



# QUEEN'S UNIVERSITY BELFAST

## School of History, Anthropology, Philosophy and Politics – Semester One Module Options

Welcome to the module options for study abroad students studying at Queen's University Belfast from September 2020, for the first semester of the 2020-2021 academic year.

The School of History, Anthropology, Philosophy and Politics is one of the largest and most diverse schools in the university, exploring culture and society from the origins of humanity and ancient history to modern day politics. More information about the school can be found on our [website](#).

Please make note of the module code and the module title of the modules that you are interested in for when you fill out the [online application form](#). The level of study typically refers to the year of study a student would usually take the module in, though all modules listed are available for study abroad students. Higher level modules will sometimes require evidence of previous study.

If you have any questions about the modules available or the selection process please email [AHSSabroad@qub.ac.uk](mailto:AHSSabroad@qub.ac.uk) and we will be happy to help.

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## Anthropology

### Being Human: Evolution, Culture and Society

*ANT1001 – Level 1*

This course is designed to introduce students to social anthropology through a discussion of the key concepts in the discipline, and a consideration of the principles which underlie family life, kinship, sexuality and gender relations, and gaining a livelihood in different parts of the world.

### A World on the Move: Historical and Anthropological Approaches to Globalisation

*ANT1003 – Level 1*

This module provides an anthropological introduction to the study of globalisation, using comparative case studies from the contemporary and the historical record, and outlining links with perspectives in the field of history. Among the issues discussed are: global and local linkages in a world of economic, cultural and political connectivity; cultural convergence and the expression of cultural difference; migration, refugees, trafficked people, tourism; diasporas, the idea of home and national borders; transnational family networks in the contemporary world; global and local regimes of power and resistance.

### Key Debates in Anthropology

*ANT2022 – Level 2*

This module will examine the theme of culture from an anthropological perspective. Focusing on an assortment of critical thinkers and formative texts, it addresses the relation of culture to race, society, history, practice, embodiment, emotions, power, the politics of identity, the state, and globalization. The course examines some of the foremost anthropologists who have contributed to these topics, drawing on functionalist, structuralist, Marxist, reflexive and other traditions of thought.

### Hanging out on Street Corners: Public and Applied Anthropology

*ANT2038 – Level 2*

The course is designed to introduce students to qualitative, ethnographic, methodologies and particularly explore their applied use in the social sciences and policy analysis. It will examine the differences between qualitative and quantitative methodologies, understanding the strengths and weaknesses of each. This will allow students to be able to argue for the utility of ethnographic methodologies in further modules (dissertation).

### In Gods We Trust: The New Science of Religion

*ANT3150 – Level 3 – Students may need to show evidence of previous study.*

Drawing on new scientific advances, this religion course examines foundational questions about the nature of religious belief and practice. The course is based on the idea that religion is a naturalistic phenomenon — meaning it can be studied and better understood using the tools of science. Religious belief and practice emerge naturally from the structure of human psychology, and have an important impact on the structure of societies, the way groups relate to each other, and the ability of human beings to cooperate effectively. Topics to be covered will include traditional and contemporary theories of religion, with a special emphasis on cultural evolutionary models, as well as how scientific and humanistic scholarship can benefit from mutual engagement. The module will have an emphasis on contemporary issues in the study and practice of religion (e.g. new scientific theories of religion, the current debates between atheists and theists, and the role of religion in violent conflicts).

## Philosophy

### Philosophy and Human Nature

*PHL1001 – Level 1*

An introduction to some fundamental philosophical problems arising from theories of human nature in the western philosophical tradition, and to the methods which philosophers use for solving them, including techniques of sound reasoning and argument. Topics covered will include the soul, personal identity, free will, God and evil, and life after death (among others). Reference will be made to the ideas and arguments of many important figures in the history of philosophy, including Plato, Aristotle, Aquinas, Descartes, Hume and Kant.

### Moral Theories

*PHL2000 – Level 2*

This module explores both the status and content of morality. Drawing on historical and contemporary sources, it addresses a broad range of metaethical and normative questions, including: can morality be objective? Are moral judgments based on feeling? Are there any reasons to be moral? Is moral truth relative to particular cultures or societies? What makes right acts right? Does the end justify the means? Are there any absolute restrictions on human conduct? Is happiness all that matters? Do animals have rights?

### History of Philosophy

*PHL2016 – Level 2*

This module introduces students to some of the central texts in modern philosophy, including Descartes' *Meditations*, Hume's *Enquiry Concerning Human Understanding*, Kant's *Metaphysics of Morals* and Hegel's *Phenomenology of Spirit*. Topics to be covered include: empiricism and rationalism, scepticism, induction, causation, free will, moral autonomy and moral obligation, the development of self-consciousness, the master-slave dialectic and mutual recognition.

### Issues in the Philosophy of Science

*PHL3001 – Level 3 – Students may need to show evidence of previous study.*

This will be an exploration of fundamental philosophical issues raised by the practice of science. It will cover issues in scientific methodology, scientific knowledge, the language of science, the relation between scientific theories and reality, the rationality of science and progress and the relation between science and society. By examining these issues we shall attempt to solve the demarcation problem: is there a principled way to distinguish legitimate scientific enterprises from pseudo-sciences? Is the special status of science in our society justified? Or is the practice of science just one human activity among the others? Other questions we shall attempt to answer are whether the practice of science is truly objective and immune from the influence of culture and ideology, and what the relation between science and philosophy should be.

### Topics in Epistemology

*PHL3013 – Level 3 – Students may need to show evidence of previous study.*

This module explores some of the major topics in contemporary epistemology, especially the epistemology of testimony, and contextualism and its rivals.

**Philosophical Theology**

*PHL3034 – Level 3 – Students may need to show evidence of previous study.*

This module will provide a systematic, philosophical approach to understanding and engaging with a number of topics in Christian Theology. Topics to be discussed will include divine eternity and God's relationship to time, divine foreknowledge and human freedom, theological anthropology, and Christology. In pursuing these topics we will engage both with historical and contemporary sources.

**Applied Ethics**

*PHL3064 – Level 3 – Students may need to show evidence of previous study.*

This module explores some of the major issues in contemporary applied ethics. The precise themes discussed may vary from year to year, but examples of topics which may be discussed include: the badness of death, the wrongness of killing, abortion, euthanasia, population ethics, genetic engineering, climate ethics, and intergenerational justice.

## Politics and International Studies

### World Politics

*PAI1006 – Level 1*

The module examines the development of the international system and raises questions about how and whether this system is changing in light of processes of globalisation. International relations theories of realism, idealism and critical approaches will be introduced, as well as issues of war and conflict, global inequality, poverty, climate change, race and gender.

### Perspectives on Politics

*PAI1007 – Level 1*

This module aims to introduce students to the broad field of political theory and philosophy, a necessary and integral component of the study of politics generally. Taking a contemporary approach to the subject, the module stresses the vital importance of theoretical enquiry for understanding, analysing, and criticizing everyday socio-political life. Students are therefore introduced to key concepts and problems in the study of politics, including the meaning of democracy, the fraught relation between the individual and society, and the contested nature of power and political authority. In exploring these themes, students come to an appreciation of the complexities surrounding our everyday notions of democratic rule, freedom, justice, citizenship, government, and power.

### Comparative Politics

*PAI1009 – Level 1*

The purpose of this course is to explore key themes in British and Irish Politics in a comparative perspective. The aim is to enable students to understand current politics by comparing Britain, Northern Ireland and the Republic of Ireland to each other and also to other developed democracies. The course opens with two lectures that lay out the ideas behind comparison as a tool of understanding. Subsequent topics include: party systems, electoral systems, government formation, inter-party competition, intra-party competition and devolution.

### Politics and Policy of the European Union

*PAI2001 – Level 2*

This module serves as an introduction to the European Union and demonstrates how this evolving and expanding tier of European governance impacts on national political systems. The module is divided into three parts. The first part sets the scene for the study of the EU and introduces students to the evolution of the EU, the treaty base and the theories of integration. The second part explores the composition and powers of the main EU institutions (such as the Commission, the European Parliament, the Council and the Courts). It also accounts for the decision making process and the role of NGOs in the EU system. The final part focuses on the EU policy base and seeks to explain where and why the EU is active in certain policy areas. It examines a series of salient policy areas including the common agricultural policy, environmental policy, foreign and defence policy, enlargement and competition policy.

### **Modern Political Thought**

*PAI2005 – Level 2*

This module focuses on a critical analysis of key texts and themes in the history of modern political thought. The study of the work of key thinkers in the modern era serves a range of purposes. Firstly, we can, in some instances, learn directly from these works, acquiring ideas that we can apply to our own circumstances. Secondly, through studying these texts we can learn about ourselves and our own political, ethical, and intellectual situation, through coming to a better understanding of how these works have contributed to shaping the world that we live in. Finally, through engaging with the complex arguments constructed in classic texts we can hope to learn how we might come to construct political arguments of our own. The choice of texts to be studied may vary from year to year.

### **The Politics of Deeply Divided Societies**

*PAI2011 – Level 2*

In this module we study the politics of deeply divided societies such as Northern Ireland, South Africa under Apartheid and the Israeli-Palestinian conflict. The module is built around an examination of ethnic and national conflict in terms of global politics. A range of comparative themes are studied as they relate to dimensions of conflict such as violence, civil disobedience and strategies for the management of such conflicts by state and non-state actors. Challenges to power and claims to legitimacy are key elements of our study. We also focus on prescriptions for the resolution of conflicts including partition, power-sharing and negotiations. The failure and successes of respective peace processes are also examined to draw on lessons for future conflict resolution efforts.

### **International Relations**

*PAI2017 – Level 2*

This module sets out to help students understand and analyse the development of International Relations as a discipline through its theories and major issues. The key theories of international relations are examined, from Realism, through Marxism to contemporary approaches such as Poststructuralism, with a focus upon how each one criticises and responds to the others revealing its strengths and weaknesses. Within this, major issues of international relations will be explored from a theoretical and conceptual perspective, such as the balance of power, peace, international society, norms and gender. Finally, the course turns to modern challenges to the discipline of International Relations, such as International Political Economy, the spread of Globalization, and contemporary concerns with security and the War on Terror. The module therefore considers how well International Relations is responding to these challenges.

### **The Politics of Irish Literature**

*PAI3005 – Level 3 – Students may need to show evidence of previous study.*

This module examines Irish political and cultural debates and battles about identity, society, the past and the future, as revealed through written sources (novels, plays, polemical literature, history-writing, journalism) from the eighteenth century to the present day. Literature has had, and continues to have, an important role in manifesting and influencing political consciousness in Ireland. This module considers the production of a range of Irish writing, and the importance that texts had in both reflecting and shaping historical awareness, political thought, and identity.

### **Gender and Politics**

*PAI3008 – Level 3 – Students may need to show evidence of previous study.*

This module discusses the relationship between women and politics in the contemporary period. It approaches the topic from three perspectives – feminist political thought; women and nationalism; and women's political representation. The course encourages students to make comparisons in political thought and practice. It emphasises the relationship between women and politics in established democracies in Europe, North America and Australia and New Zealand, though other country cases are also addressed. Lectures cover radical and liberal feminism, the women's liberation movement, political parties and gender quotas, nationalist conflicts and gender, and women in parliament. Students taking this module are encouraged to read widely and to take an active part in class and tutorial discussions.

### **Middle Eastern Politics**

*PAI3011 – Level 3 – Students may need to show evidence of previous study.*

This module is built around a problem-solving approach to the study of the Middle East and politics affecting the region. It looks at the enduring issues and problems associated with the perspectives of impact of colonialism on the region and poses critical positions around these issues. Protracted conflicts, political-economy, religion, ethnicity and gender are also approached in terms of a problem-solving approach as they relate to the state and politics in the Middle East. The module identifies factors that characterise the region and are unique to its political life. The state and ideology is questioned, with the influence of imported western models and their effects on the natural system of politics that had governed the region for centuries previously. The impacts of the Arab Awakening/Arab Spring will also be examined throughout.

### **Earth, Energy, Ethics and Economy: The Politics of Unsustainability**

*PAI3026 – Level 3 – Students may need to show evidence of previous study.*

The continuing problematic relationship between key dynamics of modern economic and social systems and the non-human world is one of the most pressing issues of the 21st century and will continue shape the political agenda both nationally and globally. This module will examine some of the key debates of the politics of sustainable development, including: green ethical and political theory; the role of the environment and nature in political theorising; the economic and policy alternatives to unsustainable development and the normative underpinnings of a sustainable society.

### **Arms Control**

*PAI3039 – Level 3 – Students may need to show evidence of previous study.*

The module will introduce the student to arms control as a part of national security policy and strategy. The focus of the module is mainly on strategic arms control of the 20th Century and early 21st Century. The module focus is on nuclear arms control and the structures of world order. The Nuclear Non Proliferation regime will be the basis for the analysis of the arms limitation and arms reduction treaties of the 1970s to 2000s. The module will thus deal with SALT I, SALT II, with START, New START and the INF Treaty. The MBFR negotiations and CFE treaty will offer a bridge to the wider spectrum of arms control. Humanitarian arms control, biological and chemical arms control regimes and control or prohibition of space based weapons will also feature. The module will offer a classic and a critical introduction into arms control theory.

### **Asylum and Migration in Global Politics**

*PAI3041 – Level 3 – Students may need to show evidence of previous study.*

Bilateral and multi-lateral relations are imbued with concerns about controlling the movement of people as states work with and respond not only to each other, but to non-governmental and international organizations. These dynamics are imbued with global power relations, with changing notions of security and with age-old questions of sovereignty, citizenship, and belonging. The dominant policy direction favours solutions that emphasize either preventative protection or repatriation, both practices of containment and conflict resolution and management. We are witnessing a decline in the traditional category of refugees, but a rise in the number of internally displaced persons. Economic deprivation and poverty continues to pair with conflict to drive migration that muddies the waters between “forced” and “voluntary” categories. Increasing incidents of human smuggling and human trafficking, and a failure in many circles to effectively distinguish between the two, are demanding new policy innovations that are linking international criminal law to diplomatic relations – and migrants are caught in the middle. Finally, emerging categories such as “environmental refugees” are challenging the current refugee regime, which remains rooted in the 1951 Convention.

This module will examine these changes in the fields of refugee and migration studies, asking questions that assess not only shifting policy and practices but also the impacts these shifts have on the lived lives of migrants themselves. We will engage these questions and the issues they raise through thoughtful and critical dialogue. We will focus on the politics of migration and citizenship as dynamic practices rather than pre-determined institutions, and ask what roles the various structures and frameworks of contemporary International Relations play in these politics. Importantly, we will also ask what role individuals play, and examine the politics of voice and agency in both shaping, contesting and resisting state practices. To tackle these issues, we will engage with both policy and theoretical literatures and illustrate conceptual and philosophical arguments through extensive use of specific case studies from different regions of the world. We will emphasize contemporary and emerging issues, but also look at the historical contexts and questions that shape the politics of migration and citizenship as they exist today.



### **National and Ethnic Minorities in European Politics**

*PAI3059 – Level 3 – Students may need to show evidence of previous study.*

Often trapped between the competing logics of nation and state, minority groups in Europe have played an important role in the twentieth century's bloodiest tragedies and have been targeted in many conflicts. However, contemporary Europe offers a substantial institutional approach to put minority issues on an entirely novel footing. This course looks at the role of minority groups in Europe addressing their competing claims over political representation, economic resources and cultural rights that persist throughout the Union. The course will examine minority issues from a comparative perspective to shed light on challenges that face specifically postcommunist European societies and will address issues pertaining to recognition of minority rights in the 'older' EU member states.

We start with the analyses of the origins of minority rights, the establishment of the European minority rights regime, and the relationship between national minorities and majorities in contemporary Europe. The module will engage with issues on European minority rights agenda moving beyond the perspective of nation-state, and will focus upon the impact of both, social processes domestically and geopolitical considerations regionally to enhance understanding of complicated relationship between the human rights and non-discrimination agendas globally. It engages literature on postcommunist Europeanisation, minority rights regime and accommodation of rights of migrants during the complex path of building European institutions. Taking its starting point in theoretical debates of post-cold War minority protection in Europe, the module is focused empirically on European cases, East and West, where tensions between groups have been identified and examined in terms of ethnic and/or national identities. By contrasting the issue relevant for national minorities throughout Europe the course will allow greater understanding of consequences going in hand with the recognition of national minority rights for European societies with growing numbers of old and new minority communities.

### **Politics of the Global Economy**

*PAI3063 – Level 3 – Students may need to show evidence of previous study.*

This module examines how politics conceived as relations between governments and with and between various socio-economic interests and groups shapes the global economy and the power relations it represents. Various issues addressed in the module include: how to think about power and authority in the global economy; contrasting national models of capitalism; the United States as a global economic hegemon in the post 9/11 era; the political economy of the rise of BRIC; the Doha Round of trade talks; Credit Crunch (causes, implications and responses); the geo-politics of currency rivalry; the global governance of oil; and a new global economic order to replace the old order?

### **Northern Ireland: A Case Study**

*PAI3064 – Level – Students may need to show evidence of previous study.*

This module will explore the dynamics of the Northern Ireland conflict with reference to its wider political context, and examine the peace process with consideration of its international and comparative dimensions. Accordingly, it will consider the Northern Ireland problem as a residue of the historic conflict between Britain and Ireland, and a failure to resolve political relationships in these islands. The module will reflect on how these relationships have evolved in recent decades, and how international factors have played an ultimately positive part in this. For example, it will examine the role of European integration in facilitating a more co-operative relationship between London and Dublin over Northern Ireland, and how the White House was able to overcome unionist suspicions of Irish-American interference to play a highly constructive supporting role in the peace process. It will also attempt to evaluate critically the success of the peace process, both in terms of relations between the two communities in Northern Ireland, and more broadly between Britain and Ireland. Finally, the module will consider debates as to whether the Northern Ireland peace process and Good Friday Agreement provide a “model” for ending conflict in regions such as the Basque country, or an influence on developments such as the creation of a power-sharing constitution in Iraq.

### **Challenges to Contemporary Party Politics**

*PAI3067 – Level 3 – Students may need to show evidence of previous study.*

This module focuses on two themes: party system change and the contemporary challenges that affect political parties. Why and how do new parties emerge? Why do old parties survive crises and new party challenges? Who joins political parties and how can we explain the decline in party membership? How can parties and their representatives be more representative of society at large? Should parties be funded through our taxes or private money? Do political parties make a difference in terms of public policy? These are some of the questions that will be addressed in this module. The module is comparative in nature, with a focus on European and North American countries, but discussions of other cases are welcome.

Assessment is designed to hone the students’ presentation, writing, critical and knowledge-transfer skills: students make a presentation that is partly assessed through student peer evaluation, write a case-study report and a book review, and write a policy paper in which they advise a (fictional) political party on addressing a contemporary challenge (representation of women and minorities, party finance, or membership).

## History

### History and Historians: Contested Pasts

*HIS1001 – Level 1*

This module will examine a number of controversial historical themes. The controversy arises not only from the historical incidents themselves, but also through the variety of historical interpretations that have been placed on these subjects. The module examines a number of contemporary debates about what constitutes historical truth. It does so via close examination of a number of important case studies: the crusades; the holocaust and slavery. Each provides a fascinating opportunity to discuss questions about the nature of historical truth and the contemporary importance of history. It will challenge preconceptions about the nature of history, stimulate awareness of the diverse ways in which the past can be studied, and introduce students to parts of the historical enterprise that few are likely to have encountered. Emphasis is placed on developing key skills and this is done by three short pieces of writing. One critically reviews an historical article, a second is a blog/journal, and the third is an essay.

### Politics and Society in 19th Century Ireland

*HIS2011 – Level 2*

The union and post-union government of Ireland; the development of nationalism and unionism in their different forms; the relationship between religion, politics and society; economic and social development, the famine and emigration; gender relations and the family; the land question and attempts to resolve it; Home Rule and resistance to it; Ireland's relations with the British empire.

### The Making of Contemporary Britain: 1914 to the present

*HIS2018 – Level 2*

The course examines key debates in British history between 1914 and the present and complements "The making of modern Britain". It charts political, economic and social change in twentieth century Britain, including decolonisation and the loss of empire.

### The American South 1619-1865

*HIS2028 – Level 2*

In a nation which would later commit itself to upholding the ideals of freedom and democracy, the early American South developed a distinct social order based on the enslavement and subordination of Africans and their descendants. This course will explore the development of southern distinctiveness over two centuries, from the evolution of racial ideology in the early Chesapeake to the armed defence of the South's "peculiar institution" in the Civil War.

### **The Roman Origins of the East and West; From Augustus to Charlemagne**

*HIS2049 – Level 2*

This course focuses on one of the most exciting periods in the formation of the East and West, namely, the transition between the ancient and medieval worlds. Invasions of 'barbarian' hordes across the Rhine and Danube frontiers in the fifth and sixth centuries ended a stable system; in the seventh and eighth centuries, the invasions came from the south, as the forces of Islam exploded from Arabia and changed the Mediterranean Sea from a Roman lake to a contested frontier. In response to these political changes, individuals such as Augustine, Jerome, Basil of Caesarea, Gregory Nazianzos, Basil of Nyssa and John Chrysostom sought to incorporate the Classical heritage into the Christian life. Beginning with the Emperor Augustus, this course charts the development of the Roman empire and surveys its major institutions and culture, from the mechanics of autocracy to the character of polytheism. The success of Christianity within this empire is examined, particularly in relation to persecution and the ways in which the triumphant Christian church shaped 'late antiquity' are explored. This world, however, became subject to forces of change that transformed it dramatically. The course proceeds to highlight the significance of Theoderic, King of the Ostrogoths, who strove to unify Roman and barbarian cultures. It also examines Justinian the Great, the Byzantine emperor, whose attempt to reunite the Roman world ultimately failed. This course looks at Rome's successor states in the East and West, namely medieval Byzantium, Frankish Gaul, Ostrogothic Italy and Visigothic Spain. The emphasis is on the theme of continuity and change. We look at how the Franks, having conquered Gaul, drew on Roman imperial and Christian ideology to legitimise their authority; how the Visigoths, having established their authority in Spain, produced a remarkably rich Roman-based culture; how the Romans of Byzantium, under hammer blows of Gothic, Hunnic and Muslim invasions, forged an enduring Byzantine culture combining Roman polity, Greek civilisation and Christian religion.

### **Europe between the Wars 1919-1939**

*HIS2050 – Level 2*

The course will stress the major themes and distinctive modern conflicts of the interwar period, particularly those resulting from World War I and leading to World War II. Considerable attention will be given to the rise of fascism, Nazism and other forms of right-wing authoritarianism. The internationalisation of the Spanish Civil War will be used as a case study to explore political polarisation and the gradual collapse of the post-Versailles order. Throughout the course, students will become familiar with the cultural and social implications of the interwar clash of ideologies, including the impact on women, children and ethnic minorities.

### **Life, Love and Death in England and Ireland, c.1350-c.1700**

*HIS2052 – Level 2*

This module will consider the history of the family between c.1350 to c.1650. It will focus primarily upon England, drawing comparisons with the situation in Ireland as and when appropriate. Topics covered will include birth and childhood, adolescence, courtship and marriage, work and leisure, old age and death. Throughout, equal weight will be given to the consideration of men and women. The module will look at continuity and change against a background of social, economic and religious upheaval. Students will examine these broad historical debates, but will also study a variety of primary source material.

### **Uniting Kingdoms**

*HIS2064 – Level 2*

The aim of the course is to examine the interrelationships between the kingdoms of England, Scotland, and Ireland from 1603 to 1815 and the factors contributing to the formation of the United Kingdom of Great Britain and Ireland in 1801. It will provide an overview of the principal events and developments following the union of the Crowns in 1603, including the wars of religion of the mid seventeenth century, the establishment of a 'parliamentary monarchy' in 1688, the Anglo-Scottish Union, the rise of the press, the making of empire, religious and intellectual change, Jacobite rebellions, the 1798 rising in Ireland and the British-Irish Union. An important feature of this module will be the use of primary printed materials through electronic databases, especially EEBO and ECCO, for which training will be provided.

### **Apocalypse! End of the World**

*HAP2065 – Level 2*

The aim of the course is to introduce students to historical and anthropological reflection on millennial / millenarian beliefs and movements across space and time. Taking a long view of historical events and using case studies of present-day groups that attend to ideas about the end of the world, taking advantage of the interdisciplinary character of the School, and using a wide range of primary sources, including novels, film, websites, and ethnographic case studies and film, this course will invite students to consider the ancient roots of millennial theory; its foundational texts, exponents / prophets and movements; examples of well-known failed and successful millennial claims and movements, including the Crusades, radical puritans, Mormons, Jewish Zionists, American evangelicals, new religious movements, including UFO and suicide cults, and radical Islamists; the use of millennial theory as presentist critique; the development of millennial majorities, and the social, cultural and political implications of their dominance; millennialism's place in utopian theory; and a final consideration of theoretical rejoinders, in which the course leaders encourage students to consider whether millennial claims might be right – for example, in terms of global warming – and whether that might change the way in which historians and anthropologists should approach the subject.

### **Working Class Communities in the UK 1900-1970**

*HIS3012 – Level 3 – Students may need to show evidence of previous study.*

The course examines the nature and history of urban working class community in Britain and Northern Ireland from 1900 to 1970. It takes a history from below approach to the study of these communities. The focus of the course will be on everyday life and, as such, students will encounter a range of primary sources that can best be studied using an interdisciplinary approach. These sources will include film, novels, autobiographies, oral history and more traditional historical materials. Themes to be addressed will include poverty and affluence, family relations, leisure and work, housing and the changing nature of working class community, gender, and youth.

### **Popular Culture in England 1500-1700**

*HIS3018 – Level 3 – Students may need to show evidence of previous study.*

Exploration of the cultural world of ordinary people in early modern Europe; the forms of popular culture; the relationship between elite and popular culture; the methodology historians have developed in order to study popular culture.

### **The American Civil War and Reconstruction 1860-1877**

*HIS3035 – Level 3 – Students may need to show evidence of previous study.*

Against the backdrop of increasing tensions over slavery, Abraham Lincoln posed the question in 1855 of whether the United States could “as a nation, continue together permanently—forever—half slave and half free.” The answer came in 1861, when war broke out between the federal government at Washington and the newly seceded Confederacy. The American Civil War and the period of Reconstruction that followed are sometimes referred to by historians as a “Second American Revolution”: together they constitute one of the most dramatic social upheavals of the nineteenth century world, and their outcome established the foundations upon which—for better or worse—the modern United States would be built.

Making use of a range of primary sources and some of the best recent scholarship in the vibrant field of Civil War & Reconstruction historiography, we will approach the events through close examination of key historical problems: sectionalism and the causes of war; Lincoln, war and emancipation; slavery and grand strategy, North and South; and Reconstruction & the limits of black freedom.

### **The Soviet Union 1921-1991**

*HIS3039 – Level 3 – Students may need to show evidence of previous study.*

The political, social, economic and international conditions leading to Bolshevik success after 1917; the nature of the Soviet state as evolving under Lenin ; the evolution of Stalin's personal rule and the Stalinist system; the nature and limits of de-stalinization under Khrushchev.

### **Evangelical Protestantism in Ulster: From the United Irishmen to Ian Paisley**

*HIS3046 – Level 3 – Students may need to show evidence of previous study.*

This course considers how protestant religion and evangelicalism shaped the response of groups and individuals to a variety of issues in the north of Ireland between 1798 and the present. Religious and cultural themes include revivalism, missionary activity, evolutionary science, gender, urban growth, philanthropy and the rise of religious fundamentalism. Political themes include the development of unionism, church and state in Northern Ireland, and Paisleyism. Students will be encouraged to place Irish developments in a broader context . They will encounter a range of primary source material including sermons, pamphlets, newspapers, religious tracts, sound recordings, and photographs.

### **The Rise of Christianity 2: The Conversion of the Roman Empire**

*HIS3071 – Level 3 – Students may need to show evidence of previous study.*

A study of the growth of the Christian community within the Roman world from the destruction of the Temple in Jerusalem (AD 70) to the death of Constantine the Great (AD 337). Students will assess the variety and character of early Christian teaching; the appearance and definition of heresies; the literary interaction between the upholders of Roman religion and Christians; the nature and extent of persecution within the Roman empire; the conversion of Constantine the Great (c. AD 312) and its significance for the Roman empire.

### **The Irish Revolution 1917-1921**

*HIS3073 – Level 3 – Students may need to show evidence of previous study.*

The module will explore revolutionary politics in Ireland between 1916 and 1921. Key themes will include the rise of Sinn Fein following the Easter Rising, the establishment of Dail Eireann, the Irish Volunteers' military campaign and the British government's response to these political and military challenges. The course will make use of a wide range of local and thematic studies to investigate controversial questions relating to the Irish revolution: what factors motivated republicans, how important was sectarianism in revolutionary violence, why did some areas of the country see little fighting and how important a factor was the north?

### **Kings, Courts and Culture in Carolingian Europe**

*HIS3079 – Level 3 – Students may need to show evidence of previous study.*

This module focuses on the pivotal role played by the Carolingians in the intellectual and cultural formation of Europe. To this period, historians traditionally ascribe the following developments: the growth in the production of manuscripts, proliferation of scriptoria and preservation of classical writings. Key topics will be the royal patronage of artistic and literary activity; the vigorous use of Roman and Christian ideology, ritual and imagery; the growing interest in logic in the Carolingian schools; and the appearance of important scholars, philosophers and poets, most famously John Scottus Eriugena.

### **Modern America: The U.S. since 1964**

*HIS3083 – Level 3 – Students may need to show evidence of previous study.*

This module examines the intersection of commerce, transportation networks, and conceptions of leisure in the United States beginning with the opening of the Erie Canal in New York in 1825. Part economic study and part cultural study, the module provides an interdisciplinary examination of how Americans travelled for business and pleasure and how they perceived the relationship between these two seemingly contradictory activities. Americans were going places, both literally and figuratively, as they sought opportunities for prosperity as well as relief from the stress of the market.

### **Crime and Punishment 19th Century Ireland**

*HIS3118 – Level 3 – Students may need to show evidence of previous study.*

This module will focus on various crimes and different forms of punishment in nineteenth-century Ireland. It will consider offences against property and the person, including political offences, arson, murder, infanticide, domestic and child abuse, prostitution and sex offences. The punishment of criminals changed significantly during the nineteenth century and included execution, transportation, and imprisonment. Other suspects were deemed to be insane and were transferred to the so-called lunatic asylum. Much attention was devoted to the ways in which criminals could be punished and reformed before being safely released back into society. In this module, students will explore how female and male suspects, criminals and convicts were treated during this period. Emphasis will also be placed on the interpretation of primary source material relating to crime and punishment in nineteenth-century Ireland.

### **Thatcher's Britain**

*HIS3127 – Level 3 – Students may need to show evidence of previous study.*

An examination of the Thatcher era (1979-1990) from political, cultural, social, intellectual and international perspectives. The module will also consider the longer-term, post-1945, development of Thatcherism and its legacy in the 1990s. Topics to be considered include: race and national identity; Britain and the wider world; devolution and local government; economics; party and identity politics; urban unrest; and debates over the nuclear deterrent.

### **Sin Cities? Everyday Life in the Modern Metropolis**

*HIS3128 – Level 3 – Students may need to show evidence of previous study.*

What, when and - perhaps most importantly - where was modernity? Were cities merely the inactive sites or containers of emerging economic, social and cultural processes, or was urbanity a fundamental part of what it meant to be living in a 'modern age'? 'Sin Cities' explores these questions through the study of metropolitan centres in the Western world between c.1880-1939. You will be taken through urban life in places such as London, New York, Paris and Berlin – and the pleasures, anxieties and identities that they came to represent. The course begins with the late-nineteenth century growth of both academic and popular belief in the idea that cities were now somehow different to what had come before – new, shocking, and possibly the end (or maybe the beginning?) of Western society. Following lectures and tutorials range widely across a diverse field of analytical approaches and topics, including: sexuality sub-cultures; shopping and entertainment; miscegenation and 'slumming'; prostitution and 'sexual danger'; and the rise of urban sociology. We will end the module by debating the importance of the 'urban variable', and its value as a distinct category of historical analysis.

### **Pop Culture and Protest in US History**

*HIS3130 – Level 3 – Students may need to show evidence of previous study.*

In this module, we will examine critical approaches to the study of American popular culture in the twentieth and early twenty-first centuries. Pop culture has served many purposes in American history, and in this course, we'll examine how different kinds of pop culture—music, fiction, television, film, advertisements, and poetry, to name a few—have been used in the recent past as resistance, or as a means of protesting the contemporary status quo. In particular, we will explore the following questions: Who has produced resistant pop culture in different eras of American history, and with what intentions? How did these cultural producers construct these texts to specific ends? Who has consumed this pop culture in the past, and how did they make sense of the message? What accounts for the changes in protest pop culture over time? As we explore these questions, we'll also analyse our current culture, and each of you will produce your own protest pop cultural text in accordance with the themes, questions, and types of protest we will discuss this semester.

### **From Slavery to "Say Her Name": Black Women in America**

*HIS3131 – Level 3 – Students may need to show evidence of previous study.*

This course is designed to explore the varied range of experiences of Black women from the earliest times in colonial America in freedom and enslavement until the Civil War formally abolished slavery and continuing in the Nadir and up through the Civil Rights and Black Power movements to the current Black Lives Matter struggle. As many scholars have pointed out, the Black community has never been monolithic and is characterized by much diversity of thought and expression. Some of the richness of the African American experience has been influenced by the time period, region, work, class, religion, identity, and other crucial factors. This course will enable students to explore African American women in all their depth and complexity as cultural creators, leaders, mothers, daughters, educators, workers, friends, feminists, wives, and healers. In this course, we will operate under the premise which historian Deborah Gray White maintained in her classic study, *Ar'n't I a Woman?* In this landmark study, White pointed out that from the earliest times, the experiences of African American women have been very different from those of Black men although they shared the same race. Similarly, although like white women, they suffered from sexism; they suffered the additional force that racism exerted. Thus, African American women have been burdened by the double oppression of racism and sexism. Throughout the course of the semester, by way of lectures, readings, films, and insightful discussion, we will survey these unique challenges that African American women prevailed through from slavery through emancipation and during the long quest for citizenship and attainment of rights.



### **Twentieth-Century China**

*HIS3132 – Level 3 – Students may need to show evidence of previous study.*

This module examines the last century for the most populous country in the world. During that period China experienced far-reaching changes and after a long submission period to the Western powers reaffirmed its central role on the global stage. In terms of political structures, there was a move from empire to republic, and then from a right wing to a left wing mono party rule. In that regard, the century can be split into before and after World War Two, when the leadership of the country was first in the hands of the Chinese Nationalist Party led by Sun Yatsen and then Chiang Kaishek, and since 1949 by the Chinese Communist Party led by Mao Zedong, then Deng Xiaoping and his successors. The twentieth century for China also witnessed epochal changes regarding society and culture, including the New Cultural Movement, the May Four Movement, the emancipation of women, and opposition to Confucian values. The course also presents the intricate foreign policy, which passed from a tributary system, to Japanese occupation, to a central player of the Cold War in Asia, and to a central player in the globalized world of today.

### **Cultures of Knowledge in Eighteenth-Century Britain and Ireland**

*HIS3135 – Level 3 – Students may need to show evidence of previous study.*

This module examines diverse cultures of knowledge in a period of time that is best known for the ‘Enlightenment’, a rapidly expanding print media and new developments in human understanding of the natural world. History has traditionally told a story that foregrounds the ‘great men of science’ and male activity in the ‘public sphere’ of institutions, universities, clubs and societies. However, this only reveals one part of the intellectual activity that took place at all levels of eighteenth-century society. Here, curious tradesmen, enquiring housewives and skilled servants are all subjects worthy of our attention. In an era of rising rates of literacy and booming print production, previously excluded groups could engage with the cultural and intellectual debates of their time. These motivated individuals could also communicate easily with each other through letter-writing, which enjoyed increased popular use and an enlarged infrastructure of post roads and post offices. This module will take us to different spaces and places of intellectual work, including homes, gardens, manufactories and artisanal workshops. To uncover hidden histories of intellectual life, a wide range of sources will be used, including objects, buildings, literature and life writing alongside more traditional archival records. By employing a more inclusive definition of ‘intellectual work’ – the important contributions of those individuals who made things, perfected techniques, collected artefacts and recorded the weather can all be considered as part of a diffuse and diverse eighteenth-century intellectual world.

### **Diaspora: Irish 19th-century migration**

*HIS3137 – Level 3 – Students may need to show evidence of previous study.*

This module investigates the making of the Irish diaspora; explores factors that led unprecedented numbers of Irish migrants to permanently leave the country of their birth in the course of the 19th century and comparatively assesses the often challenging experiences of Irish migrants in the leading host societies of Britain, the United States and Australia. It also assesses the Irish migrant outflow against the backdrop of European migration to ascertain the distinctive features of Irish 19th-century migration. Course contents: Week 1 Introduction to migration history Week 2 The Scattering: the Irish case study Week 3 The key features of a diaspora Week 4 Pre-famine migratory patterns Week 5 Famine migration Week 6 Post-famine migration Week 7 Women and Irish migration Week 8 Host society analysis I: Britain Week 9 Host society analysis II: The United States Week 10 Host society analysis III: Australia - convict migration Week 11 Host society analysis IV: Australia - free settler migration

## History, Anthropology, Philosophy and Politics Faculty

### **Radical Musics: Understanding Sounds of Defiance across Disciplines**

*HAP2000 – Level 2*

This module will bring together staff from a wide range of disciplinary fields including anthropology, history, philosophy, musicology, cultural studies, and arts management, in an examination of popular and experimental music in different historical and cultural contexts. Key themes will include a focus on aesthetics of 'extremeness', sounds of resistance and protest, subcultural capital, musical fusion and globalisation, and performances of feminism and masculinity. In particular, lectures will engage with case studies such as: the evolution of Black Feminism in music from the early blues to recent pop, Krautrock and the 1968 countercultural scene in Germany, German Techno, experimental art and pop music, Noise, rave, Metal, World-jazz fusions and free jazz.

### **The Northern Ireland Conflict and paths to peace**

*HAP2001 – Level 2 – Bespoke module with limited capacity. Only available to students allocated to the School of History, Anthropology, Philosophy and Politics. Students may wish to consider ANT1006 as an alternative.*

What caused the Northern Irish conflict? What factors sustained it? What role did world leaders, paramilitaries, clergy and local politicians play in progressing the peace process? And what role does civil society, arts, culture and heritage play in building social cohesion?

This interdisciplinary, team-taught module will draw on expertise from across the School of History, Anthropology, Philosophy and Politics to explore some of the key themes of the Global Bachelor's Program. Using Northern Ireland as a case study, it will ask questions about the means through which societies can move from conflict to peace, about the roles that various actors can play in conflict resolution, and about the roles that public representations and explorations of the past can play both in entrenching divisions and in furthering peace and mutual understanding.