**AHSS Optional Modules for PGT Students 2025-26**

Please note that all optional modules are run subject to sufficient student numbers and staff availability. In addition, in the event of over-subscribed modules where there are other resource constraints, it may not be possible to accommodate all first choices.

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| **SCHOOL** | **MODULE** | **SEMESTER** | **DESCRIPTION** |
| Arts, English and Languages | FRH7004  Sociologistics | Autumn | This module trains students in the discipline of sociolinguistics, taking an approach that focuses on the development of the field over the past sixty years. Acquainting students with different quantitative and qualitative approaches taken in sociolinguistics, it encourages them to assess these approaches and consider the advantages and drawbacks of applying them to their own research projects, and to reflect on how sociolinguistic schools of thought have evolved in tandem with our understanding of language in society. |
| Arts, English and Languages | ENL7004  Syntax: Theory and Analysis | Autumn | This module provides an in-depth exploration of the theoretical foundations of syntax from a modern generative perspective, introducing students to the core concepts and principles that allow us to describe and understand the properties of the syntactic system of human language. The module is designed to equip students with the necessary tools to analyse the structure of sentences and phrases in natural language, and to compare and evaluate alternative hypotheses and analytical options in accounting for empirical observations (data patterns, grammaticality judgements). Whilst the focus is primarily on English, consideration is given throughout the module to language variation – its scope and its limitations, as captured under a parametric model.  Adopting a minimalist approach to phrase structure, the module starts with a thorough grounding in the core structure-building operation, Merge. Students then learn how a simple Merge-based system may be enriched by a principled set of operations and constraints that enable it to account for a wide range of linguistic phenomena in English and beyond, including word order, agreement, and case marking. Methodological and practical skills of syntactic argumentation, reasoning and analysis are developed throughout, including the use of tree diagrams and constituency tests, and students have the opportunity to apply these tools in their assessed work to the analysis of real and constructed data from a variety of languages (including their own native languages where these are not English). |
| Arts, English and Languages | FRH7014  Corpus Linguistics | Spring | This module introduces students to the theories, applications and methods of analysis used in corpus linguistics. It enables students to collect their own corpora and use corpus software to undertake analyses based on their own interests. The module gives a comprehensive overview of core practical and theoretical aspects of corpus linguistics and allows students to engage in critical examination of a range of areas of study. Indicative content includes: corpus creation (ethical data selection and acquisition, issues in representativeness and size); corpus analysis tools and techniques (frequency lists, concordances, collocation, data annotation); interpretation and analysis of results (morphology, semantics, pragmatics, discourse, genre, language variation and change); applications: (lexicography, pedagogy, translation, stylistics, discourse analysis). |
| Arts, English and Languages | CEL7027  Name Studies | Spring | This module provides an introduction to onomastics with reference to place-names in Ireland. While the emphasis will be on names as linguistic items, there will be some discussion of other disciplines to which onomastics is relevant (literature, history, archaeology, ethnography, geography, cartography). Topics to be studied include the linguistic structure of names (including generic and specific elements); linguistic strata, language contact, and multilingualism; place-names as a resource for dialectology and historical linguistics, sources and the exploitation of names for literary and socio-political purposes; place-names and the linguistic landscape. Some task-based learning will be involved as Queen's is home to the Northern Ireland Place-Name Project and houses a large amount of archival material. |
| Arts, English and Languages | MDL7001  Introduction to Games Technologies | Autumn | This module will deliver the fundamental concepts required for students to create projects using games technologies. The module will cover elements from mathematics, physics, programming and games technologies including version control. Students will be assessed on their understanding of these concepts through a variety of means including quizzes, presentations and project creation. |
| Arts, English and Languages | MDL7002  3D in Games | Autumn | This module offers an introduction to game design from the perspective of art and design, focusing on the implementation and integration of essential techniques for producing interactive virtual environments with an aesthetic focus. On completion of this module, students will have gained a critical technical foundation in elements of game design including coding, 3D modelling, basic game-development techniques, understanding the general game development workflow, and connections with related emerging technologies. |
| Arts, English and Languages | MDL7006  Design Studio | Spring | Working with industry professionals, this module is designed as an experimental laboratory for the students to apply their knowledge and their skillset from the   taught modules to develop group-based research projects/prototypes of their choice.  These could include topics related to games, media, design, culture, heritage, science, or social science. It is critical to nurture a team spirit and develop perspectives in a group project, this is designed to resemble industry practice.  The industry professionals will bring real-world problem-solving opportunities and practical technical supporting workshops related to real-time 3D applications.  Classes will take the form of informal discussions, where students present their progress, and the teaching team provide feedback and advice on development. There will also be guest lectures on specific topics, such as production, narrative design and audio integration.  Students will present their work to an industry panel as part of a student exhibition upon completion of the module.  The industry panel will not form part of the assessment process for the module, it is merely an opportunity for students to receive formative feedback from industry experts to help them with potential future development on their projects. |
| Arts, English and Languages | BCP7008  Deliverables | Spring | This module provides an introduction to the professional process of outputting finished audiovisual media in a range of deliverable formats suitable for contemporary broadcast or web-based streaming in line with current industry practice. On completion of this module students will be able to demonstrate knowledge, understanding and application of online editing processes, picture lock, and the process of outputting completed audiovisual work. |
| Arts, English and Languages | BCP7009  Editing | Spring | This module provides core video editing skills and critical approaches to current industry standard post-production principles, techniques and workflows. On completion of this module students will be able to demonstrate knowledge of the various tenets of organising and editing video footage including understanding video capture, the application of industry standard editing software, an ability to problem solve and make informed creative decisions for visual editing and a critical awareness of current industry practices. |
| Arts, English and Languages | BCP7010  Post Production Sound | Spring | This module provides an introduction to the fundamental principles of professional audio editing and mixing practices for visual media. On completion of this module students will be able to demonstrate critical knowledge of the different stages of audio post-production; application of industry standard audio software for post-production; an ability to make informed creative decisions for dialogue and music editing; and a critical awareness of current industry practice. |
| Arts, English and Languages | BCP7013  Media and Memory: Uses of the Past | Autumn | This module examines theories of memory in relation to global media cultures, looking in particular at the intersections of memory with visual media such as documentary, television, and photography.  Memory studies has emerged over the last few decades as an interdisciplinary and global field of study drawing on cultural studies, media studies, trauma studies, psychology and sociology.  Memory is thus a key site where concepts of national identity, heritage and human rights are mediated and disputed.  The module considers foundational concepts such as cultural memory, technologies of memory, remediation in the digital era and nostalgia, connecting classic texts in media/memory studies, which are still influential in the field, with contemporary issues and audiovisual material.  Media have always been important in the way we remember events and construct notions of self and community.  Our individual and social memories are becoming increasingly intertwined with (and reliant on) media data and technologies.  Media are the ultimate conveyors of the contradictions of contemporary memory: ephemeral and artificial in one sense, but also enduring and authentic in another.  The module will address questions such as: How do still images construct our remembrance of the past and the self?  How does television mediate our collective consciousness?  How can documentary be seen as spaces of memory? |
| Arts, English and Languages | BCP7016  Media in Times of Crisis | Autumn | In an era marked by unprecedented challenges, infodemic, ecological crises, global upheavals and socio-political conflicts, the role of media and broadcast has become more crucial than ever before in shaping public opinions, cultivating awareness and driving impactful discourse.  This module aims to offer an in-depth analysis of the interconnection between media and crises with a particular focus on the infodemic.  It also problematises ethical norms of professional practices (such as truth(s), objectivity and impartiality) within media and broadcast realms while addressing and narrating risks within societies.  This module conducts a comprehensive study and theoretical terrains of various types of fake news, misinformation and disinformation in augmenting crises and disruptions and triggering civil unrest and confrontations.  Adopting a socio-anthropological and cultural theoretical framework to understanding the role of media in times of crisis, this module engages in discussing and analysing case studies on the role of media in major critical issues that are both locally and globally relevant.  By bringing in both Global North and Global South contexts of media practices in times of crisis, this module aims to enhance understanding of the societal role of both traditional and digital media practices in times of crisis.  By examining the theoretical underpinnings and characteristics of professional practices, ethical implications and societal impacts through the lens of media and broadcast, this module help to improve your understanding about the critical roles in influencing public opinion, policy-making, and overall trajectories of our shared responses in times of crisis. |
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| History, Anthropology, Philosophy and Politics | ANT7007  Advanced Anthropological Methods | Spring | This module focuses on the key qualitative and quantitative techniques used by anthropologists in their field research, including participant observation, interviewing, the use of archives and written information, the production of genealogies, the collection and analysis of numerical data, etc. Students will learn about the place of these methods in the history of the discipline, and about the key debates surrounding the relationship between the anthropologist and his or her informants in the field; through a series of practicals, the students will learn how to use these qualitative and quantitative methods themselves. Two of these exercises will be formally assessed. |
| History, Anthropology, Philosophy and Politics | ANT7008  Advanced Anthropological Perspectives | Autumn | The module will study a core set of influential analytical perspectives through readings that demonstrate both continuities and shifts in anthropological enquiry. Topics covered include: anthropological and local perspectives; philosophical approaches in anthropology; new insights from studies of the self, narrative and the emotions; visual anthropology and ethnographic knowledge as part of the debate of ‘ways of seeing’; perspectives on environmentalism, materiality, affectivity, memory and subjectivity; cosmopolitanism as a political and moral condition. |
| History, Anthropology, Philosophy and Politics | ANT7009  Ethnographic Writing | Autumn | The module looks at the themes of ethnography and evolution in anthropology. Students choose to specialise in ethnography or evolution. Teaching of the ethnography takes the form of students reading a number of ethnographies and discussing and analysing these texts in class. Teaching of evolution draws on literature in the field of cognition and culture and focuses on the application of the logic of evolution by natural selection to the human mind and behaviour to help us better understand cross-culturally recurrent patterns in thought and behaviour. |
| History, Anthropology, Philosophy and Politics | ANT7013  The Anthropology of Music | Spring | This module aims to provide an overview of the field of ethnomusicology, outlining the major theoretical orientations and issues being debated within contemporary ethnomusicology. It begins with an introduction to some of the main scholars involved in shaping the discipline as it is currently constituted, and then proceeds by looking at how these ideas have shifted in the modern world. Throughout the semester students participate in an ensemble of non-western music in order to gain a reflexive understanding of the ways in which ethnomusicological knowledge can be obtained through personal musical experience. |
| History, Anthropology, Philosophy and Politics | ANT7023  Anthropology of Conflict: Ireland and Beyond | Spring | This module will explore the development of anthropological approaches to conflict, examining what social and cultural anthropologists have added to our knowledge of conflict. It will particularly examine issues of group identity and cohesion in relations to conflict. Examining theories of ethnicity and nationalism it will examine power and hegemony of the state. In relation to this there will be a focus upon aspects of remembering and social memory, on the use of rituals and symbols and of the way acts of violence are legitimised or delegitimised. The course will look at examples from Irish case studies but work on a comparative basis. |
| History, Anthropology, Philosophy and Politics | CSJ7008  Conflict Mediation and Transformation | Spring | This module introduces students to key theoretical debates, issues, and practices in the field of conflict mediation and transformation. It charts these themes through an interdisciplinary perspective, with particular emphasis on critical peace and conflict studies, feminist and decolonial perspectives. We will consider a variety of contemporary issues in the changing landscape of mediation   and examine transformative approaches that support inclusive dialogue and peacebuilding.   Students will be encouraged to reflect critically on the hierarchies, challenges, and possibilities inherent to conflict mediation and transformation, exploring the contribution of actors, knowledges and perspectives that have traditionally been marginalised in the field. Students will also have the opportunity to engage with experienced mediators and peacebuilders, developing a deeper understanding of the skills and strategies at the core of mediative practice.  This module is designed to provide you with the conceptual tools and study skills for developing your own critical appraisal of conflict mediation and transformation in a variety of contexts. You will have the opportunity to discuss theoretical perspectives and empirical examples as entry points to the complexities of addressing the legacies of violence in contexts of armed conflict, in community and inter-personal relations, and in social justice movements. At the end of this module, you   will have enhanced your ability to critically interrogate different perspectives and practices in the field through interdisciplinary lenses. Furthermore, through engagement with practitioners and experiential learning, you will have the opportunity to practice some skills and strategies   at the core of mediation. Crucially, I hope that you will feel empowered to apply these skills in academic and professional contexts, as well as everyday life. |
| History, Anthropology, Philosophy and Politics | IRS7011  Belfast: Place, Identity and Memory in a Contested City | Autumn | This module introduces students to themes in Irish Studies through an interdisciplinary case study of Belfast. Throughout the module students will be encouraged to consider the ways in which Irish and other identities (municipal, regional, ‘British’, religious, class, gendered etc) have been constructed and contested in the urban environment, in language, literature, political affiliations and social interactions, from the establishment of Belfast as a colonial settlement in the 17th century, to the present day. Students will also be introduced to the ‘Belfast’ approach to Irish Studies as a subject of study dating to the foundation of the Institute in the 1960s, and encouraged to debate its continuing relevance and redefinition. |
| History, Anthropology, Philosophy and Politics | IRS7012  Kingship and Colonisation in Medieval Ireland: Interdisciplinary Perspectives | Spring | This is an interdisciplinary Irish Studies module introducing students to the study of kingship and colonisation in Medieval Ireland through the perspectives and methodologies of History, Archaeology and Literature. The module will encourage students to consider how each of the disciplines contributes to the generation of knowledge and scholarly debate about Irish kingship and colonisation on the island, and how each disciplinary approach can enhance a holistic approach to the past. The teaching weeks will be divided between the three disciplines.  The course will focus on the period between 700-1350 and so trace important changes in Irish kingship over time and in response to the incursions of the Vikings and later the Anglo-Normans.  Using historical materials and approaches, students will examine the innovations of Irish kings in the military, ecclesiastical and administrative spheres and the increasing power of several dynasties of provincial kings following the rise of Brian Boru. The impact on Irish kingship of the Viking presence in Ireland and particularly Hiberno-Norse port towns like Dublin will be considered as will the impact of the wider reaching programme of colonisation and urbanisation by the Anglo-Normans in the later 12th century.  Students will be introduced to the literature of medieval Ireland as well as theoretical concepts and methodological approaches for analysing this material. Using these approaches they will discuss what these sources can tell us about the ideological underpinnings of Irish kingship. These sources will also be used to discuss the Irish understanding of colonisation and how Irish learned elites made sense of the island’s history.  Landscapes of kingship and specific royal sites – including royal residences, defensive structures and ceremonial sites like those used for inaugurations – will be discussed and students will be encouraged to think about the ways in which Irish kings modified and used the landscape to preserve, extend and project their power. |
| History, Anthropology, Philosophy and Politics | IRS7013  Language Revival, Reconciliation and Politics in Northern Ireland | Spring | This multidisciplinary module explores the role of language politics in Northern Ireland both during the Troubles and until the present day. The seminars will be delivered by a multidisciplinary team of experts and will address engagement with the Irish language in both traditionally nationalist and traditionally loyalist communities. Course themes will be explored through analysis of a variety of texts, including documentaries, podcasts, literary writings, autobiographies and language policy documents. The course will also be complimented by two field trips, for example to Turas in the Methodist Mission in East Belfast and Cultúrlann McAdam Ó Fiaich on the Falls Road in West Belfast. |
| History, Anthropology, Philosophy and Politics | MHY7020  The Historian’s Craft | Autumn | The module will examine the purpose of historical research and writing, the main genres of historical writing, techniques of bibliographical research, footnoting, the handling of quantitative and non-quantitative evidence, and practical writing skills. An ancient history strand will include study of specialised methodologies relating to ancient writers and epigraphy. |
| History, Anthropology, Philosophy and Politics | MHY7025  Presenting Sources | Spring | Students will be introduced to techniques of calendaring and indexing and will prepare a calendar of a suitable body of previously uncatalogued material in the Public Record Office of Northern Ireland or another archive. Alternatively, students may prepare a finding aid of primary and secondary sources for a previously underresearched topic. Or students may study of the methodology of analysing primary source material relating to periods of Greek and Roman history, including numismatics and the importance of legal sources for social and political history. |
| History, Anthropology, Philosophy and Politics | MHY7081  Topics in Irish History | Spring | This module will introduce postgraduate students to key themes in modern Irish history based on the current research interests of staff. These will vary according to the availability of staff but will include such themes as religion; culture and politics; migration; women and gender. Within each of these broad themes, students will examine major issues and developments over an extended period, engage with key historiographical debates and become familiar with the relevant source material. The small number of broad themes, which will be taught over successive weeks, will allow staff whose expertise lies in different periods to work together in exploring a particular theme; to showcase areas of current research strength; and facilitate a greater emphasis on approaches to history and historiographical developments. |
| History, Anthropology, Philosophy and Politics | MHY7092  History and Its Audiences | Autumn | An in-depth examination of key concepts of public history and their methodological application across a range of case studies.  The module will cover a range of issues regarding the ways in which the past is presented to, and consumed by, public audiences.  Students will be asked to engage theoretically with core historiographical themes including collective memory, oral history, materiality and visual cultures and will also work with Special Collections to explore issues relating to the use of textual and visual material for public consumption (IPR, copyright etc).  These sessions will be accompanied by case studies drawn from the locale and beyond that will enable students to develop their understanding in relation to practical examples.  The module will thus provide students with a strong historiographical grounding in both theories and concepts of public history whilst at the same time allow for an understanding of these issues in relation to ‘real life’ scenarios that will prepare them for the remainder of their studies. |
| History, Anthropology, Philosophy and Politics | MHY7093  Approaches to History | Autumn | Lectures presented in Conference format              Seminar theme                      1 Introduction to theory      2 Class                                                                       Why use theory? 3 Culture                                                                     Class 4 Gender                                                                     Culture 5 Race and ethnicity                                                  Gender 6 Social history                                                         Race and ethnicity 7 Reading week 8 Urban/environmental history                                Social history 9 Political history                                               Urban/environmental history 10 Preparation for group presentations               Political history 11 Assessed student group presentations |
| History, Anthropology, Philosophy and Politics | MHY7094  Major Themes in US History | Spring | Please note that this module currently exists as an elective (one of three options) under MHY7089 (Case Studies in History). The following may be subject to change to accommodate staff sabbaticals.  Week 1 Lecture and seminar  Case Study: Black Slavery, White Freedom, and Those in Between—Making Race in the Colonial Period  Week 2 Lecture and seminar  Case Study: Contested Freedom—The Paradox of Black Freedom in the Antebellum South  Week 3 Workshop: “How to Start Thinking about your Dissertation”  Week 4 lecture and seminar:  Who Freed the Slaves? A Contested Historiography  Week 5 lecture and seminar:  Case study of emancipation: The Raid at Combahee Ferry  Week 6 lecture and seminar:  American Anxieties in the Age of the Modern City  7 Reading week  Week 8 lecture and seminar:  Urban Pleasures: Sex, Race and Slumming  Week 9 lecture and seminar:  Case Study: White Women Segregationists under Jim Crow  Week 10 lecture and seminar:  Case Study: Republican Women and Neoconservatism  Week 11: Student presentations |
| History, Anthropology, Philosophy and Politics | MHY7095  Culture and Society from Antiquity to the early modern period | Spring | Please note that this module currently exists as an elective (one of three options) under MHY7089 (Case Studies in History). The following may be subject to change to accommodate staff sabbaticals.  Week 1 Lecture and seminar - Civil war and Roman Culture I  Week 2 Lecture and seminar - Civil war and Roman Culture II  Week 3 - Carolingian Renaissance  Week 4 lecture and seminar: Carolingian Rome and Jerusalem  Week 5 lecture and seminar:  Culture Wars in the Age of Reformations I  Week 6 lecture and seminar:  Culture Wars in the Age of Reformations I  7 Reading week  Week 8 lecture and seminar: Music and Culture in early-modern England  Week 9 lecture and seminar:  Best-selling songs in 17th-century England  Week 10:  Student presentations  Week 11:  Student presentations |
| History, Anthropology, Philosophy and Politics | MHY7097  Difficult Pasts | Spring | All historians, whether they realise it or not, are engaged in making and telling stories. Historical research involves creativity and imagination when we choose what questions to ask, what sources to examine, consider what meanings they have and how to navigate the details we do not know. This module considers how both doing and communicating history can be creative and imaginative work, and how we might harness such methods to tell different stories about the past. Creative methods might allow new ways of accessing histories not fully captured in written sources - women, the poor and those whose experiences have been marginalised - and of communicating contested histories to new audiences, disrupting traditional ways of knowing and thinking about the past. Moving beyond the scholarly writing form also allows historians to reflect on their own role in the stories they are telling. Students will have the opportunity to engage with a variety of creative and storytelling methods, ranging from historical fiction and the creative arts to museums and digital methods. |
| History, Anthropology, Philosophy and Politics | PAI7007  Global Terrorism | Spring | This module introduces students to the range of important issues relating to the phenomenon of  global terrorism and responses in terms of the global war on terrorism.  The key debates that students will engage with will include: the emergence of transnational terrorism structures, transnational terrorism case studies, state and transnational state responses to terrorism including international actors such as the UN, NATO and other regional organisations.  The study of these debates will lead to the investigation of particular groups, state actors, themes and responses which will culminate in a student-led simulation exercise.  Overall the module aims to equip students with an understanding of the key discourse and examples as they pertain to contemporary terrorist challenges and responses at a global level. |
| History, Anthropology, Philosophy and Politics | PAI7021  The Politics and Institutions of Northern Ireland | Spring | The Belfast/Good Friday Agreement put an end to armed conflict in Northern Ireland and set up institutions designed to govern a society and polity divided along unionist and nationalist lines. As the experience of Northern Ireland shows, governing in such a context is not easy. Stability and cross-community agreement can be hard to reach, which has occasionally led to the suspension of Northern Ireland’s institutions. Yet these institutions have endured despite repeated crises and are heralded by some as examples of post-conflict governance.  The module explores contemporary developments in Northern Irish politics and discusses institutional design and politics in a changing Northern Ireland. It addresses topics such as the development of Northern Ireland’s consociational model of government, how institutions like the Northern Ireland Assembly and Executive perform their functions, how parties and identity shape politics and voting behaviour, North-South relations after Brexit, and Northern Ireland’s place in Europe. |
| History, Anthropology, Philosophy and Politics | PAI7022  The Politics of the Republic of Ireland | Autumn | This module explores and analyses the modern political development of the Republic of Ireland. It combines historical, economic, political and social insights to provide a sophisticated understanding of the politics of and political economy of the State. It introduces students to key debates on the Irish economic crisis, its democratic politics, north-south relations, Irish –EU relations and the institutions of state. |
| History, Anthropology, Philosophy and Politics | PAI7027  Conflict Intervention | Spring | The module will evaluate the changing nature of intervention, from unilateral forceful intervention to multi-lateral intervention, to humanitarian intervention, and third party mediation.  Focusing on state, intergovernmental and non-governmental actors’ interventions, it will look at various conflict intervention practices in all phases of conflict from conflict prevention to post-conflict peacebuilding. |
| History, Anthropology, Philosophy and Politics | PAI7030  Global Political Economy | Spring | This module provides a themed examination of the changing politics of the world economy, through the lens of the sub/inter-discipline, known as International Political Economy. International Political Economy (IPE) has become the accepted academic term for the analysis of the exercise of economic power and the politics of economic policy and capitalist development placed in a global context. This module introduces students to theories and concepts in International Political Economy related to the exercise of power and authority. It then goes to analyze a number of key topics and issues relating to the power and politics of economic organization and management including: the future of United States supremacy; the politics of money and finance; theories of development; the politics and policy of economic development in developing countries; problems of underdevelopment; the politics of global civil society; the global politics of energy policy and climate change; and the political economy of environmental sustainability. |
| History, Anthropology, Philosophy and Politics | PAI7032  Feminism(s), Gender and Global Politics | Spring | This module encourages students to examine the centrality of gender and sexuality in shaping political dynamics at the local, national and global level. It approaches the topic drawing upon feminist political thought; strategies for political mobilization and change; and feminist analyses of contemporary global politics.  The module outlines the contribution of feminist scholarship in challenging understandings of politics and international relations as gender-neutral and draws attention to the, often neglected, experiences, agency and political claims of women and other minoritised groups. We will consider key contemporary issues such as transnational feminism, queer politics and social justice; feminism and global governance; reproductive justice; nationalism, populism and anti-gender politics; international security; borders and migration; feminism and the politics of crisis, feminist and queer visions for life. Students will have the opportunity to discuss theoretical perspectives and empirical examples as entry points to the gendered complexities of global politics. |
| History, Anthropology, Philosophy and Politics | PAI 7036  The Politics and Political Economy of Energy and Low Carbon Energy Transitions | Spring | This module will take as it’s starting the concept of ‘Carbon Literacy’, its definition, measurement and development. Students will study policy making, governance and institutional structures at International, national, regional and local levels through the selection of relevant case studies. They will gain an understanding of the spectrum of carbon literacy and the challenges of identifying knowledge and capacity building needs for stakeholders, policy and decision makers at all levels, from global to local and individual. |
| History, Anthropology, Philosophy and Politics | PAI7050  Ethnic Conflict and Consensus | Spring | This module examines concepts of ethnicity, national identity, multiculturalism as they relate to contemporary conflict. Students will be provided with a detailed and critical analysis of the political and constitutional options in societies beset by ethnic conflict, with particular emphasis being given to mechanisms directed at and institutions involved in management of and accommodation after the conflict. By examining theories of ethnic conflict the module introduces students to issues underlying conflicts across the globe including nation building and rights of minorities, territorialisation of ethnicity, partition and secession management, and kin-state involvement as well as socio-political integration as mechanisms to avert and/or resolve ethnic conflicts. The module introduces students to debates about the construction and salience of ethnicity as a source of conflict. We conclude by critically examining how these debates inform approaches to ethnic conflict management and which implications they have for practical solutions of ethnic conflicts. |
| History, Anthropology, Philosophy and Politics | PAI7051  Contemporary Security | Autumn | The module will examine the key theoretical approaches and practical issues and debates that have defined the evolution of Security Studies. They will engage the changing definitions of security and approaches to understanding security. It will address both ‘domestic’ and ‘international’ security and the ways in which these are increasingly connected in both theory and practice. Moreover, it will introduce students to the inter-disciplinary nature of engagements with security (from politics to geography to technology). It will engage theorising in application by introducing students both to the major concepts and theoretical assumptions of understandings of security and showing how these play out in debates and practices of security. Students will be introduced to the core concepts and differences between ‘traditional’ rationalist theories of security and the emergence and development of varieties of critical security studies. They will then examine key issues in security that may include: The state, sovereignty and internal securities; uncertainty, the security dilemma and risk; regimes, regions and security communities; non-proliferation and disarmament; theorising war; migration and borders; surveillance and security; cyber-security; environmental security: beyond energy and resource conflict; Poverty, food, and human security; gender and security; and others. Students will therefore engage critically with the intersections of theory and practice; domestic and international; and state and human securities; and be able to understand contemporary transformations of security in relation to power, sovereignty, mobilities, and technology. |
| History, Anthropology, Philosophy and Politics | PAI7052  Institutions and Politics of the European Union | Autumn | The module explores the structure and institutions of the European Union (EU) as well as selected theoretical approaches to the study of European integration. It examines in detail the nature and roles of the EU’s main institutions (i.e. Commission, European Parliament, Council, European Council, European Central Bank, and Court of Justice), and provides a critical assessment of selected EU policies and political challenges facing the EU. In doing so the module explores the decision- and policy-making dynamics within the EU as well as some of the most pressing themes in European governance. |
| History, Anthropology, Philosophy and Politics | PAI7059  Freedom and Modernity | Spring | The modern era is distinguished by the emergence of divergent interpretations of the nature of freedom, individual, social, and political. This course is devoted to exploring the nature of these different conceptions and the theories of freedom associated with them. Benjamin Constant famously contrasted the liberties of the ancients, i.e. collective political freedoms, with the liberties of the moderns, i.e. individual freedoms. Berlin’s canonical contrast between negative and positive liberty, while partly inspired by Constant, approaches the analysis of freedom in a different way, foregrounding the contrast between ‘freedom from’ and ‘freedom to’. Recent work on freedom, however, challenges these accounts by reviving an older, republican, conception of freedom as freedom from domination. Where libertarian theories typically consider the state to be the primary threat to freedom, the non-domination account understands the state to be a potential bulwark against domination by other social actors. In this way, its concerns overlap with those of the critical theorists who are similarly concerned with obstacles to freedom in social relations more generally, reflected in theories of alienation and disciplinary power. This course will combine analytical and genealogical approaches to the problem understating the complexity of freedom in the modern world. Topics will vary from year to year but may include: liberal and libertarian conceptions of individual freedom, the relation between individual and political freedom, populist and constitutionalist conceptions of collective freedom; freedom as non-domination and the problem of structural domination; dimensions and theories of autonomy: moral, social, and political; alienation and disciplinary power. |
| History, Anthropology, Philosophy and Politics | PAI7099  The UK and Europe | Autumn | This module offers students the opportunity to address core issues in Politics via a focus on the UK’s relationship with Europe in a time of flux. It is built around three broad themes: understanding, negotiating and delivering Brexit.  The first part of the module focuses on explaining the UK’s past relationship with Europe, it’s nature as an ‘awkward partner’ in European integration and the outcome of the 2016 Referendum (“understanding Brexit”). It introduces students to theories of Euroscepticism, ideas of British ‘exceptionalism’ and the study of elections, referendums and public opinion.  The second part of the module engages with the on-going Brexit negotiations, in terms of trade, citizens’ rights and borders. It introduces students to the politics of trade and negotiation dynamics. It considers and explain changes to both the UK and EU positions in the negotiations.  The third part of the module focuses on Brexit delivery - the administrative challenges of taking back control and the constitutional challenges of repatriating competences for central and devolved governments. It introduces students to studies of multi-level governance and devolution and theories of implementation, enforcement and good governance. |
| History, Anthropology, Philosophy and Politics | PAI7100  Democratic Innovations | Spring | This module explores the relationship between citizens and political decision-making in contemporary democracies. Around the world, conventional democratic processes and institutions have come under strain. Decreasing levels of voter turnout, low levels of trust in politicians and political institutions, and declining membership of traditional organisations such as political parties are just some expressions of a growing gap between citizens and decision-makers. This module will critically examine the changing nature of citizen engagement with democratic decision-making before considering ways of supplementing (or even replacing) conventional processes and institutions with greater opportunities for citizen participation. We will consider two broad, inter-related themes. First, the module will consider contemporary challenges facing democratic political systems, engaging with both democratic theory and relevant empirical literature. Second, using examples from around the world, it will then introduce students to a range of democratic innovations designed to supplement representative forms of decision-making, such as participatory budgeting and deliberative mini-publics. Students will engage in debates about different practical forms of participatory and deliberative processes as well as learn about how these processes are designed and implemented. The objectives are to enable students to engage critically in discussions about citizen participation in modern democracies and to develop their communication skills. Throughout the module there will be an emphasis on connecting academic research with democratic practice: where possible students will hear directly from practitioners and will have the opportunity to attend and observe real-world cases of democratic innovation. |
| History, Anthropology, Philosophy and Politics | PAI7102  Global Ireland | Spring | The module explores Ireland’s international experience, from the past to present, with a focus on three key relationships: that with Britain, with North America and with Europe. Through multi-method research, it explores common themes of empire, colonialism, emigration, diaspora identities, economic development, and culture. It examines the intersection of these themes at key moments in Ireland’s recent past such as the 1990s, when the Celtic Tiger economy, peace process, and global popularity of U2 and Riverdance all demonstrated the importance of the Irish diaspora. It also involves comparative examination of different diaspora experiences: how the Northern Ireland conflict affected the Irish in Britain; how Irish America contributed to that conflict, but also its resolution; and how the experience of female or Protestant migrants from Ireland had been markedly different from that of male and Catholic migrants respectively. The course looks at how Irish foreign policy continues to be shaped by its colonial past, particularly its role in the UN and peace-keeping operations. However, it questions the integrity of Ireland’s claimed neutrality, and considers how the Ukraine conflict fundamentally challenges its stance. The course looks particularly at the shock of Brexit, the ongoing challenges that it creates for both parts of Ireland, but also the possibilities which it creates for their reunification. Similarly, it reflects on how Brexit is reshaping Irish approaches to a changing EU order. In addition, the course reflects on the implications of globalisation and the role of the “New Irish” and other identities in Ireland that are now reshaping its international image. It concludes by considering the challenges of contemporary geopolitics, including climate change cyber security, the Covid pandemic, , and how Joe Biden’s election might be considered the last hurrah for Irish America, whilst a Chinese century unfolds. |
| History, Anthropology, Philosophy and Politics | PAI7103  Global Development | Autumn | This module provides a critical examination of the policies, theories, politics, and practices that comprise the field of international or ‘Global’ Development. This module is not only concerned with mainstream policies and practices, but also with the processes of resistance that result from the pursuit of ‘Development’ projects across diverse polities and geographical contexts. Interdisciplinary in nature, this module provides a comprehensive overview of the field. It engages with literatures and debates across International Political Economy, Human Geography, Business Management, International Relations, and Development Studies.  Students will examine the colonial origins of the development regime, the pursuit of "development" alongside US power and hegemony in the mid-20th century, the role of "modernisation" discourses and "state-led" forms of development, development as a vehicle towards neoliberal capital accumulation, radical and post-modernist understandings on the means and ends of development, the rise of "new" actors and discourses such as Chinese and Indian "South-South Cooperation", the growing privatization of global development, and the ecological limits to the pursuit of development alongside "post-growth" alternatives.  This module will be particularly of interest for those seeking work in international development, international organisations, or non-governmental sectors. |
| History, Anthropology, Philosophy and Politics | PAI7104  Interest Groups, Lobbying and Advocacy | Spring | This course brings together students interested in the interaction between non-state actors, such as organised interests, and policymakers.  Lobbying is a highly professionalised activity that is important for policymakers. Scholars do not fail to stress the importance of the information lobbyists supply in political process. Without it, many modern-day democracies could not fully function. This does, however, not mean that corruption is absent in lobbying. Even when the profession of lobbyist is carried in an ethical way, scholarly work showed that business often wins. In a democracy in which corporate lobbying has a strong influence on public policy, special interests tend to prevail over diffuse ones, with obvious negative consequences on inequality and participatory democracy. This course seeks to explain the role of interest groups in political systems, across interest group type and mobilization strategy.  The course is structured around a set of seminars – these seminars focus on interactive discussion of the assigned materials and media coverage of contemporary news events while blending with some lecture materials. Given the seminar format, students are expected to keep up-to-date with the readings and topical issues in the arena. The reading list includes required material to be discussed during the weekly seminars and provides additional recommended materials that may be of particular use for the larger written assignments. Students are nevertheless expected to go beyond the list of required and recommended readings for their main written assignment (see below). This will prove the students’ ability to access sources independently from what dictated by the course contents. There is one core reading each week (typically articles published in academic journals, book chapters, newspaper articles). These are selected in a way to encourage a diverse, lively discussion. The required and recommended readings may provide accessible examples for you to draw on in class, in your discussion points or in the completion of your continuous assignments. The seminars are ‘participatory’, in the sense that the opinion of students is sought directly and consistently. Attendance at the seminars is compulsory as it links to credit for the Participation/Discussion Points set out below. The final part of the module sets up a simulation game around the creation of a global framework to make lobbying more responsible and sustainable. |
| History, Anthropology, Philosophy and Politics | PAI7105  Diplomacy and Influence in International Affairs | Spring | This module will examine the role of diplomacy and influence in shaping international affairs. Students will be introduced to theories of persuasion and diplomacy and examine a range of case studies highlighting the role of communication in diplomacy. Students will be introduced to the dynamics of persuasion in international affairs, both in terms of coercion and attraction. Sessions will also cover the role of social media in diplomacy, the impact of Artificial Intelligence and the role of the visual in diplomacy. Tutorial Sessions will cover a range of shifting topics reflecting developments in diplomacy, including the following:  1. Introduction to the course – what is diplomacy?  2. Theories and Concepts of diplomacy and its evolution  3. Understanding persuasion and influence in international affairs  4. Public diplomacy, foreign policy and political communication  5. Soft power and nation branding – useful concepts?  6. Case Study 1: The public diplomacy of the JCPOA  7. Case Study 2: The War in Ukraine  8. Case Study 3: Israel and Hamas  9. Artificial Intelligence as a threat to diplomacy  10. Summing up: the future of diplomacy |
| History, Anthropology, Philosophy and Politics | PAI7106  Policy Analysis and Evaluation: From Theory to Practice | Spring | How do we choose between policy alternatives? How effective are the solutions implemented in a country in response to new policy problems?  What are the methods and tools one can best apply to evaluate policies?  What factors should be accounted for when evaluating the effects of policy changes?  These are the big questions this Module seeks to answer. In times of growing mistrust in experts, evidence and institutions, understanding what policy solutions are effective and appropriate to address policy challenges could help build better systems and processes of government to improve citizen’s lives.  In this Module, students will have an opportunity to bring theory and practice together. By drawing on the key approaches to policy analysis the course will strengthen students’ understanding of processes and challenges associated with each stage of the policy-making process. By emphasizing the critical role of evaluation, the Module will allow student to learn about the tools and skills necessary to effectively evaluate policy changes using  empirical cases.  Taken together, the constitutive parts of the Module will provide students with the skills necessary to identify, analyze and assess policy measures and their suitability and effectiveness in addressing emerging challenges.  Specifically, the topics that may be covered in this Module include (but not limited to):  - Policy analysis: What is it and why we need it?  - Analyzing polices: Approaches and their limitations  - Approaches to policy evaluation: Experimental approaches, Responsive and Realist evaluation  - Evaluation Quality: Understanding criteria & indicators  - Explaining policy change |
| History, Anthropology, Philosophy and Politics | PHL7057  Social Injustice | Autumn | This module examines the problem of social injustice in contemporary, plural societies. The first half of the module explores some of the main philosophical assessments of social injustice. Students will first be introduced to key critiques of liberal theory as a response to the structural disadvantages associated with difference (including race, gender, sexual-orientation, religion, and class, among others). Here, liberal policy approaches to difference (including toleration, uniform treatment, and non-discrimination), will be critiqued alongside liberal modes of justification for their failure to deal appropriately with the disadvantages suffered by affected groups.  The second half of the module discusses the practical implications of both social injustice and its potential solutions. Precise topics vary year-on-year, but may include discussion of some of the following questions: Is unfettered freedom of speech a necessary feature of or a hindrance in the fight for social equality? What role does historical injustice play in the ongoing oppression of marginalised groups? Is the recognition of difference the appropriate response to cultural domination? How has social media changed the shape of social justice movements? Is civil disobedience a legitimate response to injustice, and must it always be ‘civil’ in nature? |
| History, Anthropology, Philosophy and Politics | PHL7060  Applied Philosophy | Autumn | This module focuses on some of the most pressing current social epistemological and metaphysical, ethical, and political questions arising in the context of biomedical, environmental, and applied information technologies and associated professions. Issues covered are likely to include (but are not limited to) human enhancement, stem cell research, disability, embodiment, and justice, climate change, and global health.  The module will incorporate a range of policy and empirical information as part of case studies, in addition to detailed philosophical analysis of each issue. While topics covered will vary each year, to reflect current and pressing concerns, the module may incorporate discussion of the following questions: Can a form of technology itself be ethical or unethical? How do biomedical sciences and technologies relate to human values? How can we best address justice challenges that are raised by innovations in biomedical and information technologies? How should we be responding to the climate crisis? Do we have a responsibility to enhance ourselves and future generations? How can health issues be effectively addressed across national borders? |
| History, Anthropology, Philosophy and Politics | PHL7062  Ethics, Law and Responsibility | Spring | This module uses the theme of responsibility to bring together some fundamental issues in ethics and the philosophy of law. In the first part of the module, we consider the nature of responsibility and its relation to both  rationality and the emotions. We then consider some of the familiar preconditions of moral responsibility, such as intention, causation and voluntariness, as well as factors that preclude responsibility, such as insanity, ignorance and duress. In the second part of the module, we look at some of the moral and legal consequences that seem to follow on from a finding of responsibility, including punishment and enforced compensation. We examine the rationale of both retributive and corrective justice, and we also explore debates about reparations for historic injustices such as slavery and colonialism. In all of this, considerable emphasis will be placed on both real-world examples and recent academic work in ethics and jurisprudence. |
| History, Anthropology, Philosophy and Politics | PHL7063  Knowledge and Ignorance | Autumn | This module explores the ways questions of knowledge and ignorance shape our social world, for better and worse. Likely topics include, but are not limited to: legal epistemology (How should we interpret legal standards of proof? When should purely statistical evidence be admitted? What criteria should determine whether predictive policing algorithms are biased?); epistemic injustice (In what ways can we wrong each other specifically as knowers? How do our epistemic practices uphold systems of oppression?); theories of ignorance; standpoint epistemology; moral encroachment (Can the moral features of a belief affect its rationality?); and other topics in social epistemology. Readings will include both theoretical and applied work. |
| History, Anthropology, Philosophy and Politics | PHL7064  Philosophies of Habit and Addiction | Spring | This module addresses habit as an issue in the philosophy of mind, psychology and the neurosciences. It takes a historical approach by examining different philosophies of habit in 18th-century Scottish philosophy (principally in the work of Hume and Reid) and 19th-century French philosophy (principally in the work of Ravaisson and Bergson). Students will then engage with accounts of habit in the contemporary neurosciences and with phenomenological approaches (principally in the work of Merleau-Ponty and Ricoeur). The module will show how conceptions of habit involve different conceptions of what it is to be embodied and, ultimately, different philosophies of nature in general. The module will also address the impact of different conceptions of habit for our understanding of the nature of the particular form of habit that is addiction, which is a pressing contemporary social problem. |
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| Law | LAW7811  Transitional Justice (available to HAPP students only) | Autumn | How do you address mass atrocities when there are thousands or even millions of victims and perpetrators? How do you begin to deal with the crimes committed by different states and actors in Syria or even on a smaller scale in Northern Ireland? Since the Second World War international criminal justice has emerged as a body of law to hold individuals responsible for mass atrocities. This module aims to introduce students to the key questions on the relationships between international law, justice and the transition from conflict in the 21st century through an exploration of law, criminological and social theory and case studies. The module adopts a broad interdisciplinary approach to mapping these connected issues and draws on a range of source and geo-political contexts (Latin America and Africa). It touches on contemporary controversies with international justice and domestic political conflicts, such as the intervention of the ICC in Palestine, criminal responsibility child soldiers, and reparations by multinational corporations. |
| Law | LAW7812 International Human Rights Law  (available to HAPP students only) | Autumn | This module will examine the development, scope and effectiveness of international human rights law, focusing on the state of the law today. It will pay particular attention to the UN’s systems for protecting human rights but will touch to some extent on regional systems and on the rights of different vulnerable groups, such as national minorities or persons with disabilities. It will look as well at how international human rights law relates to public international law, international humanitarian law and international criminal law.  The current trends within international human rights law will be explored, as will the challenges facing the law now and in the foreseeable future.  - The rights guaranteed by the Universal Declaration of Human Rights, the nine core UN human rights treaties and a selection of the soft law documents endorsed by the UN.  - The ways in which rights are enforceable within the UN system, particularly through the work of the treaty-monitoring bodies.  - The international systems in place for protecting vulnerable groups, such as members of national minorities.  - The apparent trends within the normative, evaluative and adjudicative activities of the UN’s human rights institutions.  - The ways in which international human rights law might develop in the near future. |
| Law | LAW7813  Human Rights in Practice  (available to HAPP students only) | Autumn | This module will examine ways in which human rights protection is provided in practice. It will consider the work of non-governmental human rights organisations, the ways in which private businesses can help to protect human rights, and the role of the media too. It will also analyse the problems facing state and inter-state organisations in trying to ensure that human rights are protected on the ground, especially in times of disasters and other emergencies. The work of the Red Cross and Red Crescent organisations will be explored, as will the challenges facing human rights fieldwork more generally. |
| Law | LAW7810  Theoretical Criminology  (available to HAPP students only) | Autumn | On completion of this twelve-week module each student should be conversant with the dominant paradigms in western Criminology, and will be able to demonstrate the insights that can be gained from such theories and their application to specific criminal justice problems and to apply such theories to practical situations. Through a critical and evaluative exposition of criminological theory, students will be shown that that concepts such as ‘crime’, ‘criminality’ ‘policing’ and ‘punishment’ do not have any universal or general relevance, but rather can be said to be contingent upon a range of historical, political, social and cultural factors.  The module will also demonstrate how an applied use of criminological theory can be used to deconstruct the ‘commonsensical’ and often media-inspired explanations for a range of contemporary social problems, and accounts of criminality. |
| Law | LAW7816  Comparative Human Rights | Spring | The course involves a study of human rights issues drawing on material primarily from Europe, North America, and the Commonwealth.  The course considers the meaning of particular human rights and their significance in theory and in practice, and the efficacy of the legal institutions designed to protect them.  Several specific substantive issues (right to life, freedom of speech, conscience, and equality) will be studied in depth to illustrate the complex interplay between theory, legal concepts and procedure, and between legal and non-legal sources of protection.  It will draw on international human rights law, but will not be confined to it.  The course as a whole will aim to provide the opportunity for in-depth comparative study, during which the appropriateness and utility of comparative legal techniques will be considered. |
| Law | LAW 7825  Climate, Justice and Human Rights | Spring | This course will be presented in three parts:  a) Theories of Global Justice in the Anthropocene  i. Law and the Anthropocene  i. Planetary and Social Boundaries  ii. Human Rights and Responsibilities  iii. Law, Cyborgs and the Trans-human  b) Climate Justice and Human Rights  i. Climate Change and Human Rights (a)  ii. Human Rights, Human Limits (b)  iii. Human Rights and the Biocentric Turn  iv. Law and the Commons  c) Climate Change Law & Practice: Negotiation Simulation  i. World Climate Negotiation Simulation  ii. Climate Change and Systems Thinking  iii. Live Negotiation Simulation  iv. Negotiation Debrief and Group Assessment |
| Law | LAW7803  International Commercial Law | Spring | This module introduces students to the foundations of International and Transnational Commercial Law. A wide and varied range of private and public international legal sources underpin and regulate the performance of transnational commercial and financial transactions. We will explore and discuss the main principles and rules of conflict of laws/private international law, the sources of international commercial law, harmonisation and unification of commercial law, the international sale of goods, international payment systems, leasing, e-commerce, and international commercial dispute resolution via litigation, mediation, and arbitration |
| Law | LAW7857  Restorative Justice | Spring | Restorative Justice (RJ) is a unique approach that has been recently put forward as an alternative method of dealing with offending behaviour. Instead of focusing on inflicting harm upon the offender, emphasis is on repairing the harm caused by encouraging the victim, the offender and the community to work together in dealing with the aftermath of the incident. Some of the key principles of RJ include providing a platform for the victim to express the impact of the offense, providing an opportunity to the offender to apologise to the victim and offer some form of reparation and the reintegration of the offender back into the community.  RJ’s popularity has increased in various criminal jurisdictions around the world and its use has been extended in the resolution of conflicts in schools, places of employments and other situations where conflict occurs. However, despite the growing interest in RJ theory, it remains a subject of debate in both academic and non-academic circles, particularly on whether it has a role in the criminal justice process. This module intends to explore the theory and practice of RJ as well consider the various sides of the debate on its application. |
| Law | LAW7841  Policing and Crime Prevention | Spring | The focus of this module will be the exploration of key facets of policing and crime prevention. The module is taught in two interrelated parts: The first part deals with the front-end of the criminal justice system as represented by the state police and focuses on a number of key debates in policing studies such as the historical role of the police, issues around democratic accountability, the ‘doing of policing’ involving questions of race, sexuality, gender and age, as well as the impact of austerity, the burgeoning of the private security sector and the commodification of security more generally. The main emphasis is on state policing in the UK although many of the issues and debates have a resonance in other jurisdictions and contexts. The second part of the module focuses no less importantly on the back-end of the criminal justice system, namely the ways that crime prevention policy and practice has been operationalised in political discourse over the past three decades. This has shifted from viewing crime as something that requires a social response (employment, education and opportunities) to something that is deemed to be entirely voluntaristic, requiring a punitive, carceral response. The module demonstrates that policing and crime prevention are political activities that need to be framed within the broad ambit of social justice. |
| Law | LAW7847  Computational Methods and Skills | Autumn | The focus of this module will be on introducing law students to basic issues in computation and data management. Students will engage with ideas around ‘computational thinking’, data visualisation and basic statistical programming. |
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| Social Sciences, Education and Social Work | EDU 7275  E-learning: Concepts and Practice | Autumn | This module will enable you to explore the policies, issues, facts and the hype surrounding eLearning.  It will introduce you to ideas such as Third Space and 4th Industrial Revolution.  You will reflect on the affordances offered by technology-enhanced learning, virtual learning environments, managed learning environments and data analytics. There will be opportunities to compare and contrast the face-to-face environment of the classroom with online learning and to hear from experts in the field. The various developments in e-learning will be examined at several levels including technical (e.g. how does it work?), practical (e.g. experience of creating online courses) and theoretical (e.g. what types of learning models are involved?). Finally, your own professional working context will provide the focus for your assignment work. |
| Social Sciences, Education and Social Work | EDU7083  Epistemic Injustice: The Ethics of Knowing in Special Educational Needs/ Inclusion | Spring | What is a stereotype and how does a stereotype conduce to prejudice? How do forms of ignorance abet injustice against the marginalised? To explore these issues, we will examine how stereotyping and prejudice contribute to forms of ‘epistemic injustice’ whereby what certain groups of people know is given less credibility and weight simply because of their disability, sex, class or ethnicity. The testimony (what they know or experience) of members of stigmatized groups is likely to be discounted because of (often unconscious) prejudicial beliefs and attitudes, which can magnify the effects of injustice as well as create others, such as failing to recognize certain questions as relevant for inquiry, such as the sexual abuse of vulnerable girls and boys, or sexuality of disabled or impaired people. Our judgments, as we will learn, are likely to be affected by implicit biases even when we think we’re making judgments of scientific or argumentative merit.  We will here focus on, in particular, the work of Miranda Fricker – Epistemic Injustice: Power and the Ethics of Knowing (2009). This module will dovetail with EDU7254 and EDU7256. |
| Social Sciences, Education and Social Work | EDU7254  Social Justice in Special Needs Education and Inclusion: A Capability Approach | Autumn | In this core module, we will explore some of the complexities of understanding social justice in education and what it means to flourish, a much-vaunted aim in education at present. While education systems across the UK and many parts of the world espouse equal entitlement to education, and the importance of allowing the child and young person to flourish and attain wellbeing, the precise content of this goal is difficult to determine and agree upon. One approach which has emerged with considerable power and application is the Capabilities Approach (CA).  The CA asserts two core normative claims: first, that the freedom to achieve well-being is of primary moral importance; and, second, that freedom to achieve well-being is to be understood in terms of people's capabilities, that is, their real opportunities to do and be what they have reason to value. Examples might include getting a degree, travelling, or being a teacher; or being valued, respected, and included.  The CA is an ethically evaluative framework that, in order to assess well-being, development and justice, simply asks two questions: what is a person able to do and to be? The answer to those two questions will depend on how society, including our educational institutions, are arranged. So, to what extent do our schools include minorities or children with special needs labels? For example, how is a child on the autistic spectrum enabled to be the person she wants to be and to do the things she values?  We will explore the CA by reading a key text together: Martha Nussbaum’s Creating Capabilities (2011). Tasks associated with this reading will be completed online and will be commented on by the tutor. This module will dovetail with EDU7256 and EDU7083. |
| Social Sciences, Education and Social Work | EDU7256  Deconstructing Special Needs Education and Inclusion | Autumn | This module will focus on deconstructing special needs education (SEN) and inclusion by exploring how some popular approaches and theoretical models have influenced our understanding of SEN. Much of the ‘knowledge’ of special education is, arguably, misconceived and promotes inequality, stereotyping and exclusion, rather than understanding and inclusion. In examining the consequences of, for example, the label of ‘social and emotional behavioural difficulties (SEBD)’, we will consider a powerful rationale for inclusion based on deconstructing the very notion of ‘need’ and ‘special’ to ask: why special needs education? And whom does it really serve?  For this module, we will use the work of Gary Thomas and Thomas Loxley (2007): Deconstructing Special Education and Constructing Inclusion. This module will dovetail with EDU7254 and EDU7083. |
| Social Sciences, Education and Social Work | EDU7226 Fundamental Elements of Behaviour Change |  | This module introduces students to the study of fundamentals of and specific procedures for behaviour change. The module is part of the Association for Behavior Analysis International (ABAI) Verified Course Sequence offered at Queen’s University Belfast.  Its August 2021 7 contents are based on the BCBA 6th Edition Test Content Outline and it covers the required 60 hours of Behaviorism and Philosophical Foundations (A1-2), Concepts and  Principles (B4, 5, 9, 11), Behavior-Change Procedures (G1, 4, 7, 9-17), and Selecting and Implementing Interventions (H1). |
| Social Sciences, Education and Social Work | EDU7228 Behaviour Change in Education and Supervising Others | Spring | This module introduces students to the application of behaviour analysis for effective teaching. The focus of the module is on how to identify and understand the contingencies that govern pupil behaviour using the science of behaviour analysis to aid teaching practices. August 2021 18 Antecedent- and reinforcement-based procedures are suggested over more aversive approaches (e.g., time-out, referrals) for managing disciplinary problems and enhancing learning outcomes for all students. Specific behaviour analytic teaching methods and  strategies to improve student learning will be described in detail. This module also focuses on personnel supervision and management – a key topic for those in applied settings who  have responsibilities for other staff. Five of the weeks will be dedicated to the area of supervision and students will learn how to establish culturally responsive supervisory relationships, apply evidence-based performance management procedures, and address barriers to supervision. This module is part of the Association for Behavior Analysis International (ABAI) Verified Course Sequence offered at Queen’s University Belfast. Its  contents are based on the BCBA 6th Edition Test Content Outline. More specifically, this module covers the required 30 hours of “Personnel Supervision and Management” (Domain  I). It also covers select items from Domain A – “Behaviorism and Philosophical Foundations”, Domain B – “Concepts and Principles”, Domain D – “Experimental Design”, and Domain G –  “Behavior-Change Procedures”. |
| Social Sciences, Education and Social Work | EDU7250  An Introduction to Research Methods: Children, Young People and Education | Autumn | This introductory research methods module is compulsory for all Masters students in the School of Education and assumes no previous experience or knowledge of research methods. The aim of the module is to provide a general research overview and to contextualize the broad range of approaches and debates that are evident within contemporary educational research. The module aims to provide students with an understanding of the theory and an appreciation of the differing perspectives that underpin quantitative and qualitative methodologies. Students will be introduced to the ethical issues related to educational research as well as a range of methodological approaches, within which the key theoretical and practical issues will be addressed. |
| Social Sciences, Education and Social Work | EDU7185  Leadership: Theoretical Perspectives | Autumn | This module is foundational and designed to provide students with an overview of key leadership theories that will be applied and developed across the programme. The module takes the perspective that leadership is a process of influence that involves individuals and or groups seeking to achieve common goals. Leaders can be formally assigned but can also occupy less-formal positions where expertise, knowledge and interaction with others can also constitute leadership. The module will examine the development of leadership theory over time, exploring both traditional and more contemporary models. Theoretical models explored include: trait theory, situational leadership, transformational and pseudo-transformational leadership, servant leadership and adaptive leadership. The module is aimed at all types of educational professionals, whether they hold an official leadership position or not. In terms of applying theory, module assignments have been designed to examine leadership in workplace settings and there are clear links between this module and each of the modules on the MSc Leadership Programme. |
| Social Sciences, Education and Social Work | EDU7186  Leadership for School Improvement and Change | Spring | This module is designed to explore the role that leaders play in managing change processes in educational contexts and beyond. There is a constant pressure on schools and other educational settings to demonstrate improvement and effectiveness and as such schools are frequently involved in various and often overlapping change or improvement initiatives. This module examines the role that leaders play in this process. The module begins by examining the purposes of education and argues that these are not agreed upon and as such has implications for the way that school performance and effectiveness is measured and researched. The module also examines the school effectiveness and school improvement research traditions that have developed over time and what might constitute effective practice in schools based on the available evidence – which positions leadership and teachers as key drivers of improvement. The module is also underpinned by two broad theories of change whereby change is a process that occurs in stages or increments or that change is a complex, emergent process. When applied to the work place, these provide lenses to consider how leaders manage change processes, how followers experience and contribute to change; how leaders respond to resistance to change and how leaders can promote collaborative, adaptive and innovative cultures to help followers cope with change. |
| Social Sciences, Education and Social Work | EDU7209  Leadership in Practice | Autumn | This module will examine leadership in practice with a particular focus on educational contexts. The module is designed to explore relevant and practical issues that leaders are likely to face in the workplace. There is connectivity and continuity between the foundational module EDU7185 (Leadership Theory) where students will have the opportunity to apply leadership theory to workplace settings. As such the module focuses on practical themes such the distinctions and overlaps between leadership and management, middle leadership, coaching and mentoring, leadership and ethical practice; the role that leaders play in developing organisational culture and ethos, how leaders deal with conflict, leadership and emotional literacy and the promotion of social justice and equity. |
| Social Sciences, Education and Social Work | SOC9080  A Sociology of Extremism in the Global Age | Spring | The philosopher Quassim Cassam has argued that whilst the twentieth century will indelibly be associated with extremism, the latter has not gone away and is on the rise once more as polarisation becomes a characteristic of many contemporary societies. Situated within core concepts and theories in political sociology, this module will examine the nature of extremism and why various iterations continue to thrive in the global age. While having often local(ised) significance, extremism is also a global phenomenon, developing transnationally and adapting to various settings. The module will explore such themes as religious fundamentalism; national populism and the radical right; toxic masculinity and racism. Further, through cross-national comparisons, students will examine the relationship between extremist outlooks and such factors as socio-economic status, academic qualifications and gender.  Finally, the module will introduce students to policy interventions designed to address the causes and manifestations of extremism. |
| Social Sciences, Education and Social Work | SOC9082 Global Migration, Diaspora & Citizenship | Spring | This module will explore the tension between global migration and territorial citizenship regimes in different regions of the world, which is at the heart of global inequalities. Here, the concept of diaspora is prominent, too, in linking  different cultural and political spaces across time and generations and creating new trans-national forms of belonging. Citizenship – though in transformation and being contested – remains the strongest rights container offering legitimacy  to remain in a country. With an increase of spatial mobility and perplex migration patterns the restriction of individual rights to remain only temporary in a country is on the rise in different jurisdictions. This has become a pronounced  issue worldwide for refugees, but also in the context of EU citizens turned migrants, and post-colonial citizens – referred to in the so called ‘Windrush scandal’, whose settled lives in the UK, for example, were disrupted as there were doubts about their legal status. The current pandemic health crisis has accelerated this situation for particularly vulnerable minorities, such as Roma in Europe, and Aboriginals in Australia. While learning about the global transformation of national societies students will engage in-depth with decolonial, post-colonial and feminist approaches to  contemporary debates in migration, ethnic and critical race studies. |
| Social Sciences, Education and Social Work | SOC9083  Religion, Power and Peacebuilding | Spring | The module familiarises students with the field of religious peacebuilding, which is one of the growth areas within conflict transformation studies in the social sciences. The module establishes the nature of religious peacebuilding as it currently conceived and which has moved it intellectually significantly beyond inter-faith dialogue between the world religions.  Religious peacebuilding is now integrally tied to the idea of reconciliation, conflict transformation and social justice and is thus a meeting ground for theology, ethics and social science. The course places particular emphasis on three dimensions within religious peacebuilding, the role of religion in truth recovery, transitional justice, and inter-faith dialogue. These processes are subject to critical review and the module assesses the boundaries of unforgivingness after conflict, the burden of memory and the boundaries of forgetting, the problems with ‘truth’ and truth recovery, the limits of shame apologies and reparations, the constraints on inter-faith dialogue and the engagement of religious practitioners in social transformation and social justice after conflict. The module will focus on religious peacebuilding internationally, covering such cases as Northern Ireland, Colombia, Sri Lanka, Israel-Palestine and the Middle East, and South Africa.  The module will provide opportunities to engage with practitioners in faith-based NGOs in Northern Ireland about their personal engagement in religious peacebuilding. The module will lay the necessary conceptual, methodological and substantive foundations for students, if they wish, to carry out their own independent researches in religious peacebuilding within the dissertation associated with the MA in Conflict Transformation and Social Justice, and in other contexts, including possible future PhD research. The module is seminar based and will use a variety of different pedagogic strategies, ranging from lectures, student seminar presentations, student-led discussions, videos, and discussions with faith-based practitioners from Northern Ireland. |
| Social Sciences, Education and Social Work | EDU7195  Language Awareness for Teaching | Autumn | This module will consider the different systems of the English language (phonology, grammar, lexis, discourse) and equip course participants with the skills needed to analyze language for teaching purposes.  A corpus-based approach to language education is highlighted together with explorations of how it can be used to enhance language awareness. The module will place emphasis on the use of pedagogic grammars and adopts a systemic-functional approach to the study of spoken and written language. |
| Social Sciences, Education and Social Work | EDU7197  TESOL: Principles and Practices | Spring | This module provides course participants with an overview of the main principles and practices which have developed in the field of TESOL. It focuses on developing participants’ understanding and knowledge of teaching and learning processes in the context of TESOL (Teaching English to Speakers of Other Languages) and enables course participants to identify and evaluate ‘good practice’ in their own teaching and learning context. This is especially important in the most recent ‘post-method’ era, when, increasingly teachers of EFL/ESL are expected to produce bespoke language courses for their students. |
| Social Sciences, Education and Social Work | EDU7277  Bilingualism, Literacy and Disciplinary Literacy Development | Autumn | This module is designed to provide participants with a foundational understanding of bilingualism/multilingualism and models of bilingual/multilingual education. The module will advance teachers’ understanding of the pedagogical and programmatic practices for addressing linguistic and academic needs of multilingual learners by drawing on their linguistic and cultural resources. The course will cover historical and theoretical foundations of bilingual education as related to various bilingual programs, including instruction, curriculum, and assessment. |
| Social Sciences, Education and Social Work | EDU7301  Contemporary Issues in Applied Linguistics | Spring | This module on contemporary issues in Applied Linguistics scholarship considers what “Applied Linguistics” is and what it does (as well as what it is not and does not do). It introduces students to a number of issues in the field (including translanguaging, language and power, politics of language, language and identities and multimodality) and critically examines different theories of language and language use. Students will become familiar with research methodologies relevant to Applied Linguistics (e.g., discourse analysis, corpus-based methods), and it will develop their critical awareness of the geo-socio-political complexities that are central to conducting research in the field. This module challenges students to expand their thinking about language in use, and about the relevant signs, ideologies, and subjectivities that both construct and resist unequal power relations. |
| Social Sciences, Education and Social Work | SOC9044  Youth and Social Justice | Autumn | This module introduces students to key concepts, theories and debates in youth studies, and to contemporary youth issues. It provides an understanding of the ways in which major social science disciplines have conceptualised and studied young people, alongside some of the contemporary issues that affect their lives. The module explores the framing, conceptualisation and theorisation of youth across time, considering the academic and political interest in young people. In doing so, it will consider the relationship between young people, social change and social policy. The module encourages students to apply critical thinking and theory to contemporary ‘youth issues’, and to critically consider institutional and policy responses. A key focus is the consideration of ways in which division and disadvantage are reproduced, and how social justice issues are responded to at policy, practice and societal levels. |
| Social Sciences, Education and Social Work | SOC9045  Youth Justice: Theory, Law and Practice | Spring | The module covers key areas in youth justice including theories on causes of offending. The emergence of a separate response over time to young people who come into conflict with the law is critically explored. Current system and practice orientations such as prevention and early intervention are explored, as are interventions for young people who are processed through the youth justice system. Here students will learn about different philosophies, orientations and legal frameworks towards youth justice in local and international contexts. Students will be encouraged to critically reflect upon the merits and demerits of the panoply of different approaches towards youth and justice from restoration to responsibilisation, towards risk orientation and welfarism |
| Social Sciences, Education and Social Work | SOC9047  Perspectives on Childhood and Youth | Autumn | This is an introductory module for students undertaking one of four pathways in the suite of Masters programmes on childhood and youth. It brings together students and academic staff from a range of areas to familiarise students with diverse disciplinary perspectives on children and young people. |
| Social Sciences, Education and Social Work | SOC9049  Qualitative Research with Children and Young People | Spring | This module introduces students to some of the key qualitative approaches to carrying out research with children and young people and the realities and practicalities in doing so. The module begins by introducing the main issues and dilemmas in qualitative research with children and young people and moves on to critically interrogate the notion of participatory research. The adaption of ‘traditional methods’ of data collection is discussed alongside methods specifically designed to ‘engage’ children and young people in the research process. The strengths and weaknesses of various methods are discussed and each is illustrated through research examples. Practical tips in designing and ‘doing’ qualitative research are built into the sessions. |