Queen’s University Belfast

Faculty of Arts, Humanities and Social Sciences

Level 3 SINGLE HONOURS OPTIONAL MODULES 2023-24

**To: Level 3 Single Honours students in the Faculty of Arts, Humanities and Social Sciences**

Single Honours Degrees – Optional Modules outside your degree programme

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

The option to study an optional module (20 CATS) beyond the degree subject has been extended to Level 2 and Level 3 students for a number of programmes. The programme specification for your degree will indicate whether this option exists for you. Your Adviser of Studies will also be able to provide guidance on this.

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

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

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

I wish you well in Level 3.

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 | DRA3010 The Theatre of Brian Friel | Spring | Brian Friel was the most acclaimed playwright from Northern Ireland and one of the most internationally acclaimed playwrights of his generation. Students taking this module will learn how Friel wrote plays that proved to be popular with audiences around the world and gained such approval from leading critics and scholars. In addition to close study of the plays and their production history in the international context, students may have the opportunity to perform the plays in the Brian Friel Theatre at Queen’s and the Lyric Theatre, Belfast. |
| Arts, English and Languages | DRA3042 Post-Conflict Drama: Performing the NI Peace Process | Autumn | This module will investigate a selection of key canonical and contemporary works of Northern Irish drama produced over the past 30 years of the Troubles through an examination of the work of Brian Friel and Frank McGuinness, Martin Lynch, Marie Jones, Gary Mitchell and others.  It will investigate how the Troubles posed particular ideological/aesthetic challenges for playwrights.  The module will explore how different authors/theatre companies creatively and critically responded to the Troubles and will examine the complex interrelationships between theatre, politics, performance, society and the state. |
| Arts, English and Languages | ENG3064 Representing the Working Class | Autumn | This course aims to explore the writing and culture of the working class, to ask how socio-economic distinctions inflect judgements of ‘taste’, and to develop an understanding of the historical role of class in shaping identities across ethno-nationalist lines. A good deal of scholarship in recent decades has signalled a growing awareness of British working-class writing, though Irish Studies, by comparison, has tended to neglect issues of social class. We will therefore engage the more substantial body of scholarship on British working-class literature to inform our discussion of Irish working-class writers, signalling new and exciting possibilities for future scholarship. |
| Arts, English and Languages | ENG3069 Televising the Victorians | Autumn | This module aims to raise questions about the relation between works of fiction set in the Victorian period, and made-for-TV reappropriations of these texts. It considers the way that we ‘read’ the Victorian period through visual image, and the impact of technologies of the visual on the written word. It introduces different theoretical approaches to film, and explains, by means of example, the differences between cinema and television. It explores connection between cinematic practice (montage, the shot, editing, sound, space and mise-en-scène) and notions of writing. It will ask questions about the nature of genre, spectatorship, and issues of ideology and effect. The module will concentrate on identifying the range of different resources required to understand the flow of images on the TV screen, and will examine how ‘adaptation’ is conceptualised, particularly the ways in which the comparison of book and film is haunted by notions of faithfulness and the ‘original’ primacy of the literary work. |
| Arts, English and Languages | ENG3060  Contemporary Irish and Scottish Fiction | Autumn | When Britain voted in June 2016 to leave the European Union, both Scotland and Northern Ireland voted to remain by a clear majority. Does this shared resistance to Brexit gesture towards other affinities and shared concerns? This module explores the numerous historical, political and economic crosscurrents between Scotland and both parts of Ireland through the lens of contemporary Irish and Scottish fiction. Both sides of the Irish Sea witnessed a remarkable literary renaissance since the 1980s, which can be related to the (d)evolutionary processes of cultural and social change in the Atlantic archipelago, concerning in particular the rise and fall of the Irish Republic’s ‘Celtic Tiger’, the Peace Process in Northern Ireland, and the movement towards independence in Scotland. We will examine how these changes and the issues that they raise are reflected in an indicative selection of Irish and Scottish novels, focusing on the relationship between the formal and stylistic experiments often found in these writings and the concepts of identity, society, the nation, history, and gender that they draw on, resist, and/or give rise to. In this respect, we will pay due attention to ideas about the role of literature, gender, sexuality, class, race, and religion in the (re)construction of national identity; questions of power, authority and authenticity; the impact of globalization on cultural production; the politics of place and the rural/urban divide; revisions and representations of history, and issues of trauma and memory; the literary use of non-standard English; narrative tropes, techniques, and typographic experiments. |
| Arts, English and Languages | ENG3182  Further Adventures in Shakespeare | Autumn | The module content is divided generically. Students will have the opportunity to read across the whole range of Shakespeare’s works and to sample comedy, history, tragedy, the Roman plays, and the romances. There are also sessions on Shakespeare’s life and career, source-study, and Renaissance theatre and society. The rich sample investigated means that a corresponding range of themes and approaches will be identified and explored. Having successfully completed this module, you will have become familiar with the main genres within which Shakespeare wrote. You will be able to analyse the Shakespearean text in depth and relate it to its moment of production. You will have further honed your presentational skills and, through regular teamwork, learned the value of collaborative practice. |
| Arts, English and Languages | ENG3184 Contemporary Literature: Poetry and Precariousness in the Twenty-First Century | Autumn | Globalized, networked and interconnected, our contemporary experience – of ourselves, of the political economy, of the planet – might best be described as one of profound insecurity. The contemporary era is a period of ‘precariousness’, as explored in the work of Lauren Berlant and Judith Butler, among others. The ‘War on Terror’, fears about state security, new forms of terrorism and surveillance and the collapse of the banking sector in this era of finance has produced an increasingly precarious political economy. Under the neoliberal ideology of entrepreneurialism we have entered a market-driven audit culture of 60/60/24/7 social media and customer satisfaction surveys, in which the line between work and leisure appears less and less distinct. Atomisation and a waning sense of common life have also followed this atmosphere of competitive individualism. Increasing attention to climate change, ecological collapse and food and fuel scarcity has foregrounded human capacities for greed and violence in plant, animal and mineral life, prompting apocalyptic fears and new forms of political activism. The experience of precariousness has led to the erosion of faith in the state, in the market, in humanity – what then of literature and lyric form? This module reads poetry published in the twenty-first century in Britain, Ireland and the United States in the light of critical reflections on the contemporary era, paying particular attention to how contemporary lyric form registers and resists precariousness. |
| Arts, English and Languages | ENG3011 Marvels, Monsters and Miracles in Anglo-Saxon England | Spring | The very nature of marvels insists on their subjectivity: they are defined by the experience of their viewer.  To marvel from the Latin mirari or to wonder from the Germanic wundar is to be filled with awe, surprise, admiration or astonishment.  When we try to generalise about the meaning of marvels and the use of wonder in the Middle Ages, we are confronted with multiplicity.  How do we read marvels? What’s their role in medieval texts?  Are monsters and miracles to be read as marvels?  One of the most critical tools for discussing the nature of difference that is central to the marvellous is the idea of the ‘Other’ which offers both psychological and political means of analysing the experience of wonder.  The Anglo-Saxons were fascinated by the idea of encounters with strangeness and difference – a fascination that expressed itself in a rich and diverse range of textual, artistic and geographical representations of such imaginings.  Difference was considered both marvellous and monstrous; terrifying and fascinating; disgusting and desirable.  This module examines the perceptions of the marvellous and monstrous in the literature of the Anglo-Saxons.  It investigates the nature of those phenomena which the Anglo-Saxons experienced as marvels, how they interpreted their experiences of astonishment and how they recreated them for others.  It analyses the importance of ‘marvellous difference’ in defining ethnic, racial, religious, class and gender identities, as represented in different genres including historiography (i.e. The Anglo-Saxon Chronicle), travel narratives (Wonders of the East, Alexander’s Letter to Aristotle etc), hagiography (i.e. The Life of St Christopher) and other literary texts including Beowulf, Judith, Genesis B.  Texts in Latin, Old Norse and Middle English may be used for comparative purposes.  Modern English translations will be provided for all the texts.  Students are also expected to be able to engage with texts in Old English. |
| Arts, English and Languages | ENG3020 Women's Writing 1700-1830 | Spring | This module considers how women writers have been constrained by but have also exploited literary traditions and traces the indexes of conformity and subversion in their writing by placing them in contexts of prevailing discourses on femininity. In order to situate women's writing of this period, we will also examine constructions of femininity in visual art and conduct writings. Key texts will include fiction by Eliza Haywood, Mary Wollstonecroft Jane Austen, poetry by Aphra Behn, Anne Finch, Anna Laetitia Barbauld and labouring women poets such as Mary Leapor and Ann Yearsley, the 'Turkish Embassy' letters of Lady Mary Wortley Montagu and scandal memoirs by Margaret Leeson. |
| Arts, English and Languages | ENG3087 Shakespeare on Screen | Spring | This module looks at Shakespeare in television and cinema and at the work of directors such as Michael Almereyda, Kenneth Branagh, Baz Luhrmann, Thea Sharrock, Roman Polanski, Oliver Parker, Michael Radford and Franco Zeffirelli. Debate will include the following: the relationship between playtext and film, the malleability of Shakespeare as a cultural icon, the relevance of Shakespeare to a modern audience, and the shifting status of Shakespeare as a signifier of gender, race, class, sexuality, violence and technology. |
| Arts, English and Languages | ENG3181  Renaissance Performance, Gender, Space | Spring | This module will examine gendered dimensions of performance from the late sixteenth century to the Restoration. It will introduce students to ways of reading performance via a range of playwrights, genres and theatrical contexts. Topics will include Shakespeare’s boy actors, the children’s playing companies, female performance, shifting dramatic practices and theatrical innovation. It will raise questions about performance spaces and traditions and the representation of gender, location, status, cross-dressing, the body and the actor on this stage. |
| Arts, English and Languages | ENG3330 Irish Gothic | Spring | This module explores Ireland’s unique contribution to the Gothic through an extraordinary range of texts that encompasses classics of the genre (such as Bram Stoker’s Dracula) alongside lesser-known writers such as Gerald Griffin and James Clarence Mangan. Whilst the reading for the module exemplifies the formal diversity of the genre, particular emphasis is placed on the accelerating use of the short story as a literary vehicle for terror (notably in the work of Sheridan Le Fanu and Elizabeth Bowen). The module pursues several interrelated lines of intellectual inquiry: the longstanding perception of Ireland as a site of Gothic horror; the role of Gaelic folklore and myth in creating supernatural terror; the reception and development of Gothic themes in Irish writing; and current critical debates in the field. In tracing the widespread prevalence of Gothic motifs and themes, the module seeks to delineate the contours of a distinctive aesthetic, and reflects on questions of colonial and gender politics, as well as dilemmas of national and sexual identities as they appear in the dark glass of Irish Gothic writing. |
| Arts, English and Languages | LIB3001 Arts and Humanities in the Contemporary World | Autumn | The role of the arts and the humanities in the twenty-first century, and how they are intrinsic to the shaping of society, are the central concerns of this module. It examines the multiple historical, practical, and theoretical applications of the arts and humanities disciplines in a range of public fora. Practitioners from relevant arts sector institutions will share theory and praxis experience in their current roles while creative practitioners (e.g. artists, broadcasters, musicians, photographers, writers) will also contribute to the students’ developing conceptions of the public roles of their disciplines. Students will debate questions such as the value of the arts and of the humanities, social, economic and personal benefit, the importance of outreach activities, civic responsibility and citizenship, and the increasing role of impact in terms of a University’s research and education agendas.  The module will both showcase the value of our subjects in the Arts, Humanities and Social Sciences and assess how what we do in our various disciplines will be fundamental to social, cultural and economic recovery in the wake of the pandemic. Understanding how social and cultural policies are formed and can inform current debates in contemporary society will be key aspects of this module’s work. |
| Arts, English and Languages | MUS3055 Politics in Popular Song from the French Revolution to Punk | Autumn | This module will look at how music and song have functioned as vehicles for promoting political ideas or as reflectors of cultural philosophies or developments. Themes include: The expression of democracy in the Enlightenment; “Utility songs” in 19th-century revolutionary movements; Berlin Cabaret communication techniques; Eisler’s political song theory; song in Opera of our Time and Epic Theatre; American Civil Rights protest song; politics of folk; the 1960s, youth and counter culture; postmodernism, gender-crossing and pop as artifice; late-1970s punk rock; protest pop in the Thatcher years; techno from Kraftwerk to the Love Parade; 1990s hedonism and rejection of ideology. |
| Arts, English and Languages | MUS3069 Traditional Irish Music: Form, Style and Development | Spring | This course is about the formal and stylistic characteristics of Irish traditional music and song. It explores the styles which have evolved on various instruments, the regional variations in styles, and some of the main aesthetic developments within the tradition since the early twentieth century. The styles of pipes, fiddle players, and singers are examined in detail in successive lectures. The course then examines the major aesthetic changes that have taken place over that last century: the introduction of new instruments, the increasing sophistication of ensemble performance and harmonic texture, and the resurgence in composition in the second half of the twentieth century. |
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| History, Anthropology, Philosophy and Politics | ANT3027 Human-Animal Relations: An Anthropological Perspective | Spring | Anthropology is 'the study of Man', but this module sets out to explore the boundaries of 'humanity'. The focus is on human relationships with animals in different societies and cultures around the world. We shall look at useful animals, at harmful animals, and at symbolic animals. We shall also look at animals as objects (which are exploited in myriad ways) and at animals as persons (with which humans enter into intimate relations). These themes will be examined by means of a number of detailed ethnographic case studies of human-animal relations in different societies. |
| History, Anthropology, Philosophy and Politics | ANT3150 In Gods We Trust: The New Science of Religion | Autumn | Drawing on new scientific advances, this religion course examines foundational questions about the nature of religious belief and practice. The course is based on the idea that religion is a naturalistic phenomenon — meaning it can be studied and better understood using the tools of science. Religious belief and practice emerge naturally from the structure of human psychology, and have an important impact on the structure of societies, the way groups relate to each other, and the ability of human beings to cooperate effectively. Topics to be covered will include traditional and contemporary theories of religion, with a special emphasis on cultural evolutionary models, as well as how scientific and humanistic scholarship can benefit from mutual engagement. The module will have an emphasis on contemporary issues in the study and practice of religion (e.g. new scientific theories of religion, the current debates between atheists and theists, and the role of religion in violent conflicts). |
| History, Anthropology, Philosophy and Politics | ANT3152 Remembering the Future: Violent Pasts, Loss, and the Politics of Hope | Spring | The module will draw on social theory and ethnographic case studies to examine the role of memory in conflict and post-conflict contexts. Most inter-group conflicts involve contestation over competing pasts and losses. Such contestation plays an important role in how and whether societies can move forward, recover from violence, and deal with reparations. Memory therefore is instrumental not only in how the past is mobilized but also how the future is imagined and constructed -as equal or unequal, shared or divided. By looking at relevant concepts such as loss, nostalgia, remembering, forgetting, expectation, and hope, the module will investigate on one hand how memory politics operate in our post-truth era and in phenomena of nationalism, populism, racism, and exclusion. On the other hand, we will look at how social movements, groups, and communities use memory across the world to build sustainable and inclusive futures.  Topics covered in the module will include: The politics of memory and forgetting: ‘Official’ Histories and ‘Voices from the Edge’; Transnational Narratives of Violence and Justice; Nostalgia, Competing Losses, and the Rise of Populism on both sides of the Atlantic; Displacement as Space and Time; On ‘Speaking Out’: Truth Recovery, Transitional Justice and Human Rights; Social Movements, Alternative Futures, and the Politics of Hope.  This is a Faculty-funded international module, bringing together staff and students in HAPP at QUB and in Liberal Arts at Grinnell College to study these issues in ethnographically diverse contexts, including the rise of white supremacy in the US, post-Brexit UK and xenophobia, migrant solidarity movements and environmental protest.  Students will get separate lectures on the weekly topics, but will connect virtually for selected sessions, which will facilitate inter-group discussions and exchanges. The teaching staff will give at least one virtual lecture for both classes and, if possible, spend a week each in the partner institution engaging students and delivering lectures. |
| History, Anthropology, Philosophy and Politics | ESA3002 Politics of Performance | Autumn | In this module we ask, what is the relationship between performance, power and passion? What kinds of power persist in performance? The module examines performance cross-culturally as a dynamic arena of music and dance in which political, aesthetic and ritual forms are produced. |
| History, Anthropology, Philosophy and Politics | ESA3013  Music, Power and Conflict | Autumn | From national anthems to Hip-Hop, and from K-Pop to the Proms, music is a means of performing and contesting power. Drawing on perspectives from ethnomusicology, sound studies, and the anthropology of music, this module provides students with the opportunity to work intensively on a series of topics related to music, power, and conflict in both historical and contemporary contexts. We will explore a range of key themes, including sounds of protest and resistance; music, conflict, and reconciliation; and the performance of race and gender. This will be carried out through interactive class sessions and innovative assignments, as well as listening to and reflecting upon music itself. As anthropologists, we are less concerned about the ‘notes on the page’. Instead, we will focus on music as a social and cultural practice, as a site of contestation, and a source for ways of (re)imagining, (re)conceptualising and (re)organising society.  In this module, we will use music as a window into the lives of others (and ourselves), which will help us understand different social, cultural, and political agendas and the issues that matter most to people in society. In so doing, we will grapple with a range of questions, including: how does music reflect the cultures that produce it? How is music used to represent a nation or group of people? Can music play a role in conflict transformation? How does musical performance intersect with identity? Can music be used as a tool for social justice? Should some music be banned? Does music need to be decolonised? Our classes will engage with diverse case studies such as: western classical music and the legacy of white supremacy; musical populism in Latin America; nationalism and identity politics in the Eurovision song contest; soundscapes of torture and detainment; and rap, drill, and moral panic. |
| History, Anthropology, Philosophy and Politics | HIS3018 Popular Culture in England 1500-1700 | Autumn | Exploration of the cultural world of ordinary people in early modern Europe; the forms of popular culture; the relationship between elite and popular culture; the methodology historians have developed in order to study popular culture. |
| History, Anthropology, Philosophy and Politics | HIS3022  The Origins of  Protestantism | Spring | The module will examine the rise of Protestantism in the early modern period (1517-1740), from the onset of the Reformation in Germany and Switzerland to the spread of the movement throughout Europe and America to the eve of the mainstream Enlightenment. |
| History, Anthropology, Philosophy and Politics | HIS3023  Wolf Children and Baby Boomers: The Family in European History 1945-1970s | Spring | The Second World War caused enormous upheaval to families across Europe, separating parents and children as well as couples and resulting in an estimated 11 million children having lost one or more parents by 1945. The reconstruction of the so-called traditional family became a central preoccupation in post-war Western Europe. As the Cold War took hold, the idea of the ‘traditional’ – nuclear, Christian – family also came to be seen as a bulwark against the threat of Communism. However the return to traditional family life after 1945 was in large part an illusion, since the impact of war for many Europeans was so deep that there could be no return to normal.  By the 1950s, Western European society was also being transformed in new ways, through migration and the growth of cities, and prompting new moral panics about women and youth. By the late 1960s, it was clear that the ‘traditional family’ of conservative, Christian rhetoric was deeply out of touch with reality. The ‘sexual revolution’ of the 1960s gave way to wide-scale youth revolt in the 1968 protests. The second-wave feminist and gay liberation movements of the 1970s continued their radical critique of the family, suggesting new communal forms of living were the answer.  This module will examine the political importance of the family in post-1945 and Cold War Europe, setting the rhetoric of political and religious leaders against the reality of changing family life, while exploring how new ideas of family life emerged in the 1960s and 1970s. We will draw on the history of the emotions to discuss changing family relationships. We will also examine how ideas about children, childhood and adolescence changed over the late twentieth century from the fears about feral ‘wolf children’ playing in the rubble of bombed cities to the emergence of the teenager in the 1960s. While the focus will be on Western Europe, with case studies drawn from France, Britain, Italy and West Germany, we will also examine the alternative ways of thinking about the family that emerged from communism. Tutorials will focus on source analysis and discussion: primary sources will be drawn from newspapers, political posters, novels, memoirs and films as well as manifestos and oral history interviews. |
| History, Anthropology, Philosophy and Politics | HIS3033 That Vast Catastrophe: The Great Irish Famine | Spring | To understand the most terrible historical moment in modern Irish history.  This single-semester module is concerned with one of the great climacteric episodes in Irish history.  The demographic, economic, social and political events of the period 1845-49 will be studied in detail.  Considerable attention will also be paid to the decades preceding the Great Famine, in an attempt to answer the question: "was the Great Famine inevitable?"  Similarly, consideration will be given to the longer-term economic, social and political consequences of the Great Famine.  This is a tutorial-led module and will employ a purpose-designed tutorial handbook. |
| History, Anthropology, Philosophy and Politics | HIS3039 The Soviet Union 1921-1991 | Autumn | The political, social, economic and international conditions leading to Bolshevik success after 1917; the nature of the Soviet state as evolving under Lenin; the evolution of Stalin's personal rule and the Stalinist system; the nature and limits of de-stalinization under Kruschchev. |
| History, Anthropology, Philosophy and Politics | HIS3071 The Rise of Christianity 2: The Conversion of the Roman Empire | Autumn | A study of the growth of the Christian community within the Roman world from the destruction of the Temple in Jerusalem (AD 70) to the death of Constantine the Great (AD 337).  Students will assess the variety and character of early Christian teaching; the appearance and definition of heresies; the literary interaction between the upholders of Roman religion and Christians; the nature and extent of persecution within the Roman empire; the conversion of Constantine the Great (c. AD 312) and its significance for the Roman empire. |
| History, Anthropology, Philosophy and Politics | HIS3073 The Irish Revolution 1917-1921 | Autumn | The module will explore revolutionary politics in Ireland between 1916 and 1921.  Key themes will include the rise of Sinn Fein following the Easter Rising, the establishment of Dail Eireann, the Irish Volunteers' military campaign and the British government's response to these political and military challenges.  The course will make use of a wide range of local and thematic studies to investigate controversial questions relating to the Irish revolution: what factors motivated republicans, how important was sectarianism in revolutionary violence, why did some areas of the country see little fighting and how important a factor was the north? |
| History, Anthropology, Philosophy and Politics | HIS3079 Kings, Courts and Culture in Carolingian Europe | Autumn | This module focuses on the pivotal role played by the Carolingians in the intellectual and cultural formation of Europe. To this period, historians traditionally ascribe the following developments: the growth in the production of manuscripts, proliferation of scriptoria and preservation of classical writings. Key topics will be the royal patronage of artistic and literary activity; the vigorous use of Roman and Christian ideology, ritual and imagery; the growing interest in logic in the Carolingian schools; and the appearance of important scholars, philosophers and poets, most famously John Scottus Eriugena. |
| History, Anthropology, Philosophy and Politics | HIS3099 Religion and Empire: Christian Missions to Africa, Asia and Middle East | Autumn | Christian missions are often seen as old fashioned, but for long they were at the forefront of modernity. They carried modernity overseas and brought back fresh ideas which helped shape new societies. This course investigates when and how Christian overseas expansion happened; how missionaries related to empire and indigenous peoples; why and how Africans or Asians chose to convert; what they did with the Christianity with which they were confronted; and how missionary activities contributed to the elaboration of new ideas of race, class and scientific knowledge at home. |
| History, Anthropology, Philosophy and Politics | HIS3121 The War of Ideas in Seventeenth-Century Ireland | Autumn | Seventeenth-Century Irish Catholics and Irish Protestants employed political ideologies and philosophies to understand and shape the world in which they lived. Students will tackle a series of primary sources concerned with the nature of civility and barbarism, positive law and natural law, the divine right of kings, holy war, popular political action, the early science of statistics, and the early Enlightenment. These seventeenth-century people were trying to solve problems in society and government by employing tools which they had learned in grammar schools and universities, law courts and parliaments. By examining the ideas they employed we can better understand the revolutions through which they lived. |
| History, Anthropology, Philosophy and Politics | HIS3129 The Ancient City | Spring | This module considers the ancient Greco-Roman city as a dynamic form of settlement, from its origins in archaic Greece to its demise (or transformation) in the late antique West. Our readings will include ancient discussions of the political and economic roles of cities and of urban architecture and design, as well as depictions in prose and poetry of everyday life in imperial Rome and classical Athens. We will also examine the material remains of these two ancient “mega-cities” and of the smaller but well-preserved cities of Pompeii and Herculaneum. We will attempt to formulate our own definition(s) of the ancient city, and we will trace changes in the organization and uses of urban space, and in ancient writers’ conceptions of the political, social, economic, and religious roles of cities, over the course of classical antiquity. |
| History, Anthropology, Philosophy and Politics | HIS3132 Twentieth-Century China | Spring | This module examines the last century for the most populous country in the world. During that period China experienced far-reaching changes and after a long submission period to the Western powers reaffirmed its central role on the global stage. In terms of political structures, there was a move from empire to republic, and then from a right wing to a left wing mono party rule. In that regard, the century can be split into before and after World War Two, when the leadership of the country was first in the hands of the Chinese Nationalist Party led by Sun Yatsen and then Chiang Kaishek, and since 1949 by the Chinese Communist Party led by Mao Zedong, then Deng Xiaoping and his successors. The twentieth century for China also witnessed epochal changes regarding society and culture, including the New Cultural Movement, the May Four Movement, the emancipation of women, and opposition to Confucian values. The course also presents the intricate foreign policy, which passed from a tributary system, to Japanese occupation, to a central player of the Cold War in Asia, and to a central player in the globalized world of today. |
| History, Anthropology, Philosophy and Politics | HIS3133 Paths to Independence and Decolonisation in India and East Africa | Spring | This module explores different, yet interconnected, paths towards independence in India and East Africa. On the surface the Independence movements in India, Kenya and Tanzania have little in common. India became independent in 1947, Tanzania in 1961 and Kenya in 1963. Leaving aside the partition of British India into what is today India, Pakistan and Bangladesh, independence for the subcontinent was already being discussed since about the First World War, whereas Kenya saw the emergence of a strong majority national movement only after the Second World War. However, there existed cultural and political connections between the Indian Subcontinent and East Africa which played a significant role in the struggle for independence in these regions. This course aims at illuminating the circulation of political ideas and the way in which they acquired specific meaning in local contexts. Moreover, the course highlights the importance of South-South connections in the making of the modern nation-state in Asia and Africa. Students will be expected to engage with a range of interdisciplinary sources such as governmental reports, political tracts, film documentaries, oral testimony and fiction. |
| History, Anthropology, Philosophy and Politics | HIS3137 Diaspora: Irish Migration in the Nineteenth Century | Spring | This module investigates the making of the Irish diaspora; explores factors that led unprecedented numbers of Irish migrants to permanently leave the country of their birth in the course of the 19th century and comparatively assesses the often challenging experiences of Irish migrants in the leading host societies of Britain, the United States and Australia. It also assesses the Irish migrant outflow against the backdrop of European migration to ascertain the distinctive features of Irish 19th-century migration. Course contents: Week 1 Introduction to migration history Week 2 The Scattering: the Irish case study Week 3 The key features of a diaspora Week 4 Pre-famine migratory patterns Week 5 Famine migration Week 6 Post-famine migration Week 7 Women and Irish migration Week 8 Host society analysis I: Britain Week 9 Host society analysis II: The United States Week 10 Host society analysis III: Australia - convict migration Week 11 Host society analysis IV: Australia - free settler migration. |
| History, Anthropology, Philosophy and Politics | HIS3139 Extermination: The History and Memory of the murdered Jews of Europe | Autumn | This is a final-year UG taught module devoted to the destruction of European Jewry during the Second World War. The module will treat separately the following components of the history and memory of an event often referred to as the Holocaust or Shoah, but here called “the Extermination”: 1. The origins of the Jewish peoples some 5,000 years ago and their eventual settlement in North Africa and Europe near the end of the Ancient period. 2. The flowering of Jewish culture in the Middle Ages and Early Modern periods. 3. The growth of antisemitism and anti-Jewish pogroms across Europe from the late 19th C., spawning successive waves of emigration. 4. The peculiar qualities of Nazified antisemitism in Germany from 1933, included the piecemeal and soon wholesale denial of civil rights for German Jews. 5. Wartime escalation of the persecution of Jews, both in Germany and across occupied Europe. 6. The transition to ghettoization, and then extermination, resulting in the murder of six million Jewish persons by spring 1945. 7. The implication in the Extermination of a wide array of collaborators beyond Nazi Germans, including bystanders, neighbors, neutral governments and the Allies. 8. Post-1945 memory wars, stalled attempts at reparations and restitutions, and the creation of public history research centers and memorials. 9. The struggles to represent the Extermination, on the stage, in the cinema, on the page and in other media. 10. The more recent biological imperative for historians to reinvent Holocaust Studies as the last wartime survivors and eyewitnesses die out. |
| History, Anthropology, Philosophy and Politics | HIS3140 Surviving the Victorian City | Autumn | Using Belfast as a case study, this module will explore the dichotomy between industrial and economic growth and the poverty and disease that accompanied it with the emergence of the industrial city in nineteenth-century Ireland and Britain. We will examine the social conditions that accompanied industrialisation and urbanisation and the experiences of the poorest in society as they sought to survive the city. We will seek to understand the various factors that led families into destitution, the ways in which they sought to get by, and how they engaged with welfare authorities and the workhouse as a last resort. We will also examine societal attitudes towards poverty and disease and explore the attempts by welfare and civic authorities to tackle these. There will be an emphasis on the role of the poor law in health and welfare in the latter half of the century, and a focus on the experience of specific groups such as women, children, and the sick. |
| History, Anthropology, Philosophy and Politics | HIS3142 The Exceptional Origins of the American Republic | Autumn | It is a truth rarely acknowledged that there is a remarkable similarity between building the perfect republic and committing the perfect crime. Both necessarily involve a motive, a plan, an opportunity and an alibi. Both also crucially rely on a high level of shrewdness, if not downright deception for the ruler and the crook to successfully attain their goals. Most of us will accept this to be true for the criminal, but for the statesman, ruler, the prince, the monarch? Surely not!  But then there is also Niccolò Machiavelli. This Italian Renaissance statesman, political philosopher and historian is best known for his treatise, The Prince. Written around 1513, The Prince has been admired by countless statesmen, historians and political scientists ever since. Many of these were perfectly trustworthy and law-abiding citizens; many others were not. While it is therefore not an absolute requirement to be a scheming autocrat in order to become the founder or leader of a republic, it does help, according Machiavelli. Every great ruler, he proposed, should possess an unrelenting sense of purpose, ruthless determination and unflinching prowess. They should also possess the wisdom “never to attempt to win by force what can be won by deception.”  It may therefore come as a surprise that the “New World” Founders of the American Republic were almost without exception devoted followers of the “Old World” Machiavellian Prince. John Adams, for one, confessed that he was a keen “student” of Machiavelli, dubbing him “the restorer of true politics,” and a man who had brought about a “revival of reason in matters of government.” Needless to say, this poses some awkward questions around what Adams lovingly described as “Our pure, virtuous, public spirited federative Republick.”  But Machiavelli was not the only political thinker the American Founders turned to for ideas about how to build a new Republic that would withstand the test of time. In fact, they read just about every author who ever lived and had written on the rise and fall of states. This poses a whole set of challenging questions of its own. If the nation state that the Americans cobbled together from examples they had found in authors who had written about previously existing states, then how did they come up with the idea for America—a nation that the rest of the world finds it so hard to make sense of?  In this module we will be exploring America’s supposedly “exceptional” liberal tradition, destined by God himself to thrive for ever in a Republic beyond the reach of despotism, in which governments exists solely because they derive “their just powers from the consent of the governed.” And yet for many outside America it is a nation that is socially, racially, economically, politically, ecologically, and morally broken. That said, America put humans on the moon (surely for some good reason) and relieved the world of many a dictator (though often not for legitimate reasons). And those who like to take aim at America’s social deprivation and capitalist greed, need to explain why socialism never even came close to getting a hold in the country.  This module is therefore not about America-bashing—in fact it is about the opposite. We will be looking at how the nation that arose from the American Revolution and subsequently put an undisputable mark (for better or for worse) and the course of history comes across to many non-Americans as a phenomenon that is so self-contradictory, if not irrational. For that reason, this module sits at the confluence of political idealism and historical experience and evolution. Methodologically, the topic is wedged between the history of ideas and what may be described the history of fact or event. |
| History, Anthropology, Philosophy and Politics | HIS3143 War, Politics, and Identity in Late Medieval Ireland, c.1166-c.1521 | Autumn | This module explores the politics and culture of Ireland during the later medieval period. The module begins by assessing the state of Irish politics on the eve of the Anglo-Norman (or English) invasion of 1169. The course then charts the expansion and consolidation of English power during the later twelfth and thirteenth centuries before investigating the political and military recovery of the Gaelic Irish aristocracy during the fourteenth and fifteenth centuries. The module pays close attention to the themes of ethnicity and identity formation. It examines how growing interaction between the Irish and English (as well as interactions with the Scots and Welsh) shaped attitudes towards being ‘Irish’ and being ‘English’ in late medieval Ireland. Students will also consider key events such as King John’s expedition of 1210, the Bruce invasions, the Black Death, Richard II’s expedition, the Wars of the Roses, and the impact of the Renaissance. The module concludes by examining the advent of the Tudors and the beginning of early modernity in Ireland. During the course, students will engage with a range of debates on the history and culture of late medieval Ireland. They will also be introduced to a rich meld of primary source material including Irish annals, bardic poetry, genealogical material, as well as English sources such as governmental records and chronicles. |
| History, Anthropology, Philosophy and Politics | PAI3004 Contemporary Critical Theory | Spring | This module provides a framework for understanding contemporary critical theory by exploring some key thinkers in the minor canon (e.g. Spinoza, Hume, and Nietzsche) before turning to exploration of contemporary debates and positions such as the critical theory of the Frankfurt School, poststructuralism, and radical liberalism. |
| History, Anthropology, Philosophy and Politics | PAI3005 The Politics of Irish Literature | Autumn | This module examines Irish political and cultural debates and battles about identity, society, the past and the future, as revealed through written sources (novels, plays, polemical literature, history-writing, journalism) from the eighteenth century to the present day. Literature has had, and continues to have, an important role in manifesting and influencing political consciousness in Ireland.  This module considers the production of a range of Irish writing, and the importance that texts had in both reflecting and shaping historical awareness, political thought, and identity. |
| History, Anthropology, Philosophy and Politics | PAI3008 Gender and Politics | Autumn | This module discusses the relationship between women and politics in the contemporary period. It approaches the topic from three perspectives – feminist political thought; women and nationalism; and women’s political representation. The course encourages students to make comparisons in political thought and practice. It emphasises the relationship between women and politics in established democracies in Europe, North America and Australia and New Zealand, though other country cases are also addressed. Lectures cover radical and liberal feminism, the women’s liberation movement, political parties and gender quotas, nationalist conflicts and gender, and women in parliament. Students taking this module are encouraged to read widely and to take an active part in class and tutorial discussions. |
| History, Anthropology, Philosophy and Politics | PAI3025 Contemporary Political Philosophy | Spring | This module examines problems in contemporary normative political philosophy. Topics may vary from year to year, but will typically include questions about the interpretation of values such as freedom, equality, and welfare, principles of distributive justice, equal respect and social recognition, pluralism, toleration, and democracy. |
| History, Anthropology, Philosophy and Politics | PAI3026 Earth, Energy, Ethics and Economy: The Politics of Unsustainability | Autumn | The continuing problematic relationship between key dynamics of modern economic and social systems and the non-human world is one of the most pressing issues of the 21st century and will continue shape the political agenda both nationally and globally.  This module will examine some of the key debates of the politics of sustainable development, including: green ethical and political theory; the role of the environment and nature in political theorising; the economic and policy alternatives to unsustainable development and the normative underpinnings of a sustainable society. |
| History, Anthropology, Philosophy and Politics | PAI3027 European Cultural Identities | Spring | An examination of the range of concepts related to the notion of identity in modern and contemporary Europe. The module offers an interdisciplinary survey of the construction of identity in localities, regions, and states of Western Europe, with a particular emphasis on the role of identity in cultural integration and diversity. |
| History, Anthropology, Philosophy and Politics | PAI3038 US Foreign Policy | Spring | Understanding the nature and sources of the world’s pre-eminent superpower is indispensable in analysing global security arrangements and the liberal international system. Using international relations theoretical perspectives and approaches in security studies, this module introduces students to a number of themes and debates concerning the central role of the United States in the international system and the contemporary global order.  More specifically, it critically engages students with US foreign policy during the Cold War, US grand strategy, the purposes of US global military presence and its influence in the contemporary liberal global order, the “Pax Americana”, and other pertinent issues, placing these in historical context from the Cold War up until the current challenge of the rise of China. The course uses various historical cases to elucidate central dynamics in US foreign policy, from US involvement in Latin America during the Cold War to US counter-terrorism strategies in the War on Terror.  In this sense, the course is designed to provide substantive content regarding US foreign policy and its dynamics as well as critically evaluate the role of US power in the international system. |
| History, Anthropology, Philosophy and Politics | PAI3056 The Far Right in Western Europe and North America | Spring | Right-wing extremist parties have experienced success in elections in a number of countries in Western Europe over the last two or three decades. This phenomenon has attracted widespread attention, both in the media and in academic circles, sparking a number of frequently asked questions: why have these parties suddenly become electorally successful? What exactly do they stand for? What kind of people vote for them? Why do people vote for them? Why have they experienced more success in some countries than in others? Should we be worried about their rise? And what can we, or mainstream political parties, do to counter their rise? This module aims to examine all these questions. It begins by introducing students to the theoretical perspectives and key bodies of literature on the nature of right-wing extremism in contemporary Europe, and it explores the complex conceptual, analytical and terminological debates surrounding this subject of enquiry. It places particular emphasis on the politics of the far right in France, Germany and the United Kingdom after 1945. It engages in empirical investigations into the ideology and the electoral base of different right-wing extremist parties across Western Europe and, in so doing, it also examines the question of why some right-wing extremist parties have been electorally more successful than others. It finishes by exploring the impact that right-wing extremist parties have had on public debate, policy-making and party competition over the last 30 years and by considering how mainstream parties have attempted to counter the rise and growing influence of the parties of the extreme right. |
| History, Anthropology, Philosophy and Politics | PAI3058  Political Parties and Elections in Northern Ireland | Spring | This module analyses political parties and elections in Northern Ireland. The module is motivated by the following simple question: What drives citizens’ party choice in Northern Ireland elections? The module situates the Northern Ireland case in the context of the international literature on political and electoral institutions. Specifically, given the consociational institutional context of Northern Ireland, what expectations should we have of how citizens choose parties at election time? The module assesses the relative importance of ‘conflict’ and ‘non conflict issues’ in determining voting behaviour. Note that there will be an element of quantitative statistical analysis in this module. Students should be prepared for this. |
| History, Anthropology, Philosophy and Politics | PAI3059 National and Ethnic Minorities in European Politics | Autumn | Often trapped between the competing logics of nation and state, minority groups in Europe have played an important role in the twentieth century's bloodiest tragedies and have been targeted in many conflicts. However, contemporary Europe offers a substantial institutional approach to put minority issues on an entirely novel footing. This course looks at the role of minority groups in Europe addressing their competing claims over political representation, economic resources and cultural rights that persist throughout the Union. The course will examine minority issues from a comparative perspective to shed light on challenges that face specifically postcommunist European societies and will address issues pertaining to recognition of minority rights in the ‘older’ EU member states.   We start with the analyses of the origins of minority rights, the establishment of the European minority rights regime, and the relationship between national minorities and majorities in contemporary Europe. The module will engage with issues on European minority rights agenda moving beyond the perspective of nation-state, and will focus upon the impact of both, social processes domestically and geopolitical considerations regionally to enhance understanding of complicated relationship between the human rights and non-discrimination agendas globally. It engages literature on postcommunist Europeanisation, minority rights regime and accommodation of rights of migrants during the complex path of building European institutions. Taking its starting point in theoretical debates of post-cold War minority protection in Europe, the module is focused empirically on European cases, East and West, where tensions between groups have been identified and examined in terms of ethnic and/or national identities. By contrasting the issue relevant for national minorities throughout Europe the course will allow greater understanding of consequences going in hand with the recognition of national minority rights for European societies with growing numbers of old and new minority communities. |
| History, Anthropology, Philosophy and Politics | PAI3067 Challenges to Contemporary Party Politics | Autumn | This module focuses on two themes: party system change and the contemporary challenges that affect political parties. Why and how do new parties emerge? Why do old parties survive crises and new party challenges? Who joins political parties and how can we explain the decline in party membership? How can parties and their representatives be more representative of society at large? Should parties be funded through our taxes or private money? Do political parties make a difference in terms of public policy? These are some of the questions that will be addressed in this module. The module is comparative in nature, with a focus on European and North American countries, but discussions of other cases are welcome.  Assessment is designed to hone the students’ presentation, writing, critical and knowledge-transfer skills: students make a presentation that is partly assessed through student peer evaluation, write a case-study report and a book review, and write a policy paper in which they advise a (fictional) political party on addressing a contemporary challenge (representation of women and minorities, party finance, or membership). Past students on this module have enjoyed the presentations and the advantages of peer assessment (making the presentation to the whole class, more focus on content and making a good presentation, and getting to exercise their critical skills through marking), as well as the relaxed style of the seminars and the ability to write a policy paper instead of an academic essay. |
| History, Anthropology, Philosophy and Politics | PAI3068 Politics, Public Administration and Policy Making | Spring | The study of public administration and policy has witnessed resurgence in political and other social sciences in recent years, as scientists in these fields seek to better understand a) how political preferences are translated into action, or otherwise, and b) the role played by contemporary bureaucratic systems and international organisations in shaping public policy. The recent financial, economic and political crises across the OECD have also renewed popular interest in key aspects of governing, including the regulation of markets, the organisation and role of the public service, the interplay between institutions and policy choices, and the politics of reform – all of which require analysis that moves beyond the political sphere. This module, addresses these and other questions by drawing on a new generation of scholarship with which the Convenor is closely involved. In combining theoretical learning with real-world practice, it will provide students with high-quality competence in respect of the dominant theories and schools of thought concerning the organisation and management of contemporary government.    The module provides students with the opportunity to develop a more detailed understanding of modern governing by exploring the interplay between politics and public administration in the process of policy making. For the last three decades, the disciplines of public administration and policy-making have been predominantly taught in business schools (under such titles as public sector management) but without recourse to concepts or theories which political science usefully offers and which are now in much demand. This Module thus presents an excellent opportunity for graduate students to gain proficiency in public administration and policy, and to develop detailed knowledge of modern governing in and beyond the political arena.    Topics to be covered could include:    • Understanding politico-administrative relationships  • The role of public administration in public policy  • Comparing systems of policy making and administration  • Autonomy and control in public administration and policy  • The policy process in theory and practice  • Regulatory governance  • The role of politico-administrative culture  • Public policy development and network forms of governing  • Public policy and administration at the sub-national level  • The role of international organisations in national public policy and administration  • The politics of administrative reform    In all cases, students will be exposed to theoretical approaches to these issues with a view to mastering them, and also expected to apply their learning to real-world practice of policy-making in a political environment. The module will also involve engagement with statistical datasets and publications produced by international organisations such as the OECD, IMF and EU which have become of increasing importance in understand the motivations of national governments. The module will be presented by means of 11 seminars, including some with invited practitioners, and assessed by means of written assignments and reflective learning logs. |
| History, Anthropology, Philosophy and Politics | PAI3073 Security and Technology | Autumn | Security politics has long been associated with the development, use and regulation of new technologies, from the ‘nuclear revolution’ to contemporary practices of cyber-security and surveillance. This module focusses on the inter-relationships of technology and security, and seeks to develop advanced understanding of the complexities of the “technopolitics” of security. This includes both novel technologies and the mundane materialities of security (fences, walls, guns). It introduces students to the role and political significance of science and technology from different theoretical perspectives, from political realism to the contemporary ‘material turn’ in critical security studies. It seeks to engage students in contemporary political debates and practices that entangle science and technology and security politics which may include issues such as cyber-security, UAVs/Drones, disarmament, nuclear terrorism, critical infrastructure protection, technologies of killing, biotechnology, biometrics, surveillance, border control, food security, health and medical technologies, and technologies of (military) bodies, among others. The module incorporates both theoretical perspectives (including IR/Security theory, and wider philosophy of technology and Science, Technology and Society approaches) and in-depth empirical material. |
| History, Anthropology, Philosophy and Politics | PAI3100 Radical Hope: Inspiring Present-day Sustainability Transformations through an Examination of Our Past | Spring | Indicative module content:  • Listening Carefully (Carsten Wergin)  • Looking at the ordinary – a tender practice of forging relationships (Tania Katzschner)  • Radical Hope in Turbulent Times: sources of inspiration from politics to poetry (John Barry)  • The Rise of Optimism in the Conservation Movement (Elin Kelsey)  • Expecting the Unexpected—The Role of Art in the Dissemination of Radical Hope (Patrick J. Reed)  • The Art of Protest: Radical Hope Envisioned and Embodied (Amy Hay)  • Recurring Earthquakes and the Rebirth of Hope (Sophia Kalantzakos)  • Infrastructures of Hope (Erika Bsumek)  • Air Pollution: Issues and Solutions (Hal Crimmel)  • Thrifty Science (Simon Werrett)  • Planting seeds of hope: Environmental Education for the Present & future (Kieko Matteson)  • Environmental Security:  The Courage to Fear and the Courage to Hope (Allan W. Shearer)  • Look Down for Hope – Phytoremediation in an Italian Steel Town (Monica Seger)  • Living In Good Relation with the Environment: A Syllabus of Radical Hope (Alina Scott)  • On Love and Property (Kara Thompson)  • Design, Hybridity and Just Transitions (Damian White)  • The Answer is Blowing in the Wind: Grassroots Technological Networks of Wind Energy (Kostas Latoufis; Aristotle  Tympas ) |
| History, Anthropology, Philosophy and Politics | PHL3013 Topics in Epistemology | Autumn | This module explores some of the major topics in contemporary epistemology, especially the epistemology of testimony, and contextualism and its rivals. |
| History, Anthropology, Philosophy and Politics | PHL3034 Philosophical Theology | Autumn | This module will provide a systematic, philosophical approach to understanding and engaging with a number of topics in Christian Theology.  Topics to be discussed will include divine eternity and God’s relationship to time, divine foreknowledge and human freedom, theological anthropology, and Christology.  In pursuing these topics we will engage both with historical and contemporary sources. |
| History, Anthropology, Philosophy and Politics | PHL3068 Philosophy for Children | Spring | This module introduces students to the principles and practice of philosophy for children.  At the beginning of the module, students undertake an intensive two-day training course where they consider what makes a good philosophical stimulus, how to structure a philosophy for children enquiry, and how to use their philosophical expertise to develop suitable learning resources for children.  On successful completion of this training course, they will be assigned a placement in a local primary school where they will be expected to facilitate 8x1hour philosophical enquiries.  As part of the module, they will also be expected to attend a number of seminars where they will consider the philosophical underpinnings of the Socratic method of enquiry that is at the heart of philosophy for children and compare it with other styles of doing philosophy. |
| History, Anthropology, Philosophy and Politics | PHL3070 Philosophy of Technology and Environment | Spring | This module engages critically with major issues in the philosophy of technology and environmental philosophy through analysis of historical and contemporary texts and arguments. The module may include discussion of the following questions: Ought we to enhance ourselves and future generations? What is artificial intelligence, and how does it affect knowledge? How should we be responding to the climate crisis? How should humans understand their relationship with nature? In what ways does climate justice intersect with refugee justice? How can we best address epistemic issues involved in understanding climate change? The module incorporates attention to epistemological and metaphysical issues as well as to ethical and political issues, and will encourage students to appreciate the interconnections between these. The precise issues covered in the module may vary from year to year, but are likely to include philosophy of enhancement, artificial intelligence, algorithm bias, digital privacy and surveillance, land and urban philosophy, animal philosophy, the global climate crisis, climate justice and refugee justice. |
| History, Anthropology, Philosophy and Politics | PHL3071 Aesthetics and the Philosophy of Art | Autumn | This module addresses aesthetics and the philosophy of art from a historical perspective. It begins by examining the invention of the discipline of aesthetics and of the notion of ‘taste’ in the eighteenth-century. It then focuses on Edmund Burke’s and Immanuel Kant’s treatment of the key aesthetic categories of beauty and the sublime. The module follows the development of aesthetic themes in post-Kantian thinking by examining Friedrich Schiller’s notion of aesthetic education, and G. W. F. Hegel’s history of art, with its claim that that history had essentially come to its end. After examining Martin Heidegger’s 20th-century attempt to think beyond Hegel’s pronouncements concerning the ‘death of art’, the module will examine some contemporary discussions in the philosophy of photography and cinema. |
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| Law | LAW3056 Contemporary Issues in British and Irish Human Rights | Spring | This module will allow students to explore in some depth a variety of issues that raise important and difficult questions in the UK and/or Ireland concerning the extent to which certain claims should be legally protected as human rights claims. It will build on knowledge and skills already transferred to students through their Constitutional Law in Context and Rights and Accountability modules. The content of the module will vary from year to year depending on the issues that are most topical at the time and the staff available to teach on the module, but it is likely that in most years at least two or three weeks of teaching will be devoted to each of the following: (a) the prevention of terrorism, (b) the right to freedom from Torture, (c) the right to education, (d) the right to freedom of expression, and (e) the right to fair trial. The focus will be on how legislative and judicial institutions the UK and Ireland and the European jurisprudence have addressed these matters, with particular emphasis on case law. |
| Law | LAW3073 Sentencing | Autumn | • Theories of Punishment  • Sentencing and Human Rights  • Pre-Sentence Decisions  • The Sentencing Process  • Custodial Sentences  • Non-Custodial Sentences  • Sentencing the Young Offender |
| Law | LAW3108 Regulating Commercial Sex | Spring | The issue of sex is perhaps the one area of human behaviour that has been historically subject to particularly high levels of formal and informal regulation including the law, the police and official agencies but also via cultural norms and mores. This regulation extends to the arena of sexual commerce generally (pornography, lap dancing and strip clubs, massage parlours, Internet based web cams) but also to the regulation of commercial sex which usually involves the exchange of money or other goods for the provision of direct and physical sexual services. In many respects the provision of commercial sex and how it is policed and regulated has been challenged fundamentally by the growth of the digital economy and the contribution of the Internet to the growth and development of new sex markets. The module focuses primarily on developments that have occurred in the UK and Ireland but also draws upon comparative international evidence where required. The module considers how debates about commercial sex are intertwined with notions of sexuality more generally and reflect gendered norms around what is perceived as appropriate sexual conduct. The module provides a historical overview of how female commercial sex came to be regulated in Ireland and the UK in ways that did not apply to that of males before moving on to consider a number of regulatory models (abolitionism, decriminalisation, legalisation) adopted in a number of jurisdictions. |
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| Social Sciences, Education and Social Work | SPY3014 Disability and Society | Autumn | This module examines the different positions of disabled and non-disabled men and women in Britain and Ireland in relation to social rights and public services. Students will consider how social protection systems, (social security and labour market policies) and other social policies produce these different outcomes. Students will also examine institutional responses to existing forms of disability discrimination, disadvantage and inequality. Students will be introduced to the social model of disability and consider its implications for policy and practice. |
| Social Sciences, Education and Social Work | SPY3019 Gender, Family and Social Policy: Comparative Perspective | Spring | The module aims to explore the critical study of the gendered distribution of welfare. It reviews the welfare systems and institutions in the UK and elsewhere, and assesses their capacity to meet the welfare needs of women in diverse circumstances. The module also considers the position of women in relation to welfare states, as citizens, workers, carers and clients from international and comparative perspective. |
| Social Sciences, Education and Social Work | CRM3007 Criminology Beyond Borders | Spring | This module will touch upon some supranational criminological issues in contemporary societies. It aims to consider how crime and justice unfolds outside the remit of the sovereign state. In particular, it will cover the following topics:  -Crime and Justice Beyond the state: Globalization, and state sovereignty, challenges for crime and justice. -Transnational threats: from the emergence of international crime, to contemporary issues such as terrorism, migration and organised transnational crime as current international threats.  -War and its framing: crime, justice or new forms of war; and responses to conflicts.  --International Policing: the raise of Interpol, Europol and Frontex; their role and functions; data mining and technology; drones as policing tools; the continuum between war and the re-structuring of the security sector. -International Criminal Courts and the crimes of Genocide, Crimes against Humanity; War Crimes; Rape as a Weapon of War. |
| Social Sciences, Education and Social Work | SOC3050 Norms and Social Change  (pre-requisite SOC2001 The Development of Social Theory) | Autumn | This module explores some of the central concerns of sociology, namely the interplay between social norms, institutionally anchored social roles, and complex and contested identities. The focus is on theoretical approaches and debates as they address a number of social phenomena, including the dynamics of social stigma, gender, family life, work, collective/cultural identities, honour codes and rationales for punishment (the precise range of topics may vary from year to year). |
| Social Sciences, Education and Social Work | SOC3053 Emotion Power Politics | Autumn | The module will introduce and give students a firm understanding of a new, and increasingly important, sub-field that operates at the intersection of political sociology, and the sociology of emotion: the political sociology of emotion. The approach is interdisciplinary, deploying concepts and literature from various areas across the social sciences, including social and political theory, sociology and the sociology of emotion, political psychology, and political science. The module examines the ‘politics-emotion nexus’ in various ways, and shows how an understanding of emotion has become increasingly salient in and vital for the explanation of the contemporary world. There will be seminars addressing the relationships between emotions and: social movements; nationalism; affective and/or emotional citizenship; war and conflict; the emotional state; the increasing importance of emotions in and for party politics; the rise of populism, Trump, and Brexit; and emotions in post-conflict and divided societies. This is a research-led module, arguing for the importance and distinctiveness of the sociological approach to understanding and explaining these issues, and introducing work and case studies at the very cutting edge of the discipline. Teaching will combine a lecture and seminar/discussion format. |
| Social Sciences, Education and Social Work | SOC3054 Cultural Politics of Memory | Spring | This module provides students with an in-depth understanding of memory studies as an interdisciplinary field through a discussion of contemporary theoretical debates and case studies from across the globe. The module will cover key themes such as: memorial sites and commemorative objects; national memory and national identity; long-term impacts of conflict, terrorism, war, and genocide; transnational and diasporic memories, and contemporary legacies of Empire and colonialism. The module is designed to equip students with theoretical and methodological tools for undertaking data collection and analysis of social processes surrounding memory and commemoration. |
| Social Sciences, Education and Social Work | SOC3055 Sociology of Protest and Revolution | Autumn | This module covers the sociology of revolution and protest. It encourages students to examine the structural causes of protest and revolution and the agential factors involved in carrying out dissent and revolutionary change around the world. The module will be concerned with a range of historical and contemporary case studies internationally. Students will be stimulated to engage with a wide range of conceptual frameworks and social theories in relation to revolution and protest.  The course will additionally seek to outline approaches to measuring and understanding the effects of protest and revolution. Students will further examine forms of counter-protest and counter-revolutionary action, such as the policing of dissent. Case studies will include the Arab Spring, decolonisation, LGBTQ rights. African American Civil Rights, the Peasants Revolt, the French Revolution. The course will further encourage students to consider a wide range of forms through which dissent is expressed: e.g. street demonstrations, violence, art and culture, and political mobilisation. |
| Social Sciences, Education and Social Work | SOC3052 Religion: Death or Revival? | Autumn | This module presents theoretical approaches to and empirical studies of religion, concentrating on religion and modernity. Specific topics include sociological definitions of and approaches towards religion, debates on secularisation theories, modern religious expressions (new religious movements, spirituality, fundamentalism), rational choice approaches to the study of religion, the globalisation of religion and political responses to religious diversity. |