Queen’s University Belfast

Faculty of Arts, Humanities and Social Sciences

Level 2 SINGLE HONOURS OPTIONAL MODULES 2025-26

**To: Level 2 Single Honours students in the Faculty of Arts, Humanities and Social Sciences**

Single Honours Degrees – Optional Modules outside your degree programme

One of the many attractions of Single Honours degrees offered in the Faculty of Arts, Humanities and Social Sciences is that at Level 1 (first year), students have the opportunity to study modules beyond their chosen degree subject.

The option to study an optional module (20 CATS) beyond the degree subject has been extended to Level 2 students for a number of programmes. The programme specification for your degree will indicate whether this option exists for you. Your Adviser of Studies will also be able to provide guidance on this.

The optional modules available to students availing of the opportunity to study a module beyond their degree subject are listed below.

When choosing optional modules, some students will opt to study something familiar to them, building possibly on previous studies; in other cases they may decide to opt for one or modules in a subject or subjects they have not had a chance to study before. The choice of optional modules normally rests with the student, subject to timetable availability, maximum enrolment numbers and any prerequisites.

If you are interested in a number of different optional modules or have any questions about your choice of modules, please contact your Adviser of Studies to discuss. And remember, you can switch optional modules up until the end of the second week of the teaching semester.

I wish you well in Level 2.

Robin Hickey

Professor Robin Hickey

Dean of Education – Faculty of Arts, Humanities and Social Sciences

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| **SCHOOL** | **MODULE** | **SEMESTER** | **DESCRIPTION** |
| Arts, English and Languages | AEL2001 Gender, Culture, and Representation – Backwards & in Heels | Spring | This interdisciplinary module introduces students to the central ideas of gender theory and to a wide variety of representations of gender across a range of media, including theatre, performance, literature, visual art, film and television. Using key texts and cultural works students are encouraged to examine critically the representation of gender across media, and the political, legal, and ethical dimensions of gender within our culture. The module involves a critical engagement with the relationship between identity, representation and culture and explores theories concerning the social construction of the masculine and feminine body. The module engages with several key issues, including the representation of femininity and masculinity, gender in the literary and theatrical canon of Western culture, the spatiality and temporality of gender, and its intersections with issues of race/ethnicity, class, and labour. Students will be asked to think about these issues and ideas across disciplines but also within their areas of study through seminars. |
| Arts, English and Languages | CEL2017 Scottish Gaelic Language | Spring | The module is designed for beginners and aims to teach all four key language skills, namely listening, speaking, reading and writing. The textbook is supplemented by aural and oral exercises accessible on all the student workstations in the Language Centre. Regular written assignments are required to reinforce the grammar taught in class, particularly language drills which are marked and returned with feedback. While the emphasis is on language learning, there is also a cultural element to the module which considers the background to the Gaelic language in Scotland, its contemporary position, and some examples of Gaelic literature and song (for which translations into English will be provided). |
| Arts, English and Languages | CEL2003 Cearta an Duine agus Nualitríocht na Gaeilge | Autumn | Since the 1990s, literature about international conflicts has ‘emerged as a significant sub-genre in Irish-language writing’ (Nic Eoin, 2018). This interest in global conflicts and crises contrasts with the observed focus on ‘Irishness’ in much Irish writing in English. This interdisciplinary module critically engages with the theoretical frameworks of human rights and considers how human rights discourses since the Second World War have informed writing in Irish. Taking a thematic approach, the lectures will address how Irish writers have grappled with catastrophic global events, such as the Holocaust, Hiroshima, Chernobyl, the Israeli–Palestinian conflict, the Iraqi War, 9/11, the climate crisis and the COVID-19 pandemic.**The medium of instruction and assessment is Irish.**  |
| Arts, English and Languages | CEL2020 Scannánaiocht na Gaeilge: Studies in Irish Film | Autumn | This module examines the relationship between filmmaking and literary narrative in Irish, focusing in particular on the period from the 1920s to the present. Representations of literary narratives will be examined in a variety of genres, with particular emphasis on the short film and the film documentary. The cultural and socio-political ideologies that inform narratives, in both literature and Irish-language visual media, will also be discussed. Films examined may include: Oidhche Sheanchais, Mise Éire, Saoirse, Cré na Cille, Rotha Mór an tSaoil¬–The Hard Road to Klondike, Poitín, Draíocht, Kings, Cosa Nite, and short films from the Oscailt and Lasair series (An Leabhar, Aqua, Cáca Milis, Clare sa Spéir, Filleann an Feall, Lipservice, Tubberware, Yu Ming is Ainm dom).**This module is taught and assessed through the Irish medium** |
| Arts, English and Languages | ENL2001Foundations for Speech Analysis | Autumn | This module offers you an introduction to the study of speech analysis. We begin by investigating the mechanisms which are used to produce speech and providing a framework for the convenient classification and description of pronunciation features. We then examine accent variation, in terms of aspects such as contextual effects, intonation and voice quality. Finally, the module gives you the chance to acquire an understanding of the acoustic characteristics of speech. Throughout the module, you will be required to develop your oral and aural skills in phonetics by means of various practical and online facilities. While the module concentrates on normal English speech, we may also have the opportunity to consider data from non-English speech and from non-normal speech. |
| Arts, English and Languages | ENG2003 Mapping the Anglo-Saxon World | Autumn | This module aims to map the world of the Anglo-Saxons through their language, literature and material culture. Students will learn about the heroic past and values of the Anglo-Saxons, magical rituals and prognostications, and systems of faith and beliefs. A fascinating range of texts and genres from the period (c. 7th-11th centuries) will be studied in relation to their cultural context and audience. These include: heroic poetry; elegies; riddles, charms and prognostications; historiography; and biblical writings. Students will engage with selected texts in the original language and consider issues of literary interpretation and translation. They will also be introduced to concepts of authorship, gender, genre, time, health, self, otherness and religion. Students will become familiar with the basics of Old English literary and religious vocabulary and acquire a working knowledge of the Old English manuscript tradition. |
| Arts, English and Languages | ENG2041 Havoc and Rebellion | Autumn | From the Black Death to the Uprising of 1381; from the usurpation and murder of King Richard II to the Oldcastle Rebellion of 1414; from the rise of the Lollard heresy to the Wars of the Roses – how did late medieval writing, from Chaucer’s The Canterbury Tales, Langland’s Piers Plowman, and Gower’s Vox Clamantis, to the work of a range of anonymous poets, dramatists, and chroniclers, respond to several decades of tumultuous social and cultural change? This module introduces students to the vibrancy and vitality of a crucial period in the history of English writing, and it explores the methodological challenges of reading literature historically. Students will engage with key historicist readings of the period’s literature and will consider literature in its material circumstances with reference to online facsimiles of key manuscript books, as well as the museological presentation of the period’s material culture. The key genres, conventions and preoccupations of the period will be explored in relation to the explosive social mobility that followed the devastation of the Black Death. The module will conclude on the eve of the coronation of Henry VIII, when it was assumed that the political and religious tumult of the ‘calamitous fourteenth century’ had finally been settled. |
| Arts, English and Languages | ENG2050 Shakespeare and Co | Autumn | This module introduces students to the drama of the English Renaissance.  It explores texts by a wide range of authors, including Shakespeare, Cary, Marlowe, Middleton, Rowley and Webster and examines the forces working on drama in the early modern period. Lectures will provide an introduction to the dramatic form, close readings of the set plays, and readings in relation to contemporary issues such as nationality, authority, desire, religion, sexuality, gender, strangeness, race, identity, social standing, fantasy, magic and taboo. |
| Arts, English and Languages | ENG2061 Fiction and the Novel (1660 - 1820) | Spring | This module examines the development of prose fiction in English from the later seventeenth century to the early nineteenth century. This is the period in which the novel emerged in its recognisably modern form, establishing itself as an important genre within literary culture. It was also an era of generic experimentation, as writers debated the nature of the novel, took the form in new directions, and grappled with earlier modes of writing in prose, such as romance and picaresque, allegorical and fantastical fiction. In this module, we explore the variety of prose fiction published during this period: from romance and amatory fiction, through works of realism and social comedy, to the sentimental and Gothic modes that emerged in the later eighteenth century. These works engaged closely with contemporary social, cultural and political issues, and we will consider texts that address topics such as travel and empire; science and civilisation; marriage and gender; crime, morality and the state of the nation. By considering these works in their literary and cultural contexts, the module both highlights the diversity of fiction written during this era and charts the early history of the novel up to the sophisticated narratives of Jane Austen. |
| Arts, English and Languages | ENG2063 Romantic Poetry, 1789-1832 | Autumn | The Romantic period (c.1789-1832) witnessed dramatic social and historical change as the effects of major events such as the French Revolution, the Napoleonic Wars, widespread Enclosure and the Industrial Revolution initiated the sense of ‘living in history’. In the midst of these revolutionary changes, poets wrote with new confidence of the importance of the imagination, as a creative and utopian force; of the beauty, fragility and power of the natural world; of political ideals of social justice; of the arguments for gender equality. Poetry became synonymous with the imagination as a force which could unite idealism with social change. This module studies a range of Romantic poetry, including but not restricted to, the work of Anna Laetitia Barbauld, William Blake, Lord Byron, John Clare, Samuel Taylor Coleridge, Mary Robinson, Felicia Hemans, John Keats, Percy Bysshe Shelley, Charlotte Smith, and William Wordsworth. Poems will be studied through the key themes of the revolutionary imagination; the natural world; the language of class; representations of childhood; slavery and feminism. One hour of each week’s seminar time will comprise a close reading of one key poem for that week’s discussion, with the second hour being used for more generalized and broader discussion. The module will also include a specialised library visit and a field trip connected with the natural world. |
| Arts, English and Languages | ENL2002 Language and Power | Spring | This module investigates the ways in which language intersects with the social and political reflexes of power and ideology. Students are encouraged to challenge, through exposure and then analysis, the discourse conventions that characterise the language of powerful groups and institutions. This module places particular emphasis on print and broadcast media, legal, political and advertising discourse, and on other forms of institutional rhetoric. Among the topics covered are: The Discourse of Institutions and Organisations; Power and Talk; Language and Gender; Language and Race; Language and the Law; Humour as Power; Political Discourse and the Language of Advertising. |
| Arts, English and Languages | ENL2004 History of English: Studying Language Change | Spring | This module explores the linguistic history of English from prehistoric times to the present day. Adopting a chronological approach and working always with reference to texts, it traces the development and use of the language through varieties of Old English, Middle English, Early Modern English and Present Day English. The key topics of the course, applied to each of the periods studied, are (i) internal features, examining underlying grammatical characteristics; (ii) external features, with particular reference to vocabulary; and (iii) transitional and sociolinguistic features, considering the social context of language change, paying attention to changing practices in language writing. |
| Arts, English and Languages | ENG2060 Modernism and Modernity | Spring | This module introduces students to the literature and culture of the period 1900-1930, with a focus on the literary movements grouped under the term ‘modernism’. These literary texts will be examined as complicated and ambivalent responses to the experience of modernity. Students will cover key figures of British and Irish ‘High Modernism’, including James Joyce, Virginia Woolf and T.S. Eliot, alongside American modernists and writers of the so-called ‘middle brow’. Particular attention will be paid to the historical contexts in which these texts were produced, and on their conditions of publication and consumption. These contexts include: the aftermath of the Great War; gender politics, from the New Woman to Suffrage and beyond; the politics of race; terrorism and violence; queer sexualities; urban decay and urban development; the relationship between cultural centres and peripheries; poetry and its publics; American cultural politics; media, and the rise of youth cultures. More broadly, the modules will explore theories and manifestations of ‘modernity’, examining the challenges of modern technologies and social formations to literary practice. |
| Arts, English and Languages | ENG2064 Enlightenment and its Discontents | Spring | This module introduces students to the intellectual arguments and counter-arguments of the period known as the Age of Enlightenment, running through the long eighteenth century and embodied in its literature. As an increasing emphasis on rationality as a means to human understanding came to challenge earlier forms of social and political legitimacy, attitudes to self and identity; science and religion; gender and sexuality; politics and government; and the natural world were significantly reformulated from the eighteenth century onwards, with literature and the arts reflecting and participating in the broad historical movement that this shift in thinking represented. We will introduce and debate some of these key ideas of the Enlightenment (or the various forms of Enlightenment) in relation to the development of generic categories and poetic forms over the period. The module will be organized around a series of texts and debates implicated in significant cultural and historical developments such as the growth of the reading public, individualism, consumerism, ideas of political liberty and rights, and of the nation and its overseas empire. The module will include selections of poetry and prose (including literary forms such as the periodical essay, life writings, the political pamphlet, and the novel) to be read in relation to contextual, literary-theoretical, and historical considerations. We will also examine revisionist and critical responses to the Enlightenment, reflecting the interests of contemporary authors seeking to represent the marginalized or silenced voices of the period such as those of women, labouring classes, slaves, and colonial others. |
| Arts, English and Languages | ENG2065Utopia/ Dystopia: The Future in Nineteenth- and Twentieth-Century Literature | Spring | In the late nineteenth century, utopian literature met speculative fiction: the ‘nowhere’ of utopia was reimagined as the future, which was conceived as both the best and worst possible worlds. This course examines a variety of late nineteenth-century utopias and dystopias but also shows the ways this imaginative tradition shaped literary prediction in the twentieth century (including works by Aldous Huxley, George Orwell and Margaret Atwood). It considers the ways twentieth-century writers both engaged with their literary predecessors and rewrote utopian and dystopian traditions to speak to the urgency of their own political moments. From the dangers and promises of science and technology to the future of feminism, socialism, race and mass culture, we will explore what utopias and dystopias reveal about their own historical moments, and analyze the claim that one person’s utopia is another’s dystopia. Indicative selection of texts:Edward Bulwer Lytton, The Coming Race; H. G. Wells, The Time Machine; William Morris, News from Nowhere; Catherine Helen Spence, A Week in the Future; Charlotte Perkins Gilman, Herland ; E. M. Forster, ‘The Machine Stops’; Aldous Huxley, Brave New World; George Orwell, 1984; Margaret Atwood, The Handmaid’s Tale |
| Arts, English and Languages | ENG2066 Dickens and the Cult of Celebrity | Autumn | We are all familiar with people who have recently been quickly catapulted to the heights of fame and public attention. The status of such individuals is often associated with wealth and public exposure, and the rise of mass media makes it much easier for them to gain publicity and recognition instantly, across the world. But has it always been this way? This module will examine the career and legacy of Charles Dickens, who was first recognised for his extraordinary creativity, in producing the works of literature for which he is best known. He was also, however, a careful and intelligent manipulator of his own public image, to the extent that the catchphrase ‘the man who invented Christmas’ survives to this day. By carefully scrutinising Dickens through fiction, journalism, letters, advertising, biography, photography, and film, students will come to understand just how ‘constructed’ this Victorian superstar was; they will also understand how the means he, his publishers, agents, and advisors, and his inheritors employed to develop and maintain his public image serve as forerunners for the phenomenon of celebrity culture in our own day.Indicative set texts & other media: Lee Barron, Celebrity Cultures: An Introduction (Sage, 2015); Charles Dickens, Oliver Twist; Charles Dickens, A Christmas Carol; Charles Dickens, David Copperfield; Ralph Fiennes, The Invisible Woman (DVD 2013); Bharat Naluri, The Man Who Invented Christmas (DVD 2017); Michael Slater, Charles Dickens (Yale UP, 2011) |
| Arts, English and Languages | ENG2081Irish Literature | Spring | This module introduces students to the extraordinary diversity and achievement of Irish literature, from the Act of Union in 1800 to the late twentieth century. The module is chronologically structured, and places particular emphasis on situating texts in their wider historical contexts, as well as developing their relations to broader European movements and traditions. Encompassing poetry, fiction, and drama, the module considers a range of themes, such as romanticism, gender, the gothic, cultural nationalism, the politics of modernity, liminality and exile, and northern perspectives on an Irish tradition. Writers studied will include W. B. Yeats, James Joyce, Samuel Beckett, and Seamus Heaney. |
| Arts, English and Languages | FLM2031 Creative Enterprise in Film and Digital Media | Spring | The Creative Industries are an increasingly important contributor to not only the Northern Irish cultural and economic landscape, but the global economy more generally. This interdisciplinary, school wide module introduces you to the practicalities of engaging with creative enterprise and developing ‘real world’ transferable skills by taking you through the process of creating, running and growing a creative company.  The module will be taught through seminars, workshops and field work. Students create their own business idea in groups and undergo a Customer Discovery process which involves conversations with people who are key to their creative business area. Further to this, students produce a business portfolio, develop a group pitch, and written or video essay as part of their module assessment. |
| Arts, English and Languages | LIB2001 Uses of the Past | Autumn | Too frequently we think of the past just in relation to the study of History. We attempt to fit it into discipline specific study. But "the past" is part of everyday life - used in different ways across different disciplines. Outside of academia, the past or at least *a past* is celebrated, commemorated, derided, and weaponised daily. We hear and read about "culture wars", the threat or the celebration of decolonisation the curriculum, removal of statues, or street name changes. Politicians and celebrities alike fight about "our" history being ignored, whitewashed, or misconstrued. But who is "our" in this? Whose history is being written and how? Is history merely a story written by the victors? Who owns the past? This module will consider these questions, approaching "the past" from a range of disciplinary perspectives to consider how narratives of History are constructed, who benefits from those constructions, and how we as students and academics can use different types of sources to highlight a range of pasts.With contributions from the disciplines of Anthropology, English, History, Politics, and Sociology, this module will, among other issues, examine: debates concerning legacy issues and the aftermath of conflict; problematic policies of nostalgia for and exploitation of imperialist pasts; how identity is linked to cultural heritage. The module will provide students subject-specific expertise in relation to how we understand the past and its importance in the development of historical, literary, and philosophical interpretation, and it will challenge students to question the legitimacy of particular political, social and cultural inheritances as well as contemporary educational practices. It will also position contemporary events within a larger historical timeline to provide more detailed contextualisation and resources for discussion. |
| Arts, English and Languages | MUS2033 Experimental Popular Musics | Autumn | The course aims to (1) revisit the social reciprocity between music and everyday life, (2) examine the role of social discourses and practices in constituting a musical experience, and vice versa, (3) reflect on the social nexus, economy and technology of music production and consumption, and (4) develop an understanding of music as culture and as a social force of producing, representing and shifting both individual and collective identities. |
| Arts, English and Languages | MUS2052 Music Psychology | Spring | This module introduces key themes in music psychology.  These include models and experimental data relating to music cognition and perceptual processing; auditory neuroscience and the neuropsychology of music; developmental music psychology; empirical and experimental studies regarding the function and role of emotion in music; and applications of music in therapeutic, medical and commercial contexts.  Additionally the module provides an introduction to psychological research methodology and the critical-analytical thinking employed in the behavioural sciences. |
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| History, Anthropology, Philosophy and Politics | ANT2020 Sex and Gender: Anthropological Dimensions | Spring | Drawing on anthropological approaches to the study of religion, this course explores key themes and methods in the study of religious beliefs and practices. The course begins with a questioning of the notion of religion, drawing on key anthropological studies in the field. The course will also explore the intersection of religion, colonialism and post-colonialism (especially in relation to Christianity), religion and politics, and religion and science. The overall aim is to explore the role of religion in the structure of different societies, as well as the intersection of religion, community and identity.The module will place a particular emphasis on more recent issues in the study of religion and in the practice of religious beliefs. Some of the topics covered in this direction are the relation of religion and modern scientific thought, Evangelism and global politics, religion and sex, atheism and non-belief, spirituality and mindfulness, religious humanitarianism. The overarching goal is to explore the diversity of religious practices and the ways in which contemporary religious beliefs and practices can be explored from an anthropological perspective |
| History, Anthropology, Philosophy and Politics | ANT2022 Key Debates in Anthropology | Autumn | 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. |
| History, Anthropology, Philosophy and Politics | ANT2030 Skills in the Field: Ethnographic methods | Spring | Preparing and guiding students for a period of personal research in the long vacation. Includes the selection of a research topic, documentary and bibliographical search, training in quantitative and qualitative research techniques. In addition, students will consider the ethical implications of their research, as well as show awareness of the risk factors involved. |
| History, Anthropology, Philosophy and Politics | ANT2038 Hanging out on Street Corners: Public and Applied Anthropology | Autumn | 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). |
| History, Anthropology, Philosophy and Politics | ANT2039 Human Morality | Spring | 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, discussing the following types of issues:  - Are moral judgments totally relative to one’s culture or are there universal components of human morality?- Is human morality based solely on religion? - Are moral judgments framed by distinct concerns such as care/harm, justice/injustice, loyalty/betrayal, hierarchy/subversion, and purity/impurity or are they always related to a specific concern with basic human rights?- Can the configuration of different moral concerns shed light on different political attitudes and ideologies, such as conservatism and liberalism, and their disagreement on a variety of topics, such as abortion, homosexuality, and economic equality? - Although the intentional causation of harm is normally prohibited, why in many situations (e.g., in the punishment of heinous crimes, in the interrogation of suspected terrorists, or in the context of wars and revolutions) people have conflicting intuitions about the boundaries of such prohibition? |
| History, Anthropology, Philosophy and Politics | ANT2040 Anthropology of Media | Spring | This module will bring together staff from a wide range of disciplinary fields including anthropology, film studies, and museum studies, in an examination of visual methods and visual theories connected to the practice of ethnographic fieldwork. The aim of the module is to offer students analytical skills to engage with the notion of the ‘visual’ in research practice. A key focus will be placed on visual ethnographic methods, from ethnographic film, to photography, museum display and performance. Some additional key themes will be those of the crisis of representation in anthropology, globalization and the dominion of the ‘visual’, sensorial and visual methods in the field, the ethics of visual anthropology and collaborative practices in ethnographic fieldwork. |
| History, Anthropology, Philosophy and Politics | HAP2001Northern Ireland: Past, Present and Future | Autumn | Northern Ireland’s peace process, the legacy of conflict and enduring divisions present a range of ongoing challenges for politics and society. Drawing on expertise from across the School of History, Anthropology, Philosophy and Politics – combined with that of relevant practitioners, where possible – this interdisciplinary, team-taught module will examine a range of thematic challenges with respect to conflict, conflict transformation, peacebuilding, community relations, public representations of the past, and democratic governance. Rooted in the case of Northern Ireland, the module will also routinely consider broader comparisons with other cases and possible generalisation to other cases. It will be structured into three main parts. First, it will critically engage with Northern Ireland’s past. What were the underlying sources of division, and what can we learn about the complexities and nuances of identity over time? Second, it will explore how the past continues to interact with contemporary Northern Ireland. How is this past represented and understood in today’s public history landscape? Is it possible for Northern Ireland’s contested past to be publicly represented in ways that promote mutual understanding? Can Northern Ireland now be characterised as a ‘post-conflict’ region? Finally, the module will look ahead. Does the current political settlement represent a sustainable form of governance for the region? What do internal developments, such as demographic change, and external challenges, such as climate change, mean for Northern Ireland’s future? By critically engaging with these interrelated themes through relevant disciplinary perspectives, this module ultimately seeks to better understand contemporary Northern Ireland, the history that has shaped it, and the future directions that are possible. |
| History, Anthropology, Philosophy and Politics | HIS2011 Politics and Society in 19th Century Ireland | Autumn  | 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. |
| History, Anthropology, Philosophy and Politics | HIS2012 Politics and Society in 20th Century Ireland | Spring | 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. |
| History, Anthropology, Philosophy and Politics | HIS2018 The Making of Contemporary Britain: 1914 to the present | Autumn | 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. |
| History, Anthropology, Philosophy and Politics | HIS2020 Alexander The Great and the Creation of the Hellenistic World | Spring | An analytical survey of ancient Mediterranean and Near Eastern history from the conquest of the whole of Balkan Greece by Philip II of Macedon, father of Alexander the Great, to the emergence of successor kingdoms within Alexander’s conquered territories after his death in 323 BC. After an introduction on sources and methodology, the course proceeds chronologically. Topics receiving special emphasis include: the rise, and the ultimate triumph, of Macedon over the Greek city-states; Alexander’s war against Persia and subsequent conquests; the fragmentation of Alexander’s empire after his death; and events in Sicily and the West (including the expansion of Rome in Italy). |
| History, Anthropology, Philosophy and Politics | HIS2028 The American South 1619-1865 | Autumn | 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. |
| History, Anthropology, Philosophy and Politics | HIS2029 The American South 1865-1980 | Spring | 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". |
| History, Anthropology, Philosophy and Politics | HIS2047 The Expansion of Medieval Europe, 1000-1300 | Spring | 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. |
| History, Anthropology, Philosophy and Politics | HIS2049 The Roman Origins of the East and West; From Augustus to Charlemagne | Autumn | 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. |
| History, Anthropology, Philosophy and Politics | HIS2057 Revolutionary Europe, 1500-1789 | Spring | 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. |
| History, Anthropology, Philosophy and Politics | HIS2061 Nationalism and Liberation in Africa | Spring | 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 articulate their discussion to a consideration of diverse case studies, e.g. Ghana, Congo, Angola, Mozambique, and South Africa. |
| History, Anthropology, Philosophy and Politics | HAP2065 Apocalypse: The end of the World | Autumn | 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. |
| History, Anthropology, Philosophy and Politics | HIS2067 Cabinets of Curiosity: Museums Past and Present | Spring | 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. |
| History, Anthropology, Philosophy and Politics | HIS2068An Age of Revolutions: Britain and Ireland, 1688-1815 | Spring | This module provides a survey of some of the major developments in Britain and Ireland in the one hundred and thirty years after the so-called ‘Glorious Revolution’ of 1688. This was an age of political, economic, cultural, and intellectual revolution. Modern notions of rights, representation, and toleration grew out of political revolutions – the ‘Glorious Revolution’ of 1688, the American Revolution from 1775 to 1783, and the French Revolution of 1789. The eighteenth century saw the emergence of Britain as the first global economic power owing to the industrial and commercial revolutions as well as the growth of the ‘first’ British empire. This period was also the ‘Age of Reason’ when the Enlightenment challenged traditional understandings of society and paved the way for the dominance of modern reason and science. These various structural changes had a profound impact on ordinary people as they became consumers, family and interpersonal relations were transformed, and their knowledge of the world was expanded. |
| History, Anthropology, Philosophy and Politics | HIS2069 Revolution and Disaster in Ireland and Britain 1603-1707 | Autumn | This module examines the interrelationships between the three kingdoms of England, Scotland, and Ireland from 1603 to 1707. This period witnessed the union of the English and Scottish crowns in 1603, the so-called ‘Glorious Revolution’ of 1688-90, the destruction of the Irish Catholic elite, and the Anglo-Scottish parliamentary union of 1707. The theory and practice of politics was transformed as older concepts of authority associated with the person of the monarch began to be challenged as the representatives of ‘the people’ – however defined – in England’s Parliament asserted their new-found power of control over finance. Modern notions of democracy, rights, representation, and toleration began to be formulated in response to the political revolutions of the period – the execution of Charles I, the protectorate of Oliver Cromwell and the Commonwealth, the ‘Glorious Revolution’ of 1688. In economic terms, the seventeenth century saw the emergence of Britain as a global power, eclipsing the Dutch.After an introduction to the sixteenth-century background, the course will examine the principal events and developments of the period – the union of the crowns 1603, the wars of the three kingdoms in the mid seventeenth century, the Revolution of 1688-91, and the Anglo-Scottish Union. |
| History, Anthropology, Philosophy and Politics | PAI2001 Politics and Policy of the European Union | Autumn  | This module serves as in 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. |
| History, Anthropology, Philosophy and Politics | PAI2002 British Politics in Crisis? | Spring  | 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. |
| History, Anthropology, Philosophy and Politics  | PAI2005 Modern Political Thought | Autumn | This module focuses on a critical analysis of key texts and themes in the history of modern political thought. It has two aims. Firstly, by adopting a historical approach to the development of modern political thought we learn about the ideas that have shaped our own political thinking. We are typically unaware of the ways in which this history has shaped how we frame problems and our basic assumptions about how to respond to them. Adopting a historical perspective on modern political thought helps us to bring these unexamined assumptions into focus and allows us to think more creatively about how to respond to political problems. In learning about this history we are learning about ourselvesSecondly, the course has a practical aim. Ideas are tools for responding to problems. By learning about the different arguments of these thinkers we can acquire tools to help us think about our own political problems. Some of the ideas of these thinkers are good ones, some not so good and there is often disagreement about which is which. We can learn from the mistakes of others as much as we can learn from their positive contributions. |
| History, Anthropology, Philosophy and Politics | PAI2011 The Politics of Deeply Divided Societies  | Spring  | 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. |
| History, Anthropology, Philosophy and Politics  | PAI2013 Irish Politics | Spring | An examination of the Politics of Ireland (North and South) since 1920. |
| History, Anthropology, Philosophy and Politics  | PAI2017 International Relations | Autumn  | 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. |
| History, Anthropology, Philosophy and Politics | PAI2018American Politics | Spring | The American political system is in many ways exceptional and has throughout the nineteenth and twentieth centuries exerted an increasingly global influence. Peoples worldwide have looked to America as an example of a resilient democracy, based on that peculiar combination of egalitarianism and liberty, community and individualism of which Tocqueville and others so highly spoke. The American republic has since its inception claimed to represent universal aspirations to democracy and freedom. Since the very beginning, however, a triumphal account of American democracy and its liberal tradition has coexisted uncomfortably with institutions of slavery and racial segregation, persistent inequalities and controversial ‘foreign entanglements’. American democracy has endured, yet it is often criticised for what it has become. The American Civil War was the bloody resolution to a national deadlock over slavery and states’ rights but did not end institutional discrimination. Victory in World War II entrenched America’s role as the world’s leading military and economic power, from which emerged a prosperous middle-class society but, in turn, also tumultuous social change that would eventually result in historically high levels of polarisation. American wealth has dominated the global economy but coexists with high levels of socioeconomic inequality and widespread marginalisation, intensifying scrutiny of the country’s claim to being a democratic exemplar. While American ‘exceptionalism’ still underpins national politics, increasing socio-cultural, political, economic and ideological divisions pose a serious challenge to American democracy from within. |
| History, Anthropology, Philosophy and Politics  | PAI2043 Studying Politics  | Autumn | Without understanding the methodology of research practice it is not possible to undertake political research effectively or to critically assess the work of others. Equally, without research skills it is not possible to test our assertions, assumptions, knowledge and preconceptions about the political world. Research methods are therefore crucial if we are to be able to address the important questions of ‘how do we know’ and ‘what is there to know’, which are critical in all fields of political studies. Consequently, this module has four aims. Firstly, to introduce students to the political research environment, incorporating both the elements and processes that underpin inquiry. Secondly, the module seeks to examine different methodologies and techniques to enable the undertaking of both original and critical research. Thirdly, to encourage candidates to develop a critical appreciation of data including both content and use. Fourthly, to promote a general awareness and working knowledge not only of the complexities of political research but also of the variety of environments in which research takes place. |
| History, Anthropology, Philosophy and Politics | PAI2044 Democracy, Ethics and Economics | Autumn  | This module examines the interface and inter-relationships between politics, philosophy and economics. The first section deals with issues in classical political economy, - the relationship between political ideology and economics, the history and power of economic thought , how democratic institutions interact with the economy and the notion of public goods. Section two scrutinises the post war economic development project - the relationship between traditionalism and modernity, western and oriental development models, the ethics of (under) development and the political and economic implications of contemporary development philosophy. Section three considers the issue of social justice, libertarian versus egalitarian debates, the ethical and political underpinnings of successful legitimate markets, and the concept of workplace democracy. |
| History, Anthropology, Philosophy and Politics | PAI2045 The Politics and Economics of the Devolved UK | Spring | The first half of the module focuses on the politics of devolution in the UK and discusses the devolution of power to Scotland, Wales and Northern Ireland in a multi-level perspective. It discusses the way power was devolved across the UK and how these settlements have changed over time, the policy impact of devolution, the politics of resources and identity that shape the party systems of the regions and nations of the UK, and the relations between the devolved ‘parts’ and the whole (Westminster and the UK government) and the challenges of intergovernmental relations in an asymmetrical union. The second half of the module is concerned with the economic experience of devolution/decentralization in the UK, as well as the theoretical models developed by economists to discuss devolved political structures. It will include a survey of economic performance under devolution and a discussion of the relationship between devolution and new institutional economics. |
| History, Anthropology, Philosophy and Politics | PAI2055Security and Terrorism | Spring  | 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. |
| History, Anthropology, Philosophy and Politics | PAI2056 International Organisations | Spring | 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. |
| History, Anthropology, Philosophy and Politics | PAI2065Peace and Conflict Studies | Spring  | 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. |
| History, Anthropology, Philosophy and Politics | PAI2066 Identity Politics in Diverse Societies | Spring | Liberal values in Europe, as elsewhere, are coming under serious threat, driven by identity politics designed to exploit societal divisions. The historical link between liberalism and diversity in Europe, and the extent to which one can negotiate and accommodate, if not facilitate the other, holds the key to sustainable, coherent and peaceful societies. The module provides an overview and critical analysis of minority protection offering engagement with issues underpinning national politics, law and societal processes in Europe. Using a critical approach to contemporary politics, this module provides: - a historical analysis of state formation and nation building in Europe with context of religious wars and political revolutions, including the (re-)conceptualisation of basic concepts and terms such as territoriality, sovereignty, state, nation and citizenship; - reassesses primordial views on ethnicity/nationality and language & religious identities and provides a sociologically informed political lens to reconcile the requirements for political unity, obligations to international law and ensure social cohesion for the culturally diverse society; - examines the liberal and national ideological framings of equality protection in liberal-democratic regimes and the number of mechanisms from voting rights to proportional representation in state bodies, forms of cultural and territorial autonomy and federalism to engage with the challenges of the ongoing re-nationalisation in all parts of Europe. This module will help students interested in European politics, human and minority rights, governance and nationalism, and politics of diverse societies to understand the origins of and anticipate political developments of their increasingly diverse societies. |
| History, Anthropology, Philosophy and Politics | PAI2068The Politics of the Planetary Crisis: power, people and place | Spring | We live in a time of climate and ecological crisis. Both globally and locally evidence of the negative impacts of a destabilised climate, extreme weather events and impacts of declining biodiversity and ecosystem health are resulting in impacts on human health and safety, food production, forcing people to migrate as well as having significant economic impacts. At the same time we see a variety of political and social responses to the ‘polycrisis’, ranging from political parties and governments developing climate and ecological policies, the rise in direct action climate and ecological justice movements such as Fridays for Future, Just Stop Oil, calls for universities to change what they teach and research so as to be ‘fit for future purpose’, as well as local communities responding in imaginative ways to the dangers and transformative opportunities presented by this crisis.A unique feature of this module will be that which the first 10 lectures will be chosen by the academic teaching team, the last 10 will be chosen by students.  This module introduces students to the causes, consequences and solutions to the planetary crisis and how it intersects with existing forms of injustices, tensions and conflicts, as well as creating new ones. It explores the variety of ways communities, social movements businesses, political parties and states have, or have not, responding to the crisis. Questions considered will include.1. What are the variety of explanations for or approaches to understanding the causes, consequences and solutions to the planetary crisis?2. How and in what ways is decarbonisation connected to democratisation?3. How are both the above connected to decolonisation? 4. Why, despite the decades of climate and ecological science indicating that humanity is facing a planetary crisis, have governments done so little?5. Why, when governments ‘listened to the science’ in relation to shaping responses to the Covid 19 pandemic, they are not implementing the transformations in economies, societies and livelihoods demanded by the climate and ecological science? 6. How and in what ways have citizens, communities, movements and interest groups responding both to the planetary crisis and the perceived lack of government action in addressing it?7. How have difference political ideologies responded to the planetary crisis – liberalism, capitalism, green politics, socialism, feminism, nationalism, fundamentalism, Marxist, right wing populism/fascism? 8. Is non-violent direct action justified, legitimate and/or effective as a political response to failures by governments to do what is necessary to protect a ‘habitable world’ and the life-supporting systems of the planet? |
| History, Anthropology, Philosophy and Politics | PAI2069 Political Economy of the Global South | Autumn | This module: • Outlines the broad picture of economic development in the long-term.• Introduces the main theories of economic development that have emerged since the 19th century. • Examines the policy implications of each theory.• Reviews historical case studies of economic development, focusing primarily on the examples of successful middle-income countries, the relevant policies and institutions, and the challenges and dilemmas that were addressed during the relevant period.• Considers the main challenges to development today, and the policy options available for the developing countries. |
| History, Anthropology, Philosophy and Politics | PHL2000 Moral Theories | Autumn | 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, Anthropology, Philosophy and Politics  | PHL2001 Knowledge and Reality  | Spring  | 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. |
| History, Anthropology, Philosophy and Politics | PHL2016 History of Philosophy  | Autumn  | This module introduces students to key texts and arguments in the early modern period of philosophy. As well as examining texts by philosophers such as Descartes, Locke, Leibniz, Berkeley, and Hume, the module also enables students to explore texts written by less commonly taught philosophers, and to examine critical engagements with early modern texts. An indicative list of topics to be covered includes: empiricism and rationalism, ideas and language, scepticism, induction, causation, free will, and capacity for reason. |
| History, Anthropology, Philosophy and Politics | PHL2027Introduction to the Philosophy of Science  | Spring  | 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. |
| History, Anthropology, Philosophy and Politics | PHL2028Philosophy of Race | Spring | This module engages critically with major issues in the philosophy of race through analysis of historical and contemporary texts and arguments. The module incorporates attention to social epistemological and metaphysical issues as well as to ethical and political issues, and will encourage students to appreciate the interconnections between these. The module may include discussion of the following questions: What is race? How do race, class, and gender intersect? How does colonialism affect our understanding of race? In what was does the history of racism impact on knowledge? How has race and racism affected our understanding of artworks and bodies? The precise issues covered in the module may vary from year to year, but are likely to include critical philosophy of race, metaphysics of race, epistemic injustice and race, coloniality, gender, and race, debates concerning social constructivism and biological realism, aesthetics and race, and feminist philosophy and race. |
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| Social Sciences, Education and Social Work | CRM2001 Criminological Theory | Autumn | This course introduces students to the main theories of crime and deviance.  It takes a historical approach to exploring the main developments in criminological theory. |
| Social Sciences, Education and Social Work | CRM2006 Crime and the Media | Autumn | The module is divided into two sections: ‘Crime in the News’ and ‘Fictional Crimes’. The former includes discussion of the representation of politically-motivated violence (particularly in relation to Northern Ireland and the Israel-Palestine conflict), news stories of sexual violence (again, with an emphasis on research about Northern Ireland), and moral panics. The latter section will look at how the internet as well as explicitly fictional representations of crime can impact on crime, perceptions of crime and criminal justice processes. This part of the course explores themes of lawlessness, allocation of blame for crime, and the impact of screen violence. |
| Social Sciences, Education and Social Work | CRM2008 Policing and Society | Spring | The purpose of this module is to provide students with a broad appreciation of policing through exploring contemporary theories, concepts and debates in the field. The state – and laterally the public police – have traditionally been viewed as having primary responsibility for the delivery of policing, along with primacy in keeping society safe and secure. However, the delivery of policing (and security more generally) is much complex and varied that would initially seem obvious. This module will evaluate the police and policing from a number of theoretical and practical perspectives, providing students with an appreciation of policing from both ‘inside’ and ‘outside’ the public police organisation. As part of the module, this will further include issues related to police accountability, paramilitary policing, along with contemporary concerns related to ‘policing’ anti-social behaviour and marginal sections of society. In general, the module will instil within students a wider appreciation of the competing perspectives related to the demands for the provision of policing and the now plural nature of the policing landscape. |
| Social Sciences, Education and Social Work | CRM2010 Exploring Harm and Victimisation | Autumn | The module explores the causes and consequences of being victimised through various harms. Students will chart the historic emergence of victimology as an academic area of study; trace the emergence of the victims’ rights movement; critique different theoretical perspectives on harm, victimhood & victimisation; critically examine a range of micro and macro-level harms that lead to individual and collective victimisation; explore different representations of victimisation; critically analyse victim agency & activism; and critique legal and non-legal, and official and grassroots responses to victimisation. The module will draw upon a number of different case studies from around the world - including observations from the Global South – to help students engage with and understand victimisation and harm in a ‘real world’ and global context. |
| Social Sciences, Education and Social Work | SOC2032 NI: Conflict and Peace | Spring | This module introduces students to sociological approaches to identity, peace and conflict in Northern Ireland. The nature of Northern Ireland’s peace process is analysed in relation to contemporary local evidence as well as to scholarly debates about conflict transformation. |
| Social Sciences, Education and Social Work | SOC2001 The Power of Social Theory | Autumn | This module provides an introduction to social theory. The development of sociological thought is traced from initial formulations in the late 18th c. through to the work of contemporary theorists. As well as explaining the nature of various sociological perspectives, the module will show how these can be used to help us understand particular events and problems that occur in the social world. |
| Social Sciences, Education and Social Work | SOC2051 Understanding Gender and Migration | Autumn | This module is an undergraduate elective module. It will address contemporary debates on migration and gender while contextualising migration as individual and collective cross-border movement, internationally. It focuses on the gendered dynamics of (im)migration while differentiating agency of men and women, problematising the notions of femininity and masculinity, speaking about LGTB people, and also looking at nation state power formations (e.g. pull/ push factors) that trigger and shape migration movements, historically. Students will be introduced to a range of relevant sociological and feminist theories advancing our understanding of gendered migration, and they will learn how state regulated (e.g. nation states as defining what is ‘legal’) migration changes across time. Topics include among others labour migration (e.g. immigration law; gendered citizenship and EU trans-border mobility), but also forced migration (e.g. gendered causes and experiences of asylum seekers/ and refugees). |
| Social Sciences, Education and Social Work | SOC2053 Race, Racism and Colonialism | Autumn | This module explores sociological perspectives and empirical research on the processes of colonialism and imperialism, and their relationship with modernization. It will also cover the social construction of race and racism, including issues surrounding Blackness and Whiteness, from a range of socio-historic contexts. The connections between racism and colonialism are a central focus of attention in this course. Finally, this course will explore contemporary debates about decoloniality in sociology and the social sciences. |
| Social Sciences, Education and Social Work | SPY2002 Welfare in Theory and Practice | Autumn | This course reviews key concepts and traditions in political philosophy and social theory which have affected the development of a number of welfare regimes internationally and historically. |
| Social Sciences, Education and Social Work | SPY2009 Questions for an Ageing World | Spring | This module pulls together cutting-edge research and thinking in social and cultural gerontology – the study of human ageing. The module provides students from across the Faculty with a strong foundation in social policy. However, by integrating a range of forms of evidence and teaching methods the module is truly inter-disciplinary. The range of disciplines used in the module is integrated via critical engagement with sources, evidence and methods. Historical archives, oral testimonies, quantitative social science data, special collections, found objects and museum pieces are all used to provide students with a diverse range of perspectives on a grand societal challenge: human ageing. Social gerontology, defined as the study of the social aspects of human ageing will provide the theoretical foundation for the module. As such, the module is anchored in social sciences, but introduces methods and forms of evidence from arts and humanities. Module objectives: to introduce students to theories, concepts and policies relevant to ageing and the life course, from the discipline of social gerontology; to provide an inter-disciplinary perspective on human ageing and the implications of population ageing for society and culture. |