Queen’s University Belfast

Faculty of Arts, Humanities and Social Sciences

Level 1 single honours OPTIONAL MODULES 2022-23

**To: Level 1 Single Honours students in the Faculty of Arts, Humanities and Social Sciences**

Single Honours Degrees – Optional Modules

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 often have the opportunity to study modules beyond their chosen degree subject. For most degrees, Single Honours students will normally take core modules in their chosen discipline or degree subject to the value of 80 CATS (i.e. credits). The remaining 40 CATS required to complete Level 1 will in most cases be made up from one or more optional modules. Most core and optional modules are worth either 20 or 40 CATS.

Details of the requirements for each degree programme are available from your host School and details of the optional modules available to Level 1 students in 2022-23 are listed in this booklet.

When choosing optional modules, some students will opt to study something familiar to them, building possibly on previous studies; in other cases they will 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 rests with the student, subject to timetable availability. A student studying for a BA in English (ENG), for example, may take a module in History (HIS) and another in Philosophy (PHL). A student studying for a BA in Politics (POL) may take a module in Film (FLM) and another in Anthropology (ANT).

The optional modules available are generally introductory and assume little or no prior knowledge of the topic. Others, notably language modules, often have pre-requisites. In many Single Honours programmes, students will have the opportunity in their second year (Level 2), if they wish, to take a further module from outside their degree programme.

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 the first year of your degree.

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 | ENG1001  English in Transition | Autumn | This module is envisaged as introducing students to literary interpretation as conceived by English studies at university level.  It aims to provide students with critical skills and technical vocabulary necessary to study poetry and prose for the rest of their degree.  The module focuses on a small selection of texts designed to help students make the transition from the critical strategies used at A-level to those of academic English.  In turn, the two sections of the module include contributions from the Heaney Centre and creative writing colleagues and the mode of assessment will allow for reflective development of writing skills through resubmission of formative writing for summative assessment. |
| Arts, English and Languages | ENL1001  Introduction to  English Language | Autumn | This module offers a broad introduction to key topics in English language. It lays the foundations for the systematic study of the language in all its diversity. Among the topics covered are: common beliefs about “good” and “bad” accents and dialects; phonetics, syntax and morphology; and the social, situational and geographical variation in language, with an emphasis on the history and development of the English language. Another important area of inquiry is how language works in cultural contexts and intersects with issues of power and gender. In summary, the module enables students to move beyond ‘common-sense’ ideas about language towards the academic and analytic perspective appropriate for university level. |
| Arts, English and Languages | ENG1009 Writing from 21st Century Ireland | Autumn | This module offers detailed consideration of a range of contemporary writing in Ireland. The selected reading is generically diverse, with a particular focus on contemporary literary texts. Texts are chosen to highlight diversity in terms of authorship, representation and literary form. Indicative themes will be the role of place and of experimentation in writing; issues of class, ethnicity, gender, sexuality and language; and the practice of literary reviewing today. The module will begin with a focus on writing from Belfast (poetry, short fiction and drama) before moving onto Irish writing more generally and introducing other kinds of non-fictional writing. |
| Arts, English and Languages | ENG1002  Issues in Contemporary Fiction: Gender, Race, Ecology | Spring | This module examines a broad sample of recent fiction. In doing so, it raises a set of related questions: 1) whose contemporary experience does this literature address? 2) what economic or political factors lead to a shared sense of the contemporary? 3) how does modern fiction relate to these broader social forces? The module has a three-part structure. Part 1 examines the ways in which contemporary fiction responds to and in turn shapes debates about gender and gender difference. Section 2 analyses literary treatments of race and the aftermaths of colonialism. The final section of the module explores the ways in which recent fiction speculates on the future and uses apocalyptic frameworks (e.g. derived from religion and related to environmental catastrophe) to think about the relationship between present and future. |
| Arts, English and Languages | ENG1005 Reading the Modern City | Spring | This module is designed specifically for students studying History and various forms of Literary and Cultural Studies and encourages them to reflect on the relationships between different methodologies for reading the modern city, circa 1840-1960. The module encourages students to reflect on how they might read a novel, as opposed to a work of social history: can they deploy the same reading practices? What are the ethics of reading historical sources compared to the ethics of reading fiction? Does genre play a similar role in both historical and literary works? How might questions of race, class, gender or sexuality frame disciplinary reading? How do both disciplines draw on methodologies outside their own fields, such as economics, architecture, and social science? The module would be organised around four different cities, with each city being used as a case study to think through these methodological questions, while also representing a series of themes. |
| Arts, English and Languages | FRH1101  French 1  (requires A Level French Grade B or equivalent) | Full Year  *Please note that this is a year-long double module weighted at 40 CATS points and therefore students will be registered for both semesters.  There will be ongoing assessment of this module with a written examination at the end of semester 2.* | This module aims to consolidate and develop the students’ existing written and oral language skills and knowledge of French and Francophone culture, equip them with professional and employability skills and prepare them to go further in the study of French. It consists of four elements designed to provide a comprehensive consolidation of French language competence:  1. Language Seminar (1hr per week) Seminar aims to develop students ability to understand, translate and compose French language materials in a range of forms: text, image, audio-visual. Language will be engaged in context, guided by themes such as University life, Culture and Identity and Culture and Communication. Linguistic competence will be developed through a range of methods that may include: group discussion, comprehension, translation, responsive and essay writing.  2. Grammar Workshop (1hr per week) Workshop designed to consolidate and enrich students’ knowledge and understanding of French grammar and syntax. All major areas of grammar will be encountered, laying the foundations for future study of the language and its nuances. It focuses particularly on developing competence in the key area of translation into French.  3. Professional skills (1hr per week) The class focuses on language skills for special purposes and contains two strands: Language for Business and Language for Law. Both provide linguistic and socio-cultural knowledge important to work-related situations in different fields.  4. Conversation class (1hr per week) Conversation class is led by a native speaker of French and compliments the content of the Language hour. Students will meet in small groups to discuss, debate and present on the main themes of the course. |
| Arts, English and Languages | FRH1111  Intermediate French  (requires AS Level French Grade B or equivalent; not open to post 'A' level French) | Full Year  *Please note that this is a year-long double module weighted at 40 CATS points and therefore students will be registered for both semesters.  There will be ongoing assessment of this module with a written examination at the end of semester 2.* | This module aims to consolidate and develop the students existing written and oral language skills and knowledge of French and Francophone culture, equip them with professional and employability skills and prepare them to go further in the study of French. It includes an intensive language focused class, which will help students without A Level standard French to develop the linguistic proficiency required for the subject at degree level. It consists of four elements designed to provide a comprehensive consolidation of French language competence:  1. Language Seminar (1hr per week) Seminar aims to develop students’ ability to understand, translate and compose French language materials in a range of forms: text, image, audio-visual. Language will be engaged in context, guided by themes such as University life, Culture and Identity and Culture and Communication. Linguistic competence will be developed through a range of methods that may include: group discussion, comprehension, translation, responsive and essay writing.  2. Grammar Workshop (1hr per week) Workshop designed to consolidate and enrich students’ knowledge and understanding of French grammar and syntax. All major areas of grammar will be encountered, laying the foundations for future study of the language and its nuances. It focuses particularly on developing competence in the key area of translation into French.  3. Professional skills (1hr per week) The class focuses on language skills for special purposes and contains two strands: Language for Business and Language for Law. Both provide linguistic and socio-cultural knowledge important to work-related situations in different fields.  4. Conversation class (1hr per week) Conversation class is led by a native speaker of French and compliments the content of the Language hour. Students will meet in small groups to discuss, debate and present on the main themes of the course. |
| Arts, English and Languages | FRH1121  Beginners French Studies  (including post GCSE level: requires GSCE Grade B or equivalent in any modern language; not open to post 'A'/AS level French) | Full Year  *Please note that this is a year-long double module weighted at 40 CATS points and therefore students will be registered for both semesters.  There will be ongoing assessment of this module with a written examination at the end of semester 2.* | This modules aims to provide students with little or no previous knowledge of French  with the grammatical, written, and spoken language skills necessary go further in the study of French. It will also equip them with professional and employability skills complimentary to their studies. It consists of:   1. Language Seminars (2 hours per week)  Seminars will equip students with the knowledge and understanding of grammatical constructions (both basic and more complex) and syntax required to use the French language independently in written and spoken form. Language skills are practiced in a range of activities: grammar exercises, reading, spoken and listening comprehension, translation, expressive and descriptive writing. All major areas of grammar will be encountered, laying the foundations for future study of the language and its nuances. 2 Applied Language Seminar (1hr per week) Seminar introduces students to language in context. Students are exposed to new vocabulary, expressions and nuances of use through reading, translation and writing exercises based on sources from the Francophone world. This seminar also acts as a consolidation hour, to reinforce the knowledge and vocabulary acquired in the Language Seminar. 3. Conversation Class (1hr per week) Led by a native speaker, this class develops students’ listening and speaking skills in French. The content from seminars is deployed in a range of practical scenarios likely to be experienced in French -speaking countries. |
| Arts, English and Languages | CEL1101  Gaeilge 1  (requires A Level Irish Grade B or equivalent) | Full Year  *Please note that this is a year-long double module weighted at 40 CATS points and therefore students will be registered for both semesters.  There will be ongoing assessment of this module with a written examination at the end of semester 2.* | This module aims to consolidate and develop the students’ existing written and oral language skills as well as their knowledge of Irish society and culture. It consists of three elements: a) a two-hour language enrichment session based on the National Syllabus for Irish Language Teaching at 3rd Level; b) a one-hour interactive class on grammatical accuracy, and c) a one-hour skills-based language workshop. 1. Language Enrichment (2hrs per week) The ability to discuss a range of topics in Irish related to the student experience forms the core of this element. Topics include university life, careers, the Gaeltacht and language learning. Vocabulary and linguistic competence will be developed through a range of methods that may include: group discussion, oral presentation, creative writing, critical review, essay and report. A wide range of multimedia resources will be used to facilitate learning.  2. Language Accuracy (1hr per week)  The weekly class will focus on various aspects of Irish grammar with the aim of reinforcing knowledge gained at A-Level and providing a solid foundation for the future study of the language. Topics covered will include grammatical cases and nominal inflections, the verbal system, and sentence structure. 3. Language Workshop (1hr per week)  This weekly workshop will focus on the development of core linguistic skills required for negotiating a degree pathway in Irish (essay writing / referencing / study skills / presentation and communication skills / exam preparation / use and application of technology for academic purposes). These skills will be developed through interaction with a variety of guest speakers from the Irish language sector.  **The medium of instruction is Irish.** |
| Arts, English and Languages | CEL1006 An Introduction to Modern Irish Literature  (requires A Level Irish Grade B or equivalent) | Autumn | This module will provide an introduction to modern literature in Irish. It will explore the cultural, political and social backdrop against which contemporary literature in Irish is being produced, and will focus on a selection of key themes and texts. **The medium of instruction is Irish.** |
| Arts, English and Languages | CEL1007 Language, Politics and Conflict | Autumn | This module will examine the role of language in politics and conflict in the broad historical context of Ireland and Scotland (and with particular reference to contemporary Northern Ireland). It will consider the many dynamics at play including the connections between language, power, and identity. Attitudes to monolingualism and multilingualism globally will be examined, as will the relationship between language and dialect, and the role of identity in the emergence, creation and maintenance of a language and distinct communities of speakers. The module will consider especially two major linguistic traditions: Irish and Scottish Gaelic, on the one hand, and Scots and Ulster Scots on the other. The primary emphasis will be on Irish and there will be a particular focus on debates and tensions around the role and importance of indigenous languages in contemporary society. |
| Arts, English and Languages | CEL1033 Celtic Mythology | Spring | This module will explore the evidence for the religion and beliefs of the Celtic-speaking peoples from the earliest times as found in ancient and medieval sources in Ireland, Britain and the Continent with particular focus on Ireland. We will examine the evidence for early Irish mythology, the native gods and the Otherworld. You will also study the nature of the surviving sources to enable you to assess their reliability and determine how they can be properly used for the study of early Irish and Celtic history and belief. |
| Arts, English and Languages | SPA1101  Spanish 1  (requires A Level Spanish Grade B or equivalent) | Full Year  *Please note that this is a year-long double module weighted at 40 CATS points and therefore students will be registered for both semesters.  There will be ongoing assessment of this module with a written examination at the end of semester 2.* | This module aims to consolidate and expand on existing Spanish language competency by developing written and oral language skills, knowledge of Spanish and Latin American culture, and grammatical proficiency, to equip students with professional and employability skills in preparation for further study of Spanish. It consists of four elements designed to provide a comprehensive consolidation of Spanish language competence: 1. Language Seminar (1hr per week) Seminar aims to develop students’ ability to understand, translate, and compose Spanish-language materials in a range of forms: text, image, audio-visual. Language will be engaged in context, guided by themes such as University Life, Culture & Identity, and Culture & Communication. Linguistic competence will be developed through a range of methods that may include: group discussion, translation, responsive and report writing. 2. Grammar Workshop (1hr per week) Workshop designed to consolidate and enrich students’ knowledge and understanding of Spanish grammar and syntax. All major areas of grammar will be encountered, laying the foundations for future study of the language and its nuances. 3. Specialised Language Cursillo (1hr per week) cursillo offers language skills for special purposes and contains two strands: Language for Business and Language for Law. Both provide linguistic and socio-cultural knowledge important to work-related situations in different fields.  4. Conversation Class (1hr per week) Conversation class is led by a native speaker of Spanish and compliments the content of the Language Hour. Students will meet in small groups to discuss, debate, and present on the main themes of the course. |
| Arts, English and Languages | SPA1121  Spanish for Beginners  (including post GCSE level: requires GSCE Grade B or equivalent in any modern language; not open to post 'A'/AS level Spanish) | Full Year  *Please note that this is a year-long double module weighted at 40 CATS points and therefore students will be registered for both semesters.  There will be ongoing assessment of this module with a written examination at the end of semester 2.* | An intensive introduction to the Spanish language: grammar, comprehension, spoken, translation, expressive and descriptive writing. |
| Arts, English and Languages | SPA1131  Portuguese 1  (only open to BA Single Honours Spanish or Single Honours French students) | Full Year  *Please note that this is a year-long double module weighted at 40 CATS points and therefore students will be registered for both semesters.  There will be ongoing assessment of this module with a written examination at the end of semester 2.* | This module is designed for students who have no previous knowledge of the Portuguese language. It aims to introduce students to the basic areas of grammatical usage and essential vocabulary, putting them into practice through oral, listening and written exercises. It consists of four elements: a) a one hour language session that introduces you to basic areas of grammatical usage; b) a one hour tutorial that puts into practice the grammatical knowledge gained through written and oral exercises etc.; c) a third language tutorial which concentrates on developing students’ writing skills in Portuguese; and d) a fourth language session that is designed to allow students to practice their oral skills in Portuguese, using the grammar and vocabulary acquired in the first two hours of language teaching. 1. Grammar Class (1h per week) The weekly class will focus on various basic aspects of Portuguese grammar with the aim of introducing students to basic areas of grammatical usage and providing a solid foundation for the future study of the language. Topics covered will include the construction of gender and number, pronouns, prepositions, adverbs, adjectives, and simple tenses. 2. Grammar Workshop (1h per week) This weekly workshop will test students’ ability to put into practice the grammatical knowledge gained in the previous hour through written, aural and oral exercises. Topics include daily routine, physical and psychological description, academic life, the family and home. Vocabulary and linguistic competence will be developed through a range of methods that may include: group discussion, oral presentation, and translation. 3. Writing Practice Workshop (1h per week) This weekly workshop will link to the two previous sessions, focusing specifically on the development of core linguistic skills required for writing in Portuguese. Vocabulary and linguistic competence will be developed through a range of exercises that may include: reading/listening and comprehension, translation, creative writing, and interview. 4. Oral Class (1h per week) This weekly session is designed to allow students to practice their oral skills in Portuguese, using the grammar and vocabulary acquired in the first two hours, through structured role-plays and exercises. This hour will also include some listening exercises. |
| Arts, English and Languages | FLM1001 Introduction to Film Studies 1 | Autumn | The module will introduce students to the principles of film form, narrative, styles and methodologies of film criticism.  It will concentrate on American and British cinema and the examples drawn from these two very different cinematic industries will help increase and broaden knowledge of film and cinema, audiences and industries. |
| Arts, English and Languages | FLM1002 Introduction to Film Studies 2  (requires FLM1001 to have been taken) | Spring | This module aims to provide you with knowledge and understanding of European cinema and throughout emphasis is placed on relating its forms, structures, and contexts to a broader history of cinema, and film culture. The module also explores relations between a range of European films and Hollywood cinema, particularly in relation to the ways in which European film-makers have rejected and revered the dominance of Hollywood's narrative aesthetic and industrial practices. The module will consolidate and develop upon work covered in FLM1001. |
| Arts, English and Languages | BCP1001 Broadcast Analysis 1 | Autumn | This module introduces students to a range of methods and approaches used in analysing broadcasting and broadcast texts. These analytical techniques are accompanied by contextual material, in the form of an outline of the history of broadcasting, with an emphasis on the UK, together with weekly screenings. This provides a framework within which to consider issues of industry, regulation, audience, etc., as well as developing a broader awareness of broadcast texts, familiar and unfamiliar, and a deeper engagement with the students’ own viewing and listening practices. The academic material and the contextual material will also be of use to students in their reflective essays for practical modules. |
| Arts, English and Languages | BCP1003 Broadcast Analysis 2 | Spring | Building on the material covered in Broadcast Analysis 1, this module continues to develop the foundation of academic analytical skills and contextual knowledge for the BA in Broadcast Production. It covers further methods of analysing broadcasting and broadcast texts and their role in society, in cultural life, and for the individual. This provides the student with a range of avenues for developing their own future research as well as understanding academic material. It also continues to expand the student’s contextual understanding of the broadcast industries and a range of historical and contemporary broadcast texts, factual and fictional, radio and television, domestic and international. |
| Arts, English and Languages | DRA1005 Theatre Now: Contemporary Performance | Spring | This module offers students an introduction major contemporary theatre practices. The course will explore emerging and challenging strands of theory and practice from the early Twentieth Century to present day. Themes include Poststructuralist discourse, Gender and Queer Theory, Installation as Theatre and Hyperreality. |
| Arts, English and Languages | LIB1001 Understanding Now | Autumn | This module has a number of related aims and objectives. It will begin its investigations of pandemics, their history, and their various impacts from the perspective of a medical doctor who has been on the frontline of the NHS response to the COVID-19 outbreak in Belfast. Having assessed the impact of the pandemic on healthcare delivery here, the module will then fan out from the current moment to cover a number of areas: historical incidences of pandemics (e.g., Black Death in the third millennium BCE, and its later more deadly variant in the 14th century); assessments of the structural forms and impacts of pandemics and the economic and financial effects they can have; an understanding of different national and international approaches to pandemics whether current or historical; how pandemics have been represented in literature and the media; analysis of the language associated with pandemics in local, national, and international contexts; an examination of the political fallout for our societies as they seek to balance economic recovery with the wider concerns of the climate emergency; and, lastly, an examination of what impact COVID-19 has had and could have on education policy in the short to medium term. |
| Arts, English and Languages | MUS1002 Introduction to Music | Full Year | The goal of this module is to provide an introduction to music from an 'educated' perspective: that is, an awareness of music as an art-form as it is practised in contemporary culture.  This outlook would primarily relate to Western Culture, but would include an exploration of music in non-Western cultures - for instance, India and the Middle East.  The relevance of historical practices as they relate to contemporary thinking would also be explored.  Within Western Music, students would explore the vast range of musical practices ranging from music, which is intended to fuel consumerism (in which case a lecture would analyse music in advertisements) to mass market music (rock or film music) to the 'classical' tradition and its contemporary proliferation.  The relationship of music and society would be a key component of the study and students would not only examine the influence of political thinking on the music of composers such as Finnissy, but would also look at the cultural significance of moments such as Jimi Hendrix's performance at Woodstock (the video of which might make an effective opening to the entire module). |
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| History, Anthropology, Philosophy and Politics | PAI1001  Contemporary Europe | Spring | The module provides a wide-ranging introduction to political developments in contemporary Europe. Following analysis of the nature and consequences for Europe of the Cold War, the module analyses some of the major political, economic and security challenges Europe has had to face since 1989 including the processes of economic and political transformation in Central and Eastern Europe as well as war in the former Yugoslavia and Ukraine. Featuring prominently in the module are developments in the process of European integration with a primary focus on the EU, how it is organized and operates, what powers it has, the attitudes of selected states in contemporary Europe towards membership, and the effects of integration on them. In doing so, the module considers the origins and implications of the Eurozone crisis for European integration as well as public attitudes towards the process. |
| History, Anthropology, Philosophy and Politics | PAI1003  Issues in  Contemporary Politics | Spring | To expose students to contemporary/recent and developing political issues locally, nationally and globally. The module will change year-to-year depending on these issues and staff availability.  Typically each topic/issue will be taught in 3-week blocs and each bloc either team taught or given by the same colleague.  Indicative list of issues (not exhaustive)  Political Economy - trade, finance, energy, resources, politics of austerity   War/conflict/geopolitics - current crisis in Syria, ISIS, Ukraine-Russia-EU, Israel-Palestine  Environment/Sustainability - climate change, climate justice, biodiversity loss,  Political Parties and Policy-making  - rise of Jeremy Corbyn, Bernie Sanders, reform of party finances, decentralisation of policy-making, innovations such as participative budgeting from around the world; Gender, women and politics – Hilary Clinton as US President/candidate,  strategies for increasing women’s representation (including quotas), the women’s movement and politics Social movements and political ideas – Occupy movement, religion and politics, relevance of debates on long-standing normative political ideas – social justice, democracy, recognition etc. to these issues; role of trades unions, workplace democracy, workers’ rights etc. Migration and refugees – normative, empirical and political-policy explanations of and responses to flows of people across borders, current Syrian one for example, but also other case studies Leadership and citizenship- examples of political leadership and citizenship in formal electoral politics and civil society from around the world. |
| History, Anthropology, Philosophy and Politics | PAI1006  World Politics | Autumn | The module examines the development of the international system and raises questions about how and whether this system is changing in light of processes of globalisation. International relations theories of realism, idealism and critical approaches will be introduced, as well as issues of war and conflict, global inequality, poverty, climate change, race and gender. |
| History, Anthropology, Philosophy and Politics | PAI1007  Perspectives on Politics | Autumn | This module aims to introduce students to the broad field of political theory and philosophy, a necessary and integral component of the study of politics generally. Taking a contemporary approach to the subject, the module stresses the vital importance of theoretical enquiry for understanding, analysing, and criticizing everyday socio-political life.  Students are therefore introduced to key concepts and problems in the study of politics, including the meaning of democracy, the fraught relation between the individual and society, and the contested nature of power and political authority.   In exploring these themes, students come to an appreciation of the complexities surrounding our everyday notions of democratic rule, freedom, justice, citizenship, government, and power. |
| History, Anthropology, Philosophy and Politics | PAI1009  Comparative Politics | Autumn | The purpose of this course is to explore key themes in British and Irish Politics in a comparative perspective.  The aim is to enable students to understand current politics by comparing Britain, Northern Ireland and the Republic of Ireland to each other and also to other developed democracies.  The course opens with two lectures that lay out the ideas behind comparison as a tool of understanding.  Subsequent topics include: party systems, electoral systems, government formation, inter-party competition, intra-party competition and devolution. |
| History, Anthropology, Philosophy and Politics | PHL 1001  Philosophy and  Human Nature | Autumn | An introduction to some fundamental philosophical problems arising from theories of human nature in the western philosophical tradition, and to the methods which philosophers use for solving them, including techniques of sound reasoning and argument.  Topics covered will include the soul, personal identity, free will, God and evil, and life after death (among others).  Reference will be made to the ideas and arguments of many important figures in the history of philosophy, including Plato, Aristotle, Aquinas, Descartes, Hume and Kant. |
| History, Anthropology, Philosophy and Politics | PHL1003  Introductory Logic | Spring | An introduction to fundamental logical notions such as validity and entailment, including an examination of the nature of critical thinking in argumentation.  This introduction may include some treatment of elementary issues in the philosophy of logic,but will focus primarily on elementary formal symbolic logic (especially propositional but also predicate calculus), using natural deduction techniques. |
| History, Anthropology, Philosophy and Politics | PHL1004  Philosophy and  the Good Life | Spring | This module is an introduction to moral philosophy, requiring no prior acquaintance with the subject. The module is topic based.  In the first half, we will investigate some major theories of morality – systematic accounts of what makes something morally right or wrong.  In the second half, we will look at the application of these theories to some practical issues, including abortion, the treatment of animals, and our duties to those in the developing world. |
| History, Anthropology, Philosophy and Politics | ANT1001  Being Human: Evolution, Culture and Society | Autumn | This course is designed to introduce students to social anthropology through a discussion of the key concepts in the discipline, and a consideration of the principles which underlie family life, kinship, sexuality and gender relations, and gaining a livelihood in different parts of the world. |
| History, Anthropology, Philosophy and Politics | ANT1003  A World on the Move: Historical and Anthropological Approaches to Globalisation | Autumn | This module provides an anthropological introduction to the study of globalisation, using comparative case studies from the contemporary and the historical record, and outlining links with perspectives in the field of history. Among the issues discussed are: global and local linkages in a world of economic, cultural and political connectivity; cultural convergence and the expression of cultural difference; migration, refugees, trafficked people, tourism; diasporas, the idea of home and national borders; transnational family networks in the contemporary world; global and local regimes of power and resistance. |
| History, Anthropology, Philosophy and Politics | ANT1006  Understanding Northern Ireland: History, Politics and Anthropology | Spring | This module will use a variety of historical, political, sociological and anthropological perspectives to look at key issues relating to Northern Ireland. The course will provide an overview of the history and politics of the state of Northern Ireland. It will use anthropological understandings of ethnicity and nationalism to examine how Unionism and Irish Nationalism developed. It will look in detail at the various political solutions which have been applied to ‘the Province’, with a particular focus on the Peace Process. It will examine the realities and legacies of the conflict since the signing of the 1998 Agreement. It will explore the development of cultural and political 'traditions' examining, in particular, change and continuity in Irish society. |
| History, Anthropology, Philosophy and Politics | ANT1007 Us and Them: Why do we have ingroups and outgroups? | Spring | Drawing theoretically on both cognitive and social anthropology and utilizing a wide range of case studies, from personal passions for particular sub-cultures of music and sport to national politics in Northern Ireland to global divides of religion and class, this module will introduce students to social groups. We will explore what makes human social groups different from those of other animals, psychological explanations of group commitment, and anthropological literature on symbols, rituals, and politics to examine how particular social groups are created and sustained and how some individuals become willing to fight and die for their fellow group members. |
| History, Anthropology, Philosophy and Politics | ESA1001  Being Creative: Music, Media and the Arts | Spring | Anthropologists have analysed how people with different cultures' express themselves in a variety of ways through sound, text and image. Who is involved in specific expressive practices, who controls these practices, and which media are emphasised by different groups? Can textual, verbal, musical and material forms of expression be communicated across cultural boundaries? How do processes of cultural translation affect their meaning and impact on different lifeworlds? In this module, we will explore performative genres including musical activities and rituals; language-based forms of expression and processes of visual and material expression around artworks, objects and film documentation. |
| History, Anthropology, Philosophy and Politics | HIS1004  Revolutions | Spring | The aim of the module is to introduce level 1 students to the concept and the scholarly debates that surround the term revolution. It does so by examining four examples of revolutions, which may include the Consumer Revolution, the Industrial Revolution, the French Revolution, and the Revolution of the 1960s. By doing so, it will raise broader questions about what causes historical change, the interplay between long-term trends and short-term turning points, and the role of individuals. The module will also introduce students to the importance of small group teaching at university and the importance of individual contribution to tutorials. This will be done through an individual presentation, a structured response to presentations from other students, and a short student reflection on the theory and practice of small-group teaching. |
| History, Anthropology, Philosophy and Politics | HIS1005  The Long Road to Black Lives Matter | Spring | A systematic introduction to ways in which history is used outside the university campus, including in museums and exhibitions, film, memorials and political discussion. The course will involve visits to local museums and students will get a chance to work together to pitch a new public history project. Previous projects have included public exhibitions, new museums or digital apps. The module focuses on the history of race, ethnicity, slavery, colonialism and anti-colonialism and their representations in public history. |
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| Social Sciences, Education and Social Work | CRM1001 Introducing Criminology | Autumn | The module offers a general introduction to criminology and some of the key debates and topics in the subject. The first half of the course (weeks 1 – 6) introduces some essential background materials for those pursuing study in criminology including an overview of historical and contemporary crime and crime control, the workings of the criminal justice system, sources of information on crime and criminals and an introduction to some theoretical concepts in criminology. The second half of the course (weeks 8-11) introduces a number of key debates and issues in criminology – many of which can and will be studied in greater depth in second- and third-year Criminology modules. |
| Social Sciences, Education and Social Work | CRM1004 Crime and Society | Spring | This module explores the social construction of crime and social responses to crime. It introduces students to critical criminology and sociological studies of deviance and social control in order to interrogate the role of power in defining ‘crime’ and the social, economic and political contexts for crime and social harm. It also explores how intersecting social identities and inequalities relating to race, gender, class, sexual orientation and disability affect peoples’ experiences of crime, criminalisation, victimisation and social control. |
| Social Sciences, Education and Social Work | [SOC1001](https://knock.qub.ac.uk/timetabling_and_room_booking/index.php?func=module_reqs&crse_cd=SOC1001&acdmc_sssn_cd=1617)  Rethinking Society | Autumn | This module offers a general introduction to the discipline of sociology for those with no experience of studying sociology before.  Its primary objective is to initiate students to sociological thinking.  Sociology does not rely on our subjective experience and general ideas commonly shared within the society (beliefs, customs, traditions, values, norms); its critical way of thinking and its methods allow us to discover aspects of social life that most people are unaware of. This will be done through a diversity of topics such as social class, suicide, race, gender, disability, globalisation, violence and other social phenomena.  The module will provide a background for those intending to study sociology in the second and third years, but also acts as a stand-alone sociology course for those who do not intend to study it further. |
| Social Sciences, Education and Social Work | [SOC1002](https://knock.qub.ac.uk/timetabling_and_room_booking/index.php?func=module_reqs&crse_cd=SOC1002&acdmc_sssn_cd=1617)  The Sociological Imagination  (requires SOC1001 to have been taken) | Spring | This module aims to provide a general introduction to doing sociological research, through a critical engagement with landmark studies. C. Wright Mills’ idea of a ‘sociological imagination’ provides the framework for evaluating the quality of key pieces of research, exploring the connections between how they are defined, carried out and written up. The module covers a range of research methods, as they are employed in studies of important aspects of social life, such as racism, drugs and urban life, love and technology, social networking, education and masculinity and violence. The module also provides an in-depth introduction to the theoretical character of sociology by introducing classic perspectives shaping the discipline. |
| Social Sciences, Education and Social Work | SQM1001 | Autumn | The module introduces students to the visual presentation of quantitative data. By establishing a basic working knowledge of measurement procedures, data sources, and appropriate conventions in quantitative data visualisation, it introduces students to basic graphic functions in spreadsheet and geographical information system packages. Students will gain experience in the selection of appropriate graphics for different kinds of variables, in the construction of basic datasets from secondary data sources, and in the mapping of spatial data. |
| Social Sciences, Education and Social Work | [S](https://knock.qub.ac.uk/timetabling_and_room_booking/index.php?func=module_reqs&crse_cd=SOC1005&acdmc_sssn_cd=1617)QM1003  Digital Society | Spring | This module will be both theoretical and intensely practical. Tutorials, assignments and group activities are designed to help students confront digital technology and apply their skills to navigating and utilising that. Lectures are focused on using theory to critically reflect on how technological advancements fit into or alter accounts of how society is shaped the way it is.  Particular emphasis is placed on enhancing students’ appreciation of the idea of data. We are all of us contributing to the growth of ‘big data’, making use of data in our everyday lives and, often, paying for services with our data. But what is ‘big data’? Through exploration of concepts such as database matching, artificial intelligence and internet of things, we will examine how technology is being used to understand humanity and debate whether this process is ‘disrupting’ or reinforcing society’s existing strata and structures. Students will be encouraged to reflect critically on their own use of information and communication technologies and how this behaviour shapes contemporary society. This will include examination of the ‘information revolution’ and its effects on communication and social relations: local and global, personal and institutional. Students will also be encouraged to examine evidence both supporting and challenging commonplace perceptions of digital media’s influence on modern life. |
| Social Sciences, Education and Social Work | [SPY1004](https://knock.qub.ac.uk/timetabling_and_room_booking/index.php?func=module_reqs&crse_cd=SPY1004&acdmc_sssn_cd=1617)  Introducing Social Policy | Autumn | The module offers a general introduction to Social Policy as an applied academic subject. Students will be encouraged to take a broad perspective on how social policies are implemented by examining political, economic and social perspectives on human needs and wants.  The second half of the course introduces social security, taxes, benefits and their implications for citizenship. The course offers a useful entry point to Social Policy; piquing students’ interest in core theories and principles which they will explore in more detail in second- and third-year Social Policy modules. |
| Social Sciences, Education and Social Work | SPY1005 Themes and Issues in Social Policy | Spring | This module will look at contemporary developments and trends across a range of social policy areas in the UK.  It will encourage students to examine the various ways in which key social policy ‘problems’ have been addressed. The first half of the module will introduce students to social policy in a range of substantive areas such as education, employment, housing, crime, health and social care. The second half of the module will take a more focused approach by exploring the ways in which social policy has sought to improve the welfare and well-being of particular groups in society with respect to children and young people, disability, ethnicity, gender, sexuality and older people. |