



QUEEN'S UNIVERSITY BELFAST

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

Welcome to the module options for study abroad students studying at Queen's University Belfast from January 2021, for the second 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 and we will be happy to help.

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Anthropology

Understanding Northern Ireland: History, Politics and Anthropology

ANT1006 – Level 1

This module will use a variety of historical, political, sociological and anthropological perspectives to look at key issues relating to Northern Ireland. The course will provide an overview of the history and politics of the state of Northern Ireland. It will use anthropological understandings of ethnicity and nationalism to examine how Unionism and Irish Nationalism developed. It will look in detail at the various political solutions which have been applied to 'the Province', with a particular focus on the Peace Process. It will examine the realities and legacies of the conflict since the signing of the 1998 Agreement. It will explore the development of cultural and political 'traditions' examining, in particular, change and continuity in Irish society.

Us and Them: Why do we have ingroups and outgroups?

ANT1007 – Level 1

Drawing theoretically on both cognitive and social anthropology and utilizing a wide range of case studies, from personal passions for particular sub-cultures of music and sport to national politics in Northern Ireland to global divides of religion and class, this module will introduce students to social groups. We will explore what makes human social groups different from those of other animals, psychological explanations of group commitment, and anthropological literature on symbols, rituals, and politics to examine how particular social groups are created and sustained and how some individuals become willing to fight and die for their fellow group members.

Being Creative: Music Media and the Arts

ESA1001 – Level 1

Anthropologists have analysed how people with different cultures' express themselves in a variety of ways through sound, text and image. Who is involved in specific expressive practices, who controls these practices, and which media are emphasised by different groups? Can textual, verbal, musical and material forms of expression be communicated across cultural boundaries? How do processes of cultural translation affect their meaning and impact on different lifeworlds? In this module, we will explore performative genres including musical activities and rituals; language-based forms of expression and processes of visual and material expression around artworks, objects and film documentation.

Sex and Gender: Anthropological Dimensions

ANT2020 – Level 2

In this course we will study gender from a cross-cultural point of view. We will explore how masculinity, femininity, the body, sex, and kinship are constructed in societies across the globe. We will link gender relations to wider economic and political processes, and to the exercise of power and of resistance. As well as looking at non-Western societies, we will look at the West, and we will question the extent to which Western understandings to do with biology, sex, gender and the body can be used as analytical tools in cross-cultural comparison.

Business Anthropology for the Digital Age

ANT2036 – Level 2

Business Anthropology for the Digital Age delivers an introduction to the field of business anthropology as both an applied social science and critical understanding of consumer and organisational cultures, digital contexts and engagements and design processes. The course provides a critical reading of 'anthropology in business' in concert with providing practical insights into the role of consumer ethnography/netnography in contemporary business practices. It also engages with the ways in which culture shapes institutional and corporate organisations.

Human Morality

ANT2039 – Level 2

Being the most complex social species, human beings possess many competencies to deal with social interaction, including the capacity to make moral judgments that evaluate and regulate human behaviour (i.e., judgments on whether an action is right or wrong, and on whether someone deserves reward or punishment). Drawing from the anthropological and psychological literature on the matter, the module introduces the student to the various aspects of human morality.

The Politics of Performance: From Negotiation to Display

ESA3002 – Level 3 – Students may need to show evidence of previous study.

In this module we ask, what is the relationship between performance, power and passion? What kinds of power persist in performance? The module examines performance cross-culturally as a dynamic arena of music and dance in which political, aesthetic and ritual forms are produced.

Music and Identity in the Mediterranean

ESA3012 – Level 3 – Students may need to show evidence of previous study.

This course will focus on folk and popular music practices in Greece and the wider Mediterranean region. Through the examination of case studies in Crete, Greek Macedonia, and the urban scene of Athens, students will engage with the plurality of music idioms existing in Greece and understand their importance in the construction of diverse sociocultural identities. Furthermore, by looking at music practices in Turkey, Italy, Corsica, Spain, the Balkans and North Africa, this course will illustrate that the Mediterranean Sea has always served as a locus of cultural flows, music exchange and hybrid identities.

Human-Animal Relations: An Anthropological Perspective

ANT3027 – Level 3 – Students may need to show evidence of previous study.

Anthropology is 'the study of Man', but this module sets out to explore the boundaries of 'humanity'. The focus is on human relationships with animals in different societies and cultures around the world. We shall look at useful animals, at harmful animals, and at symbolic animals. We shall also look at animals as objects (which are exploited in myriad ways) and at animals as persons (with which humans enter into intimate relations). These themes will be examined by means of a number of detailed ethnographic case studies of human-animal relations in different societies.

Love, Hate and Beyond: Emotions, Culture, Practice

ANT3035 – Level 3 – Students may need to show evidence of previous study.

The module introduces the students to theoretical and thematical issues central to the anthropology of emotions. The course focuses on emotions and physicality, emotions as cultural constructions, memory and emotions, and the politics of emotions.

Ireland and Britain: People, Identity, Nations

ANT3151 – Level 3 – Students may need to show evidence of previous study.

This course will examine anthropological and other social scientific research on Ireland and Britain with particular reference to issues of identity and social belonging. In doing so the course will examine key theoretical issues in relation to identity and the politics of nationalism and unionism in the context of changing constitutional arrangements including the Irish peace process, Brexit and debates about Scottish Independence. The course will concentrate, though not exclusively, on Scotland and Ireland as case studies and examine their relationship to British and Irish identities. But the course will be interested in the relationship of locality, such as rural and urban, as well as to other key identity markers, such as class, gender, cultural performance, and the production of national stereotypes.

Remembering the Future: Violent Pasts, Loss and the Politics of Hope

ANT3152 – Level 3 – Students may need to show evidence of previous study.

The module will draw on social theory and ethnographic case studies to examine the role of memory in conflict and post-conflict contexts. Most inter-group conflicts involve contestation over competing pasts and losses. Such contestation plays an important role in how and whether societies can move forward, recover from violence, and deal with reparations. Memory therefore is instrumental not only in how the past is mobilized but also how the future is imagined and constructed -as equal or unequal, shared or divided. By looking at relevant concepts such as loss, nostalgia, remembering, forgetting, expectation, and hope, the module will investigate on one hand how memory politics operate in our post-truth era and in phenomena of nationalism, populism, racism, and exclusion. On the other hand, we will look at how social movements, groups, and communities use memory across the world to build sustainable and inclusive futures.

Philosophy

Introductory Logic

PHL1003 – Level 1

An introduction to fundamental logical notions such as validity and entailment, including an examination of the nature of critical thinking in argumentation. This introduction may include some treatment of elementary issues in the philosophy of logic, but will focus primarily on elementary formal symbolic logic (especially propositional but also predicate calculus), using natural deduction techniques.

Philosophy and the Good Life

PHL1004 – Level 1

This module is an introduction to moral philosophy, requiring no prior acquaintance with the subject. The module is topic based. In the first half, we will investigate some major theories of morality – systematic accounts of what makes something morally right or wrong. In the second half, we will look at the application of these theories to some practical issues, including abortion, the treatment of animals, and our duties to those in the developing world.

Knowledge and Reality

PHL2001 – Level 2

Problems in contemporary analytical epistemology and metaphysics. Epistemology topics covered will include scepticism, analysis of knowledge, internalism/externalism, and sources of justification; metaphysics topics will include identity, necessity, universals, and particulars.

Mind and Language

PHL2026 – Level 2

An introduction to some of the central issues and problems in the Philosophy of Mind. Topics will include the problem of consciousness (what it is and how physical things can have it), the nature and origin of mental content, the relationship between thought and language and how thought can represent the world, theories of perception, and whether mere machines can think. Readings will consist in a balance between primary sources and commentary on those sources.

Introduction to the Philosophy of Science

PHL2027 – Level 2

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.

Practical Philosophy

PHL3069 – Level 3 – Students may need to show evidence of previous study.

This module gives students the opportunity to combine theories from different parts of philosophy to work out what to do in real world situations. It is structured around a series of problems or cases, with the problems to be addressed determined in part by the students taking the module. Each week students will be provided with a detailed description of the challenge faced, and of the philosophical theories that could be relevant for determining how to proceed. The theories to be discussed will vary depending on what problems looked at, but could come from any area of philosophy. Students will work collaboratively to come up with recommendations about how to respond to these problems that are philosophically informed. They will also reflect on how useful philosophy is in addressing these types of problem.

Politics and International Studies

Contemporary Europe

PAI1001 – Level 1

The module provides a wide-ranging introduction to political developments in contemporary Europe. Following analysis of the nature and consequences for Europe of the Cold War, the module analyses some of the major political, economic and security challenges Europe has had to face since 1989 including the processes of economic and political transformation in Central and Eastern Europe as well as war in the former Yugoslavia and Ukraine. Featuring prominently in the module are developments in the process of European integration with a primary focus on the EU, how it is organized and operates, what powers it has, the attitudes of selected states in contemporary Europe towards membership, and the effects of integration on them. In doing so, the module considers the origins and implications of the Eurozone crisis for European integration as well as public attitudes towards the process.

Issues in Contemporary Politics

PAI1003 – Level 1

To expose students to contemporary/recent and developing political issues locally, nationally and globally. The module will change year-to-year depending on these issues and staff availability. Typically each topic/issue will be taught in 3-week blocs and each bloc either team taught or given by the same colleague.

What is to be done? Sustainability, climate change and just energy transitions in the Anthropocene

PAI101 – Level 1

The module will comprise three distinct sections. Section one will introduce students to the module and set the context for a study of environment and sustainability in the context of the Anthropocene. Section two will focus on key issues such as society's dependency on fossil fuels and associated socio-ecological conflicts; and the third section will concentrate on pathways towards sustainability, using complex systems thinking to help integrate students' appreciation of the contributions of diverse disciplines. In doing so, this module will introduce students to some of the most significant problems facing our world and offer alternative individual and institutional pathways to a more sustainable future.

British Politics in Crisis?

PAI2002 – Level 2

This module introduces students to the major institutions and issues in contemporary British politics. The content covers the following topics: the Crown and the Executive; Parliament; the European Union and the Judiciary; pressures for devolution; representation in British politics; political parties and the party system; turnout and voting; media, society, and participation. Each topic is discussed both with regard to its present context and the evolution of each institution/issue leading up to this point. Emphasis is put on appreciation of these changes in an effort to determine the direction of future changes in British politics.

Irish Politics

PAI2013 – Level 2

An examination of the Politics of Ireland (North and South) since 1920.

American Politics

PAI2018 – Level 2

This survey course introduces students to the American political system, current debates on democracy in America and its role in the world. The first section of the module, examines the basic institutions of the American political system, its origins, development and evolving dynamics. Particular emphasis is placed on the US Constitution, federalism and the system of checks and balances, as well as the three branches of government: the Presidency, Congress and the Supreme Court. The second section constitutes a more normative engagement with issues relating to the contemporary nature of American democracy, examining in particular controversies surrounding the electoral process and the role of socioeconomic inequality and race in shaping political outcomes.

Security and Terrorism

PAI2055 – Level 2

This module explores contemporary approaches to the study of security and terrorism. It will examine changes in definitions of security and terrorism, the evolution of approaches to the study of security and terrorism. Students will be familiarised with the main “threats” to state and human security; the changing nature of war and other organised violence; and areas of security policy and practice including arms control, alliance formation, peacekeeping and peacebuilding, among others. Students will also explore domestic and transnational non-state terrorism, state terrorism, and counter-terrorism policy and practice.

International Organisations

PAI2056 – Level 2

This module on International Organizations offers an introduction into the multilateral global security architecture. The core focus of the module is collective security. The module IO thus will deal with international law, collective security, regimes in international security and International security organizations. The United Nations system forms the core of the study. Peacekeeping, peace enforcement, peace building and the ‘outsourcing’ of core collective security tasks to regional players will dominate the sessions of the module. Core military interventions by international organizations will be analyzed. The module thus will deal with military interventions by the UN, NATO, CIS/CSTO, EU and core security and mediation tasks by the CIS, SCO and OSCE. The new policy agenda of energy security will be tackled by studying resource control: The NPT regime, the IAEA and oil and gas regimes thus will be scrutinized at the end of the semester. The major aim of the module is to outline the ‘institutionalized’ world order of today – with its hierarchies, cleavages and contradictions. The module is wedded to a strategic studies approach to IR.

Peace and Conflict Studies

PAI2065 – Level 2

This module will introduce students to the analysis of civil wars and the fields of conflict analysis and peace studies. The aim of this module is to introduce students to theoretical and empirical problems in the study of the outbreak, development and resolution of armed civil conflicts. It explores the conflict cycle, the complexity of violent conflict, dynamics of political violence, the effects of certain situations on conflict dynamics, different types of actors in civil war, the outcomes of civil war, peace processes, and techniques such as mediation. It explores the main concepts (such as “conflict”, “civil war”, “peace”, etc.), some theories (such as the causes of civil war, the dynamics, and consequences), and some issues and debates (such as when and how to mediate conflicts) in peace and conflict studies. It also covers theoretical and methodological issues in peace and conflict studies, such as issues in classification and measurement.

Politics in Diverse Societies

PAI2066 – Level 2

The module each covers various elements and study techniques to approach, appreciate and understand issues underpinning politics in diverse societies. The module is designed in a lecture/tutorial format to introduce students to a range of issues not necessarily in clear sight outside the classroom in Belfast. Throughout the module, in lectures and tutorials students will be introduced to interdisciplinary method of assessing political process in diverse societies by discussing comparative political, legal, and social science methodologies. Students will be introduced to independent work as part of the assessment (see below) via literature assessment and synthesis. The module builds upon – but does not rely on – the PAI2011 Deeply Divided Societies offering a perspective on state led management of diversity that did not result in conflict.

The Global Political Economy of Energy

PAI3012 – Level 3 – Students may need to show evidence of previous study.

This module examines the role of natural resources in modern societies, with a particular focus on energy resources and how they have shaped international politics and economics. Specific topics include: the transition from coal to oil and the emerging role of the multinational energy corporations in international politics; the link between natural resources and development in the Global South; the nature and consequences of the ‘resource curse’; the geo-strategic implications of contestation over natural resources; a range of case studies, which may include the following: post-colonial petro-states in the Gulf of Guinea; the politics of land in Africa; the global impact of the US shale revolution; energy and authoritarianism in Russia and Venezuela; and the future of fossil fuels and the capitalist world order.

Scotland and N Ireland: Points of Political Comparison

PAI3014 – Level 3 – Students may need to show evidence of previous study.

This module concerns the comparative analysis of key political themes and issues relating to both Scotland and Northern Ireland including devolution and the constitution; religion and ethnicity; questions of national and cultural identity; possible future relationships. The module examines such subjects in their historical and contemporary contexts.

Contemporary Political Philosophy

PAI3025 – Level 3 – Students may need to show evidence of previous study.

This module examines problems in contemporary normative political philosophy. Topics may vary from year to year, but will typically include questions about the interpretation of values such as freedom, equality, and welfare, principles of distributive justice, equal respect and social recognition, pluralism, toleration, and democracy.

European Cultural Identities

PAI3027 – Level 3 – Students may need to show evidence of previous study.

An examination of the range of concepts related to the notion of identity in modern and contemporary Europe. The module offers an interdisciplinary survey of the construction of identity in localities, regions, and states of Western Europe, with a particular emphasis on the role of identity in cultural integration and diversity.

US Foreign Policy

PAI3038 – Level 3 – Students may need to show evidence of previous study in this area.

Understanding the nature and sources of the world's pre-eminent superpower is indispensable in analysing global security arrangements and the liberal international system. Using international relations theoretical perspectives and approaches in security studies, this module introduces students to a number of themes and debates concerning the central role of the United States in the international system and the contemporary global order. More specifically, it critically engages students with US foreign policy during the Cold War, US grand strategy, the purposes of US global military presence and its influence in the contemporary liberal global order, the "Pax Americana", and other pertinent issues, placing these in historical context from the Cold War up until the current challenge of the rise of China. The course uses various historical cases to elucidate central dynamics in US foreign policy, from US involvement in Latin America during the Cold War to US counter-terrorism strategies in the War on Terror. In this sense, the course is designed to provide substantive content regarding US foreign policy and its dynamics as well as critically evaluate the role of US power in the international system.

The Far Right in Western Europe and North America

PAI3056 – Level 3 – Students may need to show evidence of previous study.

Right-wing extremist parties have experienced success in elections in a number of countries in Western Europe over the last two or three decades. This phenomenon has attracted widespread attention, both in the media and in academic circles, sparking a number of frequently asked questions: why have these parties suddenly become electorally successful? What exactly do they stand for? What kind of people vote for them? Why do people vote for them? Why have they experienced more success in some countries than in others? Should we be worried about their rise? And what can we, or mainstream political parties, do to counter their rise? This module aims to examine all these questions. It begins by introducing students to the theoretical perspectives and key bodies of literature on the nature of right wing extremism in contemporary Europe, and it explores the complex conceptual, analytical and terminological debates surrounding this subject of enquiry. It places particular emphasis on the politics of the far right in France, Germany and the United Kingdom after 1945. It engages in empirical investigations into the ideology and the electoral base of different right-wing extremist parties across Western Europe and, in so doing, it also examines the question of why some right-wing extremist parties have been electorally more successful than others. It finishes by exploring the impact that right-wing extremist parties have had on public debate, policy-making and party competition over the last 30 years and by considering how mainstream parties have attempted to counter the rise and growing influence of the parties of the extreme right.

Ethics, Power and International Politics

PAI3057 – Level 3 – Students may need to show evidence of previous study.

International politics is all about interactions between different subjects, whether these subjects are individuals (such as refugees, activists and terrorists), cities (such as London and New York), civil society groups (charities and NGOs), networks (such as Al Qaeda), states (large and small), regional bodies (the EU or NATO) or international institutions (such as the UN or IMF). These various actors are formed and gain their identities and interests through these interactions. However, such contacts also throw up issues and questions of power and ethics, as agents seek to control, conduct, manage and change their relationships and each other: Who is silenced by these exchanges, and denied a political voice? How are interactions managed to form and impose identities on agents, such as those of ‘passive victim’, ‘evil terrorist’, ‘benign aid donor’, ‘conquering saviour’? How are such identities and relationships being contested, changed or resisted? In what ways do they depend upon histories, memories and narratives of the past? What strategies and techniques are used to control the movement, communication and networking of groups? Can ethics ever be separated from politics and power in these interactions, or are they always intertwined? Though theoretically informed, the module will contain a strong empirical focus, examining specific cases, places and spaces where power is exercised, ethics are claimed and identities formed. Such specific empirical cases will form the basis for both the group presentations and the final essay.

Political Parties and Elections in Northern Ireland

PAI3058 – Level 3 – Students may need to show evidence of previous study.

This module analyses political parties and elections in Northern Ireland. The module is motivated by the following simple question: What drives citizens’ party choice in Northern Ireland elections? The module situates the Northern Ireland case in the context of the international literature on political and electoral institutions. Specifically, given the consociational institutional context of Northern Ireland, what expectations should we have of how citizens choose parties at election time? The module assesses the relative importance of ‘conflict’ and ‘non conflict issues’ in determining voting behaviour. Note that there will be an element of quantitative statistical analysis in this module. Students should be prepared for this.

Politics, Public Administration and Policy-making

PAI3068 – Level 3 – Students may need to show evidence of previous study.

The study of public administration and policy has witnessed resurgence in political and other social sciences in recent years, as scientists in these fields seek to better understand a) how political preferences are translated into action, or otherwise, and b) the role played by contemporary bureaucratic systems and international organisations in shaping public policy. The recent financial, economic and political crises across the OECD have also renewed popular interest in key aspects of governing, including the regulation of markets, the organisation and role of the public service, the interplay between institutions and policy choices, and the politics of reform – all of which require analysis that moves beyond the political sphere. This Module, addresses these and other questions by drawing on a new generation of scholarship with which the Convenor is closely involved. In combining theoretical learning with real-world practice, it will provide students with high-quality competence in respect of the dominant theories and schools of thought concerning the organisation and management of contemporary government.

Security and Technology

PAI3073 – Level 3 – Students may need to show evidence of previous study.

Security politics has long been associated with the development, use and regulation of new technologies, from the ‘nuclear revolution’ to contemporary practices of cyber-security and surveillance. This module focusses on the inter-relationships of technology and security, and seeks to develop advanced understanding of the complexities of the “technopolitics” of security. This includes both novel technologies and the mundane materialities of security (fences, walls, guns). It introduces students to the role and political significance of science and technology from different theoretical perspectives, from political realism to the contemporary ‘material turn’ in critical security studies. It seeks to engage students in contemporary political debates and practices that entangle science and technology and security politics which may include issues such as cyber-security, UAVs/Drones, disarmament, nuclear terrorism, critical infrastructure protection, technologies of killing, biotechnology, biometrics, surveillance, border control, food security, health and medical technologies, and technologies of (military) bodies, among others. The module incorporates both theoretical perspectives (including IR/Security theory, and wider philosophy of technology and Science, Technology and Society approaches) and in depth empirical material.

Radical Hope: Inspiring Present-day Sustainability Transformations through an Examination of Our Past

PAI3100 – Level 3 – Students may need to show evidence of previous study.

This new module will be a joint module with the University of Texas, Austin. In weekly 2-3 hour seminars with students from UTA via Skype/teleconferencing this module will explore this issue hope in our ecologically turbulent times. What is “radical hope” and how is it related to the environment, climate change, or the Anthropocene? How is hope conceptualised, fostered and sustained in such turbulent times as ours? Hope is often sadly and noticeably lacking in academic and popular conversations about climate breakdown, the ecological crisis, pragmatic pessimism, cognitive dissonance, climate denialism and scientific realism on the one hand. And, on the other, soothing narratives of “techno-optimism” and an idea that a slight “greening” of “business as usual” — overseen by various experts and elites — will somehow see us through. Optimism is not the same as hope after all. The range of topics and approaches covered on this module is eclectic and wide ranging: from the art of listening, ‘looking at the ordinary’, the role of art and protest and radical hope, case studies of air pollution, the conservation movement, and resilience in the face of earthquakes. The module invites you to consider poetry, love, right relationships with the more than human world alongside politics, statecraft and environmental, energy and climate security, as complementary resources to create an ‘infrastructure of hope’ in the Anthropocene.

History

History and Society

HIS1005 – Level 1

A systematic introduction to ways in which history is used outside the university campus, including in museums and exhibitions, film, memorials and political discussion. The course will involve visits to local museums and students will get a chance to work together to pitch a new public history project. Previous projects have included public exhibitions, new museums or digital apps.

Politics and Society in 20th Century Ireland

HIS2012 – 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 1865-1980 Spring

HIS2029 – Level 2

The outcome of the Civil War sealed the destruction of slavery and raised hopes among African Americans and others of a new, more egalitarian social order in the American South. After a promising start in the immediate aftermath of the War, those hopes were crushed beneath the weight of racial reaction and the demands of the region's new industrial order, leaving ordinary southerners of both races languishing amidst intense poverty and racial violence. In this module we will attempt to understand both the remarkable resilience of racial divisions in the American South and the periodic attempts on the part of black and white southerners to challenge regional "tradition".

The Expansion of Medieval Europe, 1000-1300

HIS2047 – Level 2

A dramatic expansion of medieval Europe occurred between about 1000-1300. This module will explore the growth of kingship and state formation, but will cover not only political history, but also economic and social, religious and cultural change. The main historical themes that dominated and shaped the history of Europe in the central Middle Ages will be explored with a focus on those institutions that laid the foundations for the formation of modern Europe.

Revolutionary Europe, 1500-1789

HIS2057 – Level 2

The module will examine the revolutionary developments in Europe from the age of the high Renaissance around 1500 to the outbreak of the French Revolution in 1789 and its aftermath. Although the course content will be structured and delivered chronologically, the main focus of the module will be on those specific events and developments that historians have labelled 'revolutionary'. Included in the analysis will be the cultural innovations brought on by the Renaissance, the upheavals in the religious world effected by the Reformation, the social and political changes associated with the rise of the state, and the revolution in forms of thought (from the scientific to the political) that emerged during the Age of Enlightenment. The module will end with a close study of the French Revolution, which was in many ways the culmination of the events and developments that make up the content of the module.

Nationalism and Liberation in 20th Century Africa

HIS2061 – Level 2

Nationalism has been a key factor in African history since the late 19th Century. How has it emerged, under what forms, how has it evolved, when and how did it become a mass ideology, and what happened to it after the independence of African states in the second half of the 20th Century? This module offers a critical look at these themes, focusing on ideas, cultures and the politics of nationalism and liberation. The module considers different theories and articulates their discussion to a consideration of diverse case studies, e.g. Ghana, Congo, Angola, Mozambique, and South Africa.

Recording History

HIS2063 – Level 2

Students should develop knowledge of twentieth-century social history through a case-study of Belfast. By conducting their own interview, and analysing those conducted by the other members of the group, students should develop a working knowledge of the strengths and weaknesses of oral history as a research method and thus enhance their understanding of the broader methodological issues posed by research in modern social history. They should develop team-working skills (through collaborative research on their chosen topic), as well as their capacity for independent learning (through the conduct of one-to-one interviews and the transcription and analysis of those interviews). Oral presentational skills will be developed through reporting on work-in-progress in seminars. The module will, therefore, significantly enhance many of the skills related to the types of employment to which history graduates aspire, i.e. team-working, interpersonal skills, the ability to synthesize large bodies of information, and the compilation of written reports.

Visualising China's Encounter with the West

HIS2066 – Level 2

This module introduces students to the visual history of China before 1949, focusing on the developing relationship between China and the West in the late nineteenth and early twentieth centuries, and exploring themes such as imperialism, encounter, globalisation, modernity and nationalism. Students engage directly with primary sources by focusing on visual materials, particularly photography. Students work individually and in groups to develop their historical skills in analysing and interpreting visual sources and in communicating visual material to general audiences. At the end of the module, students work in groups to develop their own exhibition idea based on their research.

Cabinets of Curiosity: Museums Past and Present

HIS2067 – Level 2

This module will focus on museums from the Renaissance to the modern day, charting the transition from private collecting to public display. It will consider the shifting roles of museums across time and will provide students with an understanding of how and why museums' aims, purposes and functions continue to change. Students will engage with debates about object collection, preservation, repatriation and display, and will explore some of the current issues facing museums. They will also consider diverse museum audiences, including the elite and wealthy audiences of the eighteenth century and international audiences served by twenty-first-century online museums. Through their reading, research and museum visits, students will also begin to appreciate the different roles of museum staff and through their object engagement project, will gain vital skills that could be useful for their own future employment.

The Second World War in Europe

HIS3010 – Level 3 – Students may need to show evidence of previous study.

This course explores the Second World War in Europe between 1939 and 1945. It focuses on the prelude, trajectory and consequences of the conflict, paying due attention to the rise of the authoritarian regimes, the response of the Western democracies, the military campaigns in the European theatre, the social and cultural dimensions of the war, the reorganisation of Europe from the spring of 1945, and the war's legacy down to the present day. The reigning controversies in the historiography of the war will be illuminated through a rigorous study of relevant scholarly literature as well as frequent references to the experiences of ordinary individuals from both sides of the struggle.

The Peasants' Revolt 1381

HIS3011 – Level 3 – Students may need to show evidence of previous study.

This course will examine the causes and repercussions of the Peasants' Revolt of 1381. This was a significant uprising by the peasantry (and others) within medieval England, though its roots and consequences are the subject of much debate. The fourteenth century as a whole was a period of much social and economic upheaval, dominated by famine, plague, war and heresy. Students will explore the Peasants' Revolt by situating it within the wider contexts of medieval society, such as lord-peasant relations, the Black Death, the decline of serfdom, the Hundred Years War, the growing repression of the Wycliffite or Lollard heresy, the kingship of Richard II, and revolts across Europe in the late-fourteenth century. A variety of primary sources will be examined in depth, such as court rolls, laws, chronicles, literature and tax records, in order to gain a detailed insight into the nature of revolt.

The Origins of Protestantism

HIS3022 – Level 3 – Students may need to show evidence of previous study.

The module will examine the rise of Protestantism in the early modern period (1517-1740), from the onset of the Reformation in Germany and Switzerland to the spread of the movement throughout Europe and America to the eve of the mainstream Enlightenment.

The Long Sexual Revolution in Western Europe, 1945-1970

HIS3023 – Level 3 – Students may need to show evidence of previous study.

Twentieth century Europe saw deep and far reaching transformations in the history of the family: sexuality, love, gender relations and marriage were all sharply redefined by war, politics and socio-economic change. While this story might seem on the surface to be a straightforward one of progress and increasing personal liberation, this module will show how such developments were equally beset by anxiety, uncertainty and reaction. Totalitarian regimes attempted to shape the bodies and emotions of their people as part of their projects to mould men and women to their political projects, while both religious authorities and democratic societies were often preoccupied with the sexual morality of their citizens, particularly in times of social change. Paradoxically while sexuality, love and relationships came to be seen increasingly as matters of private rather than family or community concern over the course of the century, they also became of greater public and state interest. This module will investigate the history of the intimate sphere in twentieth century western and southern Europe, examining how gender, sexuality and family have intersected with European politics, society and culture over the course of the last century, from the end of the Second World War and the social upheaval that it brought to the era of apparent sexual liberation in the 1970s.

That Vast Catastrophe

HIS3033 – Level 3 – Students may need to show evidence of previous study.

To understand the most terrible historical moment in modern Irish history. This single-semester module is concerned with one of the great climacteric episodes in Irish history. The demographic, economic, social and political events of the period 1845-49 will be studied in detail. Considerable attention will also be paid to the decades preceding the Great Famine, in an attempt to answer the question: "was the Great Famine inevitable?" Similarly, consideration will be given to the longer-term economic, social and political consequences of the Great Famine. This is a tutorial-led module and will employ a purpose-designed tutorial handbook.

After Slavery: Race and Labour in the Post-Emancipation US South

HIS3082 – Level 3 – Students may need to show evidence of previous study.

The abolition of slavery in the southern United States raised hopes that a new, more equitable social order might be built on the ruins of the Confederacy—one that would deliver freedom and new prosperity to former slaves and a broad section of the white population excluded from power under the South's antebellum regime. Instead, within twelve years of the Confederate surrender white supremacists had raised themselves to power, and the hopes for substantive change were all but extinguished. By the mid-1890s, many African-Americans were barred from the voting booth, 'separation of the races' was the law of the land, fierce racial violence engulfed much of the region, and many blacks and whites found themselves trapped in a 'new slavery'. The effects of that reversal lingered long after the end of slavery, and arguably continue to be felt throughout American society. Making use of the best available new classroom technologies, this module will explore in depth, and as a historical problem, the persistence of racial inequality in the United States after slave emancipation.

Religion and Empire: Christian Missions to Africa, Asia and Middle East

HIS3099 – Level 3 – Students may need to show evidence of previous study.

Christian missions are often seen as old fashioned, but for long they were at the forefront of modernity. They carried modernity overseas and brought back fresh ideas which helped shape new societies. This course investigates when and how Christian overseas expansion happened; how missionaries related to empire and indigenous peoples; why and how Africans or Asians chose to convert; what they did with the Christianity with which they were confronted; and how missionary activities contributed to the elaboration of new ideas of race, class and scientific knowledge at home.

The War of Ideas in 17th Century Ireland

HIS3121 – Level 3 – Students may need to show evidence of previous study.

Seventeenth-Century Irish Catholics and Irish Protestants employed political ideologies and philosophies to understand and shape the world in which they lived. Students will tackle a series of primary sources concerned with the nature of civility and barbarism, positive law and natural law, the divine right of kings, holy war, popular political action, the early science of statistics, and the early Enlightenment. These seventeenth-century people were trying to solve problems in society and government by employing tools which they had learned in grammar schools and universities, law courts and parliaments. By examining the ideas they employed we can better understand the revolutions through which they lived.

The Ancient City

HIS3129 – Level 3 – Students may need to show evidence of previous study.

This module considers the ancient Greco-Roman city as a dynamic form of settlement, from its origins in archaic Greece to its demise (or transformation) in the late antique West. Our readings will include ancient discussions of the political and economic roles of cities and of urban architecture and design, as well as depictions in prose and poetry of everyday life in imperial Rome and classical Athens. We will also examine the material remains of these two ancient “mega-cities” and of the smaller but well-preserved cities of Pompeii and Herculaneum. We will attempt to formulate our own definition(s) of the ancient city, and we will trace changes in the organization and uses of urban space, and in ancient writers’ conceptions of the political, social, economic, and religious roles of cities, over the course of classical antiquity.

Paths to Independence and Decolonisation in India and East Africa

HIS3133 – Level 3 – Students may need to show evidence of previous study.

This module explores different, yet interconnected, paths towards independence in India and East Africa. On the surface the Independence movements in India, Kenya and Tanzania have little in common. India became independent in 1947, Tanzania in 1961 and Kenya in 1963. Leaving aside the partition of British India into what is today India, Pakistan and Bangladesh, independence for the subcontinent was already being discussed since about the First World War, whereas Kenya saw the emergence of a strong majority national movement only after the Second World War. However, there existed cultural and political connections between the Indian Subcontinent and East Africa which played a significant role in the struggle for independence in these regions. This course aims at illuminating the circulation of political ideas and the way in which they acquired specific meaning in local contexts. Moreover, the course highlights the importance of South-South connections in the making of the modern nation-state in Asia and Africa. Students will be expected to engage with a range of interdisciplinary sources such as governmental reports, political tracts, film documentaries, oral testimony and fiction.

Culture, Politics & Policing of Identity in Medieval Ireland

HIS3136 – Level 3 – Students may need to show evidence of previous study.

Debates about the nature of the relationship between the Irish and the English of Ireland, whose residence on the island began with the arrival of mercenaries in the company of Diarmait Mac Murchadha, king of Leinster, in the 1160s, have been at the heart of Irish medieval history for centuries. In this module students will be introduced to these debates, and their lectures will provide them with the necessary context to assess them knowledgeably, outlining the events that led to the founding of the English colony, tracking how it expanded, examining its administrative and political structure, and how English society in Ireland evolved as a result of interaction with the Irish. The lectures will then trace the colony’s eventual contraction in the face of the so-called ‘Gaelic revival’, examine the influx of Irish immigrants into the colony, and comment upon how these developments influenced the interaction of the two communities on the island. Particular attention will be paid to the ways in which the colonial administration, based at Dublin, attempted to control the interactions between the English and Irish, and preserve English cultural traits in the face of extensive assimilation. Each of the two hour seminars will focus on a set of primary sources from medieval Ireland, including administrative, legal, and literary materials, and allow students analyse these sources critically, with due attention to their authorship, form, and the circumstances under which they were created. This close source analysis will provide a platform for students to come to their own conclusions, supported by their interpretations of the historical evidence, and prepare them for their written assessments in the module.