Queen’s University Belfast

Faculty of Arts, Humanities and Social Sciences

Level 3 SINGLE HONOURS OPTIONAL MODULES 2020-21

**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 have questions about taking an optional module beyond your chosen degree subject, do not hesitate to speak with your Adviser of Studies. And remember, you can switch optional modules up until the end of the second week of the teaching semester. If you are interested in several optional modules, you should consider attending classes for each of these during the first two weeks of semester to help you decide on which to enrol.

I wish you well in Level 3.

David Phinnemore

Professor David Phinnemore

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 | Autumn | 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 | DRA3023 Places of Performance  | Autumn | Do you want to learn more about the meaning and significance of theatre buildings? Do you want to take behind-the-scene tours of different performance spaces in Belfast? This seminar examines a range of performance sites (traditional and non-traditional, historical and contemporary, permanent and temporary, purpose-built and appropriated, indoor and outdoor, élite and popular) to explore the diverse ways in which the site of a performance can be read for the values it communicates about the social function of performance. This seminar investigates how place matters in performance and how performance engages with its environment. Students will explore a range of issues related to performance space, including: theatre buildings and architecture, site-specific or environmental performance, the role of theatre sites within urban environments, and the representation of place in plays. Students will also be introduced to current critical debates about theatre and place, and consider how analysing places of performance might prompt important questions about theatrical geography, politics, and history.Note: This module includes approximately 3 field trips to Belfast theatres (e.g., Mac, Lyric). Students should not have another module on their schedule immediately after this module in order to accommodate these trips. Additionally, there may be a nominal charge for behind-the-scenes tours on these field trips (e.g., £5 or £10 pounds), for which students will be responsible. |
| 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 | DRA3066 International Theatre Collaboration | Spring | This module is a collaboration between Drama at Queen’s and several international universities (currently the University of North Carolina-Chapel Hill and National Universities Ireland-Galway) where students will be taught in person by Queen’s staff and digitally by staff at the partner universities. The module will present students with key concerns currently facing theatre makers around the world and different ways of responding to those issues. The module will draw upon the expertise of a broad range of staff across the partners to allow students to see the issues facing the field from all possible angles. The module will also give students the opportunity to interact and collaborate with students from the partner universities on presentations and potentially performances.The Level 3 version of the module will be taught in lectures alongside Level 2 students, but Level 3 students will attend separate seminars with more advanced students at the partner institutions. In addition, Level 3 students will have different essay questions and will write a longer essay (3000 words vs 2500), and will have a different prompt for the presentation/performance. |
| Arts, English and Languages | ENL3004 Language in the Media | Autumn | This module aims to provide a strong background in English language by focusing on the print and broadcast media in Britain. It will also introduce students to some of the theoretical concepts and critical issues associated with Media studies. For students, one of the most effective ways to begin understanding the media is to analyse media texts such as newspaper articles, magazine advertisements, political speeches, television and radio interviews, talk shows in detail. Students will also look at non-verbal communication, layouts, and images to see how language interacts with other modes of communication. The course examines important media issues, such as the myth of a free press, racism, violence and commercialization and also provides important information on areas of media studies essential for analysing media discourse, i.e. media practices (the way reporters and editors work and how audiences shape and are shaped by the media). |
| 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 | ENG3060 Contemporary Irish and Scottish Fiction  Devolutionary Identities | Autumn | The past decades have not only seen an increasing interest in the historical, political and economic crosscurrents between Scotland and Ireland, but they have also witnessed a remarkable literary renaissance on both sides of the Irish Sea. This course explores the transformed literary landscape of Irish and Scottish fiction since the 1980s in relation to the (d)evolutionary processes of cultural and social change in today’s Atlantic archipelago, concerning in particular the Irish Republic’s economic boom in the 1990s (commonly referred to as the ‘Celtic Tiger’), the Peace Process in Northern Ireland, and the movement towards the reconstitution of the Scottish Parliament. We will examine how these changes and the issues that they raise are reflected in an indicative selection of Irish, Northern 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, and 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. This course aims to establish a comparative framework in order to trace the shared concerns and noteworthy differences that characterise and constitute a significant part of the contemporary Irish and Scottish literary scene. It is designed to introduce students to dominant critical and literary paradigms as well as key debates in Irish and Scottish Studies raised by postcolonialism, postmodernism, (post-) nationalism, gender studies, and feminism. To that end, literary texts will be read alongside theoretical and cultural perspectives in both fields, copies of which will be provided in a course reader. |
| 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 | ENG3090 Restoration to Regency in Contemporary Fiction | Spring | This module examines contemporary (twenty-first century) novels set during the period 1660-1820: from the Restoration of Charles II to the Regency era popularly associated with Jane Austen. These works form part of the boom in ‘historical fiction’, a branch of the novel genre that dates at least as far back as Walter Scott’s Waverley (1814) but which has gained renewed popularity and prestige in recent years. By examining narratives set during a specific time-period, the module assesses the strengths and limitations of historical fiction, the reasons for its cultural and commercial purchase, its relationship to the past and to our contemporary moment, and the usefulness of the term ‘historical fiction’ itself. ‘Historical fiction’ encompasses a variety of modes, sub-genres and aesthetic categories, and the module addresses examples of ‘popular’, mass-market fiction and ‘literary’ (highbrow) fiction; intersections with other novelistic forms (such as crime, mystery and fantasy fiction); and the place within historical fiction of literary adaptations (of Austen’s novels especially). Historical fiction often returns to familiar motifs and historical events – such as the Napoleonic Wars or the decade of the 1660s, which saw the return of the monarchy, the spread of plague and the Great Fire of London. At the same time, contemporary writers have also revisited this period in order to recover marginalised voices: to reclaim, and re-imagine, historical identities in relation to gender, sexuality, race and class. Among other elements, we will consider narratives that focus on servants and slaves, and that explore such topics as crime and the city; social hierarchy and the status of women; empire and national identity; fact, fiction and historical ‘truth’. Via a dual focus on history and the present, the module will thus ask what contemporary fiction tells us about our understanding of the past, and about our own contemporary concerns, anxieties, and obsessions. |
| Arts, English and Languages | ENG3183 Writing New York 1880-1940 | Autumn | This course explores the development of New York literature, from the social milieu of Washington Square in the 1880s, through to the experimentations of Modernism and the Harlem Renaissance, and finally to the demise of the Urban ideal after the Second World War. Topics covered here include: socio-economic tensions in the Gilded Age; the development of a specifically American Naturalism; the different ways in which those who were marginalised from the city represented their experience; the unique nature of New York impressionist writing; Jazz-Age New York; the emergence of ‘noir’ New York; the ‘death’ of American cities and the nostalgia for the New York of the early twentieth century in the years of the city’s Nadir. |
| Arts, English and Languages | ENG3185 Writing Africa: The Colonial Past to Colonial Present | Spring | This module provides an overview of Anglophone prose fiction from and about the African continent, from the late 19th century to the present. Beginning with texts written at the height of British imperial power, the course charts imperial decline and decolonisation through literary eyes. Coming to focus on the African novel in English, students will study major concepts and debates in colonial and postcolonial studies and, by interrogating globalisation and the ‘colonial present’, will reflect critically on postcolonial theory itself.  This course is structured around five themes: 1) Adventure, Exploration, Empire 2) Imperial Decline 3) Decolonisation: The Rise of the African Novel 4) Gender, Trauma, Conflict 5) Postcolonialism or Neo-imperialism. |
| 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 | ENG3333 Stevens and Bishop | Spring | This module examines in depth the work of two major twentieth-century American poets: Wallace Stevens and Elizabeth Bishop. The work of the module will divide evenly between the two writers, with the first five weeks concentrating on Stevens and the second five on Bishop. Students will engage with two main texts (the collected poems of each poet) and assess their writings either in terms of individual collections or as examples of a longer career in poetry. |
| 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 | 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 | ESA3012 Music & Identity in the Mediterranean | Spring | This course will focus on folk and popular music practices in Greece and the wider Mediterranean region. Through the examination of case studies in Crete, Greek Macedonia, and the urban scene of Athens, students will engage with the plurality of music idioms existing in Greece and understand their importance in the construction of diverse sociocultural identities. Furthermore, by looking at music practices in Turkey, Italy, Corsica, Spain, the Balkans and North Africa, this course will illustrate that the Mediterranean Sea has always served as a locus of cultural flows, music exchange and hybrid identities.  |
| History, Anthropology, Philosophy and Politics  | HIS3010 The Second World War in Europe | Spring | This course explores the Second World War in Europe between 1939 and 1945.  It focuses on the prelude, trajectory and consequences of the conflict, paying due attention to the rise of  the authoritarian regimes, the response of the Western democracies, the military campaigns in the  European theatre, the social and cultural dimensions of the war, the reorganisation of Europe from the spring of 1945, and the war's legacy down to the present day.  The reigning controversies in the historiography of the war will be illuminated through a rigorous study of relevant scholarly literature as well as frequent references to the experiences of ordinary individuals from both sides of the struggle. |
| History, Anthropology, Philosophy and Politics | HIS3012 Working Class Communities in the UK 1900-1970 | Autumn | The course examines the nature and history of urban working class community in Britain and Northern Ireland from 1900 to 1970. It takes a history from below approach to the study of these communities. The focus of the course will be on everyday life and, as such, students will encounter a range of primary sources that can best be studied using an interdisciplinary approach. These sources will include film, novels, autobiographies, oral history and more traditional historical materials. Themes to be addressed will include poverty and affluence, family relations, leisure and work, housing and the changing nature of working class community, gender, and youth. |
| 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 | HIS3023The Long Sexual Revolution: Family Life in Western Europe, 1945-1970s | Spring | Twentieth century Europe saw deep and far reaching transformations in the history of the family: sexuality, love, gender relations and marriage were all sharply redefined by war, politics and socio-economic change. While this story might seem on the surface to be a straightforward one of progress and increasing personal liberation, this module will show how such developments were equally beset by anxiety, uncertainty and reaction. Totalitarian regimes attempted to shape the bodies and emotions of their people as part of their projects to mould men and women to their political projects, while both religious authorities and democratic societies were often preoccupied with the sexual morality of their citizens, particularly in times of social change. Paradoxically while sexuality, love and relationships came to be seen increasingly as matters of private rather than family or community concern over the course of the century, they also became of greater public and state interest. This module will investigate the history of the intimate sphere in twentieth century western and southern Europe, examining how gender, sexuality and family have intersected with European politics, society and culture over the course of the last century, from the end of the Second World War and the social upheaval that it brought to the era of apparent sexual liberation in the 1970s. |
| History, Anthropology, Philosophy and Politics | HIS3033 That Vast Catastrophe | 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 | HIS3035 The American Civil War Reconstruction, 1860-1877 | Autumn | Against the backdrop of increasing tensions over slavery, Abraham Lincoln posed the question in 1855 of whether the United States could “as a nation, continue together permanently—forever—half slave and half free.” The answer came in 1861, when war broke out between the federal government at Washington and the newly seceded Confederacy. The American Civil War and the period of Reconstruction that followed are sometimes referred to by historians as a “Second American Revolution”: together they constitute one of the most dramatic social upheavals of the nineteenth century world, and their outcome established the foundations upon which—for better or worse—the modern United States would be built.Making use of a range of primary sources and some of the best recent scholarship in the vibrant field of Civil War & Reconstruction historiography, we will approach the events through close examination of key historical problems: sectionalism and the causes of war; Lincoln, war and emancipation; slavery and grand strategy, North and South; and Reconstruction & the limits of black freedom. |
| 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 | HIS3046Evangelical Protestantism in Ulster: From the United Irishmen to Ian Paisley | Autumn | This course considers how protestant religion and evangelicalism shaped the response of groups and individuals to a variety of issues in the north of Ireland between 1798 and the present. Religious and cultural themes include revivalism, missionary activity, evolutionary science, gender, urban growth, philanthropy and the rise of religious fundamentalism. Political themes include the development of unionism, church and state in Northern Ireland, and Paisleyism. Students will be encouraged to place Irish developments in a broader context. They will encounter a range of primary source material including sermons, pamphlets, newspapers, religious tracts, sound recordings, and photographs. |
| 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 | HIS3099 Religion and Empire: Christian Missions to Africa, Asia and Middle East | Spring | 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 | HIS3118 Crime & Punishment 19th Century Ireland | Autumn | This module will focus on various crimes and different forms of punishment in nineteenth-century Ireland.  It will consider offences against property and the person, including political offences, arson, murder, infanticide, domestic and child abuse, prostitution and sex offences.  The punishment of criminals changed significantly during the nineteenth century and included execution, transportation, and imprisonment. Other suspects were deemed to be insane and were transferred to the so-called lunatic asylum.  Much attention was devoted to the ways in which criminals could be punished and reformed before being safely released back into society.  In this module, students will explore how female and male suspects, criminals and convicts were treated during this period.  Emphasis will also be placed on the interpretation of primary source material relating to crime and punishment in nineteenth-century Ireland. |
| History, Anthropology, Philosophy and Politics | HIS3127 Thatcher’s Britain | Autumn | An examination of the Thatcher era (1979-1990) from political, cultural, social, intellectual and international perspectives. The module will also consider the longer-term, post-1945, development of Thatcherism and its legacy in the 1990s. Topics to be considered include: race and national identity; Britain and the wider world; devolution and local government; economics; party and identity politics; urban unrest; and debates over the nuclear deterrent. |
| 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 | Autumn | 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 | HIS3136Culture, politics and the policing of identity in Medieval Ireland 1167 - 1534 | Spring | Debates about the nature of the relationship between the Irish and the English of Ireland, whose residence on the island began with the arrival of mercenaries in the company of Diarmait Mac Murchadha, king of Leinster, in the 1160s, have been at the heart of Irish medieval history for centuries. In this module students will be introduced to these debates, and their lectures will provide them with the necessary context to assess them knowledgably, outlining the events that led to the founding of the English colony, tracking how it expanded, examining its administrative and political structure, and how English society in Ireland evolved as a result of interaction with the Irish. The lectures will then trace the colony’s eventual contraction in the face of the so-called ‘Gaelic revival’, examine the influx of Irish immigrants into the colony, and comment upon how these developments influenced the interaction of the two communities on the island. Particular attention will be paid to the ways in which the colonial administration, based at Dublin, attempted to control the interactions between the English and Irish, and preserve English cultural traits in the face of extensive assimilation. Each of the two hour seminars will focus on a set of primary sources from medieval Ireland, including administrative, legal, and literary materials, and allow students analyse these sources critically, with due attention to their authorship, form, and the circumstances under which they were created. This close source analysis will provide a platform for students to come to their own conclusions, supported by their interpretations of the historical evidence, and prepare them for their written assessments in the module. |
| 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 | PAI3012 The Global Political Economy of Energy | Spring | This module examines the role of natural resources in modern societies, with a particular focus on energy resources and how they have shaped international politics and economics. Specific topics include: the transition from coal to oil and the emerging role of the multinational energy corporations in international politics; the link between natural resources and development in the Global South; the nature and consequences of the ‘resource curse’; the geo-strategic implications of contestation over natural resources; a range of case studies, which may include the following: post-colonial petro-states in the Gulf of Guinea; the politics of land in Africa; the global impact of the US shale revolution; energy and authoritarianism in Russia and Venezuela; and the future of fossil fuels and the capitalist world order. |
| 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 | PAI3039 Arms Control | Autumn | The module will introduce the student to arms control as a part of national security policy and strategy. The focus of the module is mainly on strategic arms control of the 20th Century and early 21st Century. The module focus is on nuclear arms control and the structures of world order. The Nuclear Non Proliferation regime will be the basis for the analysis of the arms limitation and arms reduction treaties of the 1970s to 2000s. The module will thus deal with SALT I, SALT II, with START, New START and the INF Treaty. The MBFR negotiations and CFE treaty will offer a bridge to the wider spectrum of arms control. Humanitarian arms control, biological and chemical arms control regimes and control or prohibition of space based weapons will also feature. The module will offer a classic and a critical introduction into arms control theory. |
| History, Anthropology, Philosophy and Politics | PAI3041 Asylum & Migration in Global Politics | Autumn | Down many routes for asylum seekers, turning attention to security and border control concerns.  Bilateral and multi-lateral relations are imbued with concerns about controlling the movement of people as states work with and respond not only to each other, but to non-governmental and international organizations.  These dynamics are imbued with global power relations, with changing notions of security and with age-old questions of sovereignty, citizenship, and belonging.  The dominant policy direction favours solutions that emphasize either preventative protection or repatriation, both practices of containment and conflict resolution and management.  We are witnessing a decline in the traditional category of refugees, but a rise in the number of internally displaced persons.  Economic deprivation and poverty continues to pair with conflict to drive migration that muddies the waters between “forced” and “voluntary” categories.  Increasing incidents of human smuggling and human trafficking, and a failure in many circles to effectively distinguish between the two, are demanding new policy innovations that are linking international criminal law to diplomatic relations – and migrants are caught in the middle.  Finally, emerging categories such as “environmental refugees” are challenging the current refugee regime, which remains rooted in the 1951 Convention.  This module will examine these changes in the fields of refugee and migration studies, asking questions that assess not only shifting policy and practices but also the impacts these shifts have on the lived lives of migrants themselves.  We will engage these questions and the issues they raise through thoughtful and critical dialogue.  We will focus on the politics of migration and citizenship as dynamic practices rather than pre-determined institutions, and ask what roles the various structures and frameworks of contemporary International Relations play in these politics.  Importantly, we will also ask what role individuals play, and examine the politics of voice and agency in both shaping, contesting and resisting state practices.  To tackle these issues, we will engage with both policy and theoretical literatures and illustrate conceptual and philosophical arguments through extensive use of specific case studies from different regions of the world.  We will emphasize contemporary and emerging issues, but also look at the historical contexts and questions that shape the politics of migration and citizenship as they exist today. |
| 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 | PAI3057 Ethics, Power and International Politics | Spring | International politics is all about interactions between different subjects, whether these subjects are individuals (such as refugees, activists and terrorists), cities (such as London and New York), civil society groups (charities and NGOs), networks (such as Al Quaeda), states (large and small), regional bodies (the EU or NATO) or international institutions (such as the UN or IMF). These various actors are formed and gain their identities and interests through these interactions. However, such contacts also throw up issues and questions of power and ethics, as agents seek to control, conduct, manage and change their relationships and each other: Who is silenced by these exchanges, and denied a political voice? How are interactions managed to form and impose identities on agents, such as those of ‘passive victim’, ‘evil terrorist’, ‘benign aid donor’, ‘conquering saviour’? How are such identities and relationships being contested, changed or resisted? In what ways do they depend upon histories, memories and narratives of the past? What strategies and techniques are used to control the movement, communication and networking of groups? Can ethics ever be separated from politics and power in these interactions, or are they always intertwined? This module seeks to engage these questions by getting beyond the traditional and reductive notions of power and ethics in International Relations, which have tended to focus on states, their dominance of, and residual responsibilities towards, each other. Rather than seeing politics as about pre-formed states interacting in set ways, this module treats international politics as a matter of contesting and developing relationships of ethics and power. It engages critical literature from poststructural, postcolonial and feminist approaches to help explore how identities, agents and relationships are formed, how power is exercised, and what moral and ethical issues emerge from this. Though theoretically informed, the module will contain a strong empirical focus, examining specific cases, places and spaces where power is exercised, ethics are claimed and identities formed. Such specific empirical cases will form the basis for both the group presentations and the final essay. |
| History, Anthropology, Philosophy and Politics | PAI3058Political 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 | PAI3063 Politics of the Global Economy | Autumn | This module examines how politics conceived as relations between governments and with and between various socio-economic interests and groups shapes the global economy and the power relations it represents. Various issues addressed in the module include: how to think about power and authority in the global economy; contrasting national models of capitalism; the United States as a global economic hegemon in the post 9/11 era; the political economy of the rise of BRIC; the Doha Round of trade talks; Credit Crunch (causes, implications and responses); the geo-politics of currency rivalry; the global governance of oil; and a new global economic order to replace the old order? |
| History, Anthropology, Philosophy and Politics | PAI3064 Northern Ireland: A Case Study | Autumn | This module will explore the dynamics of the Northern Ireland conflict with reference to its wider political context, and examine the peace process with consideration of its international and comparative dimensions. Accordingly, it will consider the Northern Ireland problem as a residue of the historic conflict between Britain and Ireland, and a failure to resolve political relationships in these islands. The module will reflect on how these relationships have evolved in recent decades, and how international factors have played an ultimately positive part in this. For example, it will examine the role of European integration in facilitating a more co-operative relationship between London and Dublin over Northern Ireland, and how the White House was able to overcome unionist suspicions of Irish-American interference to play a highly constructive supporting role in the peace process. It will also attempt to evaluate critically the success of the peace process, both in terms of relations between the two communities in Northern Ireland, and more broadly between Britain and Ireland. Finally, the module will consider debates as to whether the Northern Ireland peace process and Good Friday Agreement provide a “model” for ending conflict in regions such as the Basque country, or an influence on developments such as the creation of a power-sharing constitution in Iraq.        The provisional lecture schedule will be as follows: 1. Introduction and administration 2. The historical roots of the Northern Ireland problem 3. Partition and the failure to resolve British-Irish political relations 4. The dynamics of the Northern Ireland problem 5. The dynamics of the peace process: reflection of a changing balance of power? 6. Europe and the Northern Ireland problem: restructuring British-Irish relations 7. The US and the Northern Ireland problem: from malign influence to honest broker? 8. Evaluating the peace process: “benign apartheid” or accommodation as a means to reconciliation? 9. The Good Friday Agreement: historical significance and potential for evolution in a changing British-Irish space 10. Assessing the “exportability” of the Northern Ireland “model”: lessons for other conflict regions? 11. Summary and conclusions |
| 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 | PAI3068Politics, Public Administration and Policy-making | Autumn | 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. |
| 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 | PAI3100Radical Hope: Inspiring Present-day Sustainability Transformations through an Examination of Our Past | Spring | This new module will be a joint module with the University of Texas, Austin. In weekly 2-3 hour seminars with students from UTA via Skype/teleconferencing this module will explore this issue hope in our ecologically turbulent times. What is “radical hope” and how is it related to the environment, climate change, or the Anthropocene? How is hope conceptualised, fostered and sustained in such turbulent times as ours? Hope is often sadly and noticeably lacking in academic and popular conversations about climate breakdown, the ecological crisis, pragmatic pessimism, cognitive dissonance, climate denialism and scientific realism on the one hand. And, on the other, soothing narratives of “techno-optimism” and an idea that a slight “greening” of “business as usual” — overseen by various experts and elites — will somehow see us through. Optimism is not the same as hope after all. The range of topics and approaches covered on this module is eclectic and wide ranging: from the art of listening, ‘looking at the ordinary’, the role of art and protest and radical hope, case studies of air pollution, the conservation movement, and resilience in the face of earthquakes. The module invites you to consider poetry, love, right relationships with the more than human world alongside politics, statecraft and environmental, energy and climate security, as complementary resources to create an ‘infrastructure of hope’ in the Anthropocene. |
| History, Anthropology, Philosophy and Politics | PHL3001 Issues in the Philosophy of Science | Spring | This will be an exploration of fundamental philosophical issues raised by the practice of science. It will cover issues in scientific methodology, scientific knowledge, the language of science, the relation between scientific theories and reality, the rationality of science and progress and the relation between science and society. By examining these issues we shall attempt to solve the demarcation problem: is there a principled way to distinguish legitimate scientific enterprises from pseudo-sciences? Is the special status of science in our society justified? Or is the practice of science just one human activity among the others? Other questions we shall attempt to answer are whether the practice of science is truly objective and immune from the influence of culture and ideology, and what the relation between science and philosophy should be. |
| 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 | PHL3064 Applied Ethics | Autumn | This module explores some of the major issues in contemporary applied ethics. The precise themes discussed may vary from year to year, but examples of topics which may be discussed include: the badness of death, the wrongness of killing, abortion, euthanasia, population ethics, genetic engineering, climate ethics, and intergenerational justice. |
| 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 | PHL3069 Practical Philosophy | Spring | This module gives students the opportunity to combine theories from different parts of philosophy to work out what to do in real world situations. It is structured around a series of problems or cases, with the problems to be addressed determined in part by the students taking the module. Each week students will be provided with a detailed description of the challenge faced, and of the philosophical theories that could be relevant for determining how to proceed. The theories to be discussed will vary depending on what problems looked at, but could come from any area of philosophy. Students will work collaboratively to come up with recommendations about how to respond to these problems that are philosophically informed. They will also reflect on how useful philosophy is in addressing these types of problem. |
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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 |
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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 | 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. |
| Social Sciences, Education and Social Work | SOC3053 Emotion, Power and Politics: The Political Sociology of Emotions, Trump, Brexit and Populism | Spring | 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. |
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| Institute of Theology  | THE3009Old Testament Prophetic Texts | Autumn | This module will look at a selection of Old Testament prophetic texts from a historical, literary, and theological perspective. With the help of set texts from one or several prophetic books it will explore the interpretative issues arising from them. It will attempt to situate the prophetic oracles in their presumed original historical context, as well as in their current literary and canonical contexts and trace the impact of these on the meaning of the prophetic word. |
| Institute of Theology | THE3043Trends in Modern Theology | Autumn | A study of theological trends in the modern era with special reference to the nineteenth and twentieth centuries. |
| Institute of Theology | THE3068Reconciliation Studies 1 | Autumn | The module aims to explore key local and worldwide affairs to create a fuller, more systemic understanding of the complex dynamics involved in reconciliation. It will consider the basic concepts, principles and models of reconciliation and their use in the resolution of specific ethnic conflicts.  Continual deliberation will be given to the churches' and the Christian's role in the promotion of reconciliation highlighting both the necessities and difficulties involved.  It seeks to emphasis the practical significance of these areas of knowledge, relating them where possible to real situations. |
| Institute of Theology | THE3085 Romans | Spring | A detailed study of the setting of Romans and its major theological themes; exegesis of selected portions of the book. |
| Institute of Theology | THE3091 Christianity in the Sixteenth Century | Spring | An examination of aspects of European Christianity in the sixteenth century. |
| Institute of Theology | THE3050 Church Ministries and Society | Spring | Contemporary models of churches life and ministry from around the world. |
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