cogently the ways in which narratives of travel, exile, and ethnographic fiction transcend fixed categories of genre, and to devise and sustain arguments based upon judgments about literary genres in general;
- Interrogate and problematise Eurocentric and exoticising perspectives of Asian, African, and Latin America countries, particularly the question of the ethnographic gaze, by referring to what the critics Mary Louise Pratt and Edward Said have theorised as 'imperial eyes' and 'Orientalism' respectively.

Method of Assessment

Essay (3,000 words) – 80%

Presentation (20 minutes) – 20%

Preliminary Reading

Specific editions are not prescribed for the texts listed below, as the issue of different translations will be addressed as part of the module:

Benjamin, W. Berlin Childhood around 1900

Flaubert, G. Flaubert in Egypt (extracts)

Gao, X. Soul Mountain

Kuki, S. Paris Mindscapes

Lévi-Strauss, C. Tristes tropiques

Michaux, H. A Barbarian in Asia

Nightingale, F. Letters from Egypt

Pre-requisites

None

Synopsis *

This module explores the notions of exile, travel, and the question of ethnographic gaze by focusing on an international corpus of nineteenth- and twentieth-century texts that concern the transnational movement of European and non-European writers across the globe. Travel trajectories will be studied in relation to the specific historical and cultural contexts out of which the texts originated and that concern complex issues of race, identity, gender, and imperial history. Writers examined include Gustave Flaubert, Florence Nightingale, Henri Michaux, Claude Lévi-Strauss, Gao Xingjian, Kuki Shuzo, Walter Benjamin, etc.

The course aims to provide students with an international and comparative methodology for studying the phenomenon of travel, exile, and ethnographic narratives. Students will also be equipped with a critical framework that will allow them to interrogate and problematise Eurocentric and exoticising perspectives of Asian, African, and Latin American countries, particularly what the critics Mary Louise Pratt and Edward Said have theorised as 'imperial eyes' and 'Orientalism' respectively.

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CP666 In Search of Shelter: Refugee Narratives & the Politics of Displacement						
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	Stahler Dr A

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Critically analyse literary representations by and about refugees from different social, cultural and political contexts;
- Demonstrate a systematic understanding of the historical and political questions that are raised by such representations;
- Demonstrate detailed understanding of themes that are pertinent to the study of the figure of the refugee, especially concerning ideas of home, hospitality and the foreign other;
- Engage at an advanced critical level with the literary texts discussed through close interpretations of these works;
- Demonstrate a strong understanding of the various political agendas that shape such narratives;
- Demonstrate systematic knowledge of key theoretical concepts from refugee and forced migration studies, mobility studies and border studies;
- Demonstrate a systematic and critical understanding of recent criticism relating to the texts studied on the module.

Method of Assessment

Presentation (20 minutes) – 20%

Essay (3,000 words) – 80%

Preliminary Reading

Exodus 1-40. Holy Bible: King James Edition.

Virgil. (1990). *The Aeneid*. London: Penguin.

Marcellinus, A. *Historiae*, Book 31. Available Online.

Blassim, H. (2009). 'The Reality and the Record.' In *The Madman of Freedom Square*. Manchester: Comma Press.

Shire, Warsan. 'Home' and 'Conversations about Home (at the Deportation Centre)' (Published online).

Tan, S. (2006). *The Arrival*. London: Lothian.

Various authors. (2018). *Shatila Stories*. London: Peirene Press.

Pre-requisites

None

Synopsis *

The current refugee crisis has brought widespread attention to the precarious situation of the refugee. While representations of refugees and migrants in literary texts can be traced back to antiquity, the current era of globalisation and international conflict has created a sense of urgency, resulting in an abundance of new literary works that are devoted to the figure of the refugee. Focusing on themes including forced displacement, home and hospitality, this module examines literature by and about refugees from as far afield as Lebanon, Iraq, Korea, Palestine and Vietnam.

This module explores the complexities associated with forced migration and refugee populations. It analyses tensions between the global and the local in the age of globalisation and considers whether we might view the current crisis as an articulation of the religious, cultural and racial tensions between East and West. Perhaps most importantly, the module will consider how literature might be an appropriate vehicle for articulating the humanity of those affected. Finally, students will consider the role of the refugee-as-author and question whether and how personal experiences of the authors might affect both narrative form and reader response.

The current crisis has led to the formation of new fields of study. Over the course of the module, students will engage with key theoretical concepts from mobility studies and border studies; they will also be introduced to the emerging field of refugee and forced migration studies, which examines the phenomenon of the refugee from a range of disciplinary perspectives, including anthropology, law, human rights, politics, literature and film.

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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	Baldwin Dr T
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	Baldwin Dr T
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	Baldwin Dr T
1	Canterbury	Spring	I	15 (7.5)	80% Exam, 20% Coursework	Baldwin Dr T

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate a critical understanding of a range of narrative fiction from the eighteenth and nineteenth centuries;
- Demonstrate their analytical skills relating to the study of narrative technique and structure;
- Demonstrate their analytical skills relating to close reading and evaluation of literary texts;
- Demonstrate their reading speed in French.

Method of Assessment

Essay (2,000 words) – 40%
 Presentation (15 minutes) – 20%
 Examination (2 hours) – 40%

Preliminary Reading

Indicative Reading:

Diderot, *Supplément au Voyage de Bougainville* (any edition)
 Flaubert, *Un cœur simple* (any edition)
 Maupassant *Boule de Suif* (any edition), *Le Horla* (any edition)
 Nerval, *Sylvie* (any edition)
 Voltaire, *L'Ingénu* (any edition), *Candide* (any edition)

Pre-requisites

None

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
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	
1	Canterbury	Spring	H	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate a critical and detailed appreciation of some of the key issues raised in contemporary French cinema and cinematic discourse;
- Demonstrate a coherent understanding of the relationship between cinematographic form and content;
- Demonstrate a knowledge of technical terms relating to cinema;
- Demonstrate their ability to critically analyse and describe filmic narratives and the ways in which they are made;
- Demonstrate their appreciation of the differences/similarities between the filmic and the literary;
- Demonstrate comprehensive appreciation of cultural diversity;
- Demonstrate their ability to search for vividness and detail in contemporary French cinema.

Method of Assessment

Critical Writing Exercise (500 words) – 20%

Essay (2,700 words) – 60%

Presentation (20 minutes) – 20%

Preliminary Reading

Films:

Chacun cherche son chat (Cédric Klapisch, 1996)
 Irma Vep (Olivier Assayas, 1996)
 Beau travail (Claire Denis, 1999)
 Harry, 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)

Pre-requisites

None

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	Whole Year	I	15 (7.5)	100% Coursework	Poizat-Amar Dr M
1	Canterbury	Whole Year	I	15 (7.5)	100% Project	Poizat-Amar Dr M

Contact Hours

Total Contact Hours: 6

Learning Outcomes

On successfully completing the module students will be able to:

- Undertake extensive pieces of analytical and critical writing about French culture and literature;
- Carry out detailed analysis of a French author, cultural theme or works;
- Engage in close reading and critical evaluation of films, literary works or historical texts in French;
- Engage in independent research about French culture and literature;

Method of Assessment

Extended Essay (6,000 words) – 100%

Preliminary Reading

This will vary according to the topic chosen

Pre-requisites

Prerequisite for Joint Honours: Students must have achieved at least 60% average at Stage 1 and must also be taking at least 30 credits worth Culture and Literature optional modules in French at Stage 2

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 6,000 words.

FR567 French: Final Year Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Project	Baldwin Dr T
1	Canterbury	Whole Year	H	30 (15)	60% Coursework, 40% Exam	Baldwin Dr T

Contact Hours

Total Contact Hours: 6

Learning Outcomes

On successfully completing the module students will be able to:

- Undertake further research on an area with which they are familiar relating to a French author, cultural theme or works;
- Deepen analysis of an author, cultural theme or works, related to any Stage 3 non-language module in French;
- Engage in independent research in the library.

Method of Assessment

Dissertation (10,000 words) – 100%

Preliminary Reading

This will vary according to the topic chosen.

Pre-requisites

Prerequisite for Joint Honours: Students must have achieved at least 60% average at Stage 2 and must be taking at least 60 credits of Culture and Literature in French, including FREN5670, across Stage 2 and Stage 3

Synopsis *

This module provides the opportunity to write a Dissertation on an author or theme normally relating to one of the other French 'non-language' or 'content' modules being followed in the final year. 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 will be given guidance by a chosen supervisor, but the rhythm of research, e.g. the writing and frequency of meetings between supervisor and student, is largely left to the individual student to determine.

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FR590		Professional French				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Symes Mrs F
3	Canterbury	Spring	I	15 (7.5)	70% Coursework, 30% Exam	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Function, in French, on a social and general professional level within a general business context;
- Communicate effectively in writing and orally in predictable situations in a professional context (Common European Framework of Reference indicative level: B1/B2);
- Understand and accurately use vocabulary and forms of expression of the contemporary general French business context.

Method of Assessment

Sur Table In-Course Test (45 minutes) – 20%

Written Assignment 1 (350 words) – 30%

Written Assignment 2 (300 words) – 30%

Group presentation (15 minutes) – 20%

Preliminary Reading

Indicative Reading:

Dubois A. & Tauzin B., (2016). Objectif Express 2 : Le monde professionnel en français, Nouvelle édition (B1/B2.1) (Livre de l'élève), Hachette

The Collins/Robert French-English, English-French Dictionary

Oxford/Hachette French-English, English-French Dictionary

Grammaire Hachette

Pre-requisites

Prerequisite: FREN300 or equivalent language level. Not available for French native speakers

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 Affaires 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		French for Business				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
3	Canterbury	Spring	H	15 (7.5)	100% Coursework	Symes Mrs F

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Function confidently in French on a social and professional level within a general professional context and be confident to undertake further professional training;
- 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);
- Understand and accurately use an extended vocabulary and specialised forms of expression and register of the contemporary French business context;

Method of Assessment

Assignment 1 (500 words) – 25%

Assignment 2 (400 words) – 35%

Group Presentation (20 minutes) – 20%

Sur Table In-Course Test (45 minutes) – 20%

Preliminary Reading

Cloose, E. (2012), *Le français du monde du travail*, Presses universitaires de Grenoble.

Penfornis, Jean-Luc (2012), *Affaires.com*, CLE International.

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: FREN6480 – French Upper Intermediate B2 (or equivalent language level)

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	Cooper Dr S
1	Canterbury	Autumn	I	15 (7.5)	60% Project, 20% Coursework, 20% Exam	Cooper Dr S
1	Canterbury	Autumn	I	15 (7.5)	80% Exam, 20% Coursework	Cooper Dr S
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate a critical appreciation of a wide range of literary and visual works produced in France during the nineteenth century;
- Explore the literary, artistic and historical background of different works, and assess and critically analyse the complex links between Paris as a real city and its representation by writers and artists;
- Demonstrate their analytical skills relating to close reading and evaluation of French literary texts;
- Demonstrate their reading speed in French.

Method of Assessment

Critical Writing Exercise (500 words) – 20%

Essay (2,400 words) – 60%

Presentation (20 minutes) – 20%

Preliminary Reading

Any edition:

Balzac - 'Le Père Goriot'

Baudelaire - 'Tableaux Parisiens' in 'Les Fleurs du Mal'

Maupassant - 'Bel-Ami'

Zola - 'Nana'

Pre-requisites

None

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	Harrigan Dr M
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	Harrigan Dr M
1	Canterbury	Spring	I	15 (7.5)	80% Exam, 20% Coursework	Harrigan Dr M

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate a critical appreciation of a wide range of literary and filmic works produced in France during the twentieth century;
- Explore the literary, filmic and historical background of different works, and assess and critically analyse the complex links between Paris as a real city and its representation by writers and filmmakers;
- Demonstrate their analytical skills relating to close reading and evaluation of literary texts;
- Plan and write an essay analysing cultural and historical questions as they are articulated in French poetry, painting, fiction and film.

Method of Assessment

Essay (2,000 words) – 40%
 Presentation (20 minutes) – 20%
 Examination (2 hours) – 40%

Preliminary Reading

Any edition:

Apollinaire, Guillaume (1913). *Alcools*.
 Gary, Romain. (1975). *La Vie devant soi*.
 Jeunet, Jean-Pierre. (2001). *Le Fabuleux Destin d'Amélie Poulain*
 Modiano, Patrick. (2002). *La Petite Bijou*
 Nimier, Marie. (2010). *Les Inséparables*
 Pineau, Gisèle. (2000). *L'Exil selon Julia*
 Truffaut, François. (1959). *Les 400 coups*

Pre-requisites

None

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 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 and in visual art (Cubist paintings of Paris). Thematic focuses of the module include: immigrant experience in Paris; young protagonists' quest for identity in Paris; social and urban change.

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FR598 Occupation and Resistance in the French Novel						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Marti-Balcells Dr A
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	Marti-Balcells Dr A
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	Marti-Balcells Dr A
1	Canterbury	Spring	I	15 (7.5)	80% Exam, 20% Coursework	Marti-Balcells Dr A

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate a critical appreciation of a range of literary works inspired by the period of the Occupation and the Resistance in France;
- Explore the literary and historical background of different French works, and assess and critically analyse the complex links between events and the fiction itself;
- Demonstrate their cogent analytical skills relating to close reading and evaluation of literary texts;
- Demonstrate their reading speed in French.

Method of Assessment

Essay (2,400 words) – 60%

Presentation (15 minutes) – 20%

Critical Writing Exercise (500 words) – 20%

Preliminary Reading

Any edition:

Camus – Lettres à un ami allemand

Duras – La Douleur

Némirovsky – Suite française

Modiano – Livret de famille

Vercors – 'Le silence de la mer' (in: Le Silence de la mer)

Pre-requisites

None

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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FR599 Description of Modern French						
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	
1	Canterbury	Autumn	I	15 (7.5)	60% Project, 20% Coursework, 20% Exam	
1	Canterbury	Autumn	I	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	Hornsby Dr D
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	Hornsby Dr D

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Read International Phonetic Alphabet (IPA) script, and produce a broad phonemic transcription of spoken French;
- Confidently use and understand the basic vocabulary of general linguistics as applied to French (phonetics, phonology, morphology, syntax, register etc.);
- Critically evaluate the views of linguists and non-linguists regarding change in the modern language;
- Comment authoritatively on variation within the French language (with regards to differences in prestige, style, register, spoken v. written usage etc.).

Method of Assessment

Essay (2,000 words) – 40%

Group presentation (20 minutes) – 20%

Examination (2 hours) – 40%

Preliminary Reading

Battye, A; Hintze, M-A. and Rowlett, P. (2000) *The French Language Today*. London: Routledge.

Fagyal, Z; Kibbee, D, and Jenkins, F. (2006) *French: A Linguistic Introduction*. Cambridge: Cambridge University Press.

Lodge, R.A.; Armstrong, N., Ellis, Y. & Shelton, J. (1997) *Exploring the French Language*. London: Edward Arnold.

Price, G. (2005) *An Introduction to French Pronunciation*. Oxford: Blackwell.

Tranel, B. (1987) *The Sounds of French*. Cambridge University Press.

Walter, H. (1988) *Le Français dans tous les sens*. Paris: Laffont. (or *French Inside Out*. (1994) London: Routledge)

Pre-requisites

None

Synopsis *

Written and spoken French are now, arguably, so far apart as to constitute distinct varieties. Unlike most French modules, this module will take the latter as its starting point. The phonology (sound system) will first be explored, and basic transcription skills acquired, with consideration of recent and ongoing changes in the general system known as français standard. The module will then move on to consider the gap between written and spoken French grammar, notably in such areas as the tense/mood system, morphosyntax or pronouns, grammatical gender and agreement, and verb classification. The treatment of neologisms, and particularly the status of franglais in contemporary French, will also be considered. Although the module will provide students with some basic tools of linguistic description, no background in Linguistics is required or assumed.

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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	
1	Canterbury	Autumn	H	15 (7.5)	60% Project, 20% Coursework, 20% Exam	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Marti-Balcells Dr A
1	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	Marti-Balcells Dr A

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Critically analyse issues surrounding the relationships between mothers and daughters who become writers (such as identity and evolving representations);
- Demonstrate a critical appreciation of issues raised by women writers;
- Evaluate the role of the family in French society;
- Demonstrate their analytical skills relating to close reading and evaluation of literary texts;
- Demonstrate their efficient reading speed in French.

Method of Assessment

Examination (2 hours) – 40%

Essay (2,200 words) – 40%

Presentation (20 minutes) – 20%

Preliminary Reading

Colette: Sido

Françoise Sagan: Bonjour Tristesse

Marie Cardinal: Les Mots pour le dire

Marguerite Duras: L'Amant

Nathalie Sarraute: Enfance

Annie Ernaux: Une femme

Pre-requisites

None

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	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	
1	Canterbury	Spring	H	15 (7.5)		
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	

Contact Hours

One weekly two-hour seminar for 10 weeks

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Accurately assimilate concepts such as the ideal, the real and the implied reader, following critical reflection on these topics;
- 8.2 Explore in detail and relativise author-centred methods of literary interpretation by taking account of reader-response theory;
- 8.3 Demonstrate cogent analytical skills for the study of narrative technique and structure;
- 8.4 Demonstrate a critical appreciation of a range of experimental literature of the twentieth century;
- 8.5 Demonstrate their analytical skills relating to close reading and evaluation of literary texts;
- 8.6 Demonstrate their efficient reading speed in French.

Method of Assessment

- Critical Writing Exercise (500 words) – 20%
- Essay (2,700 words) – 60%
- Presentation (20 minutes) – 20%

Preliminary Reading

Indicative Reading:

Balzac: *Le Colonel Chabert* (any edition)

Butor: *La Modification* (any edition)

Gide: *Les Faux-Monnayeurs* (any edition); *Journal des Faux-Monnayeurs* (any edition)

Robbe-Grillet: *La Jalousie* (any edition), *Pour un nouveau roman* (any edition)

Sarraute: *Les Fruits d'Or* (any edition)

Pre-requisites

Students registering for this module will need to have proficiency in the target language at level B2/C1, as the module is taught partly in the target language

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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FR615		Sociolinguistics of French				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Accurately interpret correlations between linguistic data and extralinguistic parameters in French and other languages;
- 8.2 Design sociolinguistic projects and conduct independent fieldwork;
- 8.3 Demonstrate critical and informed awareness of variation in French at different levels (e.g. lexicon, syntax, phonology);
- 8.4 Use descriptive linguistic and sociolinguistic terminology (e.g. variable, indicator, age-grading, stereotype, hypercorrection) with confidence.

Method of Assessment

- Linguistic Commentary (500 words) – 20%
- Essay (2,700 words) – 60%
- Presentation (20 minutes) – 20%

Preliminary Reading

Indicative Reading:

- Armstrong, N. (2001) *Social and Stylistic Variation in Spoken French: A comparative Approach*. Amsterdam: John Benjamins.
- Ball, R. (1997) *The French-Speaking World: a practical introduction to sociolinguistic issues*. Routledge.
- Battye, A. & Hintze, M-A & Rowlett, P. (2000). *The French Language Today*. London: Routledge.
- Walter, H. (1994) *French Inside and Out*. London: Routledge.
- Wardhaugh, R. (1998) *An Introduction to Sociolinguistics*.

Synopsis *

This module is designed to make students aware of varieties of modern French other than the standard language. It will focus on issues associated with linguistic inequality and encourage students to investigate variation in contemporary French for themselves. There can be few countries where linguistic prescriptivism is as deep-rooted as it is in France. The Académie française pronounces on le bon usage, while the education system is hostile to regional varieties. To focus exclusively on standard French, however, is to ignore a rich diversity of language at a number of levels. This module will attempt to redress the balance by considering such issues as regional and socio-situational variation within modern French, as well as variation according to sex, class, or age. Other issues to be considered will be the relationship between français régional and dialect, the role of franglais, language policy and attitudes, and the position of French outside France. A background in Linguistics will not be assumed.

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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
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	
1	Canterbury	Spring	I	15 (7.5)	80% Coursework, 20% Exam	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Explore in depth a range of twentieth-century literary works in French that reflect on the nature of childhood, memory, and memories of childhood;
- Reflect critically on the role and significance of memory and childhood in a variety of literary genres;
- Demonstrate a critical understanding of the narratological import of the relationship between the fictional and the autobiographical;
- Demonstrate a critical appreciation of the ways in which memory can bear upon literary form;
- Demonstrate confident analytical skills for the study of narrative technique and structure;
- Demonstrate their ability to read in French.

Method of Assessment

Critical Writing Exercise (500 words) – 20%

Essay (2,500 words) – 60%

Presentation (15 minutes) – 20%

Preliminary Reading

Indicative Reading List:

- Ernaux, A. (2007). *La Place*. Paris: Gallimard.
 Germain, S. (2001). *L'Enfant Méduse*. Paris: Gallimard.
 Kofman, S. (2005). *Rue Ordener, rue Labat*. Paris: Galilée.
 Perec, G. (2001). *W ou le souvenir d'enfance*. Paris: Denoël.
 Proust, M. (2001) *Combray*. In: *Du côté de chez Swann*. Paris: Gallimard.

Pre-requisites

Prerequisite: FREN3300 – French Beginners A1-A2 (Intensive) or equivalent level of ability

Synopsis *

It is commonly accepted that identity or a sense of self is constructed by and through narrative – the stories we tell each other and ourselves 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	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	
2	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate 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;
- Demonstrate a coherent understanding of the literary guises in which works of art, particularly, paintings, can be made to appear;
- Demonstrate their critical understanding of a particular and vivid form of the relationship between fictional text and 'world';
- Demonstrate their critical appreciation for some of the ways in which the literary and the non-literary intersect;
- Demonstrate a professional ability to analyse and describe fictional narratives, particularly those containing descriptions of works of art;
- Demonstrate their ability to read confidently in French.

Method of Assessment

Essay (2,000 words) – 40%
Presentation (15 minutes) – 20%
Examination (2 hours) – 40%

Preliminary Reading

Indicative Reading:

Balzac, H. de. (2005). *Le Chef d'œuvre inconnu*. Paris: Gallimard
Baudelaire, C. (2010). *'Le Peintre de la vie moderne'*. Paris: Fayard
Diderot, D. (2008). *Salon de 1767*. Paris: Hermann
Proust, M. (2003). *Marcel Proust, A la recherche du temps perdu*. Paris: Gallimard (Extracts to be provided)
Zola, E. (2006). *L'Œuvre*. Paris: Gallimard

Pre-requisites

Prerequisite: FREN6480 – French Upper Intermediate B2, or FREN6520 – French Intermediate B1-B2 (Intensive)

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				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
2	Canterbury	Spring	I	15 (7.5)	100% Coursework	
2	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	

Contact Hours

One weekly two-hour seminar for ten weeks

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate enhanced knowledge and critical understanding of representative works produced by major playwrights working in France during the first half of the twentieth century;
- 8.2 Demonstrate developed analytical skills relating to close reading and evaluation of literary texts;
- 8.3 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;
- 8.4 Demonstrate improved reading speed in French.

Method of Assessment

60% Coursework, 40% Exam

Preliminary Reading

Indicative Reading:

Anouilh, J. (1937). *Le Voyageur sans Bagage*. Paris: Gallimard.
 Apollinaire, G. (1917). *Les Mamelles de Tirésias*. Paris: Gallimard.
 Cocteau, J. (1934). *La Machine Infernale*. Paris: Bernard Grasset.
 Cocteau, J. (1938). *Les Parents Terribles*. Paris: Gallimard.
 Giraudoux, J. (1946). *La Folle de Chaillot*. Paris: Bernard Grasset.
 Ionesco, E. (1954). *La Cantatrice Chauve*. Paris: Gallimard.
 Ionesco, E. (1959). *Rhinocéros*. Paris: Gallimard.
 Sartre, J. (1947). *Huis Clos*. Paris: Gallimard.

Pre-requisites

Students registering for this module will need to have proficiency in the target language at level B1/B2, as the module is taught partly in the target language

Restrictions

This module is not available as a wild module.

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	
2	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate a detailed and critical appreciation of a range of French cultural products from the 19th and 20th centuries (novels, travel writing, paintings, and cinema);
- 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;
- Demonstrate confident skills relating to close reading and evaluation of French literary texts and of images of French culture;
- Demonstrate the ability to confidently deploy conceptual and critical arguments effectively in French and in English;
- Demonstrate their ability to read French quickly, and to listen and understand spoken French accurately.

Method of Assessment

Critical Writing Exercise (500 words) – 20%

Essay (2,500 words) – 60%

Presentation (15 minutes) – 20%

Preliminary Reading

Indicative Reading:

Dossier of Impressionist and post-Impressionist paintings (any edition)

CORNEAU, A. *Stupeur et tremblements* [Film]

LOTI, P. 1887 [1990]. *Madame Chrysanthème*. Ed. Bruno Vercier. Paris: Flammarion

NOTHOMB, A. 1999. *Stupeur et tremblements*. Paris: J'ai Lu

RESNAIS, A. 1959. *Hiroshima mon amour* [Film]. Directed by Alain Resnais. Pathé

ROUBAUD, J. 2014. *Tokyo infra-ordinaire*. Paris: Tripode

Pre-requisites

FREN6480 – French Upper Intermediate B2, or FREN6520 – French Intermediate B1-B2 (Intensive)

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 japonophilia. 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	
1	Canterbury	Autumn	I	15 (7.5)	60% Coursework, 40% Exam	
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	Harrigan Dr M

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate detailed knowledge and understanding of French detective writing and the development of this genre from the 19th century onwards;
- 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;
- Demonstrate assured and accurate skills in close reading and evaluation of literary texts and of film, and be able to transfer and apply these skills in various contexts;
- Participate in discussion (in French), make their own contributions to the discussion, and listen to and respect the contributions of others;
- Demonstrate an improved ability to communicate effectively in French and in English;
- Demonstrate their ability to read French quickly, and to listen and understand spoken French accurately.

Method of Assessment

Essay (2,000 words) – 40%
 Presentation (15 minutes) – 20%
 Examination (2 Hours) – 40%

Preliminary Reading

Indicative Reading:

Boileau-Narcejac. [1952] (2010). *Celle qui n'était plus*. Paris: Folio
 Clouzot, H-G. (1955). *Les Diaboliques* [Film]. Filmsonor
 Daeninckx, D. [1984] (2010). *Meurtres pour mémoire*. Paris: Folio
 Leroux, G. [1907] (2014). *Le Mystère de la Chambre Jaune*. Paris: J'ai Lu
 Podalydes, B. (2003). *Le Mystère de la Chambre Jaune*. [Film]. Canal+
 Poe, E.A., translated by Baudelaire, C. [1856] (2004). Excerpts from *Histoires Extraordinaires*. Paris: Folio
 Vargas, F. [2002]. *Salut et liberté*. Paris: J'ai Lu

Pre-requisites

Prerequisite: FREN3000 (French Lower Intermediate B1) or equivalent level of ability up to Level B1 of the CEFR

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 will be studied in French. Tuition is given partly in English and partly in French.

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FR645 Desire in the Text: Romanticism to Decadence						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Duffy Dr L
1	Canterbury	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	Duffy Dr L
1	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate a detailed and critical appreciation of a range of prose and poetry produced in France during the 19th century;
- Demonstrate analytical skills for the study of structure, prose and poetic technique, the portrayal of desire and its critical connections to aspects of modernity;
- Demonstrate their skills relating to close reading and evaluation of literary texts;
- Demonstrate their reading and listening speeds in French.

Method of Assessment

Essay (2,400 words) – 60%

Presentation (20 minutes) – 20%

Critical Writing Exercise (500) words – 20%

Preliminary Reading

Indicative Reading:

Balzac, H de. (1846), *La Cousine Bette* (Paris: Livre de Poche, 1978)

Chateaubriand, F-R de. (1802), *Atala*. René. *Le Dernier Abencerage* (Paris: Gallimard, 1984)

Flaubert, G. (1857), *Madame Bovary* (Paris: Flammarion, 1986)

Rachilde [pseud. Marguérie Eymery-Vallette], *Monsieur Vénus* (Paris: Flammarion, 1977)

Sand, G. (1832), *Indiana* (Paris: Gallimard, 1984)

Pre-requisites

None

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	Autumn	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	Poizat-Amar Dr M

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate a detailed and critical appreciation of a range of travel writing produced by French writers during the 19th and 20th century;
- Demonstrate confident and coherent analytical skills for the study of structure, prose and poetic technique, the portrayal of travel and its critical connections to aspects of (post)modernity;
- Accurately evaluate of literary texts by close reading of literary passages;
- Demonstrate their ability to read French quickly, and to listen and understand spoken French accurately.

Method of Assessment

Essay (2,000 words) – 40%
 Presentation (15 minutes) – 20%
 Examination (2 Hours) – 40%

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.

Pre-requisites

Prerequisite: FREN6480 – French Upper Intermediate B2, or FREN6520 – French Intermediate B1-B2 (Intensive)

Synopsis */span>

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) 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 Upper Intermediate B2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	I	30 (15)	60% Coursework, 40% Exam	Poizat-Amar Dr M

Contact Hours

Total Contact Hours: 60

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate increased vocabulary and improved knowledge and critical understanding of the French language;
- Demonstrate perfected skills in French speaking, listening, reading, writing and translation;
- Demonstrate familiarity with sources of information, which will be useful during the year abroad, i.e. they will have learned how to apply their knowledge and understanding of the language in new and varied contexts;
- Show a sophisticated knowledge of French through translation and essay writing, and by summarising and expressing opinions on a variety of topics;
- Converse with a native speaker of French on current issues and course topics;
- Demonstrate the ability to write in a good and grammatically correct French, using a variety of registers and a complex vocabulary, paraphrasing and translating from English to French.

Method of Assessment

Essay (500 words) – 10%
English to French Translation – 10%
Guided Comprehension – 10%
Grammar Test 1 (40 minutes) – 10%
Grammar Test 2 (40 minutes) – 10%
Audio-visual Comprehension Test (40 minutes) – 10%
Written Examination (3 hours) – 30%
Oral Examination (10-15 minutes) – 10%

Preliminary Reading

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.
Delaunay Y., Jennepin, D., Léon-Dufour, M. (2015) Nouvelle Grammaire du Français: Cours de Civilisation Française de la Sorbonne, Paris: Hachette.

Pre-requisites

Prerequisite: FREN3000 (FR300) – French Lower Intermediate B1; or equivalent ability to B1 of the CEFR must be demonstrated.

Restrictions

This module is not available for bilingual students and French native (or near native) speakers with secondary education in a Francophone country.

Synopsis *

This is an intermediate level module. Its aims are to strengthen and widen the linguistic knowledge provided in FR300, to consolidate students' vocabulary and improve their knowledge of written and spoken French through immersion in a variety of texts, and to practice translation skills both from and into French.

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FR649		French Advanced C1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	60% Coursework, 40% Exam	Duffy Dr L

Contact Hours

Total Contact Hours: 60

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate consolidated and extended translation skills, as developed in the first and second years;
- 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;
- Demonstrate perfected linguistic skills by means of studying grammatical and lexical subtleties of the French language;
- Analyse and demonstrate a deep and cogent understanding of topics related to language and cultural studies, and the complex inter-relationships between such topics, in both French and English;
- 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

English to French Translation ICT (40 minutes) – 10%
French to English Translation ICT (40 minutes) – 10%
Audio-visual Comprehension ICT (40 minutes) – 10%
Essay (600 words) – 10%
English to French Translation – 10%
French to English Translation – 10%
Written Examination (3 hours) – 30%
Oral Examination (15 minutes) – 10%

Preliminary Reading

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.
Vinay, J.-P. and Darbelnet, J. (2013) *Stylistique Comparée du Français et de l' anglais*. Paris: Didier.

Pre-requisites

Prerequisite: FREN6480 (FR648) – French Upper Intermediate B2; or French Intermediate B1-B2; or equivalent ability to B2 of the CEFR must be demonstrated.

FREN6490 is compulsory for students who pursue a degree for the BA French. It is open to bilingual students with secondary education in a Francophone country, and French native speakers.

Restrictions

Native speakers of French are required to take FREN6490.

Synopsis *

The module develops advanced proficiency in writing, speaking and comprehending French. It concentrates on translation into French and English and the development of analytical skills in the production of written and spoken French. 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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FR650		French Lower Intermediate B1.2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Fiorucci Dr W

Contact Hours

Total Contact Hours: 30

Learning Outcomes

On successfully completing the module students will be able to:

- Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, and leisure with little or no hesitation;
- Understand texts that consist mainly of high frequency every day or job-related language and basic texts that might be encountered whilst travelling an area where the language is spoken;
- Deal with most situations likely to arise whilst travelling in an area where the language is spoken and enter prepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events);
- Write texts on topics which are familiar or of personal interest, incl. letters, describing experiences and impressions (also, for instance, on current events);
- Demonstrate knowledge and understanding of aspects of French culture;
- Get by, with sufficient grammar to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel;
- Demonstrate sufficient confidence in the interpretation of texts in another language.

Method of Assessment

Group Oral In-Course Test (5 minutes per student) – 20%
Listening Comprehension In-Course Test (40 minutes) – 20%
Written Grammar In-Course Test (40 minutes)– 20%
Guided Comprehension Assignment 1 (500 words) – 20%
Guided Comprehension Assignment 2 (500 words) – 20%

Preliminary Reading

Breton, A. (2013). *Alter Ego +: Livre de l'élève + CD-ROM B1*. London: Hachette.
Pons, S. (2013). *Alter Ego +: Cahier d'activités + CD audio B1*. London: Hachette.
Oxford French Dictionary (2008). Oxford: Oxford University Press.

Pre-requisites

Prerequisite: FREN3400 (FR340); or an ability to demonstrate CEFR B1.1 level of French.

Restrictions

This module is only available as a 'wild' module.

Synopsis *

This module concentrates on listening, reading, speaking, and writing. These various elements will facilitate students' achievement of the intended learning outcomes by furthering their knowledge and understanding of simple as well as some complex aspects of both the French language and culture (art, cinema, and literature; current affairs, etc.). This module will teach students how to argumentatively articulate, both in speaking and writing, personal opinions on complex issues relevant to French culture. Students are encouraged to use resources specially selected for them and which are available online through Moodle.

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FR652 French Intermediate B1-B2 (Intensive)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	30 (15)	60% Coursework, 40% Exam	Symes Mrs F

Contact Hours

Total Contact Hours: 80

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate increased vocabulary, improved knowledge and critical understanding of the French language;
- Demonstrate enhanced skills in French speaking, listening, reading, writing and translation;
- Demonstrate familiarity with sources of information which will be useful during the year abroad, i.e. students will know how to apply their knowledge and understanding of the language in new and varied contexts;
- Show knowledge of French through translation and essay writing, and by summarising material and expressing opinions on a variety of topics;
- Converse with a native speaker of French on course topics;
- Demonstrate the ability to write grammatically correct French, in formal and informal contexts.

Method of Assessment

Essay (500 words) – 10%

English to French Translation – 10%

Guided Comprehension – 10%

Grammar In-Course Test 1 (40 minutes) – 10%

Grammar In-Course Test 2 (40 minutes) – 10%

Audio-visual Comprehension In-Course Test (40 minutes) – 10%

Written Examination (3 hours) – 30%

Oral Examination (15 minutes) – 10%

Preliminary Reading

Dollez, Catherine, Pons, Sylvie. (2007). *Alter Ego 3, B1, Livre de l'élève + CD Audio*. Paris: Hachette.

Murail, Marie-Aude. (2012). *Bescherelle. La conjugaison pour tous*. Paris: Hatier.

Akyuz, Anne, Bazell-Shahmei, Bernadette, Bonenfant, Joelle. (2012). *Bescherelle. L'orthographe pour tous*. Paris: Hatier.

Lesot, Adeline. (2013). *Bescherelle. Le vocabulaire pour tous*. Paris: Hatier.

Oxford Essential French Dictionary, Oxford, 2010.

Pre-requisites

Prerequisite: FREN3300 (FR330), or equivalent ability to A2 of the CEFR must be demonstrated

Synopsis *

This module is the natural follow-on for those who have, in the previous academic year, successfully taken an intensive beginners French course such as FR330, and who 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 waystage in terms of the Common European Framework of Reference).

This module is designed to allow students, upon completion, to demonstrate a level of ability up to B2 threshold, turning students into independent users of French in both oral and written contexts. The course is thus also designed to prepare students for their year abroad and independent life in France as a foreign country. This module is an intensive course, which develops the student's active and passive aural and written skills.

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GE503		German Advanced C1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	H	30 (15)	60% Coursework, 40% Exam	Kunzelmann Dr H

Contact Hours

Total Contact Hours: 60

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate consolidated and extended translation skills, as developed in the first and second years;
- 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;
- Demonstrate perfected linguistic skills by means of studying grammatical and lexical subtleties of the German language;
- Analyse and demonstrate a deep and cogent understanding of topics related to language and cultural studies, and the complex inter-relationships between such topics, in both German and English;
- 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

- English to German Translation ICT (40 minutes) – 10%
- German to English Translation ICT (40 minutes) – 10%
- Audio-visual Comprehension ICT (40 minutes) – 10%
- Essay (600 words) – 10%
- English to German Translation – 10%
- German to English Translation – 10%
- Written Examination (3 hours) – 30%
- Oral Examination (15 minutes) – 10%

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

Prerequisite: GRMN5070 (GE507); or GRMN5160 (GE516); or equivalent ability to B2 of the CEFR must be demonstrated.

GRMN5030 is required for students who pursue a degree for the BA German. It is open to bilingual students with secondary education in a German speaking country, and German native speakers.

Native speakers of German are required to take GRMN5000/5620 (GE500/562). Any bilingual students with secondary education in a German speaking country who have been dispensed from the Year Abroad (LANG0001) will be evaluated to determine whether or not the extra work involved in GRMN6000 is of benefit to them.

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	Whole Year	H	30 (15)	100% Project	Cooper Dr I

Contact Hours

Total Contact Hours: 6
 Private Study Hours: 294
 Total Study Hours: 300

Learning Outcomes

On successfully completing the module students will be able to:

- Undertake further research on an area with which they are familiar relating to a German author, cultural theme or works;
- Comprehensively analyse an author, cultural theme or works, related to any Stage 3 non-language module in German;
- Engage in independent research in the library.

Method of Assessment

- Dissertation (10,000 words) – 100%

Preliminary Reading

Indicative Reading List

This will vary according to the topic chosen.

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.

GE507		German Upper Intermediate B2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	I	30 (15)	60% Coursework, 40% Exam	Heinrich Dr T

Contact Hours

Total Contact Hours: 60

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate increased vocabulary and improved knowledge and critical understanding of the German language;
- Demonstrate perfected skills in German speaking, listening, reading, writing and translation;
- Demonstrate familiarity with sources of information which will be useful during the year abroad, i.e. students will have learned how to apply their knowledge and understanding of the language in new and varied contexts;
- Show a sophisticated knowledge of German through translation and essay writing, and by summarising and expressing opinions on a variety of topics;
- Converse with a native speaker of German on current issues and course topics;
- Demonstrate the ability to write in a good and grammatically correct German, using a variety of registers and a complex vocabulary, paraphrasing and translating from English to German.

Method of Assessment

- Essay (500 words) – 10%
- English to German Translation – 10%
- Guided Comprehension – 10%
- Grammar Test 1 (40 minutes) – 10%
- Grammar Test 2 (40 minutes) – 10%
- Audio-visual Comprehension Test (40 minutes) – 10%
- Written Examination (3 hours) – 30%
- Oral Examination (10-15 minutes) – 10%

Preliminary Reading

Indicative Reading List:

Duden-Verlag Deutsches Universalwörterbuch, Neue Rechtschreibung (most recent edition) (Mannheim: Duden)
 Hammer's German Grammar and Usage (most recent edition) (Oxford: Routledge)

Pre-requisites

GRMN3010 (GE301); or equivalent ability to B1 of the CEFR must be demonstrated

Synopsis *

This is an intermediate level module. Its aims are to strengthen and widen the linguistic knowledge provided in GRMN3010, to consolidate students' vocabulary and improve their knowledge of written and spoken German through immersion in a variety of texts, and to practise translation skills both from and into German.

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GE516 German Intermediate B1 - B2 (Intensive)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	I	30 (15)	60% Coursework, 40% Exam	Heinrich Dr T

Contact Hours

Total Contact Hours: 80

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate increased vocabulary, improved knowledge and critical understanding of the German language;
- Demonstrate enhanced skills in German speaking, listening, reading, writing and translation;
- Demonstrate familiarity with sources of information which will be useful during the year abroad, i.e. students will know how to apply their knowledge and understanding of the language in new and varied contexts;
- Show a good knowledge of German through translation and essay writing, and by summarising material and expressing opinions on a variety of topics;
- Converse with a native speaker of German on course topics;
- Demonstrate the ability to write in good and grammatically correct German, in formal and informal contexts.

Method of Assessment

- Essay (500 words) – 10%
- English to German Translation – 10%
- Guided Comprehension – 10%
- Grammar In-Course Test 1 (40 minutes) – 10%
- Grammar In-Course Test 2 (40 minutes) – 10%
- Audio-visual Comprehension In-Course Test (40 minutes) – 10%
- Written Examination (3 hours) – 30%
- Oral Examination (10-15 minutes) – 10%

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

GRMN3290 (GE329) – German Beginners A1-A2 (Intensive); or equivalent ability to A2 of the CEFR must be demonstrated

Synopsis *

This module is the natural follow-on for those who have, in the previous academic year, successfully taken an intensive beginners German course such as GE329, and who 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 way stage in terms of the Common European Framework of Reference).

The module is designed to allow students, upon completion, to demonstrate a level of ability up to B2 threshold, turning students into independent users of German, in both oral and written contexts. The course is thus also designed to prepare students for their year abroad and independent life in Germany as a foreign country. This module is an intensive course, which develops the student's active and passive aural and written skills.

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GE553 From Gutenberg to Facebook:How Technology and Media Shaped German Histo						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Coursework, 40% Exam	Heinrich Dr T
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

- Demonstrate critical knowledge and understanding of key episodes in German history and the impact that developments in technology and media have had on it;
- Demonstrate competence in applying this knowledge within new and differing contexts (e.g. as regards cultural and political impacts of technological innovation, the significance of the relationship between technology and media for developments and transformations of the public sphere);
- Critically analyse a range of relevant primary sources, including historic documents, literature, visual materials, films and multimedia;
- Understand and critically engage with historiographical as well as political debates relating to the impact of technology and media on German culture.

Method of Assessment

- Essay (2,000 words) – 30%
- Blog Post (500 words) – 15%
- Podcast or Videocast (15 Minutes) – 15%
- Examination (2 Hours) – 40%

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

- Bösch, F. (2015). *Mass Media and Historical Change: Germany in International Perspective, 1400 to the Present*. New York: Berghahn
- Hagen, W. (2012). *German History in Modern Times: Four Lives of the Nation*. New York, NY: Cambridge University Press
- Kittler, F. (1999). *Gramophone, Film, Typewriter*. Trans. and intro. G. Winthrop-Young and M. Wutz. Stanford, CA: Stanford University Press
- MacGregor, N. (2014). *Memories of a Nation*. London: Allen Lane
- McLuhan, M. (1964). *Understanding Media: The Extensions of Man*. New York: Routledge
- Pettegree, A. (2016). *Brand Luther: 1517, printing, and the making of the reformation*. New York: Penguin
- Ross, C. (2008). *Media and the Making of Modern Germany: Mass Communications, Society, and Politics from the Empire to the Third Reich*. Oxford: Oxford University Press
- Winthrop-Young, G. (2011). *Kittler and the Media*. Cambridge: Polity Press

Synopsis *

This module provides a unique perspective on German cultural history alongside key developments in technology and media. It draws on cutting-edge research in German studies as well as history, philosophy and media theory. Topics span from the 1400s to the present day and include: 1) How the invention of the printing press enabled the Protestant Reformation; 2) How German literature was born from the culture of letter writing in the Eighteenth Century; 3) The pivotal role of newspapers for a German national conscience in the 1900s; 4) How the radio paved the way for Nazi dictatorship; 5) The effects of television in overcoming German post-war division; 6) Social Media's impact on the emergence of right-wing populism.

Students will engage with a range of historical documents, literary texts, audio as well as visual media, and analyse their impact on German culture and politics. There will be the opportunity for students to present their work in both traditional and innovative forms of assessment (short videos, podcasts and blogs). Besides a deep analytical engagement with the culturally transformative effects of technology and media, students will gain practical skills in the expression and presentation of their ideas, using a variety of conventional as well as digital means.

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GE571 The Lyric Imagination						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Cooper Dr I

Contact Hours

Total Contact Hours: 20

Learning Outcomes

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

- Demonstrate an understanding of 20th century German-language poetry;
- Demonstrate a general understanding of a range of different poetic genres;
- Demonstrate the skills needed for the close analysis of poetry;
- Read poetry both thematically and stylistically, and place it generally in its political and historical context.

Method of Assessment

- Commentary (2,000 words) – 45%
- Essay (2,000 words) – 45%
- Presentation (10 minutes) – 10%

Preliminary Reading

Indicative Reading List:

Bachmann, I. (2001). *Sämtliche Gedichte*, Munich: Piper.

Brecht, B. (1960-61). *Gedichte*, Frankfurt a. M.: Suhrkamp.

Celan, P. (1975). *Gedichte in zwei Bänden*, Frankfurt a. M.: Suhrkamp.

Hofmannsthal, H. (1984). *Sämtliche Werke*, volume 1: *Gedichte 1*, volume 2: *Gedichte 2*, Frankfurt a. M.: Fischer.

Rilke, R. M. (2006). *Die Gedichte*, Munich: Insel.

Trakl, G. (2001). *Fünfzig Gedichte*, Stuttgart: Reclam.

Pre-requisites

GRMN3010 – German Language Level B1; or equivalent Level B1 of CEFR must be demonstrated

Synopsis *

This module will explore the development of German-language poetry in the 20th century. The methodology will comprise three main strands: the thematic, the stylistic and the politico-historical. Individual poets will be read in terms of what they write, how they write and why they write (i.e. the context of historical and political events). The module will introduce students to a range of poetic styles and movements: starting with the fin-de-siècle and Impressionist poetry, the module will move through Expressionism, war poetry, anti-war poetry, holocaust poetry, political poetry of East and West Germany, the poetry of exile and return and contemporary post-Wende poetry, to name but a few of the periods covered.

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GE572		The Lyric Imagination				
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	Cooper Dr I

Contact Hours

Total Contact Hours: 20

Learning Outcomes

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

- Demonstrate an understanding of 20th century German-language poetry and be able to compare different poems;
- Demonstrate a systematic understanding of a range of different poetic genres;
- Demonstrate the skills needed for the close analysis of poetry and deploy them accurately;
- Read poetry both thematically and stylistically, and place it systematically in its political and historical context.

Method of Assessment

- Commentary (2,000 words) – 45%
- Essay (2,000 words) – 45%
- Presentation (10 minutes) – 10%

Preliminary Reading

Indicative Reading:

Bachmann, I. (2001). *Sämtliche Gedichte*, Munich: Piper.

Brecht, B. (1960-61). *Gedichte*, Frankfurt a. M.: Suhrkamp.

Celan, P. (1975). *Gedichte in zwei Bänden*, Frankfurt a. M.: Suhrkamp.

Hofmannsthal, H. (1984). *Sämtliche Werke*, volume 1: *Gedichte 1*, volume 2: *Gedichte 2*, Frankfurt a. M.: Fischer.

Rilke, R. M. (2006). *Die Gedichte*, Munich: Insel.

Trakl, G. (2001). *Fünfzig Gedichte*, Stuttgart: Reclam.

Pre-requisites

GRMN3010 – German Language Level B1; or equivalent Level B1 of CEFR must be demonstrated

Synopsis *

This module will explore the development of German-language poetry in the 20th century. The methodology will comprise three main strands: the thematic, the stylistic and the politico-historical. Individual poets will be read in terms of what they write, how they write and why they write (ie. the context of historical and political events). The module will introduce students to a range of poetic styles and movements: starting with the fin-de-siècle and Impressionist poetry, the module will move through Expressionism, war poetry, anti-war poetry, holocaust poetry, political poetry of East and West Germany, the poetry of exile and return and contemporary post-Wende poetry, to name but a few of the periods covered.

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GE573		The German Novelle				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Kinzer Ann

Availability

Also available under GE574 (Level 6)

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate knowledge and critical understanding of nineteenth-century German literature;
- Demonstrate knowledge and critical understanding of issues of genre;
- Demonstrate the ability to critically analyse closely short stories;
- Demonstrate the ability to read stories both thematically and stylistically, as well as how to place them in their relevant contexts;

Method of Assessment

- Essay 1 (2,000 words) – 50%
- Essay 2 (2,000 words) – 50%

Preliminary Reading

Indicative Reading

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)

Pre-requisites

GRMN3010 – German Language Level B1; or equivalent Level B1 of CEFR must be demonstrated

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	Autumn	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Kinzer Ann

Availability

Also available under code GE573 (Level 5)

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge and critical understanding of nineteenth-century German literature;
- 8.2 Demonstrate knowledge and critical understanding of issues of genre;
- 8.3 Demonstrate the ability to critically analyse closely short stories;
- 8.4 Demonstrate the ability to read stories both thematically and stylistically, as well as how to place them in their relevant contexts;

In addition, on successfully completing the module Level 6 students will also be able to:

- 8.5 Demonstrate comprehensive awareness of the social, political, historical, and literary background of the nineteenth-century German-speaking world.

Method of Assessment

- Essay 1 (2,000 words) – 40%
- Essay 2 (3,000 words) – 60%

Preliminary Reading

Indicative Reading List

- 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)

Pre-requisites

GRMN3010 – German Language Level B1; or equivalent Level B1 of CEFR must be demonstrated

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	Hutchinson Prof B

Availability

Available in both Autumn or Spring Term

Contact Hours

Total Contact Hours: 6

Private Study Hours: 144

Total Study Hours: 150

Learning Outcomes

On successfully completing the module students will be able to:

- Undertake extensive pieces of analytical and critical writing about German culture and literature;
- Carry out detailed analysis of a German author, cultural theme or works;
- Engage in close reading and critical evaluation of films, literary works or historical texts in German;
- Engage in independent research about German culture and literature.

Method of Assessment

- Extended Essay (7,000 words) – 100%

Preliminary Reading

Indicative Reading List

This will vary in accordance with the chosen topic.

Pre-requisites

GRMN3010 – German Language Level B1; or equivalent Level B1 of CEFR must be demonstrated.

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
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	

Availability

Also available at Level 6 (GE585)

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate 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;
- Demonstrate competence in applying this understanding within new and differing contexts (e.g. to see formal innovation in relation to cultural-historical context);
- Demonstrate 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;
- Demonstrate close reading and analytical skills, including the application of critical thinking to the study of German literature.

Method of Assessment

- Essay (2,000 words) – 50%
- Presentation (10 minutes) – 10%
- Examination (2 hours) – 40%

Preliminary Reading

Indicative Reading:

Any edition:

Goethe, Die Leiden des Jungen Werthers (Bristol Classical Texts)

Goethe, Faust I (Deutscher Klassiker Verlag)

Goethe, Römische Elegien (Reclam)

Friedrich Hölderlin, Poems and Fragments (Penguin bilingual edition)

Heinrich von Kleist, Sämtliche Erzählungen (Deutscher Klassiker Verlag)

J. M. R. Lenz, Die Soldaten and Der Hofmeister (Reclam)

Schiller, Die Räuber (Bristol Classical Texts)

Pre-requisites

Prerequisite: GRMN3010 – German Language Level B1; or equivalent Level B1 of CEFR must be demonstrated

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, and 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.

2019-20 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
1	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	

Availability

Also available at Level 6 (GE585)

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate 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;
- Demonstrate competence in applying this understanding within new and differing contexts (e.g. to see formal innovation in relation to cultural-historical context);
- Demonstrate 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;
- Demonstrate close reading and analytical skills, including the application of critical thinking to the study of German literature.

In addition, on successfully completing the module Level 6 students will also be able to:

- Demonstrate confident and efficient close reading and analytical skills, including the application of critical thinking to the study of literature;
- Carry out additional research and critical thinking in both written assessments and seminar topics that shows an appreciation of the uncertainty, ambiguity and limits of knowledge;
- Demonstrate thorough, detailed, and systematic knowledge and understanding of core texts of the German canon;
- Demonstrate a systematic understanding of the relationship between major German authors and cultural-historical as well as social-historical conditions;
- Demonstrate a systematic understanding of key aspects of current critical approaches to classical German literature;
- Demonstrate 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

- Essay (2,000 words) – 50%
- Presentation (10 minutes) – 10%
- Examination (2 hours) – 40%

Preliminary Reading

Indicative Reading:

Any edition:

Goethe, Die Leiden des Jungen Werthers (Bristol Classical Texts)

Goethe, Faust I (Deutscher Klassiker Verlag)

Goethe, Römische Elegien (Reclam)

Friedrich Hölderlin, Poems and Fragments (Penguin bilingual edition)

Heinrich von Kleist, Sämtliche Erzählungen (Deutscher Klassiker Verlag)

J. M. R. Lenz, Die Soldaten and Der Hofmeister (Reclam)

Schiller, Die Räuber (Bristol Classical Texts)

Pre-requisites

GRMN3010 – German Language Level B1; or equivalent Level B1 of CEFR must be demonstrated

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, and 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	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	

Availability

Also available under GE588 (Level 6)

Contact Hours

Total Contact Hours: 20

Learning Outcomes

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

Demonstrate a critical understanding of core parameters in German-language literature between 1965 and the present, e.g. the effect of the culture industry and entertainment on aesthetic production, the deconstruction of textual coherence, and these topics' relation to a socio-political context;

Demonstrate critical understanding of formal innovation in relation to a defined historical context;

Demonstrate the ability to analyse key texts (both primary and secondary) critically and to assess different genres of contemporary writing in German;

Demonstrate close reading and analytical skills, and reflect critically on the form and nature of literary texts;

Demonstrate a systematic understanding of the relationship between major contemporary German and Austrian authors and cultural-historical as well as social-historical conditions.

Method of Assessment

- Essay (Level 5: 2,500 words; Level 6: 3,000 words) – 60%
- Take-Home Assignment (Level 5: 1,000 words; Level 6: 1,500 words) – 20%
- Presentation (15 minutes) – 20%

Preliminary Reading

Indicative Reading:

Artmann, H.C. Schauerromane. Piper

Flašar, M.M. Ich nannte ihn Krawatte. Wagenbach

Gardi, T. Broken German. Droschl

Setz, C. Indigo. Suhrkamp (excerpts)

Süskind, P. Das Parfum. Diogenes (excerpts)

Synopsis *

To understand contemporary German-language literature of the twenty-first century, one has to critically engage with and reflect on the social and historical context of aesthetic developments in the world of the distant and more recent past. With a fast-changing European identity in the context of globalisation, political and social challenges are reflected in literary paradigm shifts and a reconfigured German literary field.

This module introduces a number of contemporary texts 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 also with reference to the global dimension of contemporary writing.

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GE588 Life after Modernism? An introduction to Contemporary Literature in Ger						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Kunzelmann Dr H
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate a critical understanding of, and be able to coherently articulate a position on core parameters in German-language literature between 1965 and the present, e.g. the effect of the culture industry and - entertainment on aesthetic production, the deconstruction of textual coherence, and these topics' relation to a socio-political context;
- Demonstrate confident and cogent understanding of formal innovation in relation to a defined historical context by introducing literary theoretical concepts to the discussion;
- Demonstrate the ability to analyse key texts (both primary and secondary) critically and to assess different genres of contemporary writing in German and to place and discuss them meaningfully in the cultural context;
- Demonstrate close reading and analytical skills, and reflect critically on the form and nature of literary texts with reference to the theoretical concepts discussed in class;
- Demonstrate a critical understanding of the relationship between major contemporary German and Austrian authors and cultural-historical as well as social-historical conditions and to articulate their own ideas about this relationship.

Method of Assessment

- Essay (2,500 words) – 60%
- Take-Home Assignment (1,500 words) – 20%
- Presentation (15 minutes) – 20%

Preliminary Reading

Indicative Reading:

Any edition of the following:

- Artmann, H.C. (1997). *Schauerromane*. Munich: Piper
 Flašar, M.M. (2012). *Ich nannte ihn Krawatte*. Berlin: Verlag Klaus Wagenbach
 Gardi, T. (2016). *Broken German*. Graz: Droschl
 Setz, C. (2012). *Indigo*. Frankfurt a. M.: Suhrkamp (excerpts)
 Süskind, P. (1985). *Das Parfum*. Zurich: Diogenes (excerpts)

Synopsis *

To understand contemporary German-language literature and culture of the twenty-first century, we have to critically engage with and reflect on the social and historical context of aesthetic developments in the world of the distant and more recent past. With concepts of national and cultural identity changing fast in Europe and in the global context, political and social challenges are made visible in literary paradigm shifts and are reflected in a reconfiguring German literary field.

In 2000, the notion of 'broken German' as a representation of literary language was still inconceivable. However, with the surge of migrant literature in the first two decades of the 21st century it would become a controversial and ground-breaking new aesthetic category when a novel of the same name was entered into the competition for one of the most prestigious literary awards in German language, the 'Ingeborg Bachmann Preis'. The use of language as a tool of power is central to our understanding of our societies and their demographic make-up. Literature and the Arts have always mirrored social, political and historical developments, and German-language literary history after the 1960s is a fascinating and representative example for prismatic responses to cultural reality. Theoretical concepts like 'postmodernism' help us to contextualise these responses in order to ultimately explain the human condition.

This module introduces a range of contemporary texts and other works of art (including song and film) 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", Frederic Jameson's "Postmodernism and Consumer Society" 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 with reference to the global dimension of contemporary writing.

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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	
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	

Availability

Available under GE589 (Level 5) or GE590 (Level 6)

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module 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

- Essay (2,000 words) – 40%
- Presentation (15 minutes) – 20%
- Examination (2 hours) – 40%

Preliminary Reading

Indicative Reading List

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.

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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	
1	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	

Availability

Available under GE589 (Level 5) or GE590 (Level 6)

Contact Hours

One weekly two-hour joint lecture and seminar for ten weeks

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

- Essay (2,000 words) – 40%
- Presentation (15 minutes) – 20%
- Examination (2 hours) – 40%

Preliminary Reading

Indicative Reading List

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.

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GE591 German Expressionism 1910-1925						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
2	Canterbury	Spring	I	15 (7.5)	100% Coursework	Kinzer Ann

Availability

Available under GE591 (Level 5) or GE592 (Level 6)

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate knowledge and critical understanding of Expressionism and its major characteristics as they are manifested across literature and the visual arts;
- Demonstrate knowledge of a number of representative Expressionist texts in close detail, as well as some of the main manifestos and critical statements regarding Expressionism;
- Demonstrate cogent understanding of the cultural, aesthetic, national, and historical contexts of these works;
- Exhibit the analytical skills required to assess, evaluate and explain the distinctive literary features of Expressionism;
- Analyse questions pertaining to form, style and structure explored by the relevant texts;
- Evaluate how the salient characteristics of Expressionism vary – whilst exhibiting 'family resemblances' – across the genres of literature and painting.

Method of Assessment

- Essay 1 (2,000 words) – 50%
- Essay 2 (2,000 words) – 50%

Preliminary Reading

Indicative Reading List:

Kafka, F., Short stories including 'Die Verwandlung', 'Das Urteil', 'Ein Landarzt' (any edition)

Kaiser, G. Die Bürger von Calais (any edition)

Toller, E. Masse-Mensch (Reclam: Stuttgart, 2010)

Synopsis *

This module explores one of the major contributions of Germanic culture to modernism. Straddling the period immediately before, during, and after the First World War, Expressionism emerged as a reaction against the mechanising forces of modern industrial society, seeking nothing less than a 'renewal of mankind'. With compelling intensity, the Expressionists developed an immediately recognisable style that found an audience across Europe. This module looks at works from a range of genres: from poetry to drama, from prose (both fiction and manifestos) to painting, Expressionism was a key strand of international modernism across the Arts, embracing figures as diverse as Georg Kaiser, Kurt Pinthus, Else Lasker-Schüler, Franz Kafka, and Oskar Kokoschka. A century later, it remains one of the most important – and most idiosyncratically Germanic – of all modern artistic movements.

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GE592 German Expressionism 1910 - 1925						
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	Kinzer Ann

Availability

Available under GE591 (Level 5) or GE592 (Level 6)

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate knowledge and critical understanding of Expressionism and its major characteristics as they are manifested across literature and the visual arts;
- Demonstrate knowledge of a number of representative Expressionist texts in close detail, as well as some of the main manifestos and critical statements regarding Expressionism;
- Demonstrate cogent understanding of the cultural, aesthetic, national, and historical contexts of these works;
- Exhibit the analytical skills required to assess, evaluate and explain the distinctive literary features of Expressionism;
- Analyse questions pertaining to form, style and structure explored by the relevant texts;
- Evaluate how the salient characteristics of Expressionism vary – whilst exhibiting 'family resemblances' – across the genres of literature and painting.

In addition, on successfully completing the module Level 6 students will be able to:

- Carry out additional research and demonstrate critical thinking in both written assessments and seminar topics that shows an appreciation of the uncertainty, ambiguity and limits of knowledge;
- Demonstrate the ability to undertake independent learning and to demonstrate this through the sophisticated use of refereed research in leading journals and other original materials;
- Demonstrate comprehensive critical and analytical skills in their approach to key texts.

Method of Assessment

- Essay 1 (2,000 words) – 40%
- Essay 2 (3,000 words) – 60%

Preliminary Reading

Indicative Reading:

Kafka, F., Short stories including 'Die Verwandlung', 'Das Urteil', 'Ein Landarzt' (any edition)

Kaiser, G. Die Bürger von Calais (any edition)

Toller, E. Masse-Mensch (Reclam: Stuttgart, 2010)

Synopsis *****

This module explores one of the major contributions of Germanic culture to modernism. Straddling the period immediately before, during, and after the First World War, Expressionism emerged as a reaction against the mechanising forces of modern industrial society, seeking nothing less than a 'renewal of mankind'. With compelling intensity, the Expressionists developed an immediately recognisable style that found an audience across Europe. This module looks at works from a range of genres: from poetry to drama, from prose (both fiction and manifestos) to painting, Expressionism was a key strand of international modernism across the Arts, embracing figures as diverse as Georg Kaiser, Kurt Pinthus, Else Lasker-Schüler, Franz Kafka, and Oskar Kokoschka. A century later, it remains one of the most important – and most idiosyncratically Germanic – of all modern artistic movements.

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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
1	Canterbury	Spring	H	15 (7.5)	60% Coursework, 40% Exam	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Recognise and apply German 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;
- Deploy a range of established critical knowledge in the production of German idiomatic texts;
- 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;
- Recognise and apply linguistic & stylistic criteria of electronic/digital text production in German;

Method of Assessment

- Examination (3 hours) – 40%
- Group Project (1,000 words) – 30%
- Assignment 1 (500 words) – 10%
- Assignment 2 (500 words) – 10%
- Assignment 3 (500 words) – 10%

Preliminary Reading

Indicative Reading List:

- 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
- 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.
- Smith, B. (1991). *German Philosophy: Language and Style*. Topoi.

Pre-requisites

GRMN5070 – German Upper Intermediate B2; or equivalent Level B1 of CEFR must be demonstrated

Synopsis */span>

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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GE600		German Advanced C1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	60% Coursework, 40% Exam	Kunzelmann Dr H

Contact Hours

Total Contact Hours: 80

Learning Outcomes

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.

In addition, students registered for GE600 will be able to:

11.6 Demonstrate a thorough and critical understanding of the theoretical and practical problems involved with translation from English into German and vice versa.

Method of Assessment

- English to German Translation ICT (40 minutes) – 10%
- German to English Translation ICT (40 minutes) – 10%
- Audio-visual Comprehension ICT – 10%
- Essay 1 (600 words) – 7.5%
- English to German Translation – 7.5%
- German to English Translation – 7.5%
- Essay 2 (600 words) – 7.5%
- Written Examination (3 hours) – 30%
- Oral Examination (15 minutes) – 10%

Preliminary Reading

Indicative Reading List

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.

Restrictions

GRMN60000 can only be taken by students who have been dispensed from the Year Abroad (LANG0001) or who have failed the Year Abroad.

Any bilingual students with secondary education in a German speaking country who have been dispensed from the Year Abroad (LANG0001) will be evaluated to determine whether or not the extra work involved in GRMN60000 is of benefit to them

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.

For students who are studying GE600:

Students of German who did not spend a year abroad in a German-speaking country are nevertheless expected to achieve a near-native level of German by the end of their degree. 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.

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IT503		Italian Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Project	Marlow-Mann Dr A

Contact Hours

Total Contact Hours: 8

Learning Outcomes

On successfully completing the module students will be able to:

Show an ability to undertake independent research, present information on the chosen subject, and show detailed knowledge of primary Italian sources;
Understand the technical and ethical issues in the collection, handling and storing of data;
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;
Demonstrate knowledge of the main methods of enquiry and analysis in language-related studies;
Demonstrate in-depth and advanced subject knowledge of a particular area of Italian Studies;
Engage in critical reflection, verbal discussion and cogent written and interpretative analysis of key material;
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

Dissertation (10,000 words) – 100%

Preliminary Reading

This will depend on the subject matter and the advice of the supervisor.

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 relating to Italian language, culture or literature. Originality and feasibility are important aspects of writing dissertations and topics will be scrutinised and approved by Italian staff 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 the 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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IT506		Italian Advanced C1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	H	30 (15)	60% Coursework, 40% Exam	Sforza Tarabochia Dr A
3	Canterbury	Whole Year	H	30 (15)	70% Coursework, 30% Exam	Sforza Tarabochia Dr A

Contact Hours

Total Contact Hours: 60.

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate consolidated and extended 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;
- 8.2 Demonstrate consolidated and extended ability to accurately recognise and use a range of registers in Italian, 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 Italian language;
- 8.4 Analyse and demonstrate 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;
- 8.5 Demonstrate the benefit of having had regular oral practice in Italian on an extensive range of topics, including academic topics, at an advanced level.

Method of Assessment

- English to Italian Translation ICT (40 minutes) – 10%
- Italian to English Translation ICT (40 minutes) – 10%
- Audio-visual Comprehension ICT (40 minutes) – 10%
- Essay (600 words) – 10%
- English to Italian Translation – 10%
- Italian to English Translation – 10%
- Written Examination (3 hours) – 30%
- Oral Examination (15 minutes) – 10%

Preliminary Reading

Indicative Reading:

Oxford Essential Italian Dictionary (2010, OUP) OR Collins Italian Dictionary and Grammar (Collins Dictionary and Grammar) 2nd (second) Edition, (2010).
 Baker, M. (1992). In *Other Words; A Coursebook on Translation*, (London, Routledge, P306)
 Zollo, M. and Wesson, A. (2006). *Italian Grammar Made Easy* (Abingdon: Hodder Arnold)

Pre-requisites

Prerequisite: IT508 (Learning Italian 2) or IT563 (Learning Italian 4) or equivalent ability to B2 of the CEFR must be demonstrated.

IT506 is required for students who pursue a degree in Italian. It is open to bilingual students with secondary education in Italy, and Italian native speakers.

Native speakers of Italian are required to take IT506.

Synopsis */

The module develops advanced proficiency in writing, speaking and comprehending Italian. It concentrates on translation into Italian and English and the development of analytical skills in the production of written and spoken Italian. 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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IT508 Italian Intermediate B1-B2 (Intensive)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	I	30 (15)	60% Coursework, 40% Exam	Sforza Tarabochia Dr A
3	Canterbury	Whole Year	I	30 (15)	70% Coursework, 30% Exam	Sforza Tarabochia Dr A

Contact Hours

Total Contact Hours: 80

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate increased vocabulary, improved knowledge and critical understanding of the Italian language;
- 8.2 Demonstrate enhanced skills in Italian speaking, listening, reading, writing and translation;
- 8.3 Demonstrate familiarity with sources of information which will be useful during the year abroad, i.e. students will know how to apply their knowledge and understanding of the language in new and varied contexts;
- 8.4 Show a good knowledge of Italian through translation and essay writing, and by summarising material and expressing opinions on a variety of topics;
- 8.5 Converse with a native speaker of Italian on course topics;
- 8.6 Demonstrate the ability to write in good and grammatically correct Italian, in formal and informal contexts.

Method of Assessment

- Essay (500 words) – 10%
- English to Italian Translation – 10%
- Guided Comprehension – 10%
- Grammar In-Course Test 1 (40 minutes) – 10%
- Grammar In-Course Test 2 (40 minutes) – 10%
- Audio-visual Comprehension In-Course Test (40 minutes) – 10%
- Written Examination (3 hours) – 30%
- Oral Examination (10-15 minutes) – 10%

Preliminary Reading

Indicative Reading:

Linda Cusimano, Luciana Ziglio. (2015) Nuovo Espresso Volume 3, Alma Edizioni, Firenze.

Oxford Essential Italian Dictionary (2010, OUP)

Pre-requisites

Prerequisite: IT301 – Beginners Italian, or equivalent ability to A2 of the CEFR must be demonstrated

Synopsis <span style =

This module is the natural follow-on for those who have, in the previous academic year, successfully taken an intensive beginners Italian course such as IT301, and who 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 way stage in terms of the Common European Framework of Reference).

IT508 is designed to allow students, upon completion, to demonstrate a level of ability up to the B2 threshold, turning students into independent users of Italian, in both oral and written contexts. The course is thus also designed to prepare students for their year abroad and independent life in Italy as a foreign country. IT508 is an intensive course, which develops the student's active and passive aural and written skills.

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IT542		Italian Extended Essay				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	15 (7.5)	100% Project	

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	Sforza Tarabochia Dr A
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Sforza Tarabochia Dr A
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate a systematic, details and cogent understanding of contemporary and classic works of Italian literature and their cinematic adaptations;
 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;
 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;
 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;
 Assess the narrative techniques of film, the structure of montage and literary value of a screenplay in the works of Italian film-makers inspired by books.

Method of Assessment

Essay 1 (2,000 words) – 50%
 Essay 2 (2,000 words) – 50%

Preliminary Reading

Indicative Reading:

Ammaniti, N. (2001) *Io non ho paura*. Turin: Einaudi.
 Baricco, A. (1994) *Novecento*. Un monologo. Milan: Feltrinelli.
 Collodi, C. (2002 [1883]) *Le avventure di pinocchio*. Storia di un burattino. Pontedera: Bandedcchi & Vivaldi.
 Saviano, R. (2006). *Gomorra*. Turin: Einaudi.

Film:

Gomorra (2008). [Film]. Italy: Matteo Garrone, Domenico Procacci.
Io non ho paura (2003). [Film] Italy: Gabriele Salvatores, Cattleya.
La leggenda del pianista sull'oceano (1998). [Film] Italy: Giuseppe Tornatore, Sciarlò.
Pinocchio (2006). [Film] Italy: Roberto Benigni, Cecchi Gori group.

Pre-requisites

None

Synopsis *

This module discusses contemporary adaptations from different Italian textual sources (e.g. children's tales, novels, non-fiction) under the following main aspects:

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;
 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;
 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;
 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 emblematic contemporary adaptations such as Collodi's *Pinocchio*, adapted, among others, by Roberto Benigni, Baricco's *Novecento*, adapted by Tornatore (*La leggenda del pianista sull'oceano*), Ammaniti's *Io non ho paura*, adapted by Gabriele Salvatores, and Saviano's *Gomorra*, adapted by Matteo Garrone for the big screen and by Stefano Sollima for the television.

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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	Marlow-Mann Dr A

Contact Hours

Total Contact Hours: 20

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:

Essay 1 (1,500 words) – 40%

Essay 2 (1,500 words) – 40%

Presentation (15 minutes) – 20%

Preliminary Reading

Indicative Reading:

Any edition:

Italo Calvino, *Gli amori difficili* (1970)
Gianni Celati, *Cinema naturale* (2001);
Natalia Ginzburg, *Cinque romanzi brevi e altri racconti* (1964)
Cesare Pavese, *Feria d'agosto* (1946)
Fabrizia Ramondino, *Arcangelo e altri racconti* (2005)
Leonardo Sciascia, *Il mare colore del vino* (1973)
Antonio Tabucchi, *Piccoli equivoci senza importanza* (1985)
Pier Vittorio Tondelli, *Altri libertini* (1980)

Pre-requisites

None

Restrictions

Also available as a 'Wild' module

Synopsis ***/**

This module focuses on a number of Italian contemporary short stories. More specifically, this module 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 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.

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IT556 Catching the Tide: Cultural Renewal in 20th Century Italy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Marlow-Mann Dr A

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate knowledge and critical understanding of the European spirit of cultural innovation in the first 50 years of the 20th century and Italy's contribution to it.

Demonstrate insight into key works of modern Italian literary and visual arts.

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.

Evaluate critically the 'artistic imperative' to review even the most celebrated heritage in response to social and cultural renewal in Europe and beyond.

Assess the contribution of the visual arts 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.

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.

Focus on the literary components of a film (the narrative structure of the montage and the value of a screenplay as a literary text).

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.

Come to detailed understanding of process of adaptation by engage literary texts prior to studying the respective film adaptations.

Method of Assessment

100% Coursework:

Essay 1 (1,500 words) – 40%

Essay 2 (1,500 words) – 40%

Presentation (15 minutes) – 20%

Preliminary Reading

Indicative Reading:

Any edition:

Federico Fellini, *La dolce vita*

Ennio Flaiano, 'Un marziano a Roma'

Pier Paolo Pasolini, *Teorema*

Luigi Pirandello, *Sei personaggi in cerca d'autore*

Italo Svevo, *La coscienza di Zeno*

Pre-requisites

None

Restrictions

Also available as a 'Wild' module

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 half of the 20th century will be taken into consideration, including novels, plays, short stories and films.

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IT563 Italian Upper Intermediate B2						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	I	30 (15)	60% Coursework, 40% Exam	Marlow-Mann Dr A
4	Canterbury	Whole Year	I	30 (15)	70% Coursework, 30% Exam	Marlow-Mann Dr A

Contact Hours

Total Contact Hours: 60

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate increased vocabulary and improved knowledge and critical understanding of the Italian language;
- 8.2 Demonstrate perfected skills in Italian speaking, listening, reading, writing and translation;
- 8.3 Demonstrate familiarity with sources of information which will be useful during the year abroad, i.e. students will have learned how to apply their knowledge and understanding of the language in new and varied contexts;
- 8.4 Show a sophisticated knowledge of Italian through translation and essay writing, and by summarising and expressing opinions on a variety of topics;
- 8.5 Converse with a native speaker of Italian on current issues and course topics;
- 8.6 Demonstrate 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.

Method of Assessment

- Essay (500 words) – 10%
- English to Italian Translation – 10%
- Guided Comprehension – 10%
- Grammar Test 1 (40 minutes) – 10%
- Grammar Test 2 (40 minutes) – 10%
- Audio-visual Comprehension Test (40 minutes) – 10%
- Written Examination (3 hours) – 30%
- Oral Examination (10-15 minutes) – 10%

Preliminary Reading

Indicative Reading:

Oxford Essential Italian Dictionary (2010, OUP)

Bali, M., Ziglio, L. (2014) Nuovo Espresso Volume 2, Alma Edizioni, Firenze.

De Giuli, A., Guastalla, C., Massimo Naddeo, C. (2014) Nuovo Magari B2. Alma Edizioni, Firenze

Tartaglione, R. (2001) Grammatica Italiana, Alma Edizioni Firenze.

Nocchi, S. (2002) Italian Grammar in Practice, Alma Edizioni Firenze

Pre-requisites

ITAL3080 (IT308); or equivalent ability to B1 of the CEFR must be demonstrated

Synopsis *

This module is an intermediate level module. Its aims are to strengthen and widen the linguistic knowledge provided in ITAL3080, 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.

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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	Autumn	H	15 (7.5)	100% Coursework	Sforza Tarabochia Dr A
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate the technical and artistic competency to read a photograph;

Demonstrate their visual literacy;

Systematically analyse photographic and visual masterpieces within their social, historical and cultural context, and as their products;

Demonstrate comprehensive history of photography and understanding of visual culture (ads, propaganda, social documentary, fashion, etc.) in Italy;

Evince the relationship between photography, visual arts, and the dominant philosophical and political trends.

Method of Assessment

Essay 1 (1,000 words) – 35%

Essay 2 (2,000 words) – 65%

Preliminary Reading

Indicative Reading:

Bate, D. (2009). *Photography: Key Concepts*. Oxford & New York: Berg

Clarke, G. (1997). *The Photograph*. Oxford: Oxford University Press

Colombo, C. and S. Sontag. (1988). *Italy: One Hundred Years of Photography*. Alinari & New York: Rizzoli

Pelizzari, M.A. (2011). *Photography in Italy*. London: Reaktion Books

Warner Marien, M. (2011). *Photography: A Cultural History*. London: Laurence King

Wells, L. (ed.). (1997). *The Photography Reader*. London: Routledge

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, and 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.

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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

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate critical understanding that the idea of a 'national cinema' is an artificial construct, determined by industrial, cultural and economic factors.
- Demonstrate critical understanding that regional differences have had a significant impact on Italian identities and on Italian cinematic and cultural production.
- Demonstrate in depth knowledge of film production outside of Rome (e.g. Turin and Naples).
- Analyse in depth the differences between several different regional cinemas, both in terms of their mode of production and of style or content.
- Critically engage with a number of films and critical texts in their original language.

Method of Assessment

100% Coursework:

- Essay 1 (1,500 words) – 40%
- Essay 2 (1,500 words) – 40%
- Presentation (20 minutes) – 20%

Preliminary Reading

Indicative Reading List:

- 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

Co-requisite: ITAL5060/ITAL5740 – Italian Advanced C1

Restrictions

Also available as a 'Wild' module

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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IT578 Musica Maestro! Music and Society in Modern Italy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Marlow-Mann Dr A

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge of key aspects of Italian culture, history and society in relation to music as a cultural product, and the ways in which this has developed across the decades;
- 8.2 Demonstrate critical understanding of Italian society from the mid-nineteenth century to the present in relation to music as well as music production, dissemination, consumption, and representation;
- 8.3 Apply concepts and principles derived from the analysis of musical products to achieve a critical understanding of Italian cultural history;
- 8.4 Demonstrate the ability of closely reading lyrics, of critically evaluating textual sources, and of analytically evaluating their limitations.
- 8.5 Demonstrate awareness of the importance of music in processes of inculturation, acculturation and dissemination of socio-political ideas;

Method of Assessment

- Essay 1 (1,000 words) – 40%
- Essay 2 (2,000 words) - 60%

Preliminary Reading

Indicative Reading List

- Banti, A. (1996). *Lavinia Fuggita: Racconti*. Milan: Mondadori.
- Carter, T. (2015). *Understanding Italian Opera*. Oxford: Oxford University Press.
- Così, C. and Ivaldi, F. (2011) *Fabrizio De Andrè. Cantastorie tra parole e musica*, Rome: Carocci.
- Còveri, L. (1996). *Parole in musica: lingua e poesia nella canzone d'autore italiana: saggi critici e antologia di testi di cantautori italiani*. Novara: Interlinea.
- Kalinak, K. (2010). *Film Music: A Very Short Introduction*. Oxford: Oxford University Press.
- Fornari, F. (1984) *Psicoanalisi della musica*. Milan: Longanesi.
- Morricone, E. and Miceli, S. (2013). *Composing for the Cinema: The Theory and Praxis of Music in Film*. Lanham: Scarecrow Press.

Pre-requisites

IT301 Italian Beginners Intensive A1-A2 (Intensive), IT308 Italian Lower Intermediate B1 or the equivalent demonstration of Italian language at least Level A2 of the CEFR

Synopsis *

This module introduces students to key concepts in the analysis of musical products such as opera, traditional songs, pop and counter-culture songs. It also introduces students to the use of music in literature and film in Italy from mid-nineteenth century to the present. It does so by considering a selection of relevant cultural products from a variety of sources, such as nineteenth-century opera (e.g. Giuseppe Verdi; Giacomo Puccini), literature on music (e.g. Anna Banti's *Lavinia Fuggita*; Alessandro Baricco's *Novecento*), 1960s 'cantautori', Italian progressive rock bands and political impegno (e.g. Fabrizio De Andrè, Banco del Mutuo Soccorso, Area), soundtrack composers (e.g. Ennio Morricone), and contemporary singers (e.g. Simone Cristicchi, Caparezza, etc.). The module uses musical products as a point of access to understand Italian culture and history and analyses how these mirror, criticise and try to change Italian social, cultural and political beliefs. Special attention will be given to the textual and literary aspect of musical products, focusing on close readings of lyrics.

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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	

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

Indicative Reading List:

Português XX1, Tavares Edições Técnicas Lidel, ISBN: 9727571387; + Livro do Aluno 1.

Restrictions

Available as a wild module.

Synopsis *

Key grammatical structures and cultural background will be taught through the means of purpose designed Portuguese language course books, video and audio materials. Students will also have access to these materials and Portuguese television channels for self-study in the media lab.

LA301		Learning Portuguese 1B (Beginners)				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

Contact Hours

Three hours 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

100% Coursework.

Preliminary Reading

Indicative Reading List:

Português XX1, Livro do Aluno. 2 Tavares Edições Técnicas Lidel, ISBN: 9727573088.

Preliminary Reading: B. Fausto- A concise History of Brazil and J. Rocha- Brazil in Focus.

Pre-requisites

LA300 Learning Portuguese 1A or equivalent.

Restrictions

Available as a wild module.

Synopsis *

Key grammatical structures and cultural background will be taught through the means of purpose designed Portuguese language course books, video and audio materials. Students will also have access to these materials and Portuguese television channels for self-study in the media lab.

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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	Duke Ms M
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 30

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Understand messages and announcements;
- 8.2 Read short stories and find specific information;
- 8.3 Communicate in routine situations;
- 8.4 Maintain social conversation;
- 8.5 Recognise understand and elaborate different types of written text (messages, postcards, formal and informal letters, recipes, small newspaper articles, etc.).

Method of Assessment

- Written Coursework (300 words) – 20 %
- Reading In-Course Test – (45 minutes) – 20 %
- Writing In-Course Test – (45 minutes) – 20 %
- Listening In-Course Test – (45 minutes) – 20%
- Oral In-Course Test (5 minutes) – 20%

Preliminary Reading

Indicative Reading List:

Tavares, Ana (2006), Português XXI (Level 2 – StudentBook). Lisboa/Porto: Lidel
Tavares, Ana (2006), Português XXI (Level 2 – ExerciseBook). Lisboa/Porto: Lidel
Hutchinson, Amélia and Janet Lloyd (2003), Portuguese: an Essential Grammar, 2nd ed., New York/London: Routledge.

Pre-requisites

Prerequisite: HISP3010 (Learning Portuguese 1B – Beginners' Portuguese), or equivalent level.

Synopsis *

Key grammatical structures and cultural background will be taught through the means of purpose designed Portuguese language course books, video and audio materials. Students will also have access to these materials and Portuguese television channels for self-study in the media lab.

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LA501 Learning Portuguese 2B - Intermediate Portuguese						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Duke Ms M

Contact Hours

Total Contact Hours: 30

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Understand messages and announcements;
- 8.2 Read short stories and find specific information;
- 8.3 Communicate in routine situations;
- 8.4 Maintain social conversation;
- 8.5 Recognise understand and elaborate different types of written text (messages, postcards, formal and informal letters, recipes, small newspaper articles, etc.).

Method of Assessment

- Written Coursework (300 words) – 20 %
- Reading In-Course Test – (45 minutes) – 20 %
- Writing In-Course Test – (45 minutes) – 20 %
- Listening In-Course Test – (45 minutes) – 20%
- Oral In-Course Test (5 minutes) – 20 %

Preliminary Reading

Indicative Reading List:

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 andJanet Lloyd (2003), Portuguese: anEssentialGrammar, 2nd ed., New York/London: Routledge.

Pre-requisites

Co-requisite: HISP5000 (Learning Portuguese 2A – Intermediate Portuguese), or equivalent level

Synopsis *

Key grammatical structures and cultural background will be taught through the means of purpose designed Portuguese language course books, video and audio materials. Students will also have access to these materials and Portuguese television channels for self-study in the media lab.

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LA514 Year Abroad Module						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	120 (60)	100% Coursework with Pass/Fail Elements	
1	Canterbury	Whole Year	H	120 (60)	Pass/Fail Only	
2	Canterbury	Whole Year	H	120 (60)	Pass/Fail Only	

Contact Hours

Dependent on activity student pursues during year abroad (no specific Kent-based contact hours).

Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate knowledge and understanding of the relevant language, and of the culture of the relevant country;
 Demonstrate understanding of the relevant civilisation and contemporary society on the basis of first-hand experience;
 Utilise advanced communication skills (reading, writing, listening and speaking) in the target language;
 Analyse, evaluate and interpret a variety of texts and other cultural products in the target language in a critical manner;
 Synthesise information from a wide range of sources in order to gain a coherent understanding of the subject.

Method of Assessment

This module is assessed on a Pass/Fail basis. For students who obtained marks from a partner institution (i.e. a foreign university), two thirds of the credits at the partner institution need to be passed in order to pass the Year Abroad. Students must register for whatever constitutes a full-time load at the partner institution and are required to pass at least 40 ECTS. For students studying at a partner institution for one semester only, students must register for 30 ECTS and pass at least 20 ECTS.

For students who work as teaching assistants or in some other approved capacity for either half or full year, the Pass/Fail element will consist of a 5,000 word report (for students who work for the full year) or a 2,500 word report (for students who work for half a year) written in the target language during the Year Abroad. This report will be assessed by Kent staff.

Pre-requisites

Completion of Stage 1 and Stage 2

Restrictions

Only students going on a compulsory year abroad as part of a language programme will be registered for this module.

Synopsis *

Students either study at a relevant foreign university or work abroad (either as British Council language 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	

Contact Hours

Total Contact Hours: 30

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Recognise and use a range of registers in Portuguese;
- 8.2 Demonstrate refined listening comprehension skills;
- 8.3 Demonstrate sophisticated 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;
- 8.4 Analyse texts in Portuguese from a variety of genres in order to acquire key structures;
- 8.5 Converse in Portuguese on a range of topics, including academic topics, at a low advanced level;
- 8.6 Demonstrate confident oral and written skills in Portuguese.

Method of Assessment

- Written Coursework (600 words) – 20 %
- Reading In-Course Test – (40 minutes) – 20 %
- Writing In-Course Test – (40 minutes) – 20 %
- Listening In-Course Test – (40 minutes) – 20%
- Oral In-Course Test (5 minutes) – 20 %

Preliminary Reading

Indicative Reading List:

Bechara, E., 2003. *Moderna gramática portuguesa*. 37ª. Edição revisada e ampliada. RJ: Editora Lucerna.

Bosi, A., 1987. *Cultura brasileira: temas e situações*. São Paulo: Ed. Ática.

Lima, E. E. O. F. & Lunes, S. A., 2005. *Português via Brasil: um curso avançado para estrangeiros*. São Paulo: EPU. (Coursebook).

Masip, V., 2000. *Gramática de português como língua estrangeira: fonologia, ortografia e morfossintaxe*. São Paulo: Editora Pedagógica e Universitária.

Pre-requisites

Prerequisite: HISP5001 (Learning Portuguese 2B) or equivalent level.

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.

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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	

Contact Hours

Total Contact Hours: 30

Learning Outcomes

By taking this module, you will be able:

- 8.1 Recognise and use a range of registers in Portuguese;
- 8.2 Demonstrate refined listening comprehension skills;
- 8.3 Demonstrate sophisticated 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;
- 8.4 Analyse texts in Portuguese from a variety of genres in order to acquire key structures, rhetorical devices and idioms;
- 8.5 Converse in Portuguese on a range of topics, including academic topics, at an advanced level;
- 8.6 Demonstrate confident oral and written skills in Portuguese.

Method of Assessment

- Written Coursework (600 words) – 20 %
- Reading In-Course Test – (40 minutes) – 20 %
- Writing In-Course Test – (40 minutes) – 20 %
- Listening In-Course Test – (40 minutes) – 20%
- Oral In-Course Test (5 minutes) – 20 %

Preliminary Reading

Indicative Reading List:

- Bechara, E., (2003). *Moderna gramática portuguesa*. 37ª. Edição revisada e ampliada. RJ: Editora Lucerna.
- Bosi, A., (1987). *Cultura brasileira: temas e situações*. São Paulo: Ed. Ática.
- Lima, E. E. O. F. & Lunes, S. A., (2005). *Português via Brasil: um curso avançado para estrangeiros*. São Paulo: EPU.
- Masip, V., (2000). *Gramática de português como língua estrangeira: fonologia, ortografia e morfossintaxe*. São Paulo: Editora Pedagógica e Universitária.

Pre-requisites

Co-requisite: HISP5004 (Learning Portuguese: Advanced A) or equivalent level.

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

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate 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;
 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;
 Extrapolate from stylistic examples in order to analyse those characteristics that contribute to individual authorial 'style' and world view;
 Use linguistic and stylistic concepts and analytical techniques to make informed judgments about literary genre;
 Develop conceptual and advanced-level understanding of the interconnections between language and literature;
 Demonstrate a comprehensive understanding of the potential sources of their own material and of the techniques of presentation available to them as creative writers;
 Demonstrate analytical and 'workshopping' (oral criticism in groups) skills and be capable of applying the outcome of seminars and workshops to their own work;
 Editing, proofread, format and type their own work, and be able to account for and analyse editorial changes in rigorous stylistic and linguistic terms;
 Demonstrate 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

- Portfolio of Creative Work (2,500 words) – 70%
- Stylistic Commentary (1,000 words) – 30%

Preliminary Reading

Indicative Reading List

Burroway, Janet and Elizabeth Stuckley-French (2006) *On Writing: a guide to narrative craft*, London: Longman.
 King, Stephen (2001) *On Writing*, New York: New English Library.
 McRae, John (1998) *The Language of Poetry*, London: Routledge.
 Novakovich, Josip (1998) *The Fiction Writer's Workshop*, New York: Story Press.
 Scott, Jeremy (2014) *Creative Writing and Stylistics*, London: Palgrave
 Short, Mick and Geoffrey Leech (2007) *Style in Fiction*, London: Longman Pearson.
 Strunk and White (1999) *The Elements of Style (4th Edition)*, London: Longman.
 Toolan, Michael (1998) *Language in Literature: an introduction to stylistics*, London: Hodder Arnold.
 Toolan, Michael (2001) *Narrative: a critical linguistic introduction*, London: Routledge.

Pre-requisites

Pre-requisite: LL550 – Stylistics: Language in Literature

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.

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LL512 Language Processing						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	
1	Canterbury	Autumn	H	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	30 (15)	100% Coursework	Kim Dr C

Contact Hours

Total Contact Hours: 30

Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate critical knowledge and understanding of key psycholinguistic concepts;
Show systematic understanding of the structure of the lexicon in terms of phonological and morphological components;
An ability to distinguish rigorously between comprehension and production in linguistic processing;
Demonstrate competent practical linguistic research skills by undertaking independent research experiments and analysing and discussing their findings according to scientific protocol.

Method of Assessment

- Proposal (800 words) – 20%
- Presentation (10 minutes) – 20%
- Report (2,500 words) – 60%

Preliminary Reading

Indicative Reading List

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	Autumn	I	30 (15)	100% Coursework	
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

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

Show how language and social factors are inter-related;

Demonstrate familiarity with theories of language change;

Demonstrate critical understanding of the significance of sociolinguistic data as presented in charts and graphs;

Evaluate critically the social bases for linguistic value judgements;

Demonstrate critical understanding of the technical (and ethical) problems of sociolinguistic data collection.

Method of Assessment

Essay (2,000 words) – 40%

Presentation (20 minutes) – 20%

Examination (2 hours) – 40%

Preliminary Reading

Indicative Reading List:

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.

Labov, W. (1996/2001) *Principles of Linguistic Change* (Vols 1 and 2). Oxford: Blackwell.

Trudgill, P. (2004) *New Dialect Formation: The Inevitability of Colonial Englishes*. Oxford: Blackwell.

Trudgill, P. (2005) *Sociolinguistics*. Harmondsworth: Penguin.

Wardhaugh, R. (2005) *An Introduction to Sociolinguistics*. Oxford: Blackwell

Synopsis *

This module will explore the reasons for the initial exclusion of extralinguistic (i.e. 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. It will then 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, which critically evaluates the so-called sociolinguistic gender pattern. The later lectures 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.

LL518 Stylistics: Language in Literature						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

Select and apply precise linguistic, stylistic and narratological terminology to the study of poetry, prose and drama texts;
 Analyse the linguistic and stylistic choices a writer makes which are connected with meaning and effect on the reader;
 Extrapolate from linguistic examples and evidence those characteristics that contribute to individual authorial 'style' and worldview, including the effect of social and cultural context on the production of literary meaning;
 Demonstrate their understanding of the interconnections and interfaces between English literature and language;
 Present, evaluate and interpret both qualitative and quantitative stylistic and linguistic data to develop lines of argument and make sound judgements about literary discourse;
 Demonstrate a detailed understanding of concepts relating to literary genre.

Method of Assessment

Essay 1 (1,000 words) – 30%

Essay 2 (2,000 words) – 70%

Preliminary Reading

Indicative Reading List

Culpepper, J., M. Short and P. Verdonk (1988). *Exploring the Language of Drama: From Text to Context*, London: Routledge.

Simpson, P. (2004). *Stylistics: A Resource Book for Students*, London: Routledge.

Short, M. and G. Leech (2007). *Style in Fiction: A Linguistic Introduction to English Fictional Prose*, London: Longman.

Short, M. H. (1986) *Exploring the Language of Poems, Plays and Prose*, Longman.

Verdonk, P. and J. J. Weber (1996). *Twentieth Century Fiction: from Text to Context*, London: Routledge.

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

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate a solid understanding of core concepts in formal linguistic theory, as well as the fundamentals of empirical enquiry;
- Construct phrase-structure markers, the purpose of which is to provide a comprehensive representation of syntactic constituency and operations;
- Conduct theoretically informed cross-linguistic analyses of data;
- 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;
- Demonstrate their capacity for critical thought, their ability to express these thoughts accurately and to analyse cross-linguistic data;
- 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.

Method of Assessment

- In-Course Test (45 minutes) – 20%
- Data Set 1 (equivalent to 2,000 words) – 35%
- Data Set 2 (equivalent to 2,500 words) – 45%

Preliminary Reading

Indicative Reading List

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.

Isac, D and Reiss, C. (2009) *I-Language: an introduction to linguistics as cognitive science*. Oxford: Oxford University Press.

Jackendoff, R. (1993) *Patterns in the Mind*. New York: Harvester Wheatsheaf.

Radford, A. (2009) *Syntax, A Minimalist Introduction*. Cambridge: Cambridge University Press.

Smith, N. (2004) *Chomsky: Ideas and Ideals 2nd Edition*. Cambridge: Cambridge University Press.

Roberts, I (1997) *Comparative Syntax*. New York: St Martins Press Inc.

Pre-requisites

None

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, and constituency tests as a means for testing phrase structure, case theory, theta theory, binding and movement.

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LL522		Morphology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Bailey Dr L

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate a solid understanding of the fundamentals of empirical inquiry in morphology and of core concepts in morphology;
- 8.2 Demonstrate the skill of discovering and describing patterns in given data sets, from a variety of languages, in a theoretically-informed way;
- 8.3 Demonstrate an understanding of the relationship between morphology and other components of the grammar, such as phonology, syntax and semantics;
- 8.4 Demonstrate lines of argumentation, make informed judgements on the basis of cross-linguistic evidence, and decide between competing analyses of data;
- 8.5 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

Main assessment methods

- Essay 1 (equivalent to 1,500 words) – 45%
- Essay 2 (equivalent to 1,500 words) – 55%

Preliminary Reading

Indicative Reading List

- Aronoff, M. and Fudeman, K. (2005) *What is Morphology?*, Oxford: Blackwell
Bauer, L. (2003) *Introducing Linguistic Morphology*, Edinburgh: Edinburgh University Press
Booij, G. (2007) *The Grammar of Words: An Introduction to Morphology*, Oxford: Oxford University Press.
Honda, M and W. O'Neil (2008) *Thinking Linguistically. A Scientific Approach to Language*, Oxford: Blackwell
Lieber, R. (2010) *Introducing Morphology*, Cambridge: Cambridge University Press

Pre-requisites

None

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	
1	Canterbury	Autumn	H	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	

Contact Hours

Total Contact Hours: 30

Learning Outcomes

On successfully completing the module students will be able to:

Confidently to use the basic terminology of historical linguistics (e.g. language shift, selection, elaboration of function, codification, acceptance, push/pull chain, reflex/etymon, phoneme merger/split);
Understand the socio-political reasons why English overcame its rivals to become the dominant language of the British Isles;

Understand the principles of language standardization, and be able to apply them to the analysis of specific languages;
Demonstrate awareness of the changes leading to dialect and language differentiation within the United Kingdom (e.g. the existence of a 'Celtic fringe'; the FOOT/STRUT split in southern but not northern England).

Method of Assessment

Essay (2,500 words) – 60%

Presentation (20 minutes) – 20%

In-Class Test (45 minutes) – 20%

Preliminary Reading

Indicative Reading List

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.

Pre-requisites

None, although prior completion of LING5130 (Language Variation and Change) would be advantageous.

Synopsis <span style =

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 di- or triglossia, 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 that 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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LL526		Syntax II				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	D'Elia Dr S

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate systematic and detailed understanding of the central areas of syntactic thought, as well as the fundamentals of empirical enquiry;

Demonstrate the skill of constructing phrase-structure markers, the purpose of which is to provide an advanced and comprehensive representation of syntactic constituency and operations;

Demonstrate advanced-level understanding of the theory and methods that will enable students to develop lines of argument and conduct theoretically informed cross-linguistic analyses of data in a broad variety of contexts;

Demonstrate their capacity for critical thought, their ability to express these thoughts accurately, to devise and sustain complex and nuanced arguments, to solve complex problems and to analyse cross-linguistic data;

Assess the extent to which the linguistic theory they have been working with can both describe and explain the syntactic properties of the data they have been presented with in detail and with cogency, displaying high-level conceptual understanding.

Method of Assessment

13.1 Main assessment methods

- Technical Assignment 1 (750 words) – 25%
- Technical Assignment 2 (750 words) – 25%
- Technical Assignment 3 (1,500 words) – 50%

Preliminary Reading

Indicative Reading List:

Baltin, M. and Chris Collins (eds.). (2000). *The Handbook of Contemporary Syntactic Theory*. London: Wiley-Blackwell

Carnie, A. (2011). *Modern Syntax: A Coursebook*. Cambridge: Cambridge University Press

den Dikken, M. (ed.). (2012). *The Cambridge Handbook of Generative Syntax*. Cambridge: Cambridge University Press

Hornstein, N., Jairo Nunes and Kleanthes K. Grohmann. (2005). *Understanding Minimalism*. Cambridge: Cambridge University Press

Lasnik, H., Juan Uriagereka and Cedric Boeckx. (2005). *A Course in Minimalist Syntax*. Malden, MA: Blackwell

Pre-requisites

Prerequisite: LING5190 – Syntax I

Synopsis *

The aim of this module is to advance students' knowledge of syntactic theory. As such, the course will expand upon a number of key topics from a broad range of issues introduced in the pre-requisite module, such as binding, the syntax of questions and relative clauses and theta theory. We will also examine the interfaces between syntax and other core areas of linguistic inquiry (semantics/pragmatics/morphology) by focusing on topics such as quantification, ellipsis, and anaphora. Relevant theoretical work will be outlined and discussed and students will have the opportunity to develop their skills in syntactic analysis and argumentation by investigating several empirical phenomena from a wide range of languages. They will also be encouraged to evaluate theoretical claims in the light of the observations drawn. As such, the module will equip students with the theoretical and methodological tools required in the specialised modules and will highlight the crucial role of description in supporting and testing theoretical claims.

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LL530 Writing In The Media: A Practical Approach						
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	Colthup Ms H

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate refined and extended knowledge and critical understanding of a range of language contexts, their communicative purposes and settings, participants and processes;
- Show consolidated and systematic understanding of ways of approaching texts and discourse in the light of current theories and their application (e.g. semiotics, multimodality and narratology);
- Show a high level and engage closely, rigorously and in detail with stylistic and discursive features of journalistic texts;
- Demonstrate their ability to accurately describe text and discourse in formal terms (stylistic, rhetorical, and linguistic);
- Show a 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;
- Demonstrate an enhanced understanding of relevant stylistic, discourse, narrative and cultural theory;
- 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;
- Account for and analyse editorial changes in appropriate and rigorous theoretical terms, pertaining to theories of discourse analysis, stylistics and cultural systemisations in general.

Method of Assessment

13.1 Main assessment methods:

- Portfolio (word count undefined) – 10%
- Two Pieces from the Portfolio (1,500 words total) – 50%
- Critical Commentary (1,500 words) – 40%

Preliminary Reading

Fairclough, Norman (2002), *Media Discourse*, London: Hodder Arnold
Gillespie, Mary and Jason Toynbee (2006), *Analysing Media Texts*, London: Open University Press
Hicks, Wynford (2006), *Writing for Journalists*, London: Routledge
Marr, Andrew (2005), *My Trade: A Short History of British Journalism*, London: Pan Books
Richardson, John E. (2007), *Analysing Newspapers*, Basingstoke: Palgrave Macmillan
Ritter, R.M., Lesley Brown and Angus Stevenson (eds.) (2005), *New Oxford Dictionary for Writers and Editors*, Oxford: Oxford University Press
Woolfe, Tom (2006), *The New Journalism*, London: Picador

Pre-requisites

None

Restrictions

None

Synopsis *

This module is aimed towards students who are considering a career in journalism, freelance writing, publishing and related fields (a substantial proportion of the programme's cohort), but will also be of use to those with a general interest in the area of media and language studies. It enables students on the BA English Language and Linguistics programmes to put into practice the complex theories and methods of analysis they will have explored elsewhere on their programme of study by producing their own portfolio of journalism and media-related writing. It should be emphasised that 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, their understanding of grammar and their ability 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 cultural theory has influenced their writing.

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LL531 Language in Atypical Circumstances						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Janke Dr V
2	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

Demonstrate their knowledge of current key debates within linguistics/language acquisition;
 Consider how different levels of representation interact with each other;
 Understand the difference between atypical language development and atypical language acquired once development is complete;
 Assess the extent to which theoretical and empirical work on atypical linguistic development coincide;
 Demonstrate the ability to analyse transcripts from data from a variety of subjects with particular language impairments, using these data to identify typical characteristics of these disorders;
 Understand the results of social, cognitive and linguistic tests against which subjects' capabilities are measured (e.g. standardised vocabulary, verbal and non-verbal reasoning test; experimental tests designed to tap into particular aspects of linguistic knowledge).

Method of Assessment

Main assessment methods

- Mini Project or Long Essay (3,000 words) – 80%
- Presentation (20 minutes) – 20%

Preliminary Reading

De Groot, Annette. (2011). *Language and Cognition in Bilinguals and Multilinguals*. London: Routledge
 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, Susan. (2009). *Language Acquisition* Palgrave Advances in Linguistics. Basingstoke: Palgrave Macmillan.
 Guasti, Maria. (2012). *Language Acquisition: The Growth of Grammar*. Cambridge, Mass: MIT Press.
 Hoff, Erica & Shatz, Maggie (2009). *Blackwell Handbook of Language Development*: Oxford: Blackwell.
 Naigles, Letitia. (ed) (2017). *Innovative Investigations of Language in Autism Spectrum Disorder*. Language and the Human Lifespan Series. Washington, De Gruyter Mouton/American Psychological Association.
 Smith, Neil and Tsimpli, Ianthi (1995). *The Mind of a Savant: Language Learning and Modularity* London: Blackwell.

Pre-requisites

Prerequisite: LING5190 (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 Aphasia; Morpho-syntactic abilities in SLI, complex syntax in Williams Syndrome, Down Syndrome and Autism, Linguistic savants; Pragmatic knowledge in these disorders; Bi-Linguism.

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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	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

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	
1	Canterbury	Spring	I	30 (15)	100% Coursework	Kapogianni Dr E

Contact Hours

Total Contact Hours: 30

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate knowledge and critical understanding of concepts and terminology used to account for the way in which meaning is conveyed;
- Demonstrate knowledge of significant theories that focus on semantic and pragmatic meaning (theories of concepts, Truth-conditional semantics, Gricean theory, Speech Act theory);
- Characterise core semantic and pragmatic phenomena and critically reflect upon the relationships between these two levels;
- 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

Main assessment methods

- Take-home Assignment (2,000 words) – 65%
- In-Course Test (45 minutes) – 20%
- Weekly Puzzle – 15%

Preliminary Reading

Indicative Reading List

- Birner, B. (2012). Introduction to Pragmatics. Malden: Wiley-Blackwell.
Grundy, P. (2000) (2nd ed.). Doing Pragmatics. London: Arnold Publishing.
Horn, L. & Ward, G. (2005). The Handbook of Pragmatics. Oxford: Blackwell.
Kearns, K. (2011). Semantics. Basingstoke: Palgrave Macmillan (second edition).
Saeed, J. (2003). Semantics. Oxford: Blackwell.
Riemer, N. (2010). Introducing Semantics. Cambridge: CUP.
Yule, G. (1996). Pragmatics. Oxford: Oxford University Press.

Pre-requisites

None

Synopsis <span style =

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	Autumn	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Kim Dr C

Contact Hours

Total Contact Hours: 20.

Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate a systematic and critical understanding of the fundamentals of empirical and formal inquiry in formal semantics;

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;

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);

Demonstrate sophisticated lines of argumentation, make informed judgements, provide analyses of data, and decide between competing analyses of data;

Demonstrate nuanced appreciation of the complexities, problems and limitations associated with the subject.

Method of Assessment

Main assessment methods

- Assignment 1 (1,200 words) – 45%
- Assignment 2 (1,300 words) – 55%

Preliminary Reading

Indicative Reading List

Chierchia, G., and S. McConnell-Ginet. (2000) *Meaning and Grammar: An Introduction to Semantics*. Cambridge, MA: MIT Press.

Gamut, L.T.F. *Logic, Language and Meaning*. Chicago: Chicago University Press (two volumes).

Heim, I. and A. Kratzer. (1998) *Semantics in Generative Grammar*. Oxford: Blackwell.

Kearns, K. (2011) *Semantics*. Basingstoke: Palgrave.

Partee, B. et al. (1990) *Mathematical Methods in Linguistics*. Dordrecht: Kluwer.

Saeed, J. (2003) *Semantics*. Oxford: Blackwell.

Pre-requisites

Prerequisite: LING5340 – Semantics and Pragmatics

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
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

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;

Assess the applicability of these theories to current media outputs; for example, in terms of advertising, broadsheets, tabloids and other genre;

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;

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;

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;

Appreciate how their own knowledge and cultural background contributes to their understanding of media discourse.

Method of Assessment

- Assignment 1 (1.000 words) – 40%
- Assignment 2 (1.500 words) –60%

Preliminary Reading

Indicative Reading List

Aitchison, J. and Lewis, D, (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 Girvin, A (eds), (2000) *The Routledge Language and Cultural Reader*. London: Routledge.

Durant, A and Lambrou, M, (2009), *Language and Media*. London: Routledge.

Fulton, H, with Huisman, R, Murphet, J and Dunn, A, (2005), *Narrative and Media*, Cambridge: Cambridge University Press

Toolan, M, (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 s

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LL537 English Language in the Media 2						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	Scott Dr J

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

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;

Assess the applicability of these theories to current media outputs; for example, in terms of advertising, broadsheets, tabloids, multimodal discourses and other genre;

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;

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;

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;

Appreciate how their own knowledge and cultural background contributes to their understanding of media discourse;

Understand the ways in which media organisations manipulate and shape, as well as respond to, trends in the wider culture.

Method of Assessment

Main assessment methods

- Examination (2 hours) – 50%
- Semiotic Analysis (1,500 words) – 40%
- Presentation (10 minutes) – 10%

Preliminary Reading

Indicative Reading List

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: MUP.

Chandler, Daniel (2007). *Semiotics: The Basics*. London: Routledge.

Crystal, David (2006). *The Language of the Internet*. 2nd ed. Cambridge: CUP.

Kress, Gunther (2009). *Multimodality: a social semiotic approach to contemporary communication*. London: Routledge.

Pre-requisites

Co-requisite: LING5360 – English Language in the Media 1

Synopsis **Synopsis**

In this module, students continue to develop and explore the themes introduced in LING5360 – 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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LL539 English Language Teaching 1						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Chamorro Dr G

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate an understanding of advanced theoretical and practical principles, in the content, methodology, materials, organisation and practice of foreign language classroom teaching;
- 8.2 Demonstrate refined linguistic awareness;
- 8.3 Assess student foreign language competence and needs in the skills of reading, writing, listening and speaking;
- 8.4 Demonstrate 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;
- 8.5 Demonstrate 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

- Language Analysis Test (45 minutes) – 20%
- Lesson Plan & Commentary (2,000 words) – 80%

Preliminary Reading

Indicative Reading List

Harmer, J. (2007). *How to Teach English*. Essex: Pearson Longman.
Lindsay, C. and Knight, P. (2006). *Learning and Teaching English*. Oxford: Oxford University Press.
Scrivener, J. (2011). *Learning Teaching*. Oxford: Macmillan.

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 English Language Teaching 2						
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	Chamorro Dr G

Contact Hours

Total Contact Hours: 20

Learning Outcomes

Students who successfully complete this module will:

Demonstrate knowledge of advanced theoretical and practical principles, in the content, methodology, materials, organisation and practice of foreign language classroom teaching;
 Demonstrate development, improvement and refinement of their linguistic awareness;
 Demonstrate an ability to assess student foreign language needs in the four skills of reading, writing, listening and speaking;
 Demonstrate a systematic, detailed and extensive knowledge of the academic, theoretical and pedagogical issues involved in devising a syllabus, planning lessons and selecting materials and teaching strategies appropriate to the needs and interests of the foreign language students they teach;
 Demonstrate a cogent appreciation, through critical classroom observation of experienced ESOL teachers and personal reflection, of the content, methods, strategies and organisation of classroom work;
 Demonstrate practical skills by teaching groups of peers under the supervision of experienced teachers.

Method of Assessment

- Lesson Plan Adaptation and Peer-Teaching Practice (15 minutes) – 60%
- Post-lesson Written Evaluation (1,000 words) – 40%

Preliminary Reading

Indicative Reading List

Harmer, J., (2007) How to Teach English, Essex: Pearson Longman
 Lindsay, C. and Knight, P., (2006) Learning and Teaching English, Oxford, Oxford University Press
 Scrivener, J., (2011) Learning Teaching, Oxford: Macmillan

Pre-requisites

Co-requisite: LING5390 (LL539) – English Language Teaching 1

Synopsis */span>

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 to Speakers of Other Languages (ESOL), 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 foreign language 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 observe ESOL teaching and to deliver an English 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	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

By the end of this module students will be able to:

- 8.1 Demonstrate a systematic and critical understanding of the issues relating to gendered language use;
- 8.2 Demonstrate a systematic advanced-level and critical understanding of the theories that have been proposed to account for gender-related differences in language use;
- 8.3 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);
- 8.4 Critically evaluate gender views projected by the media;
- 8.5 Demonstrate a nuanced appreciation of the differences between sex, gender, sexual and gender orientation and their effects on language use and language evaluation;
- 8.6 Appreciate the different methodologies used in research on gender.

Method of Assessment

- In-Course Test (45 minutes) – 20%
- Final Project (2,500 words) – 80%

Preliminary Reading

Indicative Reading List:

- Cameron, D. (2007) *The myth of Mars and Venus. Do Men and Women Really Speak Different Languages?* Oxford: Oxford University Press.
- Coates, J. (2015) *Women, men, and language: a sociolinguistic account of gender differences in language.* London: Routledge Linguistics Classics.
- Coates, J. & Pichler, P. (2011) *Language and Gender: A Reader.* Chichester: Wiley-Blackwell.
- Simpson, P. (2009) *Language and Power: A Resource Book for Students.* London: Routledge English Language Introductions.
- Talbot, M.M. (2010) *Language and Gender.* Cambridge: Polity Press.

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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LL542		Guided Research in Linguistics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Kapogianni Dr E
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 5

Research Time: 45

Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate knowledge of the stages of research planning, design, and implementation within an area of linguistics.
Develop practical research skills, relevant to the collection, handling, and/or analysis of linguistic data.
Deepen their knowledge of the specific levels of linguistic analysis that are relevant to the research they have undertaken.
Develop awareness of the ethical considerations and procedures that are involved in linguistic research.

Method of Assessment

- Research Log (6 entries, 200-300 words each) - 35%
- Research Report (1,500 words) – 65%

Preliminary Reading

Indicative Reading:

Field, A. and Hole, G. (2003). How to design and report experiments. London: Sage.
Podesva, R. and Sharma, D. (2013). Research Methods in Linguistics. Cambridge: CUP.

Pre-requisites

None.

Synopsis *

In this module students will be given the opportunity to gain experience in guided research, contributing to projects run by members of ELL staff, under their supervision. The research project will normally be relevant to a module that the student has taken or is currently taking.

At the beginning of the term, students will meet with the module convenor, who will recommend a project that is suitable to their interests. The assigned work may be affiliated to an on-going departmental research project documenting linguistic varieties. Alternatively, other guided research opportunities may be offered by members of staff carrying out investigations within their individual research interests.

During the course of this module, students will have to complete research tasks set by their supervisor. Students will meet with the supervisor at agreed intervals, in order to set a timetable for the completion of each task. Through these meetings, they will also receive advice and feedback on the progress of their research. Students will keep a log on the research process, which will be monitored by the supervisor. After having successfully completed the set research tasks, students will also write a report on the conducted research, demonstrating both their general understanding of the research process and their specific understanding of the project and the area of linguistic analysis that it belongs to.

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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
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

Compare and critically evaluate first language (L1) and second language (L2) language acquisition theories;
 Evaluate a range of L2 teaching methods, approaches, strategies and techniques;
 Analyse the relationship between L2 learning theories and second language teaching and learning methods, approaches, strategies and techniques;
 Examine the relationship between L2 teaching methods, approaches and strategies their educational, social and cultural contexts and individual learning styles;
 Identify, evaluate and critically analyse issues in second language teaching and learning with reference to academic research and good pedagogical practice;
 Select, as appropriate from the range of L2 teaching methods, approaches, strategies, techniques and materials and apply them to a specific language teaching and learning context.

Method of Assessment

- Report (1,500 words) – 40%
- Proposal (2,000 words) – 60%

Preliminary Reading

Indicative Reading List

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
 Lightbown, P.M. and Spada, N. (2006), *How Languages are Learned*, Oxford, Oxford University Press
 Mitchell R., Myles, F. and Marsden, E. (2013) *Second Language Learning Theories*, Abingdon, 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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LL544 First Language Acquisition						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	D'Elia Dr S

Contact Hours

Total Contact Hours: 30

Learning Outcomes

On successfully completing the module students will be able to:

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;

Recognise the milestones that characterise typical patterns of language acquisition and be able to link these to standard measures of linguistic stages;

Evaluate the role of environmental, cognitive and linguistic factors in language acquisition, and the relations between them;

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;

Demonstrate an understanding of how to assess the extent to which a child's language is age- and stage- appropriate.

Method of Assessment

- In-Course Test (45 minutes) – 20%
- Presentation (15 minutes) – 20%
- Essay (1,500 words) – 60%

Preliminary Reading

Indicative Reading List:

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.

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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LL545		Phonetics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Booth Dr A

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate 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;
Understand how speech sounds are produced and perceived; students should also have an understanding of speech acoustics;
Display a high level of familiarity with the types of experimental research that contribute to our knowledge of how speech is produced and perceived;
Demonstrate a cogent understanding of the English language and its varieties;
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;
Interpret visual representations of speech using relevant software (Praat) and demonstrate a critical understanding of 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).

Method of Assessment

- Problem Set 1 – 50%
- Problem Set 2 – 50%

Preliminary Reading

Indicative Reading List

Ashby, M. and Maidment, J. (2005) *Introducing Phonetic Science*. Cambridge: Cambridge University Press.
Ladefoged, P. & Johnson, K. (2010) *A Course in Phonetics* (6th edition). Stamford: Cengage Learning.
Ladefoged, P. (2003) *Phonetic Data Analysis*. Oxford: Blackwell.
Ladefoged, P. (1996) *Elements of Acoustic Phonetics*. Chicago: The University of Chicago Press
Zsiga, E. C. (2013) *The Sounds of Language: An introduction to Phonetics and Phonology*, Oxford: Wiley-Blackwell.

Pre-requisites

Prerequisite: LING3030 (LL303) – Sounds of English

Synopsis *

This module deals with the linguistic study of speech. It covers how speech sounds are produced and perceived and what their acoustic characteristics are. 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 organisation of running speech.

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LL546		Phonology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20.

Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate knowledge and understanding of the central areas of the study of speech and of the differences between phonetics and phonology;
Display a critical understanding of sound system organisation;
Demonstrate a cogent understanding of the English language and its varieties, and how this variation can lead into different phonological systems;
Use the International Phonetic Alphabet (IPA) for guidance, while being cognizant of the controversies surrounding the use of the IPA and its limitations;
Solve intermediate and advanced level phonology problems using appropriate tests and arguments.

Method of Assessment

Main assessment methods

- Problem Set 1 (equivalent to 1,500 words) – 50%
- Problem Set 2 (equivalent to 1,500 words) – 50%

Preliminary Reading

Indicative reading list:

Goldsmith, J.A. (1999) *Phonological Theory: The Essential Readings*. Oxford: Blackwell Publishers.
Gussenhoven, C. & Jacobs, H. (1998) *Understanding Phonology*. London: Hodder & Arnold.
Zsiga, E.C. (2013) *The Sounds of Language: An introduction to Phonetics and Phonology*, Oxford Wiley-Blackwell.

Pre-requisites

Prerequisite: LING3030 – Sounds of English

Synopsis *

This module deals with the linguistic study of speech. It covers how speech sounds are organised into sound systems cross-linguistically (often referred to as phonology). Emphasis will be placed on the sound system of English (including dialectal variation) but basics of sound systems across the world's languages will also be covered and contrasted with English for the module will focus on our understanding of phonological systems, their organisation and formal representation.

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LL547 The Phonetics and Phonology of Prosody						
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	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1. Demonstrate detailed knowledge and methodical understanding of the central areas of the study of prosody (stress, rhythm, intonation, loudness);
- 8.2. Understand how prosody is produced and perceived;
- 8.3. Display conceptual understanding of the types of experimental research that contribute to our knowledge of how prosody is produced and perceived;
- 8.4. Demonstrate a cogent understanding of the English language and its varieties;
- 8.5. Use the Autosegmental-Metrical theory to represent prosody, while being cognisant of other theories of the limitations of AM;
- 8.6. Interpret visual representations of speech and of prosody, in particular using relevant software (Praat), and use advanced functions of Praat (recording and playing files, cutting and pasting speech, doing measurements of duration, amplitude and fundamental frequency of speech sounds, creating annotations in Praat, interpreting F0 and amplitude signals; modifying F0 contours).

Method of Assessment

- Group Presentation (10 minutes) – 20%
- Lab Report (3,000 words) – 80%

Preliminary Reading

Indicative reading list:

Gussenhoven, C. (2004). *The Phonology of Tone and Intonation*. Cambridge University Press.

Ladd, D.R. (2008). *Intonational Phonology*. Cambridge University Press.

Sun-Ah Jun (ed). (2005). *Prosodic Typology: The Phonology of Intonation and Phrasing*. Oxford University Press.

Sun-Ah Jun (ed). (2014). *Prosodic Typology II: The Phonology of Intonation and Phrasing*. Oxford University Press.

Pre-requisites

Prerequisite: LING5450 – Phonetics

Synopsis *

This module deals with the linguistic study of prosody. It covers how prosody is produced and perceived and how it is encoded in the speech signal. Emphasis will be placed on the study of intonation but the module will also cover stress, phrasing, and speech rhythm; the material will cover both theoretical approaches to prosody and experimental studies that have led to the development of these theories.

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LL548 Pragmatics and Intercultural Communication						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Kapogianni Dr E

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate a systematic understanding of central concepts in Pragmatics, recognising different theoretical frameworks within the discipline;

Recognise and evaluate different methodological processes that are used to answer questions regarding intercultural communication;

Identify the challenges and potential biases in the study of intercultural communication, critically reflecting upon the related discourses;

Carry out a pragmatic analysis of real-life data in order to answer questions regarding intercultural communication.

Method of Assessment

- Field Notes (4 entries x 250 words) – 25%
- Group Presentation (15 minutes) – 20%
- Case Study (1,500 words) – 55%

Preliminary Reading

Indicative Reading List

Birner, B. (2012). Introduction to Pragmatics. Oxford: Wiley Blackwell.

Culpeper, J., M. Haugh and D. Z. Kadar (eds). (2017). The Palgrave handbook of linguistic (im)politeness. London: Palgrave Macmillan.

Holliday, A., J. Kullman and M. Hyde. (2016). Intercultural Communication: An Advanced Resource Book for Students. Third Edition. London: Routledge (Routledge Applied Linguistics)

Kesckes, I. (2013). Intercultural Pragmatics. Oxford: Oxford University Press.

Piller, I. (2017). Intercultural Communication: A Critical Introduction. Edinburgh: Edinburgh University Press.

Samovar, L., R. E. Porter, E.R. McDaniel, C. Sexton Roy. (2014). Intercultural Communication: A Reader. 14th Edition. Wadsworth Publishing

Spencer-Oatey, H. and P. Franklin. (2009). Intercultural Interaction: A Multidisciplinary Approach to Intercultural Communication. London: Palgrave Macmillan.

Synopsis *

This module employs specific theoretical frameworks within the area of Pragmatics (Neo-/Post-Gricean theories, Speech Act Theory, Interpersonal Pragmatics) in order to discuss issues of intercultural communication. It covers phenomena such as indexicality, (im)politeness, humour, non-literal language, while also discussing a range of discourse situations (classroom, business, media).

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LL549 Speech Perception						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge and understanding of anatomical and physiological bases of human speech perception;
- 8.2 Show familiarity with different auditory scales to measure perceptual abilities in healthy and clinical populations;
- 8.3 Deploy analytical skills to the interpretation of perceptual data, and demonstrate solid understanding of key issues and methodological debates in speech perception research;
- 8.4 Appreciate the gap between acoustic speech signals and their auditory perception and show awareness of the constructive processes underpinning human speech perception;
- 8.5 Show practical skills in conducting perception research by using relevant software.

Method of Assessment

- Online Test (60 minutes, taken outside of class) – 35%
- Take-home Problem Set (equivalent to 2,000 words) – 65%

Preliminary Reading

Indicative Reading List

- Johnson, K. (2011). Acoustic and Auditory Phonetics. Oxford: Wiley-Blackwell.
Jones, M. and Knight, R-A. (2013). Bloomsbury Companion to Phonetics. London: Bloomsbury.
Pisoni, D.B., Remez, R.E. (2005). The Handbook of Speech Perception. Oxford: Blackwell.
Ryalls, J. (1996). A Basic Introduction to Speech Perception. San Diego: Cengage Publishing.
Warren, R. (2007). Auditory Perception. Cambridge: CUP.

Pre-requisites

LING5450 (LL545) (Phonetics)

Synopsis *

This course will examine the human ability to receive and process spoken signals. It will start with introducing the foundations of human audition, the hearing mechanism and its properties in healthy and clinical populations. Ways of measuring perceptual impressions (auditory scales) and multimodality of speech perception will be discussed, along with models of speech perception. Students will be introduced to the key issues in speech perception research, including perception of different linguistic units (consonants, vowels, words, prosody) and different accents (regional, social, non-native). The course will cover perceptual illusions where there is a discrepancy between the subjective percept and the objective physical reality, and explain how they arise. Students will have an opportunity to learn how perceptual research is conducted by using the relevant specialist software (e.g. Praat, DMDX, Psychopy), and hone their IT skills by setting up small-scale perception experiments.

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LL550 Stylistics: Language in Literature						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Scott Dr J

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

Select and apply precise linguistic, stylistic and narratological terminology to the study of poetry, prose and drama texts;
Analyse the linguistic and stylistic choices a writer makes which are connected with meaning and effect on the reader;
Extrapolate from linguistic examples and evidence those characteristics that contribute to individual authorial 'style' and worldview, including the effect of social and cultural context on the production of literary meaning;
Demonstrate their understanding of the interconnections and interfaces between English literature and language;
Present, evaluate and interpret both qualitative and quantitative stylistic and linguistic data to develop lines of argument and make sound judgements about literary discourse;
Demonstrate a detailed understanding of concepts relating to literary genre.

Method of Assessment

13.1 Main assessment methods

- Essay 1 (1,000 words) – 30%
- Essay 2 (2,000 words) – 70%

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Culpepper, J., M. Short and P. Verdonk (1988). *Exploring the Language of Drama: From Text to Context*, London: Routledge.

Simpson, P. (2004). *Stylistics: A Resource Book for Students*, London: Routledge.

Short, M. and G. Leech (2007). *Style in Fiction: A Linguistic Introduction to English Fictional Prose*, London: Longman.

Short, M. H. (1986) *Exploring the Language of Poems, Plays and Prose*, Longman.

Verdonk, P. and J. J. Weber (1996). *Twentieth Century Fiction: from Text to Context*, London: Routledge.

Pre-requisites

None.

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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LL551		History of British English				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Hornsby Dr D
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

Confidently to use the basic terminology of historical linguistics (e.g. language shift, selection, elaboration of function, codification, acceptance, push/pull chain, reflex/etymon, phoneme merger/split);

Understand the socio-political reasons why English overcame its rivals to become the dominant language of the British Isles;

Understand the principles of language standardisation, and be able to apply them to the analysis of specific languages;

Demonstrate awareness of the changes leading to dialect and language differentiation within the United Kingdom (e.g. the existence of a 'Celtic fringe'; the FOOT/STRUT split in southern but not northern England).

Method of Assessment

Main assessment methods

- Essay (2,500 words) – 60%
- Presentation (20 minutes) – 20%
- In-Class Test (45 minutes) – 20%

Preliminary Reading

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.

Pre-requisites

None

Progression

None, although prior completion of LL552 (Language Variation and Change) would be advantageous.

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 di- or triglossia, 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 that 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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LL552 Language Variation and Change						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	60% Coursework, 40% Exam	
1	Canterbury	Spring	I	15 (7.5)	60% Coursework, 40% Exam	Hornsby Dr D

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

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

Show how language and social factors are inter-related;

Demonstrate familiarity with theories of language change;

Demonstrate critical understanding of the significance of sociolinguistic data as presented in charts and graphs;

Evaluate critically the social bases for linguistic value judgements;

Demonstrate critical understanding of the technical (and ethical) problems of sociolinguistic

Method of Assessment

13.1 Main assessment methods

- Essay (2,000 words) – 40%
- Presentation (20 minutes) – 20%
- Examination (2 hours) – 40%

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

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.

Labov, W. (1996/2001) *Principles of Linguistic Change* (Vols 1 and 2). Oxford: Blackwell.

Trudgill, P. (2004) *New Dialect Formation: The Inevitability of Colonial Englishes*. Oxford: Blackwell.

Trudgill, P. (2005) *Sociolinguistics*. Harmondsworth: Penguin.

Wardhaugh, R. (2005) *An Introduction to Sociolinguistics*. Oxford: Blackwell

Pre-requisites

None

Synopsis >*

This module will explore the reasons for the initial exclusion of extralinguistic (i.e. 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. It will then 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, which critically evaluates the so-called sociolinguistic gender pattern. The later lectures 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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

LL553		Phonology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Booth Dr A
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate knowledge and understanding of the central areas of the study of speech and of the differences between phonetics and phonology;

Display a critical understanding of sound system organisation;

Demonstrate a cogent understanding of the English language and its varieties, and how this variation can lead into different phonological systems;

Use the International Phonetic Alphabet (IPA) for guidance, while being cognizant of the controversies surrounding the use of the IPA and its limitations;

Solve intermediate and advanced level phonology problems using appropriate tests and arguments.

Method of Assessment

Main assessment methods

- Problem Set 1 (equivalent to 1,500 words) – 50%
- Problem Set 2 (equivalent to 1,500 words) – 50%

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Goldsmith, J.A. (1999) *Phonological Theory: The Essential Readings*. Oxford: Blackwell Publishers.

Gussenhoven, C. & Jacobs, H. (1998) *Understanding Phonology*. London: Hodder & Arnold.

Zsiga, E.C. (2013) *The Sounds of Language: An introduction to Phonetics and Phonology*, Oxford Wiley-Blackwell.

Pre-requisites

Prerequisite: LING3030 – Sounds of English

Synopsis *

This module deals with the linguistic study of speech. It covers how speech sounds are organised into sound systems cross-linguistically (often referred to as phonology). Emphasis will be placed on the sound system of English (including dialectal variation) but basics of sound systems across the world's languages will also be covered and contrasted with English for the module will focus on our understanding of phonological systems, their organisation and formal representation.

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LL599		Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	100% Project	Scott Dr J

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate a coherent and detailed knowledge of the existing research on a particular linguistic topic;
Carry out original research on a particular linguistic topic;
Demonstrate practical experience of appropriate linguistic research methods and techniques;
Collect and critically evaluate linguistic data;
Present linguistic data in an appropriate manner (tables, graphs, diagrams etc.).

Method of Assessment

Main assessment methods

- Dissertation (10,000 words) – 100%

Preliminary Reading

Indicative Reading List

Harris, P. (2008) (3rd) Designing and Reporting Experiments. London: Open University Press.

Litosseliti, L. (2009) Research Methods in Linguistics. London: Continuum.

Mackey, A and Gass, S. (2011) Research Methods in Second Language Acquisition: A Practical Guide. London: Wiley-Blackwell.

McMillan, K. & J. Weyers. (2007) How to Write Dissertations and Project Reports. London: Prentice Hall.

Oliver, P. (2010) The Student's Guide to Research Ethics. London: Open University Press.

Podesva, R. and Sharma, D. (eds.) (2014) Research Methods in Linguistics. Cambridge: Cambridge University Press.

Sealey, A. (2010) Researching English Language: A Resource Book for Students. London: Routledge.

Wray, A. & A. Bloomer (2012) (3rd edn.) Projects in Linguistics and Language Studies: A Practical Guide to Researching Language. London: Hodder Arnold.

Pre-requisites

Prerequisite: Topics will normally build upon a module that the student has undertaken at Stage 2. Therefore, the student must have gained a minimum of 65% on that module.

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 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 three 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.

The module will aim to equip students with the necessary training in a broad range of research skills typically required for dissertations in linguistics.

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LS310		Catalan Beginners A1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Roser i Puig Dr M

Contact Hours

Total Contact Hours: 30.

Learning Outcomes

- 1 Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. personal and family information, school/work, leisure);
- 2 Understand short, simple texts, including letters and everyday material related to areas of most immediate relevance (e.g. personal and family information, school/work, leisure);
- 3 Communicate verbally in simple and routine tasks requiring simple and direct exchange of information on familiar and routine matters;
- 4 Communicate in writing in simple and routine tasks requiring basic communication of information on familiar and routine matters;
- 5 Demonstrate understanding of key aspects of the culture of the target languages (e.g. food, festivities);
- 6 Use basic grammar in simple and routine tasks requiring simple and direct communication of information on familiar and routine matters;
- 7 Use highest frequency vocabulary related to areas of most immediate relevance (e.g. personal and family information, school/work, leisure).

The subject specific learning outcomes are according to the requirements/specifications for the Common European Framework of Reference for Languages, level A1.

Method of Assessment

- Group Oral In-Course Test (5 minutes) – 20%
- Listening Comprehension In-Course Test (40 minutes) – 20%
- Written Grammar In-Course Test (40 minutes) – 20%
- Guided Comprehension Assignment (1,500 words) – 40%

Preliminary Reading

Indicative Reading List

BADIA, D. (1998), *Llengua catalana nivell llindar 1*, Vic: Edicions l'Alber

Pre-requisites

None

Restrictions

Cannot be taken by stage 1 Single Honours Hispanic Studies students (compulsory at stage 2).

Synopsis >*

This module concentrates on listening, reading and speaking, and will also introduce writing. These various elements will facilitate students' achievement of the intended learning outcomes by developing their communication, reading, writing and general knowledge of the Catalan language. Students are encouraged to use resources specially selected for them and which are available online through Moodle.

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LS311		Catalan Beginners A2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	C	15 (7.5)	100% Coursework	Marti-Balcells Dr A

Contact Hours

Total Contact Hours: 30

Learning Outcomes

- 1 Understand sentences and expressions related to areas of immediate relevance (e.g. personal and family information, school/work, leisure, general culture);
- 2 Understand simple texts of variable length, including letters and everyday material related to areas of immediate relevance (e.g. personal and family information, school/work, leisure, general culture);
- 3 Communicate verbally in simple and routine tasks requiring direct exchange of information on familiar and routine matters, as well as articulating personal opinions;
- 4 Communicate in writing in simple and routine tasks requiring communication of information on familiar and routine matters, as well as articulating personal opinions;
- 5 Demonstrate knowledge and understanding of key aspects of the culture of the target language (e.g. food, festivities);
- 6 Use basic grammar in simple and routine tasks requiring direct communication of information on familiar and routine matters, as well as articulating personal opinions;
- 7 Use high frequency vocabulary related to areas of immediate relevance (e.g. personal and family information, school/work, leisure, general culture).

The subject specific learning outcomes are according to the requirements/specifications for the Common European Framework of Reference for Languages, level A2.

Method of Assessment

- Group Oral In-Course Test (5 minutes) – 20%
- Listening Comprehension In-Course Test (40 minutes) – 20%
- Written Grammar In-Course Test (40 minutes) – 20%
- Guided Comprehension Assignment (1,500 words) – 40%

Pre-requisites

Prerequisite: HISP3100 (LS310) or equivalent to Level A1 of the CEFR (typically achieved with an A-Level in Spanish).

Restrictions

Cannot be taken by stage 1 Single Honours Hispanic Studies students (compulsory at stage 2).

Synopsis *****

This module concentrates on listening, reading, speaking, and also basic writing. These various elements will facilitate students' achievement of the intended learning outcomes by developing their communication, reading, writing and general knowledge of the Catalan language. Students are encouraged to use resources specially selected for them and which are available online through Moodle.

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LS504 Spanish Intermediate B1-B2 (Intensive)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	I	30 (15)	60% Coursework, 40% Exam	Lázaro-Reboll Dr A

Contact Hours

Total Contact Hours: 80

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate increased vocabulary, improved knowledge and critical understanding of the Spanish language;
- 8.2 Demonstrate enhanced skills in Spanish speaking, listening, reading, writing and translation;
- 8.3 Demonstrate familiarity with sources of information which will be useful during the year abroad, i.e. students will know how to apply their knowledge and understanding of the language in new and varied contexts;
- 8.4 Show a good knowledge of Spanish through translation and essay writing, and by summarising material and expressing opinions on a variety of topics;
- 8.5 Converse with a native speaker of Spanish on course topics;
- 8.6 Demonstrate the ability to write in good and grammatically correct Spanish, in formal and informal contexts.

Method of Assessment

- Essay (500 words) – 10%
- English to Spanish Translation – 10%
- Guided Comprehension – 10%
- Grammar In-Course Test 1 (40 minutes) – 10%
- Grammar In-Course Test 2 (40 minutes) – 10%
- Audio-visual Comprehension In-Course Test (40 minutes) – 10%
- Written Examination (3 hours) – 30%
- Oral Examination (10-15 minutes) – 10%

Preliminary Reading

Indicative reading list:

Alonso Raya, R. et al. (2011). Gramática básica del estudiante de español. Barcelona: Difusión.

Pre-requisites

Prerequisite: HISP3020 (LS302) – Spanish Beginners A1-A2 (Intensive); or equivalent ability to A2 of the CEFR must be demonstrated

Synopsis *

This module is the natural follow-on for those who have, in the previous academic year, successfully taken an intensive beginners Spanish course such as HISP3020 (LS302), and who 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 way stage in terms of the Common European Framework of Reference).

The module is designed to allow students, upon completion, to demonstrate a level of ability up to the B2 threshold, turning students into independent users of Spanish, in both oral and written contexts. The course is thus also designed to prepare students for their year abroad and independent life in Spain as a foreign country. It is an intensive course, which develops the student's active and passive aural and written skills.

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LS505		Spanish Upper Intermediate B2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	I	30 (15)	60% Coursework, 40% Exam	Lázaro-Reboll Dr A

Contact Hours

Total Study Hours: 60

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate increased vocabulary and improved knowledge and critical understanding of the Spanish language;
- 8.2 Demonstrate perfected skills in Spanish speaking, listening, reading, writing and translation;
- 8.3 Demonstrate familiarity with sources of information which will be useful during the year abroad, i.e. students will have learned how to apply their knowledge and understanding of the language in new and varied contexts;
- 8.4 Show a sophisticated knowledge of Spanish through translation and essay writing, and by summarising and expressing opinions on a variety of topics;
- 8.5 Converse with a native speaker of Spanish on current issues and course topics;
- 8.6 Demonstrate the ability to write in a good and grammatically correct Spanish, using a variety of registers and a complex vocabulary, paraphrasing and translating from English to Spanish.

Method of Assessment

- Essay (500 words) – 10%
- English to Spanish Translation – 10%
- Guided Comprehension – 10%
- Grammar Test 1 (40 minutes) – 10%
- Grammar Test 2 (40 minutes) – 10%
- Audio-visual Comprehension Test (40 minutes) – 10%
- Written Examination (3 hours) – 30%
- Oral Examination (10-15 minutes) – 10%

Preliminary Reading

Indicative Reading List

Alonso Raya, R. et al. (2011). Gramática básica del estudiante de español. Barcelona: Difusión.

Pre-requisites

Prerequisite: HISP3000 (LS300) – Spanish Lower Intermediate B1; or equivalent ability to B1 of the CEFR must be demonstrated

Synopsis *****

LS505 is an intermediate level module. Its aims are to strengthen and widen the linguistic knowledge provided in LS300, to consolidate students' vocabulary and improve their knowledge of written and spoken Spanish through immersion in a variety of texts, and to practise translation skills both from and into Spanish.

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LS506		Spanish Advanced C1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	H	30 (15)	60% Coursework, 40% Exam	Rowlandson Dr W

Contact Hours

Total Contact Hours: 60

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate consolidated and extended translation skills;
- 8.2 Demonstrate consolidated and extended ability to accurately recognise and use a range of registers in Spanish, and gain enhanced sensitivity to the equivalent English registers.
- 8.3 Demonstrate perfected linguistic skills by means of studying grammatical and lexical subtleties of the Spanish language.
- 8.4 Analyse and gain a deeper understanding of concepts (both linguistic and cultural), and the complex relation between such concepts, in both Spanish and English.
- 8.5 Demonstrate the benefit of having had regular oral practice in Spanish on an extensive range of topics, including academic topics, at an advanced level.

Method of Assessment

- English to Spanish Translation ICT (40 minutes) – 10%
- Spanish to English Translation ICT (40 minutes) – 10%
- Audio-visual Comprehension ICT (40 minutes) – 10%
- Essay (600 words) – 10%
- English to Spanish Translation – 10%
- Spanish to English Translation – 10%
- Written Examination (3 hours) – 30%
- Oral Examination (15 minutes) – 10%

Preliminary Reading

Indicative Reading List:

- Haywood, Louise. (2009) *Thinking Spanish Translation: A Course in Translation Method, Spanish to English*, New York: Routledge
- Zaro, Juan Jesus. (2012) *Manual de traducción A manual of translation; textos españoles e ingleses traducidos y comentados*, Madrid: Gedisa
- Beeby Lonsdale, Allison. (2009) *Teaching Translation from Spanish to English: Words Beyond Words*, Ottawa: University of Ottawa Press
- Orellan, Marina. (2008) *La traducción del inglés al castellano guía para el traductor*, (3rd Edition). Santiago de Chile: Universitaria

Pre-requisites

Prerequisite: HISP5040 (LS504) (Spanish Intermediate B1-B2); or LS505 (Spanish Upper Intermediate B2); or equivalent ability to B2 of the CEFR must be demonstrated.

HISP5060 is required for students who pursue a degree for the BA Hispanic Studies. It is open to bilingual students with secondary education in a Spanish-speaking country, and native speakers of Spanish.

Synopsis *

The module develops advanced proficiency in writing, speaking and comprehending Spanish. It concentrates on translation into Spanish and English and the development of analytical skills in the production of written and spoken Spanish. 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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LS513 Spanish Literature: Identity						
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)	72% Exam, 28% Coursework	
1	Canterbury	Autumn	I	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- 1 Demonstrate a sound knowledge and critical understanding of the well-established ideas on Identity and of the way in which these developed in 20th century Spain;
- 2 Demonstrate an ability to understand the key factors influencing social and political change during this period;
- 3 Place social, political and artistic events in both historical and literary context;
- 4 Produce an informed response and critical evaluation of a range of texts representative of the evolution of Spanish identity.
- 5 Demonstrate a good understanding of Spanish literary texts.

Method of Assessment

Main assessment methods

- Critical Analysis (1,500 words) – 40%
- Essay (2,500 words) – 60%

Preliminary Reading

Indicative reading list.

Students should seek to obtain the most recent edition of the texts listed below:

GOYTISOLO, J. (1954) *Juegos de manos*. Barcelona: Destino.
 MACHADO, A. (1917) *Campos de Castilla*. London: Bristol Classics Press.
 MARTÍN GAITE, C. (1958) *Entre visillos*, Barcelona: Destino.
 MIHURA, M. (1959) *Maribel y la extraña familia*, Madrid: Espasa Calpe.
 SALINAS, P. (1933) *La voz a ti debida*, Madrid: Cátedra.
 UNAMUNO, M. de. (1902) *Amor y pedagogía*, Madrid: Alianza Editorial.

Pre-requisites

Prerequisite. Demonstrable level of ability equivalent to B1 of the CEFR

Restrictions

Also available as a 'Wild' module

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 be achieved through the study of the cultural evolution of individual and collective identity in 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 and as will relevant literary criticism. The module will be structured around two main purposes: To provide a general introduction to the concept of identity and its specific manifestations. To analyse a range of literary works which will act as a test bed for the application of this background knowledge to specific reactions of the men and women of Spain.

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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
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	80% Exam, 20% Coursework	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate a sound knowledge and critical understanding of the well-established ideas on Catalan Culture and of the way in which these have developed until today.
- Demonstrate an ability to understand the key factors influencing cultural, artistic, social and political changes.
- Place social, political and artistic events in both historical and literary context.
- Produce an informed response and critical evaluation of a range of texts representative of the evolution of Catalan Culture.

Method of Assessment

100% Coursework:

Critical Analysis (1,500 words) – 40%

Essay (2,500 words) – 60%

Preliminary Reading

Indicative reading list:

- Castro, L. Ed. (2013). What's up with Catalonia?. Barcelona: Catalonia Press.
 Crameri, K. (2011). Catalonia: National Identity and Cultural Policy, 1980-2003. Cardiff: University of Wales Press.
 Hargreaves, J. (2000). Freedom for Catalonia?. Cambridge: Cambridge University Press.
 McRoberts, K. (2001). Catalonia. Nation Building without a State, Oxford: Oxford University Press.

Synopsis *

This module aims to provide an introduction to Catalan culture and to place it in the wider context of Spain and Europe. To this purpose students will be exploring different aspects of Catalan life and history, to include the language, the arts and the relationship between the Catalan-speaking lands and the rest of the state. The result of this exploration will be used as the basis for an analysis of the distinctive traits of Catalan culture. A selection of texts and audio-visual material will be studied and so will relevant criticism.

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LS542 The Carnavalesque in Modern Spanish Theatre I						
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	

Contact Hours

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

Learning Outcomes

On successfully completing the module students will be able to:

- 1 Consider evidence, isolate issues and critically evaluate their historical and contemporary significance;
- 2 Consider and analyse dramatic material as evidence within a study of the carnivalesque in modern Spanish theatre;
- 3 Demonstrate skills in the analysis and evaluation of contextual material within a study of Spanish theatre history.

Method of Assessment

100% Coursework.

Preliminary Reading

Indicative reading list:

Valle-Inclán, Ramon del (1991), *Mr Punch the Cuckold* (Original title: *Los cuernos de Don Friolera*) Manchester: Manchester University Press
Buero Vallejo, Antonio (1994), *Dreamer for the People* (Original title: *Un soñador para un pueblo*) London: Aris & Phillips.
Belbel, Sergi (2000), *Fourplay* (Original title: *Tàlem*), London: Methuen Drama.
Espriu, Salvador (1989), *Story of Esther* (Original title: *Primera Història d'Esther*) the Anglo-Catalan Society Occasional Publications.
Arrabal, Fernando (1999), *A Body-Builder's Book of Love* (Original Title: *Breviario de amor de un halterófilo*), Estreno Plays.

Pre-requisites

None.

Synopsis *

This course will examine the use of carnivalesque elements such as distortion, self-effacement, transgression, destruction of hierarchies, religion and superstition in the presentation and criticism of 20th Century Spanish social, political and cultural contexts. A brief summary of the use of Carnival elements in Spanish Golden Age and Romantic plays will act as background and set the framework for the study of their use in modern theatre.

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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	
1	Canterbury	Autumn	I	15 (7.5)	55% Exam, 45% Coursework	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Triana-Toribio Prof N
1	Canterbury	Spring	I	15 (7.5)	55% Exam, 45% Coursework	Triana-Toribio Prof N
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	Triana-Toribio Prof N

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate a critical awareness of the main trends and key issues which characterise contemporary Spanish cinema.
- Demonstrate 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.
- Demonstrate a knowledge of critical debates relating to cultural theory (representation of gender, sexuality, national identity, and subjectivity).
- Demonstrate a knowledge of technical terminology relating to cinema.
- Demonstrate their ability to critically analyse and describe filmic narratives and the ways in which they are made.
- Demonstrate a cogent appreciation of cultural diversity.
- Research, to plan and write an essay, as well as to organise it in terms of a coherent argument.

Method of Assessment

Exam (55%), Coursework (45%):

- Presentation (15 minutes) – 20%
- In-Course Test (45 minutes) – 20%
- Examination (2 hours) – 60%

Preliminary Reading

Indicative Viewing List:

Los santos inocentes (Mario Camus, 1984), Film
 ¡Ay, Carmela! (Carlos Saura, 1990), Film
 Mujeres al borde de un ataque de nervios/ Women On the Verge of a Nervous Breakdown (Pedro Almodóvar, 1988) Film
 El día de la bestia (Alex de la Iglesia, 1995), Film
 Te doy mis ojos (Icíar Bollaín, 2003), Film
 La vida secreta de las palabras (Isabel Coixet, 2005), Film

Pre-requisites

None

Restrictions

Also available as a 'Wild' module

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 to analyse how their work represents major currents of development in Spanish cinema, both in relation to form and content.

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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
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20

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

Main assessment methods

- Group Presentation (15 minutes) – 20%
- Mid-term Assignment (1,500 words) – 30%
- Essay (2,500 words) – 50%

Preliminary Reading

Indicative Reading List

- Boyd, C. (1997). *Historia patria: politics, history and national identity in Spain, 1875 – 1975*. Princeton: Princeton University Press.
- Cohen, J.J. (ed.) (1996). *Monster Theory*. Minneapolis: University of Minnesota Press.
- Elliott, J. H. (1970). *The Old World and the New 1492-1650*. Cambridge: Cambridge University Press.
- Friedman, John B. (1981). *The Monstrous Races in Medieval Art and Thought*. Massachusetts: Harvard University Press.
- Meyerson, Mark D. and Edward D. English (eds.) (2000). *Christians, Muslims and Jews in Medieval and Early Modern Spain*. Notre Dame, Ind.: University of Notre Dame Press.
- Mittman, Asa Simon with Peter J. Dendle (eds.) (2012). *The Ashgate Research Companion to Monsters and the Monstrous*. Farnham: Ashgate.

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 medieval bestiaries to eighteenth-century medical treatises of monstrous forms to twentieth-century depictions of monsters. The module 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 on 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 and 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. Drawing on theoretical approaches to literary and visual representations, it aims to raise questions around concepts such as the gaze, power and identity.

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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 Contact Hours: 30

Learning Outcomes

On successfully completing the module students will be able to:

Meet the Languages global scale level B2 with emphasis on reading and understanding in Catalan;

Show independent-level communicative competence in Catalan;

Demonstrate independent-level written expressive competence in Catalan through study of Catalan syntax and grammar structures;

Display the ability to develop reading speed, fluency and oral accuracy, and the capacity to interpret educated written Catalan;

Have independent-level translation skills;

Analyse texts related to cultural and socio-linguistic Catalan issues.

Method of Assessment

Main assessment methods

- Listening In-Course Test (30 minutes) – 15%
- Group Oral Presentation (15 minutes per person) – 15%
- Written In-Course Test (50 minutes) – 20%
- Short Essay 1 (400 words) – 15%
- Short Essay 2 (400 words) – 15%
- Portfolio (2 grammar revision exercises per week) – 20%

Preliminary Reading

Indicative Reading List

MAS, M. and VILAGRASA, A. (2007), *Veus 2. Curs de Català. Llibre de l'alumne*, Barcelona: Publicacions de l'Abadia de Montserrat.

BADIA, D. (1997-1998), *Llengua catalana nivell llindar 3*, Vic: Edicions l'Alber,.

Diccionari de la llengua catalana, Barcelona: Edicions Gran Enciclopèdia Catalana, <http://www.enciclopedia.cat/>

Diccionari català-castellà / castellà-català, Barcelona: Edicions Gran Enciclopèdia Catalana, <http://www.diccionaris.cat/>

Guia d'usos lingüístics (2002), València: Institut Interuniversitari de filologia Valenciana,.

AMADEO S., i SOLÉ, J. (1998), *Curs pràctic de redacció*, Barcelona: Columna.

BADIA i MARGARIT, A. (1975), *Llengua i cultura als Països catalans*, Barcelona: Edicions 62.

RUAIX, J. (1998), *Català complet*, Volumes 1,2 i 3, Moià: J. Ruaix.

Pre-requisites

Pre-requisite: HISP3110 – Learning Catalan 1B (Beginners), or equivalent

Synopsis *

This module will improve communicative competence in Catalan; develop written expressive competence in Catalan through study of Catalan syntax and grammar structures; improve the ability to develop reading speed, fluency and oral accuracy, and the capacity to interpret educated written Catalan. It will develop translation skills, and provide a thematic framework for language study by analysing texts related to cultural and socio-linguistic Catalan issues.

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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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LS554 Writing the Cuban Revolution						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Rowlandson Dr W
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

Students who successfully complete the module will:

- 1 Demonstrate coherent and detailed knowledge of a variety of textual media – essay, diary, novel, film – from a variety of Cuban artists;
- 2 Investigate how these works are situated in, and relate to, the historical, cultural, social and political events of the Cuban revolutionary era;
- 3 Accurately deploy established techniques of analysis and enquiry in order to criticise and assess logical arguments in relation to the historical, cultural, social and political events of the Cuban revolutionary era;
- 4 Demonstrate an ability to read texts in Spanish and understand Spanish-language cinema so as to be able to critically evaluate arguments, concepts and data resulting in the ability to make judgements and frame appropriate questions.

Method of Assessment

100% coursework:

Essay 1 (2,500 words) – 50%

Essay 2 (2,500 words) – 50%

Preliminary Reading

Indicative Reading List:

Arenas, Reinaldo (1992) *Antes que anochezca* (Barcelona: Tusquets)

Barnet, Miguel (2010) *Biografía de un cimarrón*, ed. William Rowlandson (Manchester University Press)

Garcia, Cristina (1992) *Dreaming in Cuban* (New York: Ballantine Books)

Fresa y chocolate (1994) Film directed by Tomás Gutiérrez Alea & Juan Carlos Tabío

Pre-requisites

Prerequisite: HISP5040 - Spanish Intermediate B1-B2 (Intensive), or HISP5050 – Spanish Upper Intermediate B2; or equivalent level of ability to Level B2 of the CEFR.

Synopsis *

The module investigates a variety of films and texts produced by Cubans both in Cuba and in exile from the time of the Revolution to the present day. In analysing these texts, an impression will emerge of how different writers and artists respond to the powerful presence of the revolutionary regime and to the pressures inherent within that system. Textual analysis will run parallel to an investigation of the history and politics of the revolutionary period, highlighting key moments and issues that become decisive elements within the texts.

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LS555 Voices of a Continent - 20th Century Latin American Poets						
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)	50% Coursework, 50% Exam	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	

Availability

Level 5 (HISP5550) and Level 6 (HISP5560).

Contact Hours

Total Contact Hours: 20.

Learning Outcomes

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

- 1 Demonstrate critical knowledge of diverse elements of the poetic writings of four key poets of Latin America;
- 2 Demonstrate an understanding of the cultural, historical and geographical situation in which these poets were living and writing. This will include investigating concepts relating to regional, national and continental identities, poetic and artistic movements and genres, artistic schools, etc.;
- 3 Investigate key concepts and relate them to the study of poetry and poetics: poetic language, metaphor, rhetoric, rhyme and metre, form, etc.;
- 4 Demonstrate an improved ability to read texts in Spanish;
- 5 Demonstrate an improved ability to analyse, criticise and assess logical arguments.

Method of Assessment

- Essay 1 (2,000 words) – 50%
- Essay 2 (2,000 words) – 50%

Preliminary Reading

Indicative Reading List

Borges, JL. (1999) *Selected Poems* (London: Penguin Books, ed. Alexander Coleman)

Morejón, N. (2004) *Black Woman and other poems / mujer negra y otros poemas* (London: Mango Publishing, trans. Jean Andrews)

Neruda, P. (1992) *Selected Poems* (London: Penguin Books, ed. Nathaniel Tarn, intro Jean Franco)

Pre-requisites

Prerequisite: HISP3020 – Spanish Beginners A1-A2 (Intensive); or Equivalent certification or demonstrable level of Spanish to least CEFR A2.

Restrictions

Also available as a 'Wild' module

Synopsis *

This module introduces the student to four key Latin American poets, (two of whom were Nobel prize-winners, one of whom is contemporary), representing different periods and different approaches to poetry. The course takes account of the relationships between poetry and the social, political and cultural context from which it emerges, while also allowing for discussion of particular critical and aesthetic issues relevant to poetry. Topics covered would include *ultraísmo* and the *avant-garde*, politically committed poetry, gender issues, *negrismo*, *mulatismo*, the particularities in the use of style and rhyme in Spanish verse, and the critical terms used in the discussion of poetry, both in Spanish and English.

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LS556						
Voices of a Continent - 20th Century Latin American Poets						
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	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

Availability

Level 5 (HISP5550) and Level 6 (HISP5560)

Contact Hours

Total Contact Hours: 20

Learning Outcomes

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

- 1 Demonstrate coherent knowledge of diverse elements of the poetic writings of four key poets of Latin America;
- 2 Demonstrate systematic understanding of the cultural, historical and geographical situation in which these poets were living and writing. This will include investigating concepts relating to regional, national and continental identities, poetic and artistic movements and genres, artistic schools;
- 3 Investigate critically key concepts relating to the study of poetry and poetics: poetic language, metaphor, rhetoric, rhyme and metre, form;
- 4 Demonstrate an improved capacity to read texts in Spanish;
- 5 Demonstrate developed ability to analyse, criticise and assess logical arguments.

Method of Assessment

- Essay 1 (2,000 words) – 50%
- Essay 2 (2,000 words) – 50%

Preliminary Reading

Indicative Reading List

Borges, J.L. (1999) *Selected Poems* (London: Penguin Books, ed. Alexander Coleman)

Morejón, N. (2004) *Black Woman and other poems / mujer negra y otros poemas* (London: Mango Publishing, trans. Jean Andrews)

Neruda, P. (1992) *Selected Poems* (London: Penguin Books, ed. Nathaniel Tarn, intro Jean Franco)

Pre-requisites

Prerequisite: HISP3020 – Spanish Beginners A1-A2 (Intensive); or Equivalent certification or demonstrable level of Spanish to least CEFR A2

Restrictions

Also available as a 'Wild' module

Synopsis *

This module introduces the student to four key Latin American poets, (two of whom were Nobel prize-winners, one of whom is contemporary), representing different periods and different approaches to poetry. The course takes account of the relationships between poetry and the social, political and cultural context from which it emerges, while also allowing for discussion of particular critical and aesthetic issues relevant to poetry. Topics covered would include *ultraísmo* and the *avant-garde*, politically committed poetry, gender issues, *negrismo*, *mulatismo*, the particularities in the use of style and rhyme in Spanish verse, and the critical terms used in the discussion of poetry, both in Spanish and English.

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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	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	I	15 (7.5)	55% Coursework, 45% Exam	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Sobrevilla-Perea Prof N

Contact Hours

Total Contact Hours: 20.

Learning Outcomes

Students who successfully complete the module will:

Demonstrate detailed knowledge and understanding of Latin American history and culture from the colonial period to the present;

Analyse 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;

Use a range of established techniques to analyse, criticise and assess logical arguments, with the aim of reaching conclusions independently;

Research, plan and present a chosen topic relating to Latin American history and culture with confidence and accuracy;

Demonstrate their ability to read Spanish texts confidently in their original native language.

Method of Assessment

Main assessment methods

- Essay (2,000 words) – 50%
- Mid-term Assignment (2,000 words) – 50%

Preliminary Reading

Andrews, G.R. (2004). *Afro-Latin America, 1800-2000*. Oxford: Oxford University Press

Restall, M. (ed.) (2005). *Beyond Black and Red: African-Native Relations in Colonial Latin America*. Albuquerque: University of New Mexico Press

Wade, P. (2011). *Race and Ethnicity in Latin America*. New York: Pluto Press

Pre-requisites

Co-requisite: Either HISP5040 (Spanish Intermediate B1-B2), or HISP5050 (Spanish Upper Intermediate B2).

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, namely the relationship between the state and indigenous populations as well as 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	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Sobrevilla-Perea Prof N

Contact Hours

Total Contact Hours: 20

Learning Outcomes

Demonstrate comprehensive knowledge and understanding of 20th Century Latin American history and culture, particularly regarding 1970s and 1990s Argentina, Chile, Central America and Peru;

Analyse 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 in relation to 20th Century Latin America;

Demonstrate their ability to analyse, criticise and assess logical arguments in detail, and to study and reach original conclusions independently;

Research, plan and present a chosen topic relating to 20th Century Latin American history and culture with confidence and accuracy;

Demonstrate their ability to read Spanish texts fluently and quickly in their original native language.

Method of Assessment

Main assessment methods

- Essay (2,000 words) – 50%
- Mid-term Assignment (2,000 words) – 50%

Preliminary Reading

Chanan, M. (ed.) (1983). *Twenty-five Years of the New Latin American Cinema*. London: British Film Institute

Hart, S. (2015). *Latin American Cinema*. London: Reaktion Books Ltd.

Martin, M.T. (1997). *New Latin American Cinema*. Detroit: Wayne State University Press

Monaco, J. (2009). *How to Read a Film: Movies, Media and Beyond*. New York: Oxford University Press

Shaw, D. (2003). *Contemporary Cinema of Latin America: Ten Key Films*. New York and London: Continuum

Zubieta, A.M. (2008). *De memoria; Tramas literarias y políticas: el pasado en cuestion*. Buenos Aires: Editorial Buenos Aires

Pre-requisites

Prerequisite: Either HISP5040 (Spanish Intermediate B1-B2) or HISP5050 (Spanish Upper Intermediate B2)

Synopsis *

This module explores the difficult experiences of terrorism and state terror in Latin America through films and documentaries. Between the 1970s and the 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 main texts that will accompany this course will be the reports produced by the different commissions that sought truth and redress from the 1980s to the present.

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LS566		Spanish Lower Intermediate B1.2				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	15 (7.5)	100% Coursework	Fiorucci Dr W

Contact Hours

Total Contact Hours: 30

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, and leisure;
- 8.2 Understand texts that consist mainly of high frequency every day or job-related language and most texts likely to be encountered whilst travelling in an area where the language is spoken;
- 8.3 Deal with most situations likely to arise whilst travelling in an area where the language is spoken and 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);
- 8.4 Write texts on topics which are familiar or of personal interest, incl. letters, describing experiences and impressions (also, for instance, on current events);
- 8.5 Demonstrate knowledge and understanding of Spanish culture;
- 8.6 Get by, with sufficient grammar to express themselves with little or no hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events;
- 8.7 Demonstrate improved confidence in the interpretation of texts in another language.

The subject specific learning outcomes comply with the requirements/specifications for the Common European Framework of Reference for Languages, level B1.

Method of Assessment

Main assessment methods

- Group Oral In-Course Test (40 minutes) – 20%
- Listening Comprehension In-Course Test (40 minutes) – 20%
- Written Grammar In-Course Test (40 minutes) – 20%
- Guided Comprehension Assignment 1 (500 words) – 20%
- Guided Comprehension Assignment 2 (500 words) – 20%

Preliminary Reading

Indicative Reading List

Alonso Raya, Rosario, et Al. (2011) Gramatica Basica Del Estudiante De Espanol: Libro - Edicion Revisada Y Ampliada (New Edition).

Oxford Spanish Dictionary (2008). Oxford: OUP.

Pre-requisites

Spanish Lower Intermediate B1.1

Restrictions

This module is only available as a 'wild' module.

Synopsis *

This module concentrates on listening, reading, speaking, and writing. These various elements will facilitate students' achievement of the intended learning outcomes by furthering their knowledge and understanding of complex aspects of both the Spanish language and culture (art, cinema, and literature; current affairs, etc.). Students are encouraged to use resources specially selected for them and which are available online through Moodle, but also to carry out independent research.

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LS567		Final Year Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Coursework	Triana-Toribio Prof N
1	Canterbury	Whole Year	H	30 (15)	100% Project	Triana-Toribio Prof N

Contact Hours

Total Contact Hours: 6
Private Study Hours: 294
Total Study Hours: 300

Learning Outcomes

- 1 Undertake comprehensive research on an area with which they are familiar relating to a Hispanic author, cultural theme or works;
- 2 Deepen analysis of an author, cultural theme or works, related to any Stage 3 non-language module in Hispanic Studies;
- 3 Engage in independent research in the library.

Method of Assessment

Dissertation (10,000 words) – 100%

Preliminary Reading

This will vary in accordance with the chosen topic.

Pre-requisites

None.

Restrictions

Not available as a wild module.

Synopsis *

Final year students write a dissertation 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 in which aims and objectives, critical approach, bibliography and drafts of the dissertation will be discussed.

LS568		Second Year Extended Essay				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Rowlandson Dr W
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Triana-Toribio Prof N

Availability

Available in both Autumn and Spring Term.

Contact Hours

Total Contact Hours: 6
Private Study Hours: 144
Total Study Hours: 150

Learning Outcomes

- 1 Undertake extensive pieces of analytical and critical writing about Hispanic culture and literature;
- 2 Carry out detailed analysis of a Hispanic author, cultural theme or works;
- 3 Engage in close reading and critical evaluation of films, literary works or historical texts in Spanish;
- 4 Engage in independent research about Hispanic culture and literature;

Method of Assessment

Extended Essay (5,000 words) – 100%

Preliminary Reading

This will vary in accordance with the chosen topic.

Pre-requisites

None.

Restrictions

Not available as a wild module.

Synopsis *

Stage 2 students write an Extended Essay 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
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20.

Learning Outcomes

On successfully completing the module students will be able to:

- 1 Demonstrate critical understanding of the different ways in which Spain and Latin American countries have attempted to make transitions from dictatorship to democracy;
- 2 Demonstrate a cogent knowledge of 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;
- 3 Demonstrate understanding of established methods of analysing, criticising and assessing logical arguments, and studying and reaching conclusions independently;
- 4 Research, plan and present orally to a group on a chosen topic relating to Spanish and Latin American countries who have attempted to make transitions from dictatorship to democracy;
- 5 Read and listen to texts in Spanish.

Method of Assessment

- Essay (2,500 words) – 50%
- Mid-term assignment: Critical Commentary (1,500 words) – 25%
- Mid-term assignment: Group Presentation (15 minutes) – 25%

Preliminary Reading

Indicative Reading List:

Armengou, Montse (2003). *Las fosas del silencio*. TV Catalunya. [Film documentary – Spain]
Cercas, Javier (2001). *Soldados de Salamina / Soldiers of Salamis*. Barcelona: Tusquets Editores.
Ley 46/1977 (1977) "Ley de Amnistía". <http://www.boe.es/boe/dias/1977/10/17/pdfs/A22765-22766.pdf>. [Link to the website of the Spanish Government (Agencia Estatal Boletín Oficial del Estado)]
Ley 52/2007 (2007) "La Ley de Memoria Histórica". <http://www.memoriahistorica.gob.es/es-es/LaLey/Paginas/index.aspx>. [Link to the website of the Spanish Government (Agencia Estatal Boletín Oficial del Estado)]
Dorfman, Ariel (1994 [1990]). *La muerte y la doncella / Death and the Maiden*. London: Nick Hern Books. [Play – Chile]
Llosa, Claudia (2008) *La teta asustada / The Milk of Sorrow*. [Film – Peru]
Martel, Lucrecia (2008). *La mujer sin cabeza* [Film – Argentina]
Taylor, Diana (1970). *Disappearing acts: spectacles of gender and nationalism in Argentina's "dirty war"*. Durham, N.C.: Duke University Press.

Pre-requisites

None.

Restrictions

Available as a wild module

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	Autumn	I	15 (7.5)	100% Coursework	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Availability

Level 5.

Contact Hours

Total Contact Hours: 20

Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate refined written communication skills, including the structuring of an original argument, through the writing of coursework.
2. Read closely and critically, and to apply a range of critical terms to literature and film.
3. Demonstrate enhanced IT skills by conducting individual research using available resources (library and online) and by using computers to produce coursework; teaching materials for the module will be available on Moodle, giving further practice in IT skills.

Method of Assessment

The module will be assessed by 100% coursework.

The exact subject of the essay will be determined by the students themselves in consultation with the module leader who will ensure the essay questions are appropriate for Level 5.

Preliminary Reading

Indicative Reading List:

Greene, Graham. (1958) *Our Man in Havana*.
 Gutiérrez Alea, Tomás. (1966) *Muerte de un Burócrata*, (Film).
 Guerin, José Luis. (2001) *The Construction (En construcción)*, (Film).
 Obejas, Achy. (2007) *Havana Noir*.
 Ospina, Carmen & López, Adriana. (2011) *Barcelona Noir*.
 Padura, Leonardo. (2005) *Adiós Hemingway*.
 Pérez, Fernando. (2003) *Suite Habana*, (Film).
 Pons, Ventura. (2007) *Barcelona (a map) (Barcelona un mapa)*, (Film).
 Rodoreda, Mercè. (1962) *Time of the Doves / In Diamond Square (La plaça del Diamant)*.
 Ruiz Zafón, Carlos. (2002) *The Shadow of the Wind (L'ombra del vent)*.

Pre-requisites

None.

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.

LS580		Barcelona and Havana: Icon, Myth and History				
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	

Contact Hours

Total Contact Hours: 20.

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Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate 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.
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 about multiculturalism, migration and national identity).
3. Show detailed knowledge of selected twentieth-century prose works and films that represent the city and city life in Barcelona and Havana.
4. Show 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.
5. Demonstrate close reading and analytical skills, including the application of critical thinking to the study of literature and film.
6. Demonstrate a systematic understanding of the relation between literary and cinematic representation and changing socio-historical conditions.
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. 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.
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

This module will be assessed by 100% coursework.

The exact subject of the essay will be determined by the students themselves in consultation with the module leader who will ensure the essay questions are appropriate for Level 6 students.

Questions for Level 6 students will be on more challenging topics and/or require them to make explicit and sustained reference to sources appropriate to study at a higher level.

Preliminary Reading

Indicative Reading List:

- Greene, Graham. (1958) *Our Man in Havana*.
Gutiérrez Alea, Tomás. (1966) *Muerte de un Burócrata*, (Film).
Guerín, José Luis. (2001) *The Construction (En construcción)*, (Film).
Obejas, Achy. (2007) *Havana Noir*.
Ospina, Carmen & López, Adriana. (2011) *Barcelona Noir*.
Padura, Leonardo. (2005) *Adiós Hemingway*.
Pérez, Fernando. (2003) *Suite Habana*, (Film).
Pons, Ventura. (2007) *Barcelona (a map) (Barcelona un mapa)*, (Film).
Rodoreda, Mercè. (1962) *Time of the Doves / In Diamond Square (La plaça del Diamant)*.
Ruiz Zafón, Carlos. (2002) *The Shadow of the Wind (L'ombra del vent)*.

Pre-requisites

None.

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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LS582		Branding Latin America				
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	Ogden Dr R

Contact Hours

Total Contact Hours: 20

Learning Outcomes

- 8.1 Demonstrate a systematic understanding of key issues associated with branding in contemporary Latin America;
- 8.2 Explain cultural processes of production and consumption of and in Latin America in relation to global economic and political processes and dynamics;
- 8.3 Deploy analytical, argumentative and evaluative skills, including in the application of critical and cultural theory to Latin American branding campaigns and cultural products
- 8.4 Demonstrate comprehensive understanding of written and spoken Spanish by close reading and viewing of texts.

Method of Assessment

13.1 Main assessment methods

- Essay (2,500 words) – 45%
- Mid-term Assignment (1,500 words) – 25%
- Group Presentation (15 minutes) – 30%

Preliminary Reading

Indicative Reading List

Anderson, B. (2006). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso Books.
Aronczyk, M. (2013). *Branding the Nation: The Global Business of National Identity*. Oxford: Oxford University Press.
Billig, M. (2005). *Banal Nationalism*. New Brunswick, NJ: Rutgers University Press.
Fehimovic, D and R. Ogden. (2018). *Branding Latin America: Strategies, Aims, Resistance*. Lanham: Lexington.
Yúdice, G. (2003). *The Expediency of Culture: Uses of Culture in the Global Era*. Durham: Duke University Press.

Pre-requisites

None.

Restrictions

None.

Synopsis *

This module examines the contemporary practice of nation branding, in which cultural and territorial assets are mobilised for various economic and political ends, both within and outside the nation's borders. Strategic articulations of national identity allow Latin American nations to compete in global marketplaces, attract foreign investment and rally citizens, but also provoke and expose complex power struggles over the symbolic resources of the nation. Drawing on key concepts such as neoliberalism, globalisation, coloniality and hard/soft power, students on this module will consider how Latin American nations are imagined, sold and consumed as a brand in the twentieth and twenty-first centuries. Through the analysis of a broad range of cultural expressions, from photography and reggaeton music videos to literature and street art, the module also allows an exploration of some the conflicts that result from branding.

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PL507		Philosophy Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Project	Wilde Dr M

Contact Hours

Total Contact Hours: 8
 Private Study Hours: 292
 Total Study Hours: 300

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Understood a specific philosophical topic in detail sufficiently such that they can set their own question;
- 8.2 Provided a detailed, in-depth, critical answer to the question which they raise.

Method of Assessment

Dissertation (10,000 words) – 100%

Pre-requisites

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. 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.

Synopsis *

Students write a dissertation on a topic of their own choice in consultation with a supervisor. The topic must be on a philosophical subject. 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. Students will be given guidance by a chosen supervisor across the chosen academic terms, but the rhythm of research, the writing and frequency of meetings between supervisor and student is left to the individual student to determine.

PL514		The Rise & Fall of Modern Philosophy: Descartes to Kant				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	H	30 (15)	100% Coursework	
3	Canterbury	Spring	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.

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

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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	
1	Canterbury	Autumn	H	15 (7.5)	100% Project	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

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	Autumn	H	15 (7.5)	100% Coursework	
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	
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

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 PL527 H-Level 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 scepticism
- (f) Cartesian scepticism
- (g) Dogmatism and epistemic contextualism

11.4 Show sustained understanding of how different account of justification and knowledge yield different solutions to the various sceptical 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 scepticism. 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	Autumn	H	30 (15)	100% Coursework	
1	Canterbury	Spring	H	30 (15)	100% Coursework	Trofimov A

Availability

Also available at Level 5 (PL595)

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

Outline and show understanding through clear expression of selected authors and topics in contemporary metaethics (content);

Demonstrate the foundations of skills in exegesis, critical analysis, and assessment of a small selection of contemporary journal articles in metaethics (research/content);

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;

Engage with original metaethics texts;

Engage in philosophical argumentation.

Method of Assessment

- Essay (2,500 words) – 60%
- Summary (1,000 words) – 30%
- Seminar Performance – 10%

Preliminary Reading

Indicative Reading List

Fisher, A. and Kirchin, S. (eds.) (2006). *Arguing about Metaethics*. London: Routledge

Miller, A. (2003). *An Introduction to Contemporary Metaethics*. Cambridge: Polity

McNaughton, D. (1988). *Moral Vision*. Oxford: Blackwell

Shafer-Landau, R. and Cuneo, T. (eds.) (2007). *The Foundations of Ethics: An Anthology*. Oxford: Blackwell

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 non-ethical 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.

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PL570		Philosophy of Medicine				
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	Corfield Dr D

Availability

Also available under PL596 (Level 5)

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

Outline rival accounts, comprehensive and systematic 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;

Show deep and systematic understanding of phenomenological approaches to medicine;

Outline and show deep and systematic understanding of rival positions on one medically-related ethical issue, such as medically-assisted death.

Method of Assessment

Essay – 55%

Article Review – 30%

Seminar Participation – 15%

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 Humanising 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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PL573 Meaning, Mind and Faith						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- 8.6 Articulate and critically discuss the main ideas in the text;
- 8.7 Articulate and critically discuss the main arguments for those ideas;
- 8.8 Show thorough understanding of the main intellectual environment in which the text was written;
- 8.9 Show in-depth appreciation of the questions that were raised in the text and why they were important, and, connect these points to the above;
- 8.10 Show thorough understanding of the main criticisms of the text and analyse them.

Method of Assessment

- Essay (3,000 words) – 70%
- Weekly Reading Summary (300 words) – 20%
- Seminar Participation – 10%

Preliminary Reading

Indicative reading:

- Hacker, P. (1997), *Insight and Illusion: Themes in the Philosophy of Wittgenstein*, Bristol: Thoemmes Press.
Kanterian, E. (2007), *Wittgenstein*, London: Reaktion Books.
Wittgenstein, L. (2001), *Tractatus Logico-Philosophicus*, London: Routledge.
Wittgenstein, L. (1972), *The Blue and Brown Books*, Oxford: Blackwell.
Wittgenstein, L. (1981), *Remarks on the Foundations of Mathematics*, Oxford: Wiley.
Wittgenstein, L. (1953) *Philosophical Investigations*, Oxford: Blackwell.

Synopsis *

The module will enable students to acquire knowledge and understanding of Wittgenstein's approach to philosophy, and to acquire familiarity with major themes especially in the areas of epistemology, metaphysics, philosophy of mind, and philosophy of language. The module will give students practice in deploying their critical philosophical skills.

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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	
1	Canterbury	Spring	H	30 (15)	100% Coursework	

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	Autumn	H	30 (15)	100% Coursework	Wilde Dr M
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Availability

Also available under code PL602 (Level 5)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

Demonstrate systematic understanding of both key and wider concepts relating to philosophical issues around meaning, referring, communicating, pragmatics, metaphor;
Engage critically with, and defend a position with respect to some of the central issues in philosophy of language, through their study of the relevant arguments;
Demonstrate the ability to accurately deploy established techniques of analysis and enquiry when reading of some of major philosophical texts in the field, and to refer to major philosophical texts to support their own position.

Method of Assessment

- Essay (3,000 words) – 50%
- Portfolio (1,500 words) – 40%
- Seminar Performance – 10%

Preliminary Reading

Indicative Reading List

Grice, H.P. (1989). *Studies in the Ways of Words*, London: Harvard University Press

Kripke, S. (1981). *Naming and Necessity*, Oxford: Blackwell

Martinich, A.P. and Sosa, D. (eds.) (2013). *The Philosophy of Language* (Sixth edition), Oxford: Oxford University Press

Morris, M. (2007). *An Introduction to Philosophy of Language*, Cambridge: Cambridge University Press

Russell, G. and Graff Fara, D. (eds.) (2015). *The Routledge Companion to Philosophy of Language*, London: Routledge

Synopsis <span style =

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 do not 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? When someone says something offensive, is it part of its meaning that it is offensive, or just how it is used? In this module we shall try to find some answers to the questions listed above.

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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	Radoilska Dr L
3	Canterbury	Spring	H	30 (15)	100% Coursework	

Availability

Also available at Level 5 (PL604)

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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 philosophical texts;

8.10 Engage critically and analytically in oral and written philosophical argumentation.

Method of Assessment

- Seminar Performance – 10%
- Group Presentation (25 minutes) – 10%
- Written Assignment (1,000 words) – 30%
- Essay (2,500 words) – 50%

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, L. (1972) *Philosophical Investigations*. Oxford: Blackwell

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	
1	Canterbury	Spring	H	30 (15)	100% Coursework	Williamson Prof J

Availability

Also available under code PL605 (Level 5)

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

- 8.6 Demonstrate an understanding of validity and some of the major approaches to testing validity;
- 8.7 Approach more complex formalisms with more confidence;
- 8.8 Through their study of these theories, engage critically with, and enhance their understanding of, some of the issues in this area concerning logic;
- 8.9 Apply more complex formal methods, e.g., inductive and modal logics, in order to distinguish correct from incorrect reasoning;
- 8.10 Apply more complex formal methods in order to clarify problematic concepts in philosophy more generally, e.g., knowledge, and necessary truth.

Method of Assessment

- Presentation (15 minutes) – 20%
- Online Test 1 (45 minutes) – 20%
- Online Test 2 (45 minutes) – 20%
- In-Course Test 1 (45 minutes) – 20%
- In-Course Test 2 (45 minutes) – 20%

Preliminary Reading

Indicative Reading List

- Copi, I. Cohen, C. and McMahon, K. (2004). *Introduction to Logic*, London: Routledge.
 Fisher, A. (2004). *The Logic of Real Arguments*, Cambridge: Cambridge University Press, 2nd Ed.
 Girle, R. (2010) *Modal Logics and Philosophy*, Brixham: Acumen, 2nd Ed.
 Haack, S. (2010) *Philosophy of Logics*, Cambridge: Cambridge University Press.
 Hodges, W. (2001). *Logic*, London: Penguin Books Ltd, 2nd Ed.
 Howson, C. (1997). *Logic with Trees: An Introduction to Symbolic Logic*, Oxon: Routledge
 Williamson, J. (2017) *Lectures on Inductive Logic*, Oxford: Oxford University Press.

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	Corfield Dr D
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Availability

Also available under code PL606 (Level 5)

Contact Hours

Total Contact Hours: 40

Learning Outcomes

Demonstrate deep and sustained understanding of some of the major theories of scientific reasoning

Demonstrate, through their study of these theories, the ability to engage in sustained critical fashion with 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, and significantly enhanced their understanding of them

Demonstrate their ability to engage in a close and sustained critical reading of some of major texts in the philosophy of science.

Method of Assessment

- Seminar Participation – 15%
- Article Review (1,800 words) – 30%
- Essay (3,200 words) – 55%

Preliminary Reading

Indicative reading:

Godfrey-Smith, P. (2003). *Theory and Reality*. Chicago: University of Chicago Press.
Kuhn, T. (1962). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.
Popper, K. (2002). *The Logic of Scientific Discovery*, 2nd edition. London: Routledge.
Salmon, W. (1998). *Causality and Explanation*. Oxford: Oxford University Press.

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 that includes major works by philosophers such as Popper, Kuhn, Lakatos, Shapere, and Feyerabend. 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. An indicative list of themes to be studied: Inductivism versus falsificationism, Research Programmes, Incommensurability, Realism, Instrumentalism, Sociology of Scientific Knowledge, Causal Reasoning and Scientific 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	Trofimov A

Availability

Also available under code PL609 (Level 5)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

Essay (3,000 words) – 50%

Report (1,500 words) – 40%

Seminar Performance – 10%

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

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 The Rise & Fall of Modern Philosophy: Descartes to Kant						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	I	30 (15)	100% Coursework	
3	Canterbury	Spring	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	
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	

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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PL588		Realism and Relativism				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	I	15 (7.5)	100% Coursework	
2	Canterbury	Spring	I	15 (7.5)	100% Coursework	

Availability

Also available at Level 6 (PL552)

Contact Hours

Contact hours: 10 x 2-hour weekly lecture & 10 x 1-hour weekly seminar

Total contact hours: 30

Total study hours: 150

The lecture will mainly introduce issues, although there will be some discussion time. The seminar will be students' main chance to discuss the material and correct misunderstandings. The seminar will also be the main opportunity to test students' understanding orally and whether they can present the issues well to each other. (Hence, 12.3, 12.7 will be tested explicitly in seminars, as will 12.1, 12.5 and 12.4, 12.8 as some achievement in these outcomes will be necessary for achievement in 12.2 12.6.)

The lecture and seminar will satisfy the achievement of learning outcomes 11.1-6).

Students will be advised to do the following in their study time so as to achieve all the learning outcomes:

- read the seminar reading 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;
- plan, draft and write their coursework.

Learning Outcomes

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

- 11.1 show an understanding of issues of realism and various forms of anti-realism (including relativism) both in general terms and specific to certain domains (e.g. humour, ethics, aesthetics, medium sized dry goods);
- 11.2 engage in discussion of debates about realism and anti-realism, orally and in writing in both general terms and specific to certain domains (e.g. humour, ethics, aesthetics, medium sized dry goods);
- 11.3 demonstrate knowledge of key texts relevant to debates about realism and anti-realism.

Method of Assessment

100% coursework, for example:

(A) 2 essays: 60% of the mark (30% each). 1,800 words long each, handed in typically mid-term and at the end of term. The two essays will cover different topic areas. Summative assessment

This will test the achievements of learning outcomes 11 (1-6) primarily through testing 12.2, 12.6. In meeting 12.2, 12.6 students will also be meeting 12.1, 12.5 and 12.4, 12.8.

(B) Case study: 30% of mark. A piece of work, 1,500 words long, discussing realism and anti-realism applied to a specific domain, and recommending a particular approach to that domain.

This will test 12.4, 12.8 and 12.2, 12.6, and rely on some of the learning outcomes of 12.1, 12.5, particularly through engaging with 11.1, 11.4 and 11.2, 11.5.

(C) Seminar performance: 10% of mark. Departmentally agreed marking criteria are in place and will be available on the Moodle page. Assessed throughout term. Students are given feedback on how they are doing half-way through the term. Summative assessment.

This will test 12.3, 12.7) and in doing so will test 12.1, 12.4 and through that test 11.1-6.

Preliminary Reading

Button, T. (2013) *The Limits of Realism*, Oxford: Oxford University Press

Putnam, H. (1981) *Reason Truth and History*, Cambridge: Cambridge University Press.

Rorty, R. (1979) *Philosophy and the Mirror of Nature*, Oxford: Blackwell.

Wright, C. (1992) *Truth and Objectivity*, London: Harvard University Press.

Additional readings made available on Moodle.

Synopsis *

We often make claims about the world, whether in Ethics, Aesthetics, Metaphysics, History or Science. These claims might be thought to involve a correspondence between how we think about the world and how the world 'really is'. This course aims to examine questions of realism and anti-realism: does the world outrun our ability to talk about it? Do some ways of talking about the world capture how the world really is? Can we even make sense of there being a world independent of how we think about it?

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PL595		Metaethics				
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	Trofimov A

Availability

Also available at Level 6 (PL569)

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

Outline and show understanding through clear expression of selected authors and topics in contemporary metaethics (content);
 Demonstrate the foundations of skills in exegesis, critical analysis, and assessment of a small selection of contemporary journal articles in metaethics (research/content);
 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;
 Engage with original metaethics texts;
 Engage in philosophical argumentation.

Method of Assessment

- Essay (2,500 words) – 60%
- Summary (1,000 words) – 30%
- Seminar Performance – 10%

Preliminary Reading

Indicative Reading List

Fisher, A. and Kirchin, S. (eds.) (2006). *Arguing about Metaethics*, London: Routledge
 Miller, A. (2003). *An Introduction to Contemporary Metaethics*, Cambridge: Polity
 McNaughton, D. (1988). *Moral Vision*. Oxford: Blackwell
 Shafer-Landau, R. and Cuneo, T. (eds.) (2007). *The Foundations of Ethics: An Anthology*. Oxford: Blackwell

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 non-ethical 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.

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PL596		Philosophy of Medicine				
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	Corfield Dr D

Availability

Also available under PL570 (Level 6)

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

Outline rival accounts, showing critical 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;

Show critical and cogent understanding of phenomenological approaches to medicine;

Outline rival positions on one medically-related ethical issue, such as medically-assisted death.

Method of Assessment

Essay – 55%

Article Review – 30%

Seminar Participation – 15%

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 Humanising 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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PL599 Meaning, Mind and Faith						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	I	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- 8.1 Articulate and critically discuss the main ideas in the text;
- 8.2 Articulate and critically discuss the main arguments for those ideas;
- 8.3 Show some understanding of the main intellectual environment in which the text was written;
- 8.4 Show appreciation of the questions that were raised in the text and why they were important, and, connect these points to the above;
- 8.5 Show understanding of some of the criticisms of the text and analyse them.

Method of Assessment

- Essay (3,000 words) – 70%
- Weekly Reading Summary (300 words) – 20%
- Seminar Participation – 10%

Preliminary Reading

Indicative reading:

- Hacker, P. (1997), *Insight and Illusion: Themes in the Philosophy of Wittgenstein*, Bristol: Thoemmes Press.
- Kanterian, E. (2007), *Wittgenstein*, London: Reaktion Books.
- Wittgenstein, L. (2001), *Tractatus Logico-Philosophicus*, London: Routledge.
- Wittgenstein, L. (1972), *The Blue and Brown Books*, Oxford: Blackwell.
- Wittgenstein, L. (1981), *Remarks on the Foundations of Mathematics*, Oxford: Wiley.
- Wittgenstein, L. (1953) *Philosophical Investigations*, Oxford: Blackwell.

Synopsis *****

The module will enable students to acquire knowledge and understanding of Wittgenstein's approach to philosophy, and to acquire familiarity with major themes especially in the areas of epistemology, metaphysics, philosophy of mind, and philosophy of language. The module will give students practice in deploying their critical philosophical skills.

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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	
1	Canterbury	Spring	I	30 (15)	100% Coursework	

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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL602		Philosophy of Language				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Wilde Dr M
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Availability

Also available under code PL576 (Level 6)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

Demonstrate critical understanding of philosophical issues around meaning, referring, communicating, pragmatics, metaphor;

Engage critically with central issues in philosophy of language through their study of the relevant arguments;

Demonstrate the ability to engage in a close critical reading of some of major philosophical texts in the field.

Method of Assessment

- Essay (3,000 words) – 50%
- Portfolio (1,500 words) – 40%
- Seminar Performance – 10%

Preliminary Reading

Indicative Reading List

Grice, H.P. (1989). *Studies in the Ways of Words*, London: Harvard University Press

Kripke, S. (1981). *Naming and Necessity*, Oxford: Blackwell

Martinich, A.P. and Sosa, D. (eds.) (2013). *The Philosophy of Language* (Sixth edition), Oxford: Oxford University Press

Morris, M. (2007). *An Introduction to Philosophy of Language*, Cambridge: Cambridge University Press

Russell, G. and Graff Fara, D. (eds.) (2015). *The Routledge Companion to Philosophy of Language*, London: Routledge

Pre-requisites

None.

Synopsis *

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 do not 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? When someone says something offensive, is it part of its meaning that it is offensive, or just how it is used? In this module we shall try to find some answers to the questions listed above.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL604 Philosophy of Mind and Action						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	I	30 (15)	100% Coursework	Radoilska Dr L
3	Canterbury	Spring	I	30 (15)	100% Coursework	

Availability

Also available at Level 6 (PL578)

Contact Hours

40

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 philosophical texts;

8.5 Engage in oral and written philosophical argumentation.

Method of Assessment

- Seminar Performance – 10%
- Group Presentation (25 minutes) – 10%
- Written Assignment (1,000 words) – 30%
- Essay (2,500 words) – 50%

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, L. (1972) *Philosophical Investigations*. Oxford: Blackwell

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	
1	Canterbury	Spring	I	30 (15)	100% Coursework	Williamson Prof J

Availability

Also available under code PL579 (Level 6)

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

Demonstrate an understanding of validity and some of the major approaches to testing validity;
 Through their study of these theories, engage critically with, and enhance their understanding of, some of the issues in this area concerning logic;
 Approach formalisms with more confidence;
 Apply formal methods in order to critically evaluate arguments;
 Apply formal methods in order to clarify problematic concepts in epistemology, e.g., deductive consequence and rational degree of belief.

Method of Assessment

- Presentation (15 minutes) – 20%
- Online Test 1 (45 minutes) – 20%
- Online Test 2 (45 minutes) – 20%
- In-Course Test 1 (45 minutes) – 20%
- In-Course Test 2 (45 minutes) – 20%

Preliminary Reading

Indicative Reading List

Copi, I. Cohen, C. and McMahon, K. (2004). Introduction to Logic, London: Routledge.
 Fisher, A. (2004). The Logic of Real Arguments, Cambridge: Cambridge University Press, 2nd Ed.
 Girle, R. (2010) Modal Logics and Philosophy, Brixham: Acumen, 2nd Ed.
 Haack, S. (2010) Philosophy of Logics, Cambridge: Cambridge University Press.
 Hodges, W. (2001). Logic, London: Penguin Books Ltd, 2nd Ed.
 Howson, C. (1997). Logic with Trees: An Introduction to Symbolic Logic, Oxon: Routledge
 Williamson, J. (2017) Lectures on Inductive Logic, Oxford: Oxford University Press.

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	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Corfield Dr D
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Availability

Also available under code PL580 (Level 6)

Contact Hours

Total Contact Hours: 40

Learning Outcomes

Demonstrate an understanding of some of the major theories of scientific reasoning;

Demonstrate, through their study of these theories, the ability to critically engage with some of the central philosophical issues in this area concerning the status of scientific claims, the nature of scientific theory change,
Demonstrate their ability to engage in a close critical reading of some of the major texts in the philosophy of science.

Method of Assessment

- Seminar Participation – 15%
- Article Review (1,800 words) – 30%
- Essay (3,200 words) – 55%

Preliminary Reading

Indicative reading:

Godfrey-Smith, P. (2003). *Theory and Reality*. Chicago: University of Chicago Press.
Kuhn, T. (1962). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.
Popper, K. (2002). *The Logic of Scientific Discovery*, 2nd edition. London: Routledge.
Salmon, W. (1998). *Causality and Explanation*. Oxford: Oxford University Press.

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 that includes major works by philosophers such as Popper, Kuhn, Lakatos, Shapere, and Feyerabend. 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. An indicative list of themes to be studied: Inductivism versus falsificationism, Research Programmes, Incommensurability, Realism, Instrumentalism, Sociology of Scientific Knowledge, Causal Reasoning and Scientific Explanation.

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PL609 Philosophy of Cognitive Science and Artificial Intelligence						
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	Trofimov A

Availability

Also available under code PL583 (Level 6)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

On successfully completing the module Level 5 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

Essay (3,000words) – 50%
 Report (1,500 words) – 40%
 Seminar Performance – 10%

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

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	Autumn	I	15 (7.5)	100% Coursework	
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	Bave Dr A
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Availability

Also available under code PL612 (Level 6)

Contact Hours

Total Contact Hours: 32

Learning Outcomes

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

Demonstrate critical understanding of central issues in contemporary analytic metaphysics;
Engage critically in metaphysical speculation through their study of the relevant arguments;
Demonstrate an ability to engage in a close critical reading of some of major philosophical texts in the field of metaphysics;
Consider how to engage others in the central issues of analytic metaphysics.

Method of Assessment

Essay 1 – 35%

Essay 2 - 35%

Group Poster Presentation – 30%

Preliminary Reading

Indicative Reading List

Bardon, A. and Dyke, H. (2013) A Companion to the Philosophy of Time, Oxford: Wiley-Blackwell

Hawley, K (2001) How Things Persist, Oxford: Oxford University Press

Lewis, D. K. (1986) On the Plurality of Worlds, Oxford: Blackwell

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	Bave Dr A
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Availability

Also available under code PL611 (Level 5)

Contact Hours

Total Contact Hours: 32

Learning Outcomes

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

- 8.5 Demonstrate systematic understanding of both key and wider concepts relating to central issues in contemporary analytic metaphysics;
- 8.6 Engage critically in metaphysical speculation, and defend a position with respect to some of the central issues in the field of metaphysics, through their study of the relevant arguments;
- 8.7 Demonstrate the ability to accurately deploy established techniques of analysis and enquiry when reading some of the major philosophical texts in the field of metaphysics, and demonstrate an understanding of the different and sometimes conflicting approaches to this discipline in contemporary research;
- 8.8 Consider how to fruitfully engage others in the central issues of analytic metaphysics through structured use of research-based materials.

Method of Assessment

- Essay 1 (2,000 words) – 35%
- Essay 2 (2,000 words) – 35%
- Group Poster Presentation (20 minutes) – 30%

Preliminary Reading

Indicative Reading List

Bardon, A. and Dyke, H. (2013) *A Companion to the Philosophy of Time*, Oxford: Wiley-Blackwell

Hawley, K (2001) *How Things Persist*, Oxford: Oxford University Press

Lewis, D. K. (1986) *On the Plurality of Worlds*, Oxford: Blackwell

Tallant, J. (2011) *Metaphysics: An Introduction*, London: Continuum

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	Trofimov A
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Availability

Also available under code PL619 (level 6)

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

Demonstrate an appreciation of a number of philosophical topics such as the sources and scope of political authority, and the ideals of equality, fraternity and freedom;

Read analytic philosophy in a way that is considered, reflective, and imaginative;

Write analytic philosophy in a way that is careful, logical, structured and coherent.

Demonstrate understanding of issues within contemporary political philosophy, such as our obligations to those in the developing world, the role of a private sphere of action, and the politics of immigration.

Method of Assessment

Seminar Performance – 10%

Mid-term Essay – 40%

Final Essay – 50%

Preliminary Reading

Indicative Reading List

Goodin, R., and Pettit, P. (eds.), (1998) *A Companion to Contemporary Political Philosophy*, London: Blackwell

Kymlicka, W. (2002) *Contemporary Political Philosophy: An Introduction*, New York: OUP

Wolff, J. (1996). *An Introduction to Political Philosophy*, Oxford: OUP

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? Should we think our duties to our compatriots are more important than our duties to people in other countries?

This course is divided into two parts. The first part examines classic topics in political philosophy, such as Rawls Theory of Justice, Nozick's libertarianism and the feminist and communitarian criticism of political liberalism. The second part of the course will explore issues within contemporary political philosophy, such as equality, our obligations to those in the developing world, 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 recent case studies.

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PL619 Political Philosophy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Trofimov A
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Availability

Also available under code PL618 (Level 5)

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

Demonstrate a critical appreciation of a number of philosophical topics such as the sources and scope of political authority, and the ideals of equality, fraternity, and freedom;

Critically engage with texts in analytic philosophy in a way that is considered, reflective, and imaginative;

Write sustained arguments in analytic philosophy in a way that is careful, logical, structured and coherent.

Demonstrate systematic understanding of issues within contemporary political philosophy, such as our obligations to those in the developing world, the role of a private sphere of action, and the politics of immigration.

Method of Assessment

Seminar Performance – 10%

Mid-term Essay – 40%

Final Essay – 50%

Preliminary Reading

Indicative Reading List

Goodin, R., and Pettit, P. (eds.), (1998) *A Companion to Contemporary Political Philosophy*, London: Blackwell

Kymlicka, W. (2002) *Contemporary Political Philosophy: An Introduction*, New York: OUP

Wolff, J. (1996). *An Introduction to Political Philosophy*, Oxford: OUP

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? Should we think our duties to our compatriots are more important than our duties to people in other countries?

This course is divided into two parts. The first part examines classic topics in political philosophy, such as Rawls Theory of Justice, Nozick's libertarianism and the feminist and communitarian criticism of political liberalism. The second part of the course will explore issues within contemporary political philosophy, such as equality, our obligations to those in the developing world, 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 recent case studies.

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PL620		Justice, Violence and the State				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Radoilska Dr L
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Availability

Also available under PL621 (Level 6)

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

Outline and show understanding through clear expression of selected authors and topics in contemporary legal and political philosophy;

Demonstrate the foundations of skills in exegesis, critical analysis, and assessment of a small selection of contemporary journal articles in legal and political philosophy;

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 Legitimacy, Political Authority, Terrorism, Citizenship, International Law and Order;

Engage with original texts;

Engage in philosophical argumentation.

Method of Assessment

- Essay (2,500 words) – 50%
- Group Presentation (20 minutes) – 10%
- Written Assignment (1,000 words) – 30%
- Seminar Performance – 10%

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.

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PL621 Justice, Violence and the State						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Radoilska Dr L
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Availability

Also available under PL620 (Level 5)

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

Show systematic critical understanding of selected authors and topics in contemporary legal and political philosophy;
Demonstrate developed skills in exegesis, critical analysis, and assessment of a small selection of contemporary journal articles in legal and political philosophy;
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 Legitimacy, Political Authority, Terrorism, Citizenship, International Law and Order;
Engage critically and analytically with original texts;
Engage critically and analytically in philosophical argumentation.

Method of Assessment

- Essay (2,500 words) – 50%
- Group Presentation (20 minutes) – 10%
- Written Assignment (1,000 words) – 30%
- Seminar Performance – 10%

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 module, 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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL622		Evidence and its Evaluation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	I	30 (15)	100% Coursework	
3	Canterbury	Spring	I	30 (15)	100% Coursework	Wilde Dr M

Availability

Also available to Level 6 students under code PL623

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

Understand some of the major controversies in the philosophy of science and epistemology concerning the theory of evidence and its evaluation;

Engage critically with some of the central philosophical theories of evidence, through their study of the relevant arguments in favour of the theories;

Demonstrate their understanding of the proposed solutions to the issues relating to philosophical theories of evidence, through their study of relevant arguments;

Demonstrate the ability to engage in a close critical reading of some of major texts in philosophy of science and epistemology concerning the theory of evidence.

Method of Assessment

- Essay (3,000 words) – 80%
- Seminar Performance – 20%

Preliminary Reading

Indicative reading:

J. Howick (2011) *The Philosophy of Evidence-Based Medicine*, BMJ Books.

D.A. Gillies (2000). *Philosophical Theories of Probability*, London: Routledge.

Causality and causal reasoning: Russo and Illari (2014). *Causality: Philosophical Theory Meets Scientific Practice*, Oxford: OUP.

T. Williamson (2000) *Knowledge and Its Limits*, Oxford: OUP.

Pre-requisites

None.

Restrictions

Synopsis *

A controversy is currently raging in philosophy about the nature of evidence. Recent work in epistemology and the philosophy of science suggests new answers to questions such as: What is evidence? What is it to have evidence? Why do beliefs need to be guided by evidence? At the same time, there is a vigorous debate about the methods of evidence-based medicine and evidence-based policy making. Many practitioners regard these methods as fundamentally misguided, while others view them as key to progress in medicine and beyond. This module will bring these two important topics together and show how one line of current research in philosophy is informing the debate about evidence-based methods and vice versa.

In particular, this module will provide an introduction to the methods of evidence-based practice, including the various types of comparative clinical study, and the evidence hierarchy. It will involve applying recent insights from epistemology and the philosophy of science on the theory of evidence to critically appraise the motivation behind this conception of evidence-based practice.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL623		Evidence and its Evaluation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	H	30 (15)	100% Coursework	
3	Canterbury	Spring	H	30 (15)	100% Coursework	Wilde Dr M

Availability

Also available to Level 5 students under code PL622

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

Understand in detail the major positions and arguments in the philosophy of science and epistemology concerning the theory of evidence and its evaluation;
Engage critically with some of the central issues in the philosophy of science and epistemology concerning the theory of evidence, and ultimately support a solution to a particular issue, through their study of the relevant arguments;
Demonstrate their understanding of the various philosophical theories of evidence and a recognition of the implications of these theories for problems within evidence-based practice, all through their study of relevant arguments;
Demonstrate the ability to engage in a close critical reading of some of major texts in the philosophy of science and epistemology, and refer to major texts to support their own position.

Method of Assessment

- Essay (3,000 words) – 80%
- Seminar Performance – 20%

Preliminary Reading

Indicative Reading List

J. Howick (2011) *The Philosophy of Evidence-Based Medicine*, BMJ Books.

D.A. Gillies (2000). *Philosophical Theories of Probability*, London: Routledge.

Causality and causal reasoning: Russo and Illari (2014). *Causality: Philosophical Theory Meets Scientific Practice*, Oxford: OUP.

T. Williamson (2000) *Knowledge and Its Limits*, Oxford: OUP.

Synopsis *

A controversy is currently raging in philosophy about the nature of evidence. Recent work in epistemology and the philosophy of science suggests new answers to questions such as: What is evidence? What is it to have evidence? Why do beliefs need to be guided by evidence? At the same time, there is a vigorous debate about the methods of evidence-based medicine and evidence-based policy making. Many practitioners regard these methods as fundamentally misguided, while others view them as key to progress in medicine and beyond. This module will bring these two important topics together and show how one line of current research in philosophy is informing the debate about evidence-based methods and vice versa.

In particular, this module will provide an introduction to the methods of evidence-based practice, including the various types of comparative clinical study, and the evidence hierarchy. It will involve applying recent insights from epistemology and the philosophy of science on the theory of evidence to critically appraise the motivation behind this conception of evidence-based practice.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL624 The Tragedy of Human Reason: Kant's Critique of Pure Reason						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	H	30 (15)	100% Coursework	
3	Canterbury	Spring	H	30 (15)	100% Coursework	

Availability

Also available at Level 5 (PL625)

Contact Hours

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

Learning Outcomes

By the end of this module, Level 6 students will be able to:

11.5 show depth of knowledge of the set text.

11.6 articulate and critically discuss the main arguments for those ideas, using at least three contemporary interpretations of the set text, and also discuss critically these interpretations.

11.7 show depth of understanding of how the set text contributes to contemporary philosophical themes.

11.8 show detailed and critical understanding of the main intellectual environment in which the set text was written.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

Aquinas, Thomas (1265-1274) Summa Theologica (any edition)
 Aristotle, Metaphysics (any edition)
 Frege, Gottlob (1884) Foundations of Arithmetic (any edition)
 Heidegger, Martin (1927), Being and Time (any edition)
 Hobbes, Thomas (1651) Leviathan (any edition)
 Hume, David (1748) Enquiry (any edition)
 Husserl, Edmund (1900-1901) Logical Investigations (any edition)
 Kant, Immanuel (1781) Critique of Pure Reason (any edition)
 Locke, John (1689), Two Treatises on Government (any edition)
 Plato, Republic (any edition)
 Quine, Willard Van Orman (1960) Word and Object (any edition)
 Wittgenstein, Ludwig (1921) Tractatus Logico-Philosophicus (any edition)

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 commentaries. (Alternatively, a convenor may choose a small number of classic 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 Texts 2: Normative Ethics (PL626/627), 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 so that different lecturers are given the chance to teach a different text.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL625 The Tragedy of Human Reason: Kant's Critique of Pure Reason						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	I	30 (15)	100% Coursework	
3	Canterbury	Spring	I	30 (15)	100% Coursework	

Availability

Also available at Level 6 (PL624)

Contact Hours

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

Learning Outcomes

By the end of the module, Level 5 students will be able to:

11.1 outline and show understanding through clear expression of the main ideas of the set text.

11.2 articulate and critically discuss the main arguments for those ideas, using at least two contemporary interpretations of the set text.

11.3 connect the set text to contemporary philosophical themes. Students should be able to comment on those themes and critically assess the set text's contributions.

11.4 show understanding of the main intellectual environment in which the set text was written.

Method of Assessment

100% Coursework

Preliminary Reading

Indicative Reading List

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 *

The curriculum will typically be focused on an important classic or recent philosophical work. In addition, students will typically be expected to read critical commentaries. (Alternatively, a convenor may choose a small number of classic 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 Texts 2: Normative Ethics (PL626/627), 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 so that different lecturers are given the chance to teach a different text.

Although not set in stone, typically this module will focus on a classic philosophical work, and Phil Text 2 will focus on a recently published work.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL626		The Myth of the State				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Spring	H	30 (15)	100% Coursework	
6	Canterbury	Autumn	H	30 (15)	100% Coursework	Kanterian Dr E
6	Canterbury	Spring	H	30 (15)	100% Coursework	

Availability

Also available at Level 5 (PL627)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- Articulate and critically discuss the main ideas in the text;
- Articulate and critically discuss the main arguments for those ideas;
- Show thorough understanding of the main intellectual environment in which the text was written;
- Show in-depth appreciation of the questions that were raised in the text and why they were important, and, connect these points to the above;
- Show thorough understanding of the main criticisms of the text and analyse them.

Method of Assessment

- Essay (3,000 words) – 70%
- Summary of weekly reading (300 words) – 20%
- Seminar Performance – 10%

Preliminary Reading

Indicative Reading List

- Cassirer, E. (2009), *The Myth of the State*, New Haven: Yale University Press
- Hart, H.L.A. (1976), *The Concept of Law*, Oxford: Oxford University Press
- Kelsen, H. (2013), *The Essence and Value of Democracy*, Rowman
- Kenny, A. (2012), *A New History of Western Philosophy*, Oxford University Press
- Rawls, J. (1971), *A Theory of Justice*, Oxford: Oxford University Press

Pre-requisites

None

Synopsis *

All things considered, liberal democracy is the best political system we know of. Nevertheless, it has always been in peril, attacked by totalitarian ideologies and undermined by self-destructive forces from within. In this module, we will investigate the essence and value of democracy, and the character and aims of its enemies. To this end, we will study an important theory in modern political philosophy, formulated in Ernst Cassirer's *The Myth of the State*. Cassirer explores the explosive problem of political myth in our day, and reveals how the myth of the state evolved from ancient times to prepare the way for the rise of the modern totalitarian state. He shows how the irrational forces symbolized by myth and manipulation by the state constantly threaten to destroy our civilization. This major contribution to political theory will help us understand the problems our societies face today, including questions relating to truth and falsehood in politics, and, of course, 'fake truth'. We shall also look at a related text, Hans Kelsen's *The Essence and Value of Democracy*.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL627		The Myth of the State				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
5	Canterbury	Spring	I	30 (15)	100% Coursework	
6	Canterbury	Autumn	I	30 (15)	100% Coursework	Kanterian Dr E

Availability

Also available at Level 6 (PL626)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- Articulate and critically discuss the main ideas in the text;
- Articulate and critically discuss the main arguments for those ideas;
- Show some 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.

Method of Assessment

- Essay (3,000 words) – 70%
- Summary of weekly reading (300 words) – 20%
- Seminar Performance – 10%

Preliminary Reading

Indicative Reading List

- Cassirer, E. (2009), *The Myth of the State*, New Haven: Yale University Press
- Hart, H.L.A. (1976), *The Concept of Law*, Oxford: Oxford University Press
- Kelsen, H. (2013), *The Essence and Value of Democracy*, Rowman
- Kenny, A. (2012), *A New History of Western Philosophy*, Oxford University Press
- Rawls, J. (1971), *A Theory of Justice*, Oxford: Oxford University Press

Synopsis *

All things considered, liberal democracy is the best political system we know of. Nevertheless, it has always been in peril, attacked by totalitarian ideologies and undermined by self-destructive forces from within. In this module, we will investigate the essence and value of democracy, and the character and aims of its enemies. To this end, we will study an important theory in modern political philosophy, formulated in Ernst Cassirer's *The Myth of the State*. Cassirer explores the explosive problem of political myth in our day, and reveals how the myth of the state evolved from ancient times to prepare the way for the rise of the modern totalitarian state. He shows how the irrational forces symbolized by myth and manipulation by the state constantly threaten to destroy our civilization. This major contribution to political theory will help us understand the problems our societies face today, including questions relating to truth and falsehood in politics, and, of course, 'fake truth'. We shall also look at a related text, Hans Kelsen's *The Essence and Value of Democracy*.

2019-20 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	
1	Canterbury	Spring	I	30 (15)	100% Coursework	

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.

2019-20 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	
1	Canterbury	Spring	H	30 (15)	100% Coursework	

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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL638 Death and Beauty: Schopenhauer and Nietzsche						
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	

Availability

Also available at Level 6 under code PL639

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- 8.1 Demonstrate critical understanding of a specific writing or writings by Schopenhauer;
- 8.2 Connect specific writing or writings of Schopenhauer to modern works and themes and comment on those themes;
- 8.3 Demonstrate critical understanding of a specific writing or writings by Nietzsche
- 8.4 Connect specific writing or writings of Nietzsche to modern works and themes and comment on those themes;
- 8.5 Connect and contrast the benefits of Schopenhauer and Nietzsche's ideas to each other and critically compare them.

Method of Assessment

- Essay 1 (Level 5 – 1,000 words; Level 6 – 1,200 words) – 30%
- Essay 2 (2,000 words) – 60%
- Seminar Performance – 10%

Preliminary Reading

Indicative reading:

- Gemes, K. and Simon May (eds.) (2011). *Nietzsche on Freedom and Autonomy* (Oxford: OUP).
 Janaway, C. (1989). *Self and World in Schopenhauer's Philosophy* (Oxford: OUP).
 Janaway, C. (1999). *The Cambridge Companion to Schopenhauer* (Cambridge: CUP)
 Leiter, B. and Neil Sinhababu (eds.) (2009). *Nietzsche and Morality* (Oxford: OUP).
 Nietzsche, F. (1993). *The Birth of Tragedy* (London: Penguin)
 Schacht, R. (1994). *Nietzsche, Genealogy, Morality: Essays on Nietzsche's 'On the Genealogy of Morals'* (California UP).
 Schopenhauer, A. (1973). *Essays and Aphorisms* (London: Penguin)
 Schopenhauer, A. (1969). *The World as Will and Representation* (New York: Dover)
 Vandenabeele, B. (2012) (ed.). *A Companion to Schopenhauer* (London: Blackwell).

Synopsis */span>

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 the 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 *The World as Will and Representation*, and his essays, 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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL639 Death and Beauty: Schopenhauer and Nietzsche						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	30 (15)	100% Coursework	
2	Canterbury	Spring	H	30 (15)	100% Coursework	

Availability

Also available at Level 5 under code PL638

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- 8.6 Demonstrate a systematic understanding of a specific writing or writings by Schopenhauer;
- 8.7 Connect specific writing or writings of Schopenhauer to modern works and themes, and comment on those themes and critically assess Schopenhauer's contributions;
- 8.8 Demonstrate a systematic understanding of a specific writing or writings by Nietzsche;
- 8.9 Connect specific writing or writings of Nietzsche to modern works and themes, and comment on those themes and critically discuss Nietzsche's contributions;
- 8.10 Connect and contrast the benefits of Schopenhauer and Nietzsche's ideas to each other, and critically compare them in a sustained manner that shows depth of understanding.

Method of Assessment

- Essay 1 (Level 5 – 1,000 words; Level 6 – 1,200 words) – 30%
- Essay 2 (2,000 words) – 60%
- Seminar Performance – 10%

Preliminary Reading

Indicative Reading List

- Gemes, K. and Simon May (eds.) (2011). *Nietzsche on Freedom and Autonomy* (Oxford: OUP).
 Janaway, C. (1989). *Self and World in Schopenhauer's Philosophy* (Oxford: OUP).
 Janaway, C. (1999). *The Cambridge Companion to Schopenhauer* (Cambridge: CUP)
 Leiter, B. and Neil Sinhababu (eds.) (2009). *Nietzsche and Morality* (Oxford: OUP).
 Nietzsche, F. (1993). *The Birth of Tragedy* (London: Penguin)
 Schacht, R. (1994). *Nietzsche, Genealogy, Morality: Essays on Nietzsche's 'On the Genealogy of Morals'* (California UP).
 Schopenhauer, A. (1973). *Essays and Aphorisms* (London: Penguin)
 Schopenhauer, A. (1969). *The World as Will and Representation* (New York: Dover)
 Vandenabeele, B. (2012) (ed.). *A Companion to Schopenhauer* (London: Blackwell).

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.

2019-20 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
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Availability

Also available at Level 6 under code PL641

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- 8.1 Outline and show critical understanding through clear expression of consequentialism and Mill's utilitarianism;
- 8.2 Outline and show critical understanding through clear expression of a number of problems for consequentialism;
- 8.3 Outline and show critical understanding through clear expression of deontology and Kant's moral philosophy;
- 8.4 Outline and show critical understanding through clear expression of problems for deontologists;
- 8.5 Outline and show critical understanding through clear expression of virtue theory and Aristotle's ethics;
- 8.6 Outline and show critical understanding through clear expression of a number of problems for virtue theorists.

Method of Assessment

- Essay 1 (1,500 words) – 30%
- Essay 2 (1,500 words) – 30%
- Essay 3 (1,500 words) – 30%
- Seminar Performance – 10%

Preliminary Reading

Indicative reading:

Aristotle (1985). *Nicomachean Ethics*. Indianapolis: Hackett.
 Kant, Immanuel (2012). *Groundwork for the Metaphysics of Morals*. Cambridge: CUP.
 Mill, J.S. (2002). *Utilitarianism*. Indianapolis: Hackett.
 Baron, Marcia, Philip Pettit, and Michael Slote (1997). *Three Methods of Ethics*. Malden, MA: John Wiley & Sons.
 Kagan, Shelly (1997). *Normative Ethics*. Westview Press.

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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL641		Normative Ethics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Mei Dr T
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Availability

Also available at Level 5 under code PL640

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- 8.7 Show systematic understanding of key aspects of consequentialism and Mill's utilitarianism;
- 8.8 Critically discuss a number of problems for consequentialism;
- 8.9 Show systematic understanding of key aspects of deontology and Kant's moral philosophy;
- 8.10 Outline and critically discuss a number of problems for deontologists;
- 8.11 Show systematic understanding of key aspects of virtue theory and Aristotle's ethics;
- 8.12 Critically discuss a number of problems for virtue theorists.

Method of Assessment

- Essay 1 (1,500 words) – 30%
- Essay 2 (1,500 words) – 30%
- Essay 3 (1,500 words) – 30%
- Seminar Performance – 10%

Preliminary Reading

Indicative reading:

Aristotle (1985). *Nicomachean Ethics*. Indianapolis: Hackett.
 Kant, Immanuel (2012). *Groundwork for the Metaphysics of Morals*. Cambridge: CUP.
 Mill, J.S. (2002). *Utilitarianism*. Indianapolis: Hackett.
 Baron, Marcia, Philip Pettit, and Michael Slote (1997). *Three Methods of Ethics*. Malden, MA: John Wiley & Sons.
 Kagan, Shelly (1997). *Normative Ethics*. Westview Press.

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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL642		Feminist Philosophy				
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	Ware Dr L

Availability

Also available as PL643 (Level 6)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

By the end of this module, I level students should be able to:

- 8.1 Outline and show understanding through clear expression of the issues of feminism in relation to liberal politics;
- 8.2 Outline show and understanding through clear expression of the application of feminist thought to the following areas of legal and political philosophy: contract, multiculturalism, autonomy, and identity;
- 8.3 Outline and show understanding through clear expression of the application of feminist thought to the following areas of ethics: sexual ethics and the construction of the body;

Method of Assessment

- Essay 1 (1,500 words) – 30%
- Essay 2 (1,000 words) – 30%
- Essay 3 (2,000 words) – 30%
- Seminar Performance – 10%

Preliminary Reading

Indicative Reading List

- Bardo, S. (1993) *Unbearable Weight: Feminism, Western Culture and the Body*, Berkeley: University of California.
 Friedman, M. (2003) *Autonomy, Gender, and Politics*. Oxford: Oxford University Press
 Nussbaum, M., (1999). *Sex and Social Justice*, Oxford: Oxford University Press
 Pateman, C. (1988) *The Sexual Contract*. Stanford: Stanford University Press
 Young, I. M. (2011) *Justice and the Politics of Difference*. Princeton: Princeton 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 explores some key debates in contemporary feminist philosophy, with particularly emphasis on its uncomfortable relationship with liberalism. The course draws attention to feminist critiques of key liberal concepts, such as consent, the social contract, autonomy, universal rights, and the private/public distinction. We go on to apply theoretical debates in feminist thought to the following political issues: prostitution, pornography, feminine appearance, multiculturalism, and human rights.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL643 Feminist Philosophy						
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	Ware Dr L

Availability

Also available as PL642 (Level 5)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

By the end of this module H level students should be able to:

8.5 Show systematic critical understanding of the issues of feminism in relation to liberal politics.

8.6 Show systematic critical understanding of the application of feminist thought to the following areas of legal and political philosophy: contract, multiculturalism, autonomy, and identity.

8.7 Show systematic critical understanding of the application of feminist thought to the following areas of ethics: sexual ethics and the construction of the body.

Method of Assessment

- Essay 1 (1,500 words) – 30%
- Essay 2 (1,000 words) – 30%
- Essay 3 (2,000 words) – 30%
- Seminar Performance – 10%

Preliminary Reading

Indicative Reading List

Bardo, S. (1993) *Unbearable Weight: Feminism, Western Culture and the Body*, Berkeley: University of California.

Friedman, M. (2003) *Autonomy, Gender, and Politics*. Oxford: Oxford University Press

Nussbaum, M., (1999). *Sex and Social Justice*, Oxford: Oxford University Press

Pateman, C. (1988) *The Sexual Contract*. Stanford: Stanford University Press

Young, I. M. (2011) *Justice and the Politics of Difference*. Princeton: Princeton 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 explores some key debates in contemporary feminist philosophy, with particularly emphasis on its uncomfortable relationship with liberalism. The course draws attention to feminist critiques of key liberal concepts, such as consent, the social contract, autonomy, universal rights, and the private/public distinction. We go on to apply theoretical debates in feminist thought to the following political issues: prostitution, pornography, feminine appearance, multiculturalism, and human rights.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL644 Philosophy and Mathematics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Corfield Dr D
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Availability

Also available at Level 6 (PL645)

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

Demonstrate critical understanding of some episodes in the history of the engagement between philosophy and mathematics;

Demonstrate critical understanding of the philosophical issues at stake in the Foundational Crisis;

Outline rival positions concerning some of the topics treated in Current Issues.

Method of Assessment

- Seminar Participation – 15%
- Review Assignment (1,800 words) – 30%
- Essay (3,200 words) – 55%

Preliminary Reading

Indicative Reading List

Aristotle (1989). *Prior Analytics*. Indianapolis: Hackett Publishing

Benacerraf, P. and Putnam H., (eds.) (1984). *Philosophy of Mathematics: Selected Readings*. Second Edition. Cambridge: Cambridge University Press

Euclid (2002). *Euclid's Elements*. Santa Fe, N.M: Green Lion 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

Plato (2007). *The Republic*. London: Penguin Classics

Pre-requisites

None

Synopsis *

This module will cover three areas, namely the historical mutual influence of mathematics and philosophy from Ancient Greece to the 19th century; the foundational crisis 1880-1930; and; current issues in philosophy of mathematics. Thinkers and topics that might be covered include Pythagoras, Plato, Islamic world, Renaissance, Descartes, Berkeley, Kant, Hegel, Dedekind, Frege, Russell, Gödel, Wittgenstein's philosophy of mathematics, Lakatos' Proofs and Refutations, revolutions in mathematics, and the applicability of mathematics.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL645 Philosophy and Mathematics						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Corfield Dr D
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Availability

Also available at Level 5 (PL644)

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

Demonstrate comprehensive understanding of some episodes in the history of the engagement between philosophy and mathematics;

Demonstrate coherent understanding of the philosophical issues at stake in the Foundational Crisis;

Outline rival accounts, demonstrating detailed and sustained understanding of their relative strengths and weaknesses, concerning some of the topics treated in Current Issues.

Method of Assessment

- Seminar Participation – 15%
- Review Assignment (1,800 words) – 30%
- Essay (3,200 words) – 55%

Preliminary Reading

Indicative Reading List

Aristotle (1989). *Prior Analytics*. Indianapolis: Hackett Publishing

Benacerraf, P. and Putnam H., (eds.) (1984). *Philosophy of Mathematics: Selected Readings*. Second Edition. Cambridge: Cambridge University Press

Euclid (2002). *Euclid's Elements*. Santa Fe, N.M: Green Lion 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

Plato (2007). *The Republic*. London: Penguin Classics

Pre-requisites

None

Synopsis *

This module will cover three areas, namely the historical mutual influence of mathematics and philosophy from Ancient Greece to the 19th century; the foundational crisis 1880-1930; and; current issues in philosophy of mathematics. Thinkers and topics that might be covered include Pythagoras, Plato, Islamic world, Renaissance, Descartes, Berkeley, Kant, Hegel, Dedekind, Frege, Russell, Gödel, Wittgenstein's philosophy of mathematics, Lakatos' Proofs and Refutations, revolutions in mathematics, and the applicability of mathematics.

2019-20 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

Total Contact Hours: 40

Learning Outcomes

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

Outline and show understanding through clear expression of a specific writing or writings by Arendt;
 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;
 Connect some of the ideas expressed by Arendt and the other authors to each other and critically compare them.

Method of Assessment

- Essay (1,000 words total) – 30%
- Intellectual Diary (2,500 words) – 60%
- Seminar Performance – 10%

Preliminary Reading

Indicative Reading List:

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 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.

2019-20 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

Total Contact Hours: 40

Learning Outcomes

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

Outline and critically discuss a specific writing or writings by Arendt. Students should be able to show depth of knowledge and express themselves clearly;

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;

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

- Essay (1,000 words total) – 30%
- Intellectual Diary (2,500 words) – 60%
- Seminar Performance – 10%

Preliminary Reading

Indicative Reading List:

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 <span style =

The module uses Hannah Arendt's *The Human Condition* as its core text and will 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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL652 Politics, Philosophy and Economics						
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	

Availability

Also available at Level 6 (PL653)

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

Understand the major controversies in this area;
 Engage critically with some of the central issues in this field, through their study of the relevant arguments;
 Demonstrate their understanding of the proposed solutions to the issues in this area, through their study of these arguments;
 Demonstrate the ability to engage in a close critical reading of some of major texts in the field.

Method of Assessment

Mid-term Essay (1,500 words) – 40%

Final Essay (2,000 words) – 50%

Seminar Participation – 10%

Preliminary Reading

Indicative Reading list

Anomaly, J., Geoffrey Brennan, Michael C. Munger, and Geoffrey Sayre-McCord (2015). *Philosophy, Politics, and Economics: An Anthology*, (Oxford University Press)

Synopsis *

This module will introduce students to classical as well as contemporary discussions in the intersection between politics, philosophy, and economics. Topics to be covered will vary from year to year, in light of the expertise of the person convening it and student feedback from previous years. Topics which may be covered include Authoritarianism, Behavioural economics, Rational Choice Theory, Game Theory, Libertarianism and Paternalism, Markets and Trade, Private Property and the Legitimacy of Organ Sale.

Through these and related topics, students will gain a good understanding of the complementary and in some cases conflicting perspectives and methodologies contained in politics, philosophy, and economics, and enable them to evaluate contemporary issues in a manner that's informed by a comprehensive set of relevant traditions.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL653 Politics, Philosophy and Economics						
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	

Availability

Also available at Level 5 (PL652)

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

Understand in detail the major positions and arguments in this area;
 Engage critically with some of the central issues in this field, and ultimately support a solution to a particular issue, through their study of the relevant arguments;
 Demonstrate their understanding of the various theories in this area and a recognition of the implications of these theories for problems within associated areas, all through their study of these arguments;
 Demonstrate the ability to engage in a close critical reading of some of major texts in the field, and refer to major texts to support their own position.

Method of Assessment

Mid-term Essay (1,500 words) – 40%
 Final Essay (2,000 words) – 50%
 Seminar Participation – 10%

Preliminary Reading

Indicative Reading List

Anomaly, J., Geoffrey Brennan, Michael C. Munger, and Geoffrey Sayre-McCord (2015). *Philosophy, Politics, and Economics: An Anthology*, (Oxford University Press)

Synopsis *

This module will introduce students to classical as well as contemporary discussions in the intersection between politics, philosophy, and economics. Topics to be covered will vary from year to year, in light of the expertise of the person convening it and student feedback from previous years. Topics which may be covered include Authoritarianism, Behavioural economics, Rational Choice Theory, Game Theory, Libertarianism and Paternalism, Markets and Trade, Private Property and the Legitimacy of Organ Sale.

Through these and related topics, students will gain a good understanding of the complementary and in some cases conflicting perspectives and methodologies contained in politics, philosophy, and economics, and enable them to evaluate contemporary issues in a manner that's informed by a comprehensive set of relevant traditions.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL654 William James: Psychologist, Philosopher and Scholar of Religion						
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	

Contact Hours

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

Total Contact Hours: 30

Private Study Hours: 270

Total Study Hours: 300

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 demonstrate knowledge of the life and work of William James;
- 8.2 demonstrate an understanding of the secondary literature on William James;
- 8.3 evaluate the extent to which the work of William James intersects with other aspects of religious history and philosophy;
- 8.4 demonstrate in-depth knowledge of the central texts of William James;
- 8.5 appreciate the diversity and range of William James' thinking.

Method of Assessment

This module will be assessed by 100% Coursework:

- Mid-term Essay (1,000 words) – 30%
- Essay (3,000 words) – 50%
- Critical Literature Book Review (1,000 words) – 10%
- Seminar Participation – 10%

For the essays, students will choose from a set of questions/topics that will be available in class and on Moodle.

Feedback will be offered throughout the module, e.g., through seminars, office hours, and written comments on the essays.

The critical literature review is intended to establish extended critical and analytical skills. Level 5 students will examine ONE text on the course reading list related to the life of William James and level 6 students will compare and contrast TWO texts on the life of William James to demonstrate greater critical and analytical skills.

Seminar participation will be evaluated in line with the Department's Seminar Participation Criteria.

Preliminary Reading

Ayer, A.J. (1968) *The Origins of Pragmatism: Studies in the Philosophy of Charles Sanders Peirce and William James* (London: Macmillan)

Brown, H. (2000) *William James on Radical Empiricism and Religion* (Toronto: University of Toronto Press)

Carrette, J. ed. (2005) *William James and the Varieties of Religious Experience* (London: Routledge)

James, W. (1975-1988) *The Writings of William James* (Cambridge, Massachusetts: Harvard University Press)

Myers, G.E. (1986) *William James: His Life and Thought* (New Haven: Yale)

Putnam, R. A. ed. (1997) *The Cambridge Companion to William James* (Cambridge: Cambridge University Press)

Synopsis *

William James (1842-1910) has arguably had a profound impact in the shaping of three contemporary disciplines: philosophy, psychology and the study of religion. This course aims to examine the life and work of William James in depth. It will examine the life of William James and the James family and show how this relates to his work. The course will examine his key texts: *Principles of Psychology* (1890), *The Will to Believe* (1897), *The Varieties of Religious Experience* (1902) and his studies of pragmatism, including *Pragmatism* (1907), *The Pluralistic Universe* (1909) and *The Meaning of Truth* (1909). It will also explore his long term and frustrated attempt to set up a scientific study of psychical phenomena.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL655 William James: Psychologist, Philosopher and Scholar of Religion						
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	

Contact Hours

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

Total Contact Hours: 30

Private Study Hours: 270

Total Study Hours: 300

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 demonstrate knowledge of the life and work of William James;
- 8.2 demonstrate an understanding of the secondary literature on William James;
- 8.3 evaluate the extent to which the work of William James intersects with other aspects of religious history and philosophy;
- 8.4 demonstrate in-depth knowledge of the central texts of William James;
- 8.5 appreciate the diversity and range of William James' thinking.
- 8.6 show critical skills in reading and assessing William James' work;

Method of Assessment

This module will be assessed by 100% Coursework:

- Mid-term Essay (1,000 words) – 30%
- Essay (3,000 words) – 50%
- Critical Literature Book Review (1,000 words) – 10%
- Seminar Participation – 10%

For the essays, students will choose from a set of questions/topics that will be available in class and on Moodle.

Feedback will be offered throughout the module, e.g., through seminars, office hours, and written comments on the essays.

The critical literature review is intended to establish extended critical and analytical skills. Level 5 students will examine ONE text on the course reading list related to the life of William James and level 6 students will compare and contrast TWO texts on the life of William James to demonstrate greater critical and analytical skills.

Seminar participation will be evaluated in line with the Department's Seminar Participation Criteria.

Preliminary Reading

Ayer, A.J. (1968) *The Origins of Pragmatism: Studies in the Philosophy of Charles Sanders Peirce and William James* (London: Macmillan)

Brown, H. (2000) *William James on Radical Empiricism and Religion* (Toronto: University of Toronto Press)

Carrette, J. ed. (2005) *William James and the Varieties of Religious Experience* (London: Routledge)

James, W. (1975-1988) *The Writings of William James* (Cambridge, Massachusetts: Harvard University Press)

Myers, G.E. (1986) *William James: His Life and Thought* (New Haven: Yale)

Putnam, R. A. ed. (1997) *The Cambridge Companion to William James* (Cambridge: Cambridge University Press)

Synopsis *

William James (1842-1910) has arguably had a profound impact in the shaping of three contemporary disciplines: philosophy, psychology and the study of religion. This course aims to examine the life and work of William James in depth. It will examine the life of William James and the James family and show how this relates to his work. The course will examine his key texts: *Principles of Psychology* (1890), *The Will to Believe* (1897), *The Varieties of Religious Experience* (1902) and his studies of pragmatism, including *Pragmatism* (1907), *The Pluralistic Universe* (1909) and *The Meaning of Truth* (1909). It will also explore his long term and frustrated attempt to set up a scientific study of psychical phenomena.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL658		Philosophy of Love: From Plato to Pragmatism				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	Ware Dr L

Availability

Also available at Level 6 (PL659)

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

demonstrate a critical understanding of love in the history of philosophy and the diversity of theories and conceptions of love;

identify the philosophical problems of love in relation to eros, agape and philia;

reflect critically on the nature of love as a philosophical problem across a variety of traditions;

show enhanced critical ability in using abstract concepts in relation to the idea of love;

demonstrate an ability to carry out additional research for essay and seminar topics.

Method of Assessment

Essay (3,000 words) – 70%

Summary Assignment (1,000 words) – 20%

Seminar Performance – 10%

Preliminary Reading

Indicative Reading List

Frankfurt, H. (2006) *The Reasons of Love* (Princeton, NJ: Princeton University Press)

Nussbaum, M. (1992) *Love's Knowledge: Essays on Philosophy and Literature* (Oxford: Oxford University Press)

Howatson, M.C. & F. Sheffield, (2008) *Plato: The Symposium* (Cambridge, Cambridge University Press)

Soble, A. (1993) *Eros, Agape and Philia: Readings in the Philosophy of love* (New York: Paragon)

Singer, I. (2009) *The Nature of Love: Plato to Luther* (Cambridge, MA: MIT)

Soble, A. (1993) *Eros, Agape and Philia: Readings in the Philosophy of love* (New York: Paragon)

Secomb, L. (2007) *Philosophy and Love: From Plato to Popular Culture* (Bloomington, IN: Indiana University Press)

Synopsis *

This course brings together a range of theories of love from the history of philosophy and from various traditions, including analytical philosophy, feminism, pragmatism and continental thought. It will explore questions of love, beauty and friendship in Plato, religious models in Aquinas, ars erotica in ancient Indian and Chinese philosophies of love, Romantic traditions of love, the logic of love in Peirce and James, feminist politics of love and maternity, and cognitive models of love. The course will also examine a range of analytical questions of love, including debates about the different types of love (eros, agape and philia), the problems of talking about love in philosophical language, distinctions between self-love and relational love, the relation of love to literature and poetry, love as embodied instinct and mental idea, the relation between love and sex, and connections between love, compassion and caring. The aim of the course is to combine a philosophical history of love with critical analytical skills to think about love as a dynamic feature of human relationships.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL659 Philosophy of Love: From Plato to Pragmatism						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	Ware Dr L

Availability

Also available at Level 5 (PL658)

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

demonstrate a systematic understanding of love in the history of philosophy and the diversity of theories and conceptions of love;

identify the philosophical problems of love in relation to eros, agape and philia, and develop an ability to compare critically the different concepts;

reflect critically on the nature of love as a philosophical problem across a variety of traditions and evaluate the different arguments supporting these positions;

show enhanced critical ability in using abstract concepts in relation to the idea of love and examine the ambiguity and limits of knowledge about love;

demonstrate an ability to carry out additional research and show an ability to communicate to specialist and non-specialist audiences.

Method of Assessment

Essay (3,000 words) – 70%

Summary Assignment (1,000 words) – 20%

Seminar Performance – 10%

Preliminary Reading

Indicative Reading List

Frankfurt, H. (2006) *The Reasons of Love* (Princeton, NJ: Princeton University Press)

Nussbaum, M. (1992) *Love's Knowledge: Essays on Philosophy and Literature* (Oxford: Oxford University Press)

Howatson, M.C. & F. Sheffield, (2008) *Plato: The Symposium* (Cambridge, Cambridge University Press)

Soble, A. (1993) *Eros, Agape and Philia: Readings in the Philosophy of love* (New York: Paragon)

Singer, I. (2009) *The Nature of Love: Plato to Luther* (Cambridge, MA: MIT)

Soble, A. (1993) *Eros, Agape and Philia: Readings in the Philosophy of love* (New York: Paragon)

Secomb, L. (2007) *Philosophy and Love: From Plato to Popular Culture* (Bloomington, IN: Indiana University Press)

Synopsis *

This course brings together a range of theories of love from the history of philosophy and from various traditions, including analytical philosophy, feminism, pragmatism and continental thought. It will explore questions of love, beauty and friendship in Plato, religious models in Aquinas, ars erotica in ancient Indian and Chinese philosophies of love, Romantic traditions of love, the logic of love in Peirce and James, feminist politics of love and maternity, and cognitive models of love. The course will also examine a range of analytical questions of love, including debates about the different types of love (eros, agape and philia), the problems of talking about love in philosophical language, distinctions between self-love and relational love, the relation of love to literature and poetry, love as embodied instinct and mental idea, the relation between love and sex, and connections between love, compassion and caring. The aim of the course is to combine a philosophical history of love with critical analytical skills to think about love as a dynamic feature of human relationships.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL661 Living Philosophy						
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	

Availability

Also available at Level 5 (PL660)

Contact Hours

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

Cost

None

Learning Outcomes

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

- 8.5 Understand in detail the major philosophical approaches to how to practice living well;
- 8.6 Engage critically with some of the central issues surrounding these approaches, and have practised at least one of them in their day-to-day, through their study of the relevant arguments and engagement in the relevant practices;
- 8.7 Demonstrate their understanding of the various theories in this area and a recognition of the implications of these theories for problems within associated areas, all through their study of these arguments and engagement in practice;
- 8.8 Demonstrate the ability to engage in a close critical reading of some of major texts in the relevant traditions, and refer to major texts to support their own position and practice.

Method of Assessment

100% Coursework

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

As noted above topics covered will likely vary from year to year but the following is an indicative list at the time of writing:

- Selections from Seneca and Epictetus (Stoicism)
- Selections from Epicurus and Lucretius (Epicureanism)
- Thich Nhat Hanh, *The Pocket Thich Nhat Hanh* (Buddhism)
- Confucius, *The Analects* (Confucianism)
- St. Ignatius of Loyola, *The Spiritual Exercises of Saint Ignatius* (Jesuit Philosophy)

Pre-requisites

None

Restrictions

None

Synopsis *

This module has an ambitious but hopefully not ridiculous goal: to teach you something about how to live well. It will do so by introducing you to some of the most prominent philosophical traditions that have tried to offer practical advice on how to live, such as that of the Stoics and the Epicureans, but also the religiously inspired traditions of Buddhists, Confucians and Jesuit philosophers.* Of course, you can't learn to live well simply by reading a few books—not even really good ones. That's why, as part of the module, you'll also spend three days living in accordance with one of the traditions covered, and then reporting back your experience to the rest of the class, either through a traditional presentation, or by making a short video about your experience. You might not come out a Stoic sage at the other end of this module (although who knows?), but you'll have learned quite a few things about what some very interesting people thought about how to live well, some of which you'll be able to incorporate into your daily life.

* Topics covered will likely vary from year to year. The variations will be guided by the expertise of whichever person happens to be convening the module any given year, and by student feedback on previous years.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL662 Philosophy and Film						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	

Contact Hours

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

Learning Outcomes

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

- 8.1. Demonstrate critical understanding of a range of philosophical issues that have been presented through film, and a range of philosophical issues about the medium of film itself;
- 8.2. Engage critically with some of the central issues in philosophy, and in philosophy of film, orally, and in writing, through their study of the relevant arguments;
- 8.3. Demonstrate the ability to engage in a close critical reading of some of major texts in the field.

Method of Assessment

This module will be assessed by 100% coursework:

- Presentation (20 minutes) 20%
- Midterm Essay (2,000 words) - 40%
- Final essay – (2,000 words) -40%

Preliminary Reading

Indicative Reading List

Films:

Total Recall (dir. Paul Verhoeven, 1984)
The Seventh Seal (dir. Ingmar Bergman, 1957)
Bill and Ted's Excellent Adventure (dir. Stephen Herek, 1989)
Rashômon (dir. Akira Kurosawa, 1950)
Arrival (dir. Denis Villeneuve, 2016)
Groundhog Day (dir. Harold Ramis, 1993)
La Jetée (dir. Chris Marker, 1962)

Books:

Litch M.M. and Karofsky, A. (2015) Philosophy through film, London: Routledge
Schneider, S. (2016) Science Fiction and Philosophy, Oxford: Wiley Blackwell
Carroll, N. and Jinhee C., (2006) The Philosophy of Film and Motion Pictures Oxford: Blackwell
Wartenberg, T.E. and Smith, M. (2006) Thinking through Cinema, Oxford: Wiley-Blackwell
Cox, D. and Levine, M. (2012) Thinking Through Film, Oxford: Wiley Blackwell

Synopsis >*

The course will begin by looking at various philosophical problems, as presented in films. This will involve discussing a range of different philosophical topics, from different areas of philosophy. Film here is presented as a way into the philosophical discussion, which will be supplemented by appropriate primary and secondary texts. The course will then consider ways in which the medium of film itself presents philosophical problems.

Topics to be covered will vary from year to year, in light of the expertise of the person convening it and student feedback from previous years. Philosophical issues presented through film will include, but will not be restricted to, time travel, existentialism and Philosophy of art. Philosophical Issues concerning film will include, but will not be restricted to 'is film art?', 'what is film?' and 'can film be philosophy?'.

Through these and related topics, students will gain a good understanding of both a number of issues in philosophy, and the way that the medium in which philosophy is done is potentially a constraint on or a complement to the aims of the philosophy. The module will enable students to evaluate issues, both timely and timeless, in a manner that's informed by an interdisciplinary approach to philosophy.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL663		Philosophy and Film				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	100% Coursework	

Availability

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

Learning Outcomes

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

8.4. Demonstrate a systematic understanding of key aspects and the acquisition of coherent and detailed knowledge of a range of philosophical issues that have been presented through film, and a range of philosophical issues about the medium of film itself;

8.5. Engage critically with, and defend a position with respect to some of the central issues in both Philosophy generally, and philosophy of film in particular, orally, and in writing, through their study of the relevant arguments;

8.6. Demonstrate the ability to accurately deploy established techniques of analysis and enquiry when reading of some major arguments in the field, and to refer to major philosophical texts to support their own position.

Method of Assessment

This module will be assessed by 100% coursework:

- Presentation (20 minutes) 20%
- Midterm Essay (2,000 words) - 40%
- Final essay – (2,000 words) -40%

Preliminary Reading

Indicative Reading List

Films:

Total Recall (dir. Paul Verhoeven, 1984)
The Seventh Seal (dir. Ingmar Bergman, 1957)
Bill and Ted's Excellent Adventure (dir. Stephen Herek, 1989)
Rashômon (dir. Akira Kurosawa, 1950)
Arrival (dir. Denis Villeneuve, 2016)
Groundhog Day (dir. Harold Ramis, 1993)
La Jetée (dir. Chris Marker, 1962)

Books:

Litch M.M. and Karofsky, A. (2015) Philosophy through film, London: Routledge
Schneider, S. (2016) Science Fiction and Philosophy, Oxford; Wiley Blackwell
Carroll, N. and Jinhee C., (2006) The Philosophy of Film and Motion Pictures Oxford: Blackwell
Wartenberg, T.E. and Smith, M. (2006) Thinking through Cinema, Oxford: Wiley-Blackwell
Cox, D. and Levine, M. (2012) Thinking Through Film, Oxford: Wiley Blackwell

Synopsis ***/span>**

The course will begin by looking at various philosophical problems, as presented in films. This will involve discussing a range of different philosophical topics, from different areas of philosophy. Film here is presented as a way into the philosophical discussion, which will be supplemented by appropriate primary and secondary texts. The course will then consider ways in which the medium of film itself presents philosophical problems.

Topics to be covered will vary from year to year, in light of the expertise of the person convening it and student feedback from previous years. Philosophical issues presented through film will include, but will not be restricted to, time travel, existentialism and Philosophy of art. Philosophical Issues concerning film will include, but will not be restricted to 'is film art?', 'what is film?' and 'can film be philosophy?'.
'

Through these and related topics, students will gain a good understanding of both a number of issues in philosophy, and the way that the medium in which philosophy is done is potentially a constraint on or a complement to the aims of the philosophy. The module will enable students to evaluate issues, both timely and timeless, in a manner that's informed by an interdisciplinary approach to philosophy.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL664 Understanding Causality and Probability						
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	

Availability

Also available at Level 6 (PL665)

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

- 8.1 Understand the major controversies in this area;
- 8.2 Engage critically with some of the central issues in this field, through their study of the relevant arguments;
- 8.3 Demonstrate their understanding of the proposed solutions to the issues in this area, through their study of these arguments;
- 8.4 Demonstrate the ability to engage in a close critical reading of some of major texts in the field.

Method of Assessment

- Presentation (15 minutes) – 20%
- Mid-term Essay (1,000 words) – 20%
- Final Essay (3,000 words) – 60%

Preliminary Reading

Indicative Reading List.

- Eagle, A. (2011) *Philosophy of Probability: Contemporary Readings*, ed. London: Routledge
Gillies, D.A. (2000) *Philosophical Theories of Probability*. London: Routledge
Illari, P. & Russo, F. (2014) *Causality: Philosophical Theory Meets Scientific Practice*, Oxford: OUP
Illari, P., Russo, F. & Williamson, J. (2011) *Causality in the Sciences*, eds. Oxford: OUP

Synopsis *

This module will introduce students to philosophical theories of causality and philosophical theories of probability. The module will provide a broad background to the range of available interpretations of causality and probability. Topics to be covered will vary from year to year, in light of the expertise of the person convening it and student feedback from previous years. Students will gain a good understanding of the complementary and in some cases conflicting perspectives and methodologies on causality and probability. The module will enable students to evaluate contemporary issues in a manner that's informed by a comprehensive set of relevant traditions.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL665 Understanding Causality and Probability						
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	

Availability

Also available at Level 5 (PL664)

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

- 8.5 Demonstrate systematic understanding the major positions and arguments in this area;
- 8.6 Engage critically with some of the central issues in this field, and ultimately support a solution to a particular issue, through their study of the relevant arguments;
- 8.7 Demonstrate their critical understanding of multiple theories in this area and a recognition of the implications of these theories for problems within associated areas, all through their study of these arguments;
- 8.8 Demonstrate the ability to engage in a close critical reading of some of major texts in the field, and refer to major texts to support their own position.

Method of Assessment

- Presentation (15 minutes) – 20%
- Mid-term Essay (1,000 words) – 20%
- Final Essay (3,000 words) – 60%

Preliminary Reading

Indicative Reading List.

- Eagle, A. (2011) *Philosophy of Probability: Contemporary Readings*, ed. London: Routledge
 Gillies, D.A. (2000) *Philosophical Theories of Probability*. London: Routledge
 Illari, P. & Russo, F. (2014) *Causality: Philosophical Theory Meets Scientific Practice*, Oxford: OUP
 Illari, P., Russo, F. & Williamson, J. (2011) *Causality in the Sciences*, eds. Oxford: OUP

Synopsis *

This module will introduce students to philosophical theories of causality and philosophical theories of probability. The module will provide a broad background to the range of available interpretations of causality and probability. Topics to be covered will vary from year to year, in light of the expertise of the person convening it and student feedback from previous years. Students will gain a good understanding of the complementary and in some cases conflicting perspectives and methodologies on causality and probability. The module will enable students to evaluate contemporary issues in a manner that's informed by a comprehensive set of relevant traditions.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL667 Political Emotions						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	Ware Dr L

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

Recognise, understand, and evaluate the major philosophical theories of the nature of emotions;
Engage critically with some of the central issues and controversies in the subfield of political emotions, through their study of the relevant arguments (e.g., for the relation between emotion and value, emotion and wellbeing, and emotion and rationality);
Recognise and critically evaluate the influence of specific emotions in particular cases of political history, law, and/or media;
Demonstrate the ability to engage in a close critical reading of some of the major texts in the subfield of political emotions.

Method of Assessment

Essay 1 (1,500 words) – 30%
Essay 2 (2,000 words) – 30%
Public Philosophy Exercise (1,000 words) – 30%
Seminar Performance – 10%

Preliminary Reading

Indicative Reading List

Brady, M. (2013). *Emotional Insight* (Oxford University Press).
de Sousa, R. (2013). "Emotion", *Stanford Encyclopedia of Philosophy*.
Duff, A. (2015). "Criminal Responsibility and the Emotions: If fear and anger can exculpate, why not compassion?", *Inquiry* 58(2): 189-220.
Goldie, P. ed. (2010). *The Oxford Handbook of Philosophy of Emotion* (Oxford University Press).
James, W. (2018). "What is an emotion?", *The William James Reader* Vol. 1.
Nussbaum, M. (2013). *Political Emotions: Why Love Matters for Justice* (Harvard University Press).
Roeser, S. (2006). "The role of emotions in judging the moral acceptability of risks", *Safety Science* 44(8): 689-700.

Synopsis */

Emotions figure in many areas of public life, and a number of pressing political issues (from fear in the evaluation of biomedical promises, to compassion in the criminal courtroom) invite us to think about the role of emotion in shaping citizens' political thought and activity. Emotions, however, are all too rarely studied conceptually, with the result that both political theory and practice are often left at a loss. Through lectures and seminar discussion, this module will offer the opportunity for students to engage in close analysis of the philosophy and cognitive science of emotion, as well as the ethical concerns that are raised by the role emotions can play in political activity and institutional practice.

This module will study prominent theories of emotion, asking about the connection between emotion, reason, and well-being. These aspects take a philosophical approach, but are also informed by advances in neurobiology and cognitive science. The module will also explore the public stage, asking how specific emotions figure in political questions: for example, fear, disgust, compassion, blame, empathy, boredom, and revenge. Political topics considered may include risky technologies, wrongful legal conviction, capital punishment, the Citizens' Income, and assisted dying. The role of emotion in media politics and protest movements will also be examined, assessing, for example, how compassion can be manufactured and mediated through political rhetoric, social media, social privilege, and popular fiction.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

PL668 Political Emotions						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	100% Coursework	Ware Dr L

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

Demonstrate a systematic understanding of, and ability to evaluate, the major philosophical theories of the nature of emotions;
 Engage critically with some of the central issues and controversies in the subfield of political emotions, through their study of the relevant arguments (e.g., for the relation between emotion and value, emotion and wellbeing, and emotion and rationality), and ultimately support a solution to a particular issue;
 Recognise, critically evaluate, and demonstrate understanding of the implications of the influence of specific emotions in particular cases of political history, law, and/or media;
 Demonstrate the ability to engage in a close critical reading of some of the major texts in the field of political emotions, and refer to major texts to support their own position.

Method of Assessment

Essay 1 (1,500 words) – 30%
 Essay 2 (2,000 words) – 30%
 Public Philosophy Exercise (1,000 words) – 30%
 Seminar Performance – 10%

Preliminary Reading

Indicative Reading List

Brady, M. (2013). *Emotional Insight* (Oxford University Press).
 de Sousa, R. (2013). "Emotion", *Stanford Encyclopedia of Philosophy*.
 Duff, A. (2015). "Criminal Responsibility and the Emotions: If fear and anger can exculpate, why not compassion?", *Inquiry* 58(2): 189-220.
 Goldie, P. ed. (2010). *The Oxford Handbook of Philosophy of Emotion* (Oxford University Press).
 James, W. (2018). "What is an emotion?", *The William James Reader* Vol. 1.
 Nussbaum, M. (2013). *Political Emotions: Why Love Matters for Justice* (Harvard University Press).
 Roeser, S. (2006). "The role of emotions in judging the moral acceptability of risks", *Safety Science* 44(8): 689-700.

Synopsis *

Emotions figure in many areas of public life, and a number of pressing political issues (from fear in the evaluation of biomedical promises, to compassion in the criminal courtroom) invite us to think about the role of emotion in shaping citizens' political thought and activity. Emotions, however, are all too rarely studied conceptually, with the result that both political theory and practice are often left at a loss. Through lectures and seminar discussion, this module will offer the opportunity for students to engage in close analysis of the philosophy and cognitive science of emotion, as well as the ethical concerns that are raised by the role emotions can play in political activity and institutional practice.

This module will study prominent theories of emotion, asking about the connection between emotion, reason, and well-being. These aspects take a philosophical approach, but are also informed by advances in neurobiology and cognitive science. The module will also explore the public stage, asking how specific emotions figure in political questions: for example, fear, disgust, compassion, blame, empathy, boredom, and revenge. Political topics considered may include risky technologies, wrongful legal conviction, capital punishment, the Citizens' Income, and assisted dying. The role of emotion in media politics and protest movements will also be examined, assessing, for example, how compassion can be manufactured and mediated through political rhetoric, social media, social privilege, and popular fiction.

2019-20 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	Fiorucci Dr W

Contact Hours

Total Contact Hours: 30

Learning Outcomes

On successfully completing the module students will be able to:

Present subject related ideas and concepts concisely and coherently within a classroom setting;
Devise, develop and evaluate a specific idea or project;
Understand the importance of professional responsibility and of following professional guidelines;
Understand the National Curriculum and the role of Languages within the Curriculum;
Display knowledge of the organisation within schools and the management of people within them.

Method of Assessment

Main assessment methods

- Essay 1 (2,000 words) – 40%
- Essay 2 (2,000 words) – 40%
- Seminar Delivery (30 minutes) – 20%

Preliminary Reading

Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

Barton, A. (2006). *Getting the Buggers into Languages*. London; New York: Continuum International Pub. Group
Department for Education and Skills, (2003) *Key Stage 3 National Strategy. Framework for Teaching Modern Foreign Languages: Years 7, 8 and 9*. London: HMSO
Dudeny, G. (2007). *The Internet and the Language Classroom [A Practical Guide for Teachers]*. Cambridge: Cambridge University Press
Lightbown, Patsy M. (2006). *How Languages Are Learned*. Oxford: Oxford University Press
Pachler, N. and Redondo, A. (Eds.), (2006). *Teaching Foreign Languages in the Secondary School - A Practical Guide*. London: Routledge
Willis, D. (2007). *Doing Task-based Teaching*. Oxford: Oxford University Press

Pre-requisites

The maximum number of students permitted to take the module is 12.

Marks for key subjects in their corresponding programme of study must be within the First Class classification boundary.

Restrictions

The maximum number of students permitted to take the module is 12.

Marks for key subjects in their corresponding programme of study must be within the First Class classification boundary.

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 consider a career in HE language teaching by providing them with the opportunity to develop their knowledge and understanding of Languages in the primary and secondary school context as well as in HE.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

SCL503 European Political Cinema						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

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

- 8.1 Demonstrate critical understanding of the ways in which ideology functions within a mass media form such as the cinema;
- 8.2 Demonstrate critical understanding of current approaches to the relationship between film and politics;
- 8.3 Analyse, in depth, the different ways in which cinema has functioned politically in a range of national, historical and political contexts within Europe;
- 8.4 Critically engage with a number of films from different European national traditions.

Method of Assessment

- Essay 1 (1,500 words) – 40%
- Essay 2 (1,500 words) – 40%
- Seminar Presentation (10 minutes) – 20%

Preliminary Reading

Indicative Reading List:

- Bordwell, D. and Thompson, K. (1994) 'Political Cinema in the West' in *Film History: An Introduction*. New York: McGraw-Hill
- Celli, C. (2005) *Gillo Pontecorvo: From Resistance to Terrorism*. Lanham, Maryland/ Toronto/ Oxford: Scarecrow Press
- Kellner, D. (1993) 'Film, Politics, and Ideology: Towards a Multiperspectival Film Theory' in James Combs (ed.) *Movies and Politics: The Dynamic Relationship*. New York/ London: Garland Publishing
- Halligan, B. (2016) *Desires for Reality: Radicalism and Revolution in Western European Film*. New York/ Oxford: Berghahn Books
- Hoffman, H. (1997) *The Triumph of Propaganda: Film and National Socialism, 1933-1945*. New York/ Oxford: Berghahn Books
- Lombardi, G. (ed.) (2016) *Italian Political Cinema*. Oxford/ Bern/ Berlin/ Bruxelles/ Frankfurt/ New York/ Wien: Peter Lang
- Michalczyk, J.J. (1984) *Costa-Gavras: The Political Fiction Film*. Philadelphia/ London/ Toronto: Art Alliance Press/ Associated University Presses
- Screen Reader 1: *Cinema/Ideology/Politics*. London: Society for Education in Film and Television, (1977)
- Smith, A. (2005) 'The Série-Z, Politics and the Thriller Genre' in *French Cinema in the 1970s: The Echoes of May*. Manchester: Manchester University Press
- Tzioumakis, Y. and Molloy, C. (eds) (2016) *The Routledge Companion to Cinema and Politics*. London/ New York: Routledge

Restrictions

Available as a 'Wild' module, subject to individual students' programme requirements

Synopsis *

This module examines the various ways in which cinema can be used to articulate a political message or advance a political cause. Drawing on films from the major Western European nations (e.g. France, Germany, Italy and Spain) and from a variety of historical periods from the 1930s to the present, it will examine and contrast the ideological functions of cinema in a range of different geopolitical contexts. The films studied will range from explicit propaganda films of the totalitarian regimes to left-wing counter-cultural filmmaking of the sixties and popular genres such as the 'political thriller'.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

SCL504 European Political 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	

Contact Hours

Total Contact Hours: 20

Learning Outcomes

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

8.5 Demonstrate cogent understanding of the ways in which ideology functions within a mass media form such as the cinema;

8.6 Demonstrate conceptual understanding of current approaches to the relationship between film and politics;

8.7 Comprehensively analyse, using established techniques, the different ways in which cinema has functioned politically in a range of national, historical and political contexts within Europe;

8.8 Critically engage with a number of films and demonstrate coherent and detailed knowledge of different European national traditions.

Method of Assessment

- Essay 1 (1,500 words) – 40%
- Essay 2 (1,500 words) – 40%
- Seminar Presentation (10 minutes) – 20%

Preliminary Reading

Indicative Reading List:

Bordwell, D. and Thompson, K. (1994) 'Political Cinema in the West' in *Film History: An Introduction*. New York: McGraw-Hill

Celli, C. (2005) *Gillo Pontecorvo: From Resistance to Terrorism*. Lanham, Maryland/ Toronto/ Oxford: Scarecrow Press

Kellner, D. (1993) 'Film, Politics, and Ideology: Towards a Multiperspectival Film Theory' in James Combs (ed.) *Movies and Politics: The Dynamic Relationship*. New York/ London: Garland Publishing

Halligan, B. (2016) *Desires for Reality: Radicalism and Revolution in Western European Film*. New York/ Oxford: Berghahn Books

Hoffman, H. (1997) *The Triumph of Propaganda: Film and National Socialism, 1933-1945*. New York/ Oxford: Berghahn Books

Lombardi, G. (ed.) (2016) *Italian Political Cinema*. Oxford/ Bern/ Berlin/ Bruxelles/ Frankfurt/ New York/ Wien: Peter Lang

Michalczyk, J.J. (1984) *Costa-Gavras: The Political Fiction Film*. Philadelphia/ London/ Toronto: Art Alliance Press/ Associated University Presses

Screen Reader 1: *Cinema/Ideology/Politics*. London: Society for Education in Film and Television, (1977)

Smith, A. (2005) 'The Série-Z, Politics and the Thriller Genre' in *French Cinema in the 1970s: The Echoes of May*. Manchester: Manchester University Press

Tzioumakis, Y. and Molloy, C. (eds) (2016) *The Routledge Companion to Cinema and Politics*. London/ New York: Routledge

Restrictions

Only available as a 'Wild' module choice subject to individual students' programme requirements.

Synopsis *

This module examines the various ways in which cinema can be used to articulate a political message or advance a political cause. Drawing on films from the major Western European nations (e.g. France, German, Italy and Spain) and from a variety of historical periods from the 1930s to the present, it will examine and contrast the ideological functions of cinema in a range of different geopolitical contexts. The films studied will range from explicit propaganda films of the totalitarian regimes to left-wing counter-cultural filmmaking of the sixties and popular genres such as the 'political thriller'.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

SCL505		Cultures of Sustainability				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Rowlandson Dr W

Contact Hours

Total Contact Hours: 20

Learning Outcomes

Engage critically with multiple and complex meanings of the terms 'sustainable' and 'sustainability';
Demonstrate a critical understanding of the transnational need for sustainable cultural models;
Demonstrate an appreciation of ways in which ethnicities, cultures, geographies and languages maintain difference and diversity whilst sharing common pressures, practices and goals;
Apply concepts of sustainability to a range of different social and cultural contexts.

Method of Assessment

13.1 Main assessment methods

- Essay 1 (1,500 words) – 50%
- Essay 2 (1,500 words) – 50%

Preliminary Reading

Indicative Reading List:

- Bartlett, P.F. and G.W. Chase, eds. (2004). *Sustainability on Campus: Stories and Strategies for Change*. Cambridge: MIT Press
- Beckerman, W. (1994). "Sustainable Development: Is it a Useful Concept?" *Environmental Values* 3: 191-209. Winwick: The White Horse Press
- Dobson, A. (2003). *Citizenship and Environment*. Oxford: Oxford University Press
- Filho, W.L. & A.G. Consorte-McCrea, eds. (2018). *Sustainability and the Humanities*. Cham, Switzerland: Springer
- Kopinina, H. & E. Shoreman-Ouimet, eds. (2015). *Sustainability: Key Issues*. London: Routledge

Pre-requisites

None

Synopsis *

What is sustainability? It has been defined in many ways, but the most frequently quoted definition is from 'Our Common Future', also known as the Brundtland Report (1987) which refers to 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs.' While the concept of sustainability has its roots in the natural sciences, it is becoming evident that theories and practices of sustainability are of relevance in social and cultural studies as much as biophysical relationships.

The module begins with an examination of the wide-ranging definitions of sustainability and of the contribution to the discourse from Humanities subjects. We proceed to analyse a range of case studies representing the four disciplines of Modern Languages in SECL at Kent: French, German, Italian and Hispanic Studies. The case studies highlight cultural practices ranging across time periods and geographies in which sustainable processes are key. They may include the cultural history of sustainability or 'Nachhaltigkeit' in the German context; the Cinema Ritrovato festival in Bologna, Italy; the debate in psychoanalysis on the themes of exploitation/sustainability and competition/cooperation in relation to ecological practices and the environment; the works of Martinique author Patrick Chamoiseau and the challenges to French/Eurocentric concepts of sustainability; and the culture and practice of urban organic farming – organopónicos – that arose out of the economic crisis in Cuba in the 1990s and which have circular economics, cultural development and educational practices at their core.

The module concludes with a consideration of how the case studies illustrate theories and practices of sustainability, and how in turn they may be considered catalysts for further engagement in questions of sustainability

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TH515		Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	100% Project	Deacy Dr C

Contact Hours

Total Contact Hours: 12

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate a critical understanding of the nature, role and significance of religion in relation to a defined context or issue.
- 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.
- 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.
- 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% Coursework:

Dissertation (12,000 words) – 100%

Preliminary Reading

The 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.

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TH522 Ancient Chinese Philosophies and the Contemporary World						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	

Contact Hours

Total Contact Hours: 40

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate significant understanding of the emergence of Chinese philosophies (e.g. Confucianism, Mohism, Daoism, Legalism) in early Chinese history and their legacy in contemporary East Asia and in the West;
- Describe and analyse a key concept, idea, theme or practice in ancient Chinese thought;
- Demonstrate critical appreciation of the key problems of translating Chinese culture, traditions, practices and concepts into a western interpretive framework and language, for instance the problems of using terms like 'philosophy' and 'religion' or western notions of 'literature' in relation to East Asian contexts;
- Make cross-cultural comparisons between ancient Chinese thought and Western philosophy based on the textual analysis of primary sources (in translation) and secondary literature;
- Recognise and analyse the influence of ancient Chinese philosophies on politics, society, popular culture, philosophy and perceptions of well-being, in contemporary China and in the West.

Method of Assessment

Essay 1 (2,000 words) – 25%

Essay 2 (2,000 words) – 25%

Examination (3 hours) – 50%

Preliminary Reading

Clark, J.J. (2000). *The Tao of the West: Western Transformations of Taoist Thought*, London: Routledge.

Ivanhoe, P. & B. Van Norden (2006). *Readings in Classical Chinese Philosophy*, Indianapolis: Hackett.

Lai, K. (2017). *An Introduction to Chinese Philosophy*, Cambridge: Cambridge University Press.

Littlejohn, R. (2016). *Chinese Philosophy: An Introduction*, London: Tauris.

Van Norden, B. (2011). *Introduction to Classical Chinese Philosophy*, Indianapolis: Hackett.

Van Norden, B. (2017). *Taking Philosophy Back: A Multicultural Manifesto*, New York: Columbia University Press.

Pre-requisites

None

Synopsis *

Ancient Chinese philosophies resonate in contemporary China and in the West. Philosophers compare Confucian and Aristotelean virtue ethics, read the Daoist text Zhuangzi alongside Nietzsche and describe Mohist thought as an early example of utilitarianism. Leaders of the People's Republic of China quote from the Chinese classics in their political speeches to enhance feelings of patriotism. Daoist concepts inspire practitioners of alternative medicine and systems biologists.

This module will explore key concepts, themes and practices in ancient Chinese philosophical literature, available in English translation. We provide the historical and cultural backgrounds of the emergence of the major "schools" of thought (including Confucianism, Daoism, Mohism and Legalism) and examine how traditions interacted and transformed throughout Chinese history and how they influenced East Asian societies and became part of global culture. Hermeneutical and other methodological tools will be provided to engage with source material and answer questions about tradition and modernity, make cultural comparisons between East and West and discuss the translatability of concepts ranging from "philosophy" to "qi". The module will also examine how ancient Chinese philosophies inform East Asian business ethics and social customs, literature and popular culture (in China and in the West) and ecological thinking.

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TH555 Hindu Religious Thought						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Autumn	H	30 (15)	70% Coursework, 30% Exam	
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	30 (15)	70% Coursework, 30% Exam	

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.

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TH558 Sociology of Religion						
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	

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- Demonstrate their understanding of the discipline of sociology in the context of other disciplines relevant to the study of religion.
- Make use of their critical understanding of key sociological concepts and debates (e.g. structure and agency) to analyse issues relevant to lived religion.
- Critically evaluate how religious life may be shaped through the intersection of a range of social structures and processes.
- 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.
- 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:

Essay (2,000 words) – 25%

Case Study (5,000 words) – 75%

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.
 Furseth, I. & Repstad, P. (2006) *An Introduction to the Sociology of Religion*. Aldershot: Ashgate.
 Hinnells, J. (ed.) (2010) *The Routledge Companion to the Study of Religion*. 2nd edition. London: Routledge.
 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.

Pre-requisites

None

Restrictions

Also available as a 'Wild' module

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. secularisation, subjectivisation), 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, individualisation, 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.

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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
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

- 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;
- Recognise the pervasiveness of theological themes in the medium of film;
- Investigate a particular aspect of religion and film in more depth.

Method of Assessment

Essay (5,000 words) – 60%

Film Interpretation (2,500 words) – 30%

Presentation (15 minutes) – 10%

Preliminary Reading

Indicative reading:

Deacy, C. (2001), *Screen Christologies: Redemption and the Medium of Film*, Cardiff: University of Wales Press

Deacy, C. & Ortiz, G. (2008), *Theology and Film: Challenging the Sacred/Secular Divide*, Oxford: Blackwell

Lyden, J. (ed.), (2009), *The Routledge Companion to Religion and Film*, London & New York: Routledge, 2009.

Marsh, C. & Ortiz, G. (eds.), (1997), *Explorations in Theology and Film: Movies and Meaning*, Oxford: Blackwell

Marsh, C. (2004), *Cinema and Sentiment: Film's Challenge to Theology*, Carlisle: Paternoster Press

Mitchell, J. & Plate, S. Brent, (2007), *The Film and Religion Reader*, London and New York: Routledge

Wright, M.J. (2007), *Religion and Film: An Introduction*, London: I.B. Taurus

Pre-requisites

None

Synopsis <span style =

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.

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TH571 I:Death of God ? :Christianity and the Modern World						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	Deacy Dr C
1	Canterbury	Spring	I	30 (15)	60% Exam, 40% Coursework	Deacy Dr C

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

- Evaluate the significance and contribution of a number of leading theologians since the nineteenth century from a variety of denominational backgrounds;
- Demonstrate understanding of the changes in Christian thought and practice in a variety of situations in the last two centuries;
- Recognise and evaluate key theological developments as particularly evinced throughout the twentieth century, including the emergence of liberalism, neo-orthodoxy, liberation theology, black theology and feminist theology;
- Analyse the interrelations of Christian theology and contemporary society.

Method of Assessment

Essay 1 (Level 5 – 1,500 words; Level 6 – 2,000 words) – 20%

Essay 2 (Level 5 – 2,000 words; Level 6 – 2,500 words) – 30%

Examination (3 hours) – 50%

Preliminary Reading

Indicative Reading List

Davies, D. (2007). *The Theology of Death*, London: T&T Clark

Ford, D. (2005). *The Modern Theologians: An Introduction to Christian Theology Since 1918*, Oxford: Blackwell

Gill, R. (ed.). (1995). *Readings in Modern Theology*, London: SPCK

Jones, G. (ed.). (2007). *The Blackwell Companion to Modern Theology*, Oxford: Blackwell

McGrath, A. (2004). *Theology: The Basics*, Oxford: Blackwell

Pre-requisites

None

Synopsis *

This module will enable students to analyse and understand the development of Christian theology over the last two hundred years. We will be critically evaluating the significance and contribution of a number of leading twentieth century theologians from a variety of denominational backgrounds and endeavouring to understand to a sophisticated degree the changes in Christian thought and practice in a variety of situations in the twentieth century.

The module will begin by surveying the main strands of post-Enlightenment Christian theology, including the contributions of Kant, Schleiermacher and Feuerbach. There will be a detailed focus of two of the 'Death of God' theologians from the twentieth century, Thomas Altizer and William Hamilton. We will then critically evaluate the significance of Dietrich Bonhoeffer and his influence (with particular reference to Harvey Cox and John A.T. Robinson); Liberal Protestantism and the rise of Neo-Orthodoxy, with particular reference to Paul Tillich and Karl Barth; Rudolf Bultmann and his programme of demythologisation; and an interrogation of the Christian understanding of 'hope' with specific reference to Jürgen Moltmann. The module also involves a study of key theological movements, in particular Liberation Theology, Black Theology and Feminist Theology.

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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
1	Canterbury	Spring	H	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

- 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;
- Recognise the pervasiveness of theological themes in the medium of film;
- Investigate a particular aspect of religion and film in more depth.

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

- 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;
- 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;
- Recognise to a sophisticated degree the extent to which theological and religious models and criticism may be applied to the medium of film;
- Investigate particular aspects of religion and film in critical depth.

Method of Assessment

Essay (4,000 words) – 60%

Film Interpretation (2,000 words) – 30%

Presentation (15 minutes) – 10%

Preliminary Reading

Indicative reading:

- Deacy, C. (2001), *Screen Christologies: Redemption and the Medium of Film*, Cardiff: University of Wales Press
 Deacy, C. & Ortiz, G. (2008), *Theology and Film: Challenging the Sacred/Secular Divide*, Oxford: Blackwell
 Lyden, J. (ed.), (2009), *The Routledge Companion to Religion and Film*, London & New York: Routledge, 2009.
 Marsh, C. & Ortiz, G. (eds.), (1997), *Explorations in Theology and Film: Movies and Meaning*, Oxford: Blackwell
 Marsh, C. (2004), *Cinema and Sentiment: Film's Challenge to Theology*, Carlisle: Paternoster Press
 Mitchell, J. & Plate, S. Brent, (2007), *The Film and Religion Reader*, London and New York: Routledge
 Wright, M.J. (2007), *Religion and Film: An Introduction*, London: I.B. Taurus

Synopsis <span style =

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.

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TH575 H:Death of God ? :Christianity and the Modern World						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	Deacy Dr C
1	Canterbury	Spring	H	30 (15)	60% Exam, 40% Coursework	Deacy Dr C

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

- Demonstrate an in-depth and systematic engagement with the writings, both primary and secondary, of a number of leading theologians since the nineteenth century from a variety of denominational backgrounds and to exhibit a highly focused and rigorous appreciation of the limitations as well as the strengths of each of the theologians studied;
- Apply a critical and systematic engagement with the changes that can be evinced in the course of the last two hundred years and, specifically, to demonstrate to a critical degree how the different figures and movements examined in the module differ and/or relate to each other;
- Critically recognise and evaluate the key theological developments as particularly evinced throughout the twentieth century, including the emergence of liberalism, neo-orthodoxy, liberation theology, black theology and feminist theology. Students are expected to be able to critique these key theological developments with reference to specialised sources and to situate them within appropriate historical, philosophical and theological contexts;
- Scrutinise and critique, with reference to appropriate specialist and critical sources, the interrelationship between Christian theology and the beliefs and values of wider social and philosophical schools of thought.

Method of Assessment

Essay 1 (Level 5 – 1,500 words; Level 6 – 2,000 words) – 20%

Essay 2 (Level 5 – 2,000 words; Level 6 – 2,500 words) – 30%

Examination (3 hours) – 50%

Preliminary Reading

Indicative Reading List

Davies, D. (2007). *The Theology of Death*, London: T&T Clark

Ford, D. (2005). *The Modern Theologians: An Introduction to Christian Theology Since 1918*, Oxford: Blackwell

Gill, R. (ed.). (1995). *Readings in Modern Theology*, London: SPCK

Jones, G. (ed.). (2007). *The Blackwell Companion to Modern Theology*, Oxford: Blackwell

McGrath, A. (2004). *Theology: The Basics*, Oxford: Blackwell

Pre-requisites

None

Synopsis *

This module will enable students to analyse and understand the development of Christian theology over the last two hundred years. We will be critically evaluating the significance and contribution of a number of leading twentieth century theologians from a variety of denominational backgrounds and endeavouring to understand to a sophisticated degree the changes in Christian thought and practice in a variety of situations in the twentieth century.

The module will begin by surveying the main strands of post-Enlightenment Christian theology, including the contributions of Kant, Schleiermacher and Feuerbach. There will be a detailed focus of two of the 'Death of God' theologians from the twentieth century, Thomas Altizer and William Hamilton. We will then critically evaluate the significance of Dietrich Bonhoeffer and his influence (with particular reference to Harvey Cox and John A.T. Robinson); Liberal Protestantism and the rise of Neo-Orthodoxy, with particular reference to Paul Tillich and Karl Barth; Rudolf Bultmann and his programme of demythologisation; and an interrogation of the Christian understanding of 'hope' with specific reference to Jürgen Moltmann. The module also involves a study of key theological movements, in particular Liberation Theology, Black Theology and Feminist Theology.

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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	

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

2019-20 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	
1	Canterbury	Autumn	H	30 (15)	60% Exam, 40% Coursework	

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

2019-20 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 <span style =

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.

2019-20 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	

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 <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

2019-20 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	
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	

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

2019-20 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.
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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.
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Secondary

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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.
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J. Hillman, *Archetypal Psychology: A Brief Account*, 1983.
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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 */span>

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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH601 Hindu Religious Thought						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Autumn	I	30 (15)	70% Coursework, 30% Exam	
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Spring	I	30 (15)	70% Coursework, 30% Exam	

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 <span style =

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.

2019-20 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	
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- Demonstrate an understanding of the nature of sociology as a discipline.
- Demonstrate a critical appreciation of key sociological concepts and debates (e.g. in relation to structure and agency).
- Analyse how religious life may be shaped in relation to social structures and processes such as secularisation, individualisation, gender and class.
- Write a case study which successfully draws together clear descriptions of human experience, contexts, and practices with relevant sociological concepts and frameworks.
- 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:

Essay (2,000 words) – 25%

Case Study (5,000 words) – 75%

Preliminary Reading

Clarke, P. (2011) *The Oxford Handbook of the Sociology of Religion*. Oxford: Oxford University Press.

Davie, G. (2007) *The Sociology of Religion*. Cambridge: Polity.

Furseth, I. & Repstad, P. (2006) *An Introduction to the Sociology of Religion*. Aldershot: Ashgate.

Hinnells, J. (ed.) (2010) *The Routledge Companion to the Study of Religion*. 2nd edition. London: Routledge.

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.

Pre-requisites

None

Restrictions

Also available as a 'Wild' module

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. secularisation, subjectivisation), 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, individualisation, 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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH611 The Sacred in Contemporary Society						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	50% Coursework, 50% Exam	Carpenedo Dr M
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	

Contact Hours

Total Contact Hours: 40

Learning Outcomes

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

- Demonstrate critical understanding of the differences between ontological and cultural theories of the sacred;
- Situate cultural theories of the sacred within broader forms of cultural theory (e.g. cultural sociology);
- 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;
- 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

Essay (5,000 words) – 50%

Examination (3 hours) – 50%

Preliminary Reading

Indicative Reading List

Aldridge, A. (2007). Religion in the Contemporary World. Cambridge: Polity Press.

Alexander, J. (2005). The Meanings of Social Life. New York: Oxford University Press.

Durkheim, E. (1995). The Elementary Forms of the Religious Life. London: Free Press.

Lynch, G. (2012). On the Sacred. London: Acumen.

Pre-requisites

None

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 work.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH612 The Sacred in Contemporary Society						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	50% Coursework, 50% Exam	Carpenedo Dr M
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	

Contact Hours

Total contact hours: 40

Learning Outcomes

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

- 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;
- 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;
- 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;
- Demonstrate understanding 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

Essay (5,000 words) – 50%

Examination (3 hours) – 50%

Preliminary Reading

Indicative Reading List

Aldridge, A. (2007). *Religion in the Contemporary World*. Cambridge: Polity Press.

Alexander, J. (2005). *The Meanings of Social Life*. New York: Oxford University Press.

Durkheim, E. (1995). *The Elementary Forms of the Religious Life*. London: Free Press.

Lynch, G. (2012). *On the Sacred*. London: Acumen.

Pre-requisites

None

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 work.

2019-20 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	
1	Canterbury	Spring	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.

2019-20 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	Autumn	H	30 (15)	50% Coursework, 50% Exam	
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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH617 Continental Philosophy of Religion						
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 (TH618)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

8.6 Demonstrate comprehensive understanding of what continental philosophy is according to its history, themes, methods and thinkers;

8.7 Understand religion through a broad range of continental philosophical approaches including those that are at the forefront of the discipline;

8.8 Employ a systematic understanding of hermeneutical, phenomenological, feminist and genealogical approaches to understanding key questions and problems in religious discourse;

8.9 Use the critical approaches of continental philosophy to evaluate arguments, assumptions and abstract concepts;

8.10 Demonstrate a significant understanding of how religion is shaped by the history of philosophy.

Method of Assessment

- Introduction to Essay (500 words) – 15%
- Text Commentary (2,000 words) – 35%
- Essay (3,500 words) – 50%

Preliminary Reading

Indicative reading:

Anderson, P.S. (2003). "Feminism in the Philosophy of Religion" in *Explorations in Contemporary Continental Philosophy of Religion*, eds. Deane-Peter Baker and Patrick Maxwell (Amsterdam, NY: Rodopi), pp. 189–206.

Critchley, S. (2001). *Continental Philosophy: A Very Short Introduction* (Oxford: Oxford University Press).

Dupré, L. (1993). *Passage to Modernity: An Essay in the Hermeneutics of Culture* (New Haven: Yale University Press).

Joy, M. (2010) (ed.), *Continental Philosophy and the Philosophy of Religion* (Dordrecht: Springer).

Ricoeur, P. (1995). *Figuring the Sacred*, ed. Mark Wallace (Minneapolis: Fortress Press).

----- "Religion, Atheism, and Faith" in *The Conflict of Interpretations*, ed. D. Ihde (Evanston: Northwestern University Press, 1974), pp. 440–467.

Ward, G. (2004). *The Blackwell Companion to Postmodern Theology* (Oxford: Blackwell)

Synopsis *

This is an introduction to the Continental philosophy of religion which orients itself around philosophical discussions of religion as a form of intoxication. 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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TH618 Continental Philosophy of Religion						
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	

Availability

Also available at Level 6 (TH617)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

8.1 Demonstrate critical understanding of what continental philosophy is according to its history, themes, methods and thinkers;

8.2 Understand religion through well-established continental philosophical approaches;

8.3 Employ a critical understanding of hermeneutical, phenomenological, feminist and genealogical approaches to understanding key questions and problems in religious discourse;

8.4 Use the critical approaches of continental philosophy;

8.5 Identify how our understanding of religion is shaped by the history of philosophy.

Method of Assessment

- Introduction to Essay (500 words) – 15%
- Text Commentary (2,000 words) – 35%
- Essay (3,500 words) – 50%

Preliminary Reading

Indicative reading:

Anderson, P.S. (2003). "Feminism in the Philosophy of Religion" in *Explorations in Contemporary Continental Philosophy of Religion*, eds. Deane-Peter Baker and Patrick Maxwell (Amsterdam, NY: Rodopi), pp. 189–206.

Critchley, S. (2001). *Continental Philosophy: A Very Short Introduction* (Oxford: Oxford University Press).

Dupré, L. (1993). *Passage to Modernity: An Essay in the Hermeneutics of Culture* (New Haven: Yale University Press).

Joy, M. (2010) (ed.), *Continental Philosophy and the Philosophy of Religion* (Dordrecht: Springer).

Ricoeur, P. (1995). *Figuring the Sacred*, ed. Mark Wallace (Minneapolis: Fortress Press).

----- "Religion, Atheism, and Faith" in *The Conflict of Interpretations*, ed. D. Ihde (Evanston: Northwestern University Press, 1974), pp. 440–467.

Ward, G. (2004). *The Blackwell Companion to Postmodern Theology* (Oxford: Blackwell)

Synopsis <span style =

This is an introduction to the Continental philosophy of religion which orients itself around philosophical discussions of religion as a form of intoxication. 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.

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.

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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>

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.

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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.

TH620		Anthropology of Religion				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	70% Coursework, 30% Exam	
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Spring	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 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 a 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.

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TH621 Anthropology of Religion						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	70% Coursework, 30% Exam	
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Spring	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 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.

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TH622 Cracking Biblical Codes: Prophecy, Apocalyptic and Wisdom						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	Blanton Dr W

Contact Hours

Total Contact Hours: 30

Learning Outcomes

On successfully completing the module both Level 5 and Level 6 students will be able to:

- Demonstrate critical knowledge of and the ability to critically assess attempts (ancient and modern) to decipher the Bible as 'code';
- Demonstrate confidence when applying these critical skills in the close reading of biblical texts;
- Demonstrate detailed understanding and awareness of the principal academic methodologies in Biblical Studies and critical appreciation of the range of interpretative models in Judaism and Christianity;
- Demonstrate critical and analytical skills to analyse the interrelations between ancient texts, or 'mysteries', and contemporary worlds.

Method of Assessment

50% Coursework

50% Exam

Preliminary Reading

Indicative reading:

- Frilingos, C.A. (2004). *Spectacles of Empire: Monsters, Martyrs and the Book of Revelation*. University of Pennsylvania Press
- Hartman, L.F. (2007). *Alexander A. Di Lella, Daniel*. Anchor Bible Commentaries; Yale University Press
- Pippin, T. (1999). *Apocalyptic Bodies: The Biblical End of the World in Text and Image*. London and New York: Routledge
- Pyper, H. (2005). 'Reading in the Dark: Zechariah, Daniel and the Difficulty of Scripture', *Journal for the Study of the Old Testament* 29.4, pp. 485-504.

Pre-requisites

None

Synopsis *

This module will explore the theme of 'Biblical Codes' from two angles.

Firstly, 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.

Secondly, 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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH623 Cracking Biblical Codes: Prophecy, Apocalyptic and Wisdom						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	Blanton Dr W

Contact Hours

Total Contact Hours: 30

Learning Outcomes

On successfully completing the module both Level 5 and Level 6 students will be able to:

- Demonstrate critical knowledge of and the ability to critically assess attempts (ancient and modern) to decipher the Bible as 'code';
- Demonstrate confidence when applying these critical skills in the close reading of biblical texts;
- Demonstrate detailed understanding and awareness of the principal academic methodologies in Biblical Studies and critical appreciation of the range of interpretative models in Judaism and Christianity;
- Demonstrate critical and analytical skills to analyse the interrelations between ancient texts, or 'mysteries', and contemporary worlds.

In addition, on successfully completing the module Level 6 students will be able to:

- Carry out and demonstrate understanding of additional research and critical thinking that shows an appreciation of the uncertainty, ambiguity and limits of knowledge within biblical studies;
- Demonstrate a systematic understanding of key aspects of the discipline, including a familiarity with the latest research within biblical studies;
- Demonstrate the 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);
- Demonstrate the ability to undertake independent learning and to demonstrate this through the sophisticated use of refereed research in leading journals and other original materials within biblical studies;
- Demonstrate critical and analytical skills in their approach to key texts within biblical studies.

Method of Assessment

50% Coursework

50% Exam

Preliminary Reading

Indicative reading:

- Frilingos, C.A. (2004). *Spectacles of Empire: Monsters, Martyrs and the Book of Revelation*. University of Pennsylvania Press
- Hartman, L.F. (2007). *Alexander A. Di Lella, Daniel*. Anchor Bible Commentaries; Yale University Press
- Pippin, T. (1999). *Apocalyptic Bodies: The Biblical End of the World in Text and Image*. London and New York: Routledge
- Pyper, H. (2005). 'Reading in the Dark: Zechariah, Daniel and the Difficulty of Scripture', *Journal for the Study of the Old Testament* 29.4, pp. 485-504.

Pre-requisites

None

Synopsis *

This module will explore the theme of 'Biblical Codes' from two angles.

Firstly, 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.

Secondly, 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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TH624 Indian Philosophy (Hindu and Buddhist Thought)						
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	

Learning Outcomes

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

- Outline and examine key philosophical themes and debates within the various Hindu and Buddhist schools of Indian thought.
- Understand ways in which the various schools mutually influenced and contested each other's philosophical positions.
- 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.
- Consider the contribution of Hindu and Buddhist thought to the history of philosophy as a global enterprise.

Method of Assessment

100% Coursework:

Essay 1 (2,500 words) – 50%

Essay 2 (2,500 words) – 50%

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

Restrictions

Also available as a 'Wild' module

Synopsis */span>

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.

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TH625 Indian Philosophy (Hindu and Buddhist Thought)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	30 (15)	100% Coursework	
2	Canterbury	Spring	H	30 (15)	100% Coursework	

Learning Outcomes

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

- 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.
- 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.
- 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.
- 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:

Essay 1 (2,500 words) – 50%

Essay 2 (2,500 words) – 50%

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

Restrictions

Also available as a 'Wild' module

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.

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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	
1	Canterbury	Spring	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'

2019-20 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	
1	Canterbury	Spring	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.

2019-20 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'

2019-20 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
2	Canterbury	Autumn	I	30 (15)	100% Coursework	
3	Canterbury	Autumn	I	30 (15)	100% Coursework	
3	Canterbury	Spring	I	30 (15)	100% Coursework	

Availability

Also available at level 6 under code TH629

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- 8.1 Demonstrate knowledge of, and the ability to critically assess, approaches to the topic of political theology both inside and outside the Western tradition;
- 8.2 Demonstrate knowledge of, and the ability to critically assess, historical trajectories within various traditions as these have shaped recent discussions of 'political religions';
- 8.3 Frame their own research interests and disciplinary questions in light of comparative, historical and theoretical approaches to the relationship between politics and religion;
- 8.4 Reflect critically on key concepts such as 'sovereignty', 'globalisation', 'democracy', 'terrorism', 'fanaticism';
- 8.5 Discern the influence of key classical thinkers and ideas in contemporary discussions of politics and religion;

Method of Assessment

- Essay 1 (2,500 words) – 40%
- Essay 2 (3,000 words) – 50%
- Presentation (10 minutes) – 10%

Preliminary Reading

Indicative Reading List

- Agamben, G. (2011) *The Kingdom and the Glory: For a Theological Genealogy of Economy and Government*. Stanford, CA: Stanford University Press
- Anidjar, G. (2003) *The Jew, the Arab: A History of the Enemy (Cultural Memory in the Present)*. Stanford, CA: Stanford University Press
- Cavanaugh, W. (2009) *The Myth of Religious Violence: Secular Ideology and the Roots of Modern Conflict*. Oxford: Oxford University Press
- Crockett, C. (2011) *Radical Political Theology: Religion and Politics After Liberalism*. New York: Columbia University Press
- Derrida, J. (2001) *Acts of Religion*. London: Routledge,
- Fagenblat, M. (2012) *A Covenant of Creatures: Levinas' Philosophy of Judaism*. Stanford, CA: Stanford University Press

Synopsis <span style =

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'.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH629 Gods and Government from the Roman Empire to Tony Blair						
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 at Level 5 under TH628

Contact Hours

Total Contact Hours: 30

Learning Outcomes

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge of, and the ability to critically assess, approaches to the topic of political theology both inside and outside the Western tradition;
- 8.2 Demonstrate knowledge of, and the ability to critically assess, historical trajectories within various traditions as these have shaped recent discussions of 'political religions';
- 8.3 Frame their own research interests and disciplinary questions in light of comparative, historical and theoretical approaches to the relationship between politics and religion;
- 8.4 Reflect critically on key concepts such as 'sovereignty', 'globalisation', 'democracy', 'terrorism', 'fanaticism';
- 8.5 Discern the influence of key classical thinkers and ideas in contemporary discussions of politics and religion;

In addition, at the end of the module students at Level 6 will be able to:

- 8.6 Display understanding of additional research and critical thinking in written assessments that shows an appreciation of the uncertainty, ambiguity and limits of knowledge;
- 8.7 Demonstrate the ability to undertake independent learning and to demonstrate this through the sophisticated use of refereed research in leading journals and other original materials;
- 8.8 Demonstrate critical and analytical skills in their approach to key texts.

Method of Assessment

- Essay 1 (2,500 words) – 40%
- Essay 2 (3,000 words) – 50%
- Presentation (10 minutes) – 10%

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 *

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'

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH633 Comparative Literature and Religion of Biblical Worlds						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	30 (15)	100% Coursework	Blanton Dr W

Contact Hours

Total Contact Hours: 40

Learning Outcomes

On successfully completing the module both Level 5 and Level 6 students will be able to:

- Demonstrate coherent knowledge of and the ability to critically assess biblical narratives;
- Demonstrate coherent knowledge of and the ability to critically assess key biblical intertexts;
- Demonstrate coherent knowledge of and the ability to critically assess responses to biblical narratives, tropes and figures in select examples from modern literature, film and philosophy;
- Critically compare different 'literatures' and different religious models inside and outside the Bible;
- Demonstrate detailed understanding of the different cultural, religious and political contexts behind the different literatures studied;
- Reflect critically on concepts such as 'comparison', 'mimesis', 'interdisciplinarity' and 'the other/the foreigner'.

In addition, at the end of the module Level 6 students will be able to:

- Demonstrate comprehensive understanding of research and critical thinking that shows an appreciation of the uncertainty, ambiguity and limits of knowledge;
- Undertake independent learning and to demonstrate this through the sophisticated use of refereed research in leading journals and other original materials;
- Demonstrate critical and analytical skills in their approach to key texts;
- Compare models of comparison in the fields of 'comparative literature' and 'comparative religion'.

Method of Assessment

Essay (3,500 words total) – 50%

Commentary (2,500 words) – 40%

Presentation & Write-up (10 minutes + 1,000 words) – 20%

Preliminary Reading

Indicative Reading List

- Assmann, J. (1997). *Moses the Egyptian: The Memory of Egypt in Western Monotheism*. Cambridge, Massachusetts: Harvard University Press
- Bal, M. (2008). *Loving Yosuf: Conceptual Travels from Present to Past*. Chicago and London: Chicago University Press
- Freud, S. (1955). *Moses and Monotheism*. New York: Penguin Random House
- George, A. (2003). *The Epic of Gilgamesh*. London: Penguin Classics
- Levenson, J.D. (2012). *Inheriting Abraham: The Legacy of the Patriarch in Judaism, Christianity and Islam*. Princeton: Princeton University Press
- Schwarz, R. (2004). *The Curse of Cain*. Chicago and London: Chicago University Press
- Smith, M.S. (1999). *The Early History of God: Yahweh and the Other Deities in Ancient Israel*. New York: HarperCollins
- Trible, P. and Russell, L.M. (eds.), (2008). *Hagar, Sarah and the Their Children: Jewish, Christian and Muslim Perspectives*. Louisville, KY: Westminster John Knox

Pre-requisites

None

Synopsis *

The Bible is commonly thought of as a book that has got its story together, and a bastion of monotheism. We think of the Bible as the very opposite of the projects of Comparative Literature and Comparative Religion: one book, one literature, and one God. However, as soon as we start reading we discover a library of divergent books, literatures and gods. The bulk of the 'books' in the Bible pre-date structures like the codex and the author. They borrow, often very explicitly, from other literatures: for example, Wisdom Literature and Proverb Collections from Egypt and Mesopotamia, Greco-Roman novels and philosophical tracts.

Through a series of selected readings, students will critically engage the question of the comparative, the plural and the foreigner by looking at topics including (but not limited to) the question of the other, or the outside on the Bible's inside; other literatures from which the Bible borrows (e.g. the Epic of Gilgamesh or Lives of the Philosophers); narratives that are 'othered', doubled or tripled within the Bible (inner-biblical mimicry); and examples from modern literature, film and philosophy that adapt and respond to biblical narratives, tropes and gods.

2019-20 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	
1	Canterbury	Spring	I	30 (15)	100% Coursework	

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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH635		Mahayana Buddhism: The Foundations				
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	

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.

2019-20 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	
1	Canterbury	Spring	I	30 (15)	100% Coursework	

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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH637 Religion and Capitalism						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convener
1	Canterbury	Autumn	H	30 (15)	100% Coursework	
1	Canterbury	Spring	H	30 (15)	100% Coursework	

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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH638		Global Christianities				
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	Carpenedo Dr M

Contact Hours

Total Contact Hours: 40

Learning Outcomes

On successfully completing the module both Level 5 and Level 6 students will be able to:

- Demonstrate critical understanding of 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;
- 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;
- Demonstrate the ability to analyse the interrelations between different global forms of Christianity;
- Show critical understanding of representative forms of contemporary global Christianities in their historical, political, and economic contexts;
- 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;
- Demonstrate detailed knowledge of how to approach the study of global Christianities through phenomenological, hermeneutic and genealogical methods.

Method of Assessment

Presentation (10 minutes) – 15%

Critical Reflection Assignment 1 (1,000 words) – 15%

Critical Reflection Assignment 2 (1,000 words) – 15%

Assignment (3,500 words or equivalent depending on chosen format) – 55%

Preliminary Reading

Indicative Reading List

Coleman, S. (2000). *The Globalisation of Charismatic Christianity: Spreading the Gospel of Prosperity*, Cambridge: Cambridge University Press.

Engelke, M. (2007). *A Problem of Presence: Beyond Scripture in an African Church*, Berkeley: University of California Press.

Harding, S.F. (2000). *The Book of Jerry Falwell: Fundamentalist Language and Politics*, Princeton: Princeton University Press.

Keane, W. (2007). *Christian Moderns: Freedom and Fetish in the Mission Encounter*, Berkeley: University of California Press.

Luhmann, T. (2012). *When God Talks Back: Understanding the American Evangelical Relationship with God*, New York: Vintage.

Marshall, R. (2009). *Political Spiritualities: The Pentecostal Revolution in Nigeria*, Chicago: University of Chicago Press.

Robbins, J. (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 have 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 may 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.

2019-20 Humanities Undergraduate Stage 2 & 3 Module Handbook

TH639 Global Christianities						
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	Carpenedo Dr M

Contact Hours

Total Contact Hours: 40

Learning Outcomes

On successfully completing the module both Level 5 and Level 6 students will be able to:

- Demonstrate critical understanding of 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;
- 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;
- Demonstrate the ability to analyse the interrelations between different global forms of Christianity;
- Show critical understanding of representative forms of contemporary global Christianities in their historical, political, and economic contexts;
- 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;
- Demonstrate detailed 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:

- Demonstrate appreciation of the nature of uncertainty and limits of knowledge in relation to social scientific approaches to religion;
- Demonstrate a systematic understanding of the main debates in the discipline, including familiarity with the latest research in the anthropology of Christianity;
- Demonstrate the necessary skills in using contemporary research methodologies at the cutting edge of anthropological, sociological and religious studies disciplines;
- Demonstrate the ability to devise and sustain arguments demonstrating critical analysis of core social scientific texts on global Christianities;

Method of Assessment

Presentation (10 minutes) – 15%

Critical Reflection Assignment 1 (1,000 words) – 15%

Critical Reflection Assignment 2 (1,000 words) – 15%

Assignment (3,500 words or equivalent depending on chosen format) – 55%

Preliminary Reading

Indicative Reading List

Coleman, S. (2000). *The Globalisation of Charismatic Christianity: Spreading the Gospel of Prosperity*, Cambridge: Cambridge University Press.

Engelke, M. (2007). *A Problem of Presence: Beyond Scripture in an African Church*, Berkeley: University of California Press.

Harding, S.F. (2000). *The Book of Jerry Falwell: Fundamentalist Language and Politics*, Princeton: Princeton University Press.

Keane, W. (2007). *Christian Moderns: Freedom and Fetish in the Mission Encounter*, Berkeley: University of California Press.

Luhmann, T. (2012). *When God Talks Back: Understanding the American Evangelical Relationship with God*, New York: Vintage.

Marshall, R. (2009). *Political Spiritualities: The Pentecostal Revolution in Nigeria*, Chicago: University of Chicago Press.

Robbins, J. (2004). *Becoming Sinners: Christianity and Moral Torment in a Papua New Guinea Society*, Berkeley: University of California Press.

Pre-requisites

None

2019-20 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 have 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 may 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	Autumn	I	30 (15)	100% Coursework	
1	Canterbury	Spring	I	30 (15)	100% Coursework	King Prof R

Contact Hours

Total Contact Hours: 40

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate an appreciation of the richness and diversity present within specific Asian traditions and civilisation;
- 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.;
- 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

Essay 1 (2,500 words) – 50%

Essay 2 (2,500 words) – 50%

Preliminary Reading

Indicative Reading List:

Chatterjee, P. (1993). *The Nation and its Fragments: Colonial and Postcolonial Histories*. New Haven: Princeton University Press

Chen, K. (2010). *Asia as Method: Towards Deimperialisation*. Durham, NC: Duke University Press

King, R. (1999). *Orientalism and Religion*. Oxford: Routledge.

Said, E. (1978). *Orientalism, Western Conceptions of the Orient*. London: Penguin

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	Autumn	I	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	

Availability

Also available as TH642 (Level 6)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- 8.1 Understand the nature and scope of perspectives on death, eschatology and apocalypticism within a variety of world religions;
- 8.2 Identify, discuss and analyse the contribution made by key theologians and philosophers to the concept and necessity of an afterlife;
- 8.3 Identify and understand competing philosophical, theological and religious claims surrounding such teachings as the immortality of the soul and the resurrection of the flesh;
- 8.4 Demonstrate a comprehensive awareness of the diversity of eschatological models within a variety of traditions (e.g. realised and future forms of eschatology, mind-dependent worlds, reincarnation and the concepts of the New Jerusalem and moksha);
- 8.5 Examine the purported evidence about the possibility of out-of-body and near-death experiences with reference to specific thinkers, as well as with respect to academic scepticism in this area;
- 8.6 Evaluate the influence of historical and scientific contexts on the eschatological and apocalyptic hopes that have arisen;
- 8.7 Appraise the ways 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

- Essay 1 (1,500 words) – 20%
- Essay 2 (2,000 words) – 30%
- Examination (3 hours) – 50%

Preliminary Reading

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	Autumn	H	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	

Availability

Also available as TH641 (Level 5)

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

8.8 Demonstrate a critical understanding of the nature and scope of perspectives on death, eschatology and apocalypticism within a variety of world religions;

8.9 Critically appraise the contribution made by key theologians and philosophers to the concept and necessity of an afterlife;

8.10 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;

8.11 Supply a sophisticated awareness of the diversity of eschatological models within a variety of traditions (e.g. realised and future forms of eschatology, mind-dependent worlds, reincarnation and the concepts of the New Jerusalem and moksha);

8.12 Critically appraise the tenability of purported evidence about the possibility of out-of-body and near-death experiences with reference to specific thinkers, as well as with respect to academic scepticism in this area;

8.13 Critically evaluate the influence of historical and scientific contexts on the eschatological and apocalyptic hopes that have arisen;

8.14 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

- Essay 1 (1,500 words) – 20%
- Essay 2 (2,000 words) – 30%
- Examination (3 hours) – 50%

Preliminary Reading

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.

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	

Contact Hours

Total Contact Hours: 28

Total Placement Hours: 40

Private Study Hours: 232

Total Study Hours: 300

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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

- Online journal (3,000 words) – 15%
- Report (1,500 words) and Portfolio – 85%

Preliminary Reading

Indicative Reading List

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)

Erricker, 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

This module requires a selection process and the maximum number of students to take the module is 8.

In order for the students to be shortlisted for an interview, students' data should evidence that they have an attendance record no lower than 60%, but preferably higher. Similarly, their overall academic achievement should be within the 2(i) classification or higher. In addition, marks for key subjects in their corresponding programme of study should be within the 2(i) 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. Students can also find their own placements, however these have to be approved by the Course Convenor who will formalise the placements with the schools.

Restrictions

This module requires a selection process and the maximum number of students to take the module is 8.

In order for the students to be shortlisted for an interview, students' data should evidence that they have an attendance record no lower than 60%, but preferably higher. Similarly, their overall academic achievement should be within the 2(i) classification or higher. In addition, marks for key subjects in their corresponding programme of study should be within the 2(i) classification or higher.

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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 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. At the university sessions student will benefit from the opportunity to discuss aspects related to their weekly placement and receive guidance.

Students 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 students will concentrate on specific aspects of the teachers' tasks, and their approach to teaching a whole class. As they progress, it is expected that their role will be to some extent 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.

TH644 The Buddha and His Teachings						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	100% Coursework	

Availability

Also available at Level 6 (TH645)

Contact Hours

This module will be taught by means of a two-hour lecture and a one-hour seminar for 10 weeks.

Cost

None

Learning Outcomes

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

- 8.1 To outline and discuss the historical development of key doctrinal themes and practices related to the first millennium of Buddhism in India;
- 8.2 To understand the broad historical, socio-political and philosophical context in which early Buddhism developed in India;
- 8.3 To demonstrate an understanding of and discuss the authority claims of Theravada Buddhism and consider its relationship to first millennium Buddhism in India;
- 8.4 To demonstrate an understanding of basic Buddhist teachings as expounded by the Theravada school of Buddhism.

Method of Assessment

100% Coursework

Preliminary Reading

Reading List (Indicative list, current at time of publication. Reading lists will be published annually)

Gethin, R, (1998) The Foundations of Buddhism. Oxford: OPUS Books

Gombrich, R, (2006) Theravada Buddhism: A Social History, 2nd Edition, Routledge

Gombrich, R & Obeyesekere, G, (1988) Buddhism transformed: religious change in Sri Lanka, Princeton: Princeton University Press

Harvey, P, (1990) An introduction to Buddhism, Cambridge: Cambridge University Press

Rahula, W, (1967) What the Buddha Taught. Bedford: Gordon Fraser

Pre-requisites

None

Synopsis *

This module will examine the main doctrines and practices of early Indian Buddhism as seen through the Theravada Buddhist literature of the Pali canon (in translation). The module will examine what we might know about the figure of the historical Buddha and the central concepts and doctrinal themes in his teachings as represented in these materials, with particular attention paid to their historical and social context and the philosophical, soteriological, ethical and socio-political ideas expressed within early Buddhist literature in the period 500 BCE to 500 CE. The module will also consider the rise of "Theravada" and modern developments within this tradition of Buddhism.

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TH646 Blasphemy: Sex, Scandal and Religion						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	100% Coursework	

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- 8.1 Demonstrate an understanding of the key dynamics underlying public cases of 'blasphemy';
- 8.2 Demonstrate an understanding of the relationship between ideas of blasphemy and the self-understanding of religious communities;
- 8.3 Demonstrate an understanding of the relationship between ideas of blasphemy and secularity, especially freedom of speech;
- 8.4 Evaluate the relationship between historical context and (changing) ideas of acceptable expression;
- 8.5 Demonstrate an understanding of the changing legislation on blasphemy and hate speech.

Method of Assessment

This module will be assessed by 100% coursework.

- Essay 1 (1,000 words) – 25%
- Essay 2 (3,000 words) – 75%

Preliminary Reading

Indicative Reading List

- Asad, Talal, Wendy Brown, Judith Butler and Saba Mahmood, 2009. *Is Critique Secular? Blasphemy, Injury and Free Speech*. New York: Fordham.
- Butler, Judith, 1997. *Excitable Speech: A Politics of the Performative*. London: Routledge.
- Grenda, Christopher, Chris Beneke and David Nash (eds.), 2014. *Profane: Sacrilegious Expression in a Multicultural Age*. Oakland: University of California Press.
- Lawton, David, 1993. *Blasphemy*. Philadelphia: University of Pennsylvania Press.
- Levy, Leonard, 1995. *Blasphemy: Verbal Offense Against the Sacred From Moses to Salman Rushdie*. Chapel Hill: University of North Carolina Press.
- Nash, David, 2010. *Blasphemy in the Christian World: A History*. Oxford: Oxford University Press.
- Plate, Brent, 2006. *Blasphemy: Art that Offends*. London: Black Dog.
- Taylor, Joan, 2015. *Jesus and Brian: Exploring the Historical Jesus and his Times via Monty Python's Life of Brian*. London: Bloomsbury.

Synopsis *

In this module we will be looking at famous and obscure blasphemy cases, and asking why an old concept like 'blasphemy' continues to be so powerful today. We will analyse a range of recent cases in a variety of media, including Monty Python's *Life of Brian*; *The Satanic Verses*; the Danish Cartoon Affair; *Visions of Ecstasy*; the Charlie Hebdo massacres in 2015; public Femen demonstrations; Pussy Riot; *Bezhti*; and the Gay News controversy over the homoerotic poem 'The Love that Dares to Speak its Name'. But we will also be looking at blasphemy in historical and global contexts. How have old British colonial laws been developed in Pakistan and India, for example? When was the last execution and imprisonment for blasphemy in the UK? 'Blasphemy' will be explored as a flashpoint for major controversies at the heart of modern democracies. These include the conflict between freedom of religion and freedom of speech, and the conflict between religion and sexual freedom.

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TH647 Blasphemy: Sex, Scandal and Religion						
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	

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- 8.6 Demonstrate a systematic understanding of the key dynamics underlying public cases of 'blasphemy';
- 8.7 Critically analyse the relationship between ideas of blasphemy and the self-understanding of religious communities;
- 8.8 Critically analyse the relationship between ideas of blasphemy and secularity, especially freedom of speech;
- 8.9 Demonstrate a systematic understanding of the relationship between historical context and (changing) ideas of acceptable expression;
- 8.10 Demonstrate a systematic understanding of the changing legislation on blasphemy and hate speech.

Method of Assessment

This module will be assessed by 100% coursework.

- Essay 1 (1,000 words) – 25%
- Essay 2 (3,000 words) – 75%

Preliminary Reading

Indicative Reading List

- Asad, Talal, Wendy Brown, Judith Butler and Saba Mahmood, 2009. *Is Critique Secular? Blasphemy, Injury and Free Speech*. New York: Fordham.
- Butler, Judith, 1997. *Excitable Speech: A Politics of the Performative*. London: Routledge.
- Grenda, Christopher, Chris Beneke and David Nash (eds.), 2014. *Profane: Sacrilegious Expression in a Multicultural Age*. Oakland: University of California Press.
- Lawton, David, 1993. *Blasphemy*. Philadelphia: University of Pennsylvania Press.
- Levy, Leonard, 1995. *Blasphemy: Verbal Offense Against the Sacred From Moses to Salman Rushdie*. Chapel Hill: University of North Carolina Press.
- Nash, David, 2010. *Blasphemy in the Christian World: A History*. Oxford: Oxford University Press.
- Plate, Brent, 2006. *Blasphemy: Art that Offends*. London: Black Dog.
- Taylor, Joan, 2015. *Jesus and Brian: Exploring the Historical Jesus and his Times via Monty Python's Life of Brian*. London: Bloomsbury.

Synopsis *

In this module we will be looking at famous and obscure blasphemy cases, and asking why an old concept like 'blasphemy' continues to be so powerful today. We will analyse a range of recent cases in a variety of media, including Monty Python's *Life of Brian*; *The Satanic Verses*; the Danish Cartoon Affair; *Visions of Ecstasy*; the Charlie Hebdo massacres in 2015; public Femen demonstrations; Pussy Riot; Bezhti; and the Gay News controversy over the homoerotic poem 'The Love that Dares to Speak its Name'. But we will also be looking at blasphemy in historical and global contexts. How have old British colonial laws been developed in Pakistan and India, for example? When was the last execution and imprisonment for blasphemy in the UK? 'Blasphemy' will be explored as a flashpoint for major controversies at the heart of modern democracies. These include the conflict between freedom of religion and freedom of speech, and the conflict between religion and sexual freedom.

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TH648		Religion and Japanese Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	30 (15)	50% Coursework, 50% Exam	De Vries L

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- Demonstrate an understanding of and be able to examine a range of Japanese traditions associated with the category of religion, including Buddhism and Shinto;
- Examine a key concept, idea, theme or practice occurring in Japanese traditions;
- Demonstrate an appreciation of the problems of translating Japanese culture, 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 Japanese contexts.

Method of Assessment

Essay 1 (1,500 words) – 20%

Essay 2 (2,000 words) – 30%

Examination (three hours) – 50%

Preliminary Reading

de Bary, W. Th (2000), Sources of Japanese Tradition, Vol 1, New York: Columbia University Press.

de Bary, W. Th (2010), Sources of Japanese Tradition, Vol 2, New York: Columbia University Press.

Earheart, H. Byron (2014), Religion in Japan: Unity and Diversity, 5th Edition, Boston: Wadsworth.

Josephson, Jason (2012), The Invention of Religion in Japan, Chicago: University of Chicago Press.

Tanaka, Stefan (1995), Japan's Orient: Rendering Pasts into History, London and Berkeley: University of California Press.

Pre-requisites

None

Synopsis *

This module explores the cultural specificity and diversity of Japanese culture, traditions, social and political systems and literature from a variety of disciplinary perspectives. The topic of Japan 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 Japan and Europe/the West.

TH649		Religion and Japanese Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	De Vries L

Contact Hours

Total Contact Hours: 30

Learning Outcomes

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

- Demonstrate a comprehensive understanding of and be able to critically examine a range of Japanese traditions associated with the category of religion, including Buddhism and Shinto;
- Critically analyse a key concept, idea, theme or practice occurring in Japanese traditions;
- Demonstrate a critical and systematic understanding of the problems of translating Japanese culture, 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 Japanese contexts.

Method of Assessment

Essay 1 (1,500 words) – 20%

Essay 2 (2,000 words) – 30%

Examination (three hours) – 50%

Preliminary Reading

de Bary, W. Th (2000), Sources of Japanese Tradition, Vol 1, New York: Columbia University Press.

de Bary, W. Th (2010), Sources of Japanese Tradition, Vol 2, New York: Columbia University Press.

Earheart, H. Byron (2014), Religion in Japan: Unity and Diversity, 5th Edition, Boston: Wadsworth.

Josephson, Jason (2012), The Invention of Religion in Japan, Chicago: University of Chicago Press.

Tanaka, Stefan (1995), Japan's Orient: Rendering Pasts into History, London and Berkeley: University of California Press.

Pre-requisites

None

Synopsis *

This module explores the cultural specificity and diversity of Japanese culture, traditions, social and political systems and literature from a variety of disciplinary perspectives. The topic of Japan 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 Japan and Europe/the West.

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TH652 Global Comparison: Theory and Method						
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	Deacy Dr C

Contact Hours

Total Contact Hours: 40

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate a critical understanding of the theoretical and methodological challenges involved in the comparative and cross-cultural study of worldviews, philosophies and religions;
- Demonstrate an awareness of the key hermeneutical questions arising from translation from one language and cultural context to another;
- Contrast texts, concepts, ideas and practices from different intellectual and cultural traditions;
- Demonstrate a thorough awareness of the social, historical and cultural context in which ideas, practices and forms of identity develop;
- Demonstrate a significant understanding of one or more theoretical and/or methodological approaches to cross-cultural interpretation.

Method of Assessment

Essay 1 (3,000 words) – 50%

Essay 2 (3,000 words) – 50%

Preliminary Reading

Indicative Reading List

Adhar Mall, R (2000). *Intercultural Philosophy*. London: Rowmann and Littlefield.

Berger, P & Thomas Luckman (1996). *The Social Construction of Reality*. London: Penguin.

Bruns, G (1995). *Hermeneutics Ancient and Modern*. New Haven: Yale University Press.

Felski, R, and Stanford Friedmann, S (eds) (2013). *Comparison: Theories, Approaches, Uses*. Baltimore: Johns Hopkins University Press.

Hughes, A. (2017). *Comparison: A Critical Primer*. Sheffield: Equinox.

Ma, L and van Brakel, J, (eds). (2017) *Fundamentals of Comparative and Intercultural Philosophy*. Albany: State University of New York Press.

Zimmerman, J (2015). *Hermeneutics: A Very Short Introduction*. Oxford: Oxford University Press.

Pre-requisites

None

Synopsis *

This module provides an introduction to the theoretical, methodological and socio-political issues pertaining to the cross-cultural and comparative study of philosophies, ideas, worldviews and religions. It will introduce and explore theoretical frameworks and methodological questions related to the translation and representation of ideas, texts and worldviews as explored by different theories of interpretation. It will also explore issues surrounding understanding rituals, cultural practices and modes of identity formation and reflect upon the nature of 'the global' and 'globalisation' as categories. Questions to be explored in this module would normally include: how does one determine the meaning of a text? What hermeneutic, ethical and political issues arise when translating a concept, idea or practice from one linguistic, cultural or historical context into another? What are the challenges and pitfalls of comparative analysis? How do ideas, texts and forms of identity take on new meanings in the global circulation of ideas, practices and people? How does the mode of media/technology (oral composition, printed text, film, digital representation) impact upon thinking and its interpretation?

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TH653 Health, Medicine and the Body in East Asia						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	30 (15)	50% Coursework, 50% Exam	De Vries L
1	Canterbury	Spring	H	30 (15)	50% Coursework, 50% Exam	

Contact Hours

Total Contact Hours: 40

Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate an in-depth and systematic understanding of traditional East Asian (Chinese, Japanese, Korean and Vietnamese) views on health, medicine and the body;
- Describe and critically analyse a key concept, idea, theme or practice in traditional East Asian medicine;
- Demonstrate a critical understanding of various forms of East Asian medicine, historical encounters between East Asian and Western medicine, and modernising processes of East Asian medicine in the twentieth and twenty-first centuries;
- Make systematic cross-cultural comparisons between East Asian and Western views on health, medicine and the body, based on the textual analysis of primary sources (in English translation) and a critical engagement with secondary literature in the fields of history and medical anthropology.

Method of Assessment

Presentation (15 minutes) – 10%
 Annotated Bibliography (1,500 words) – 15%
 Essay (2,500 words) – 25%
 Examination (3 hours) – 50%

Preliminary Reading

Barnes, L. (2007), *Needles, Herbs, Gods, and Ghosts: China, Healing, and the West to 1848*, Cambridge, MA: Harvard University Press.
 Elman, B. (2005) *On Their Own terms: Science in China 1550-1900*, Cambridge, MA: Harvard University Press.
 Hinrichs, TJ & L Barnes (eds) (2013) *Chinese Medicine and Healing: An Illustrated History*, Harvard and London: The Belknap Press of Harvard University Press.
 Kuriyama, S. (1999) *The Expressiveness of the Body and the Divergence of Greek and Chinese Medicine*, Cambridge, MA and London: Zone Books.
 Lei, S. (2014) *Neither Donkey Nor Horse: Medicine in the Struggle of China's Modernity*, Chicago: The University of Chicago Press.
 Salguero, C.P. (2017) *Buddhism and Medicine: An Anthology of Premodern Sources*. New York: Columbia University Press.
 Unschuld, Paul U. (2009) *What is Medicine? Western and Eastern Approaches to Healing*, Berkeley, Los Angeles and London: University of California Press.

Pre-requisites

None

Synopsis *

Traditional Chinese Medicine and other forms East Asian medicine have become available to patients everywhere in the world as Complementary and Alternative Medicine (CAM), but their cultural backgrounds are mostly misunderstood by patients, providers and adversaries. This module explores the historical emergence of East Asian medical systems, their relations to philosophical and religious worldviews and practices, their trajectories from the East to the West, and their relations, interactions and clashes with bio-medicine.

In this module, we read passages from foundational literature such as the Inner Classic of the Yellow Emperor (in English translation) and discuss key texts in which Chinese, Japanese, Korean and Vietnamese doctors argue about the nature of health and medical ethics. We also compare different views of the body, illnesses and therapeutic intervention, and examine the importance of "tradition" in East Asian medicine, Early Modern exchanges with Western medicine and the transformation and globalisation of East Asian medical systems in the twentieth and twenty-first century. Applying comparative and genealogical methods, we discuss East Asian medicines in terms of efficacy, culture, politics and economics and reflect on healthcare, in general, from (multi)cultural perspectives.