



**QUEEN'S  
UNIVERSITY  
BELFAST**

FACULTY OF  
ARTS, HUMANITIES  
AND SOCIAL  
SCIENCES

# **VISITING STUDY ABROAD AND ERASMUS UG MODULE SELECTION GUIDE 2020-21**

# Using this Guide

This guide provides useful information about how to choose your modules followed by subject-specific advice.

Please read this carefully before selecting your modules. The Faculty of Arts, Humanities and Social Sciences (AHSS) consists of five Schools and the modules are split across the five Schools under particular subjects and is split across semesters.

Please click on the relevant School / subject on the next page to take you directly to that part of the Guide.

## Please note:

- This Guide is for students intending to study at **undergraduate** level only
- Undergraduate students are not permitted to study postgraduate modules (those with numerical code 7xxx)
- Queen's University Belfast cannot guarantee your module selection
- You may be required to change your module selection upon enrolment due to timetabling clashes or availability of modules
- Not all modules listed in this guide will run every year and the delivery of a module may be subject to a minimum number of enrolments as well as other unforeseen circumstances. This is intended as a Guide only to aid student decision making
- The module guide updates annually in early summer for the forthcoming academic year so module information, availability and semester may be subject to change. The information contained in this guide is reflective for the 2020-2021 academic year.



## SEMESTER ONE ONLY (FALL)

### **School of History, Anthropology, Philosophy and Politics**

- [Anthropology](#)
- [Philosophy](#)
- [Politics and International Studies](#)
- [History](#)

### **School of Arts, English and Languages**

- [English](#)
- [French](#)
- [Spanish and Portuguese](#)
- [Film Studies](#)
- [Broadcast Production](#)
- [Drama](#)
- [Liberal Arts](#)
- [Music](#)

### **School of Social Sciences, Education and Social Work**

- [Criminology](#)
- [Sociology and Social Policy](#)
- [Social Work](#)

### **Queen's Management School**

- [Accounting](#)
- [Economics](#)
- [Finance](#)
- [Business Management](#)

### **School of Law**

- [Law](#)

### **Arts, Humanities and Social Sciences**

- [Study Abroad bespoke modules](#)

## SEMESTER TWO ONLY (SPRING)

### **School of History, Anthropology, Philosophy and Politics**

- [Anthropology](#)
- [Philosophy](#)
- [Politics and International Studies](#)
- [History](#)

### **School of Arts, English and Languages**

- [English](#)
- [French](#)
- [Irish](#)
- [Spanish and Portuguese](#)
- [Film Studies](#)
- [Broadcast Production](#)
- [Drama](#)
- [Music](#)

### **School of Social Sciences, Education and Social Work**

- [Criminology](#)
- [Sociology and Social Policy](#)
- [Social Work](#)

### **Queen's Management School**

- [Accounting](#)
- [Economics](#)
- [Finance](#)
- [Business Management](#)

### **School of Law**

- [Law](#)

### **Arts, Humanities and Social Sciences**

- [Study Abroad bespoke modules](#)

# **SEMESTER ONE**

## **FALL**

## **SCHOOL OF ARTS, ENGLISH AND LANGUAGES**

### **Semester One 2020-2021**

<b>Subject</b>	<b>Level</b>	<b>Module Code</b>	<b>Title</b>	<b>Semester</b>	<b>Pre-Requisites</b>	<b>Description</b>
<b>English</b>	1	ENG1001	English in Transition	Autumn		This module is envisaged as introducing students to literary interpretation as conceived by English studies at university level. It aims to provide students with critical skills and technical vocabulary necessary to study poetry and prose for the rest of their degree. The module focuses on a small selection of texts designed to help students make the transition from the critical strategies used at A-level to those of academic English. In turn, the two sections of the module include contributions from the Heaney Centre and creative writing colleagues and the mode of assessment will allow for reflective development of writing skills through resubmission of formative writing for summative assessment.
<b>English</b>	1	ENL1001	Introduction to English Language	Autumn		This module offers a broad introduction to key topics in English language. It lays the foundations for the systematic study of the language in all its diversity. Among the topics covered are: common beliefs about "good" and "bad" accents and dialects; phonetics, syntax and morphology; and the social, situational and geographical variation in language, with an emphasis on the history and development of the English language. Another important area of inquiry is how language works in cultural contexts and intersects with issues of power and gender. In summary, the module enables students to move beyond 'common-sense' ideas about language towards the academic and analytic perspective appropriate for university level.
<b>English</b>	1	ENG1008	Adventures in the History of Ideas	Autumn		This module is designed to introduce students to a range of social, historical, philosophical and moral concepts that have been central to the historical emergence and current predicaments of Western culture, broadly conceived. Students undertaking the module will be introduced to the historical and intellectual development of key concepts in the Arts and Humanities by means of the assessment of literary representations of, and responses to, them, from classical and Judeo-Christian literatures, via medieval and early modern texts, to Enlightenment, modern, postmodern and contemporary texts. Provision of a broad chronological understanding of the emergence, development and various crises of Western culture is an ancillary objective of the module: students will complete the module with a more nuanced understanding of cultural and historical periodisation and will be able to apply the interrogative modes they have encountered on the module to a range of thematic issues.
<b>English Language</b>	2	ENL2001	Foundations for Speech	Autumn		This module offers you an introduction to the study of speech analysis. We begin by investigating the mechanisms which are used to produce speech and providing a framework for the convenient classification and

			Analysis: The Phonetics of English			description of pronunciation features. We then examine accent variation, in terms of aspects such as contextual effects, intonation and voice quality. Finally, the module gives you the chance to acquire an understanding of the acoustic characteristics of speech. Throughout the module, you will be required to develop your oral and aural skills in phonetics by means of various practical and online facilities. While the module concentrates on normal English speech, we may also have the opportunity to consider data from non-English speech and from non-normal speech.
<b>English</b>	2	ENG2003	Mapping the Anglo-Saxon World	Autumn	* Some previous knowledge may be required	This module aims to map the world of the Anglo-Saxons through their language, literature and material culture. Students will learn about the heroic past and values of the Anglo-Saxons, magical rituals and prognostications, and systems of faith and beliefs. A fascinating range of texts and genres from the period (c. 7th-11th centuries) will be studied in relation to their cultural context and audience. These include: heroic poetry; elegies; riddles, charms and prognostications; historiography; and biblical writings. Students will engage with selected texts in the original language and consider issues of literary interpretation and translation. They will also be introduced to concepts of authorship, gender, genre, time, health, self, otherness and religion. Students will become familiar with the basics of Old English literary and religious vocabulary and acquire a working knowledge of the Old English manuscript tradition.
<b>English</b>	2	ENG2041	Havoc and Rebellion: Writing and Reading Later Medieval England (NEW)	Autumn		From the Black Death to the Uprising of 1381; from the usurpation and murder of King Richard II to the Oldcastle Rebellion of 1414; from the rise of the Lollard heresy to the Wars of the Roses – how did late medieval writing, from Chaucer's <i>The Canterbury Tales</i> , Langland's <i>Piers Plowman</i> , and Gower's <i>Vox Clamantis</i> , to the work of a range of anonymous poets, dramatists, and chroniclers, respond to several decades of tumultuous social and cultural change? This module introduces students to the vibrancy and vitality of a crucial period in the history of English writing, and it explores the methodological challenges of reading literature historically. Students will engage with key historicist readings of the period's literature and will consider literature in its material circumstances with reference to online facsimiles of key manuscript books, as well as the museological presentation of the period's material culture. The key genres, conventions and preoccupations of the period will be explored in relation to the explosive social mobility that followed the devastation of the Black Death. The module will conclude on the eve of the coronation of Henry VIII, when it was assumed that the political and religious tumult of the 'calamitous fourteenth century' had finally been settled.
<b>English</b>	2	ENG2050	Shakespeare and Co	Autumn		This module introduces students to the drama of the English Renaissance. It explores texts by a wide range of authors, including Shakespeare, Cary, Marlowe, Middleton, Rowley and Webster and examines the forces working on drama in the early modern period. Lectures will provide an introduction to the dramatic form, close readings of the set plays, and readings in relation to contemporary

						issues such as nationality, authority, desire, religion, sexuality, gender, strangeness, race, identity, social standing, fantasy, magic and taboo.
<b>English</b>	<b>2</b>	<b>ENG2061</b>	<b>Fiction and the Novel (1660-1820)</b>  <b>*Awaiting confirmation of screening for Visiting Students</b>	<b>Autumn</b>	<b>TBC</b>	This module examines the development of prose fiction in English from the later seventeenth century to the early nineteenth century. This is the period in which the novel emerged in its recognisably modern form, establishing itself as an important genre within literary culture. It was also an era of generic experimentation, as writers debated the nature of the novel, took the form in new directions, and grappled with earlier modes of writing in prose, such as romance and picaresque, allegorical and fantastical fiction. In this module, we explore the variety of prose fiction published during this period: from romance and amatory fiction, through works of realism and social comedy, to the sentimental and Gothic modes that emerged in the later eighteenth century. These works engaged closely with contemporary social, cultural and political issues, and we will consider texts that address topics such as travel and empire; science and civilisation; marriage and gender; crime, morality and the state of the nation. By considering these works in their literary and cultural contexts, the module both highlights the diversity of fiction written during this era and charts the early history of the novel up to the sophisticated narratives of Jane Austen.
<b>English</b>	<b>2</b>	<b>ENG2063</b>	<b>Romantic Poetry, 1789-1832</b>	<b>Autumn</b>		The Romantic period (c.1789-1832) witnessed dramatic social and historical change as the effects of major events such as the French Revolution, the Napoleonic Wars, widespread Enclosure and the Industrial Revolution initiated the sense of 'living in history'. In the midst of these revolutionary changes, poets wrote with new confidence of the importance of the imagination, as a creative and utopian force; of the beauty, fragility and power of the natural world; of political ideals of social justice; of the arguments for gender equality. Poetry became synonymous with the imagination as a force which could unite idealism with social change. This module studies a range of Romantic poetry, including but not restricted to, the work of Anna Laetitia Barbauld, William Blake, Lord Byron, John Clare, Samuel Taylor Coleridge, Mary Robinson, Felicia Hemans, John Keats, Percy Bysshe Shelley, Charlotte Smith, and William Wordsworth. Poems will be studied through the key themes of the revolutionary imagination; the natural world; the language of class; representations of childhood; slavery and feminism. One hour of each week's seminar time will comprise a close reading of one key poem for that week's discussion, with the second hour being used for more generalized and broader discussion. The module will also include a specialised library visit and a field trip connected with the natural world.
<b>English</b>	<b>2</b>	<b>ENG2091</b>	<b>Creative Writing (Scriptwriting )</b>	<b>Autumn</b>	<b>Students are encouraged to select ENG1090 if studying in Semester 2. Students will only be permitted for</b>	This creative writing drama module, focusing on writing for stage, screen and radio, will be structured around the students' own written work. Two or three pieces of work by students will be submitted each week for detailed discussion in seminar. Extracts from other, published texts will also be provided to amplify more general points arising from the group discussion. In this way, in the course of the semester, students will look in depth at practical aspects of dramatic writing –



					ENG2091 if they can show evidence of prior study. Availability for Study Abroad / Erasmus students is subject to departmental consent.	characterisation, story structure and dramatic language – and at the evolution of the main dramatic forms.
English	2	ENG2093	Creative Writing Prose	Autumn	Students are encouraged to select ENG1090 if studying in Semester 2. Students will only be permitted for ENG2093 if they can show evidence of prior study. Availability for Study Abroad / Erasmus students is subject to departmental consent.	This creative writing prose module will be structured around the students' own written work. Two or three pieces of work will be submitted each week for detailed discussion in seminar. Extracts from other, published texts will be provided to amplify more general points arising from the group discussion. In this way, in the course of the semester, students will look in depth at practical aspects of fiction writing – characterisation, plot construction – and at the evolution of the main prose forms and genres.
English	2	ENG2172	Inventing America NOT RUNNING 2020-2021	Autumn		This module analyses the historical, literary and philosophical movements that generated the American literary tradition in the nineteenth century. It will introduce students to the key critical and cultural contexts, writers and movements of the American Renaissance as well as the counter narratives (cited in questions of gender, race, slavery as well as US religious and historical legacies) that produced enduring documents of the nineteenth century. In part, the module is a digest of canonical American writing of the period but one that allows students to read through and beyond the texts and into the major debates underpinning the writing from the new world between circa 1830 and 1900. Backgrounding the module's discussions are key historical events and phenomena particular to the United States (e.g., the 1830s banking collapse; the American Civil War; demographic and population changes) and students will be encouraged to fuse their literary investigations with appropriate knowledge of historical and social contexts.
English	3	ENG3060	Contemporary Irish and Scottish Fiction Devolutionary Identities	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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

						<p>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.</p> <p>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.</p>
English	3	ENG3064	Representing the Working Class	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	<p>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.</p>
English	3	ENG3069	Televising the Victorians	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	<p>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.</p>

English	3	ENG3070	Contemporary Indian Literature in English *Awaiting confirmation of screening for Visiting Students	Autumn	TBC *Prerequisites may apply. Students may need to show evidence of previous study.	Drawing on contemporary theories regarding new national and postcolonial literatures, this module will introduce students to post-independence Indian literature in English through a selection of texts including fiction, poetry, drama, travel writing and journalism. These will be accompanied by critical readings and discussions engaging with issues such as the role of English in India; the politics of nationalism, regionalism, caste and gender in contemporary India; India's global reach and its (literary) diaspora; as well as current media and travel writing in India. While the emphasis will be placed on canonical literary texts (in printed form), other materials such as film, media, and internet resources will be used to complement and contextualise these literary works.
English	3	ENG3087	Shakespeare on Screen  NOT RUNNING 2020-2021	Autumn	Prerequisites may apply. Students may need to show evidence of previous study.	The late twentieth century has seen a proliferation of Shakespeare on screen. This module investigates the phenomenon through the cinematic history of four plays - Henry V, Romeo and Juliet, Hamlet and Othello. It looks at the work of directors such as Laurence Olivier, Franco Zeffirelli, Orson Welles, Kenneth Branagh, Baz Luhrmann, Oliver Parker and Michael Almereyda. Debate will focus upon the following areas; the relationship between the playtext and the film; the malleability of Shakespeare as a cultural icon; the relevance of Shakespeare to a modern audience; the shifting status of Shakespeare as a signifier of gender, race, technology and politics.
ENG3097	3	ENG3097	Literature and Science in the Nineteenth Century: Evolution, Degeneration, and the Mind (NEW)	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	This course will explore the diverse ways that writers responded to the dramatic developments in science in the nineteenth century, from Darwinian evolution and degeneration theory to the fascination with psychology, mesmerism and the mind. These emergent bodies of knowledge transformed conceptions of the self and society, and we will examine the strategies used by writers to engage with new conceptions of time, fears about progress, and the challenge to religious beliefs presented by the prospect of a directionless universe. Considering the emergence of social science and anthropology, as well as developments in evolutionary biology, psychology and the occult sciences, we will explore the ways science helped to shape nineteenth-century ideologies of race, class, and gender, and led to experiments with new and popular subgenres (including science fiction, imperial adventure, detective fiction and the utopian/dystopian novel).
English	3	ENG3183	Writing New York, 1880-1940	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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.

English	3	ENH3008	Contemporary US Crime Fiction: the Police, the State, the Globe in the Twenty-First Century	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	This module examines some of the different manifestations of contemporary U.S. crime fiction since the late 1960s. Beginning with a section on 'policing the city' and the ways in which the genre negotiates the complex inter-relationship of race, class and capitalism, the module moves on to consider state violence and public corruption before concluding with an examination of the limitations of state power and the international reach of some crime fiction. Rather than arguing for the genre as a singular, static entity, the module examines its proliferation and diversity in the contemporary era (focusing on novels, TV series and films) and explores connections between crime fiction and other genres (e.g. urban realism and espionage fiction). In doing so, the module aims to situate different kinds of crime fiction as a series of complex negotiations with different forms of political authority (e.g. the police, the state, capitalism etc.).
English Language	3	ENL3003	Speech Worlds: Phonology in Acquisition and Disorder  *Awaiting confirmation of eligibility for Visiting Students	Autumn	TBC *Prerequisites may apply. Students may need to show evidence of previous study.	The module focuses on four main areas of phonetics. First, you will refine your existing skills in phonetic description and transcription by expanding your knowledge of articulatory categories and distinctions. We then examine methods of profiling speakers' phonetic and phonological systems, using a range of appropriate models. The third component of the module concentrates on intonational aspects of speech. Here, we will examine recent theoretical developments alongside traditional accounts, and we will assess the role of intonation in various communicative situations. Finally, you will gain knowledge of and practical ability in the acoustic analysis of speech. Building on the basic acoustic skills you acquired in Patterns of Spoken English, you will now move on to understand the role of instrumental analysis in the quantification of speech production characteristics. In each of these four areas, we will analyse speech from a wide range of contexts, including disordered speech and children's speech. Throughout the module, you will be encouraged to develop your aural phonetic skills by means of an audio-tape, specifically designed to accompany the course, along with CD-ROM packages.
English Language	3	ENL3004	Language in the Media	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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 in detail, media texts such as newspaper articles, magazine advertisements, political speeches, television and radio interviews, talk shows. 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, commercialization, tabloidization and crime 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).

English Language	3	ENL3011	Foundations for Speech Analysis: The Phonetics of English  Not running in 2020-2021	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	Stylistics is the application of analytical models and methods from linguistics to rhetorical texts, including (but not limited to) fictional and persuasive texts. In this module, the students are introduced to the analytical frameworks used in contemporary Stylistics, which draw on a range of approaches from Pragmatics, Corpus Linguistics and Cognitive Psychology. The frameworks are applied to texts to demonstrate how the linguistic patterns employed lead to stylistic effects. The students will practice applying the models to a variety of texts, identifying the linguistic features that contribute towards style in language.
French	1	FRH1003*	Introduction to French Studies 1	Autumn	*Subject to language proficiency	This module introduces you to a range of important issues relating to French culture outside of France, with a focus on (i) postcolonial writing and (2) Linguistics. Key issues addressed in the module include: changing notions of identity in the francophone world; the historical, cultural and linguistic significance of eg colonialism and slavery and their significance in contemporary culture; the role of language in the creation (and contesting) of identity; the situation of the French language in a global context, and notably the concept of La Francophonie.
French		FRH2030*	French Noir	Autumn	*Subject to language proficiency	This module introduces French post-war Film Noir and Crime Fiction. It will contextualize this cultural production within historical circumstances and trends of the period, such as American influences on French Culture, Existentialism, 'Leftism' and 'Néo-Noir'. Aesthetics of the 'Noir' genre will be studied through a variety of Media, including Film, Novel, Comics and Posters. Among the themes discussed will feature Depiction of the City, Slang ('argot') and Modern Morals.
French	2	FRH2010	Linguistic Variation in French	Autumn	*Subject to language proficiency	This module looks at linguistic variation in the contemporary French language, focusing on regional varieties both within and outside the borders of France. Regions to be explored include the Hexagon itself, Canada, Sub-Saharan Africa, the Caribbean, and Louisiana. Socioeconomic status, age, gender, and ethnicity will also be taken into account as forces that influence variation in spoken French. We will mainly focus on phonological (accent) variation across the French-speaking world, taking into account its origins as a consequence of historical and current contact between speakers of different languages. The module is also designed to foster the development of analytical skills through examination of a variety of data through a linguistic lens, from interviews with speakers to music to literature.

<b>French</b>	3	FRH 3033*	Modern French: Issues in Theory and Usage	Autumn	*Subject to language proficiency	This module will look at the linguistic structure of Modern French, focusing on problematic and controversial issues primarily in phonology (sounds) and morphosyntax (grammar). The main topics will include negation and interrogation, mood and variation in consonants and vowels. The module will look at contemporary structures in the light of the history of the language. The emphasis throughout the course will be on evaluating different theoretical and methodological approaches to the linguistic analysis of French.
<b>French</b>	3	FRH 3036*	Ideologies of Death in Modern French Literature	Autumn	*Subject to language proficiency	Death has traditionally been one of the great taboos of Western culture. While it is often discussed euphemistically, in English and French (he is "at peace"; she has "passed away"; "elle s'est éteinte dans son sommeil"; "il nous a quittés"...), there have been signs of a recent shift in our reluctance to confront, let alone discuss, death. The popularity of the modern Death Café network demonstrates that there has been something of a cultural revolution of late in respect of our desire to explore mortality. This interdisciplinary module, drawing on important new fields of enquiry, such as death studies and medical humanities, aims to explore what modern French literature reveals to us about ideological (cultural, ethical, religious, gendered) attitudes towards death. Using podcasts and sociological writings to frame our discussions, the module will focus on what some of France's literary masterpieces from the nineteenth century to the present day can tell us about aspects of death.
<b>Spanish &amp; Portuguese Studies</b>	1	SPA1005*	Introduction to Iberian Studies	Autumn	*Subject to language proficiency  *Awaiting confirmation of eligibility for Visiting Students	This module introduces students to key concepts, movements and historical moments pertaining to the cultures, literatures and societies of the Iberian Peninsula (i.e. Spain and Portugal). It explores a selection of texts (literary and visual) from a range of authors and artists from the early modern period (16th / 17th century) to the present day. This course will give you a broad overview of the main historical events in Spain and Portugal from a cultural perspective.
<b>Spanish and Portuguese Studies</b>	1	SPA1008	Introduction to Latin American Studies*	Autumn	*Subject to language proficiency  *Awaiting confirmation of eligibility for Visiting Students	This module introduces students to key concepts, movements and historical moments pertaining to the cultures, literatures and societies of Spanish and Portuguese Latin America (examining countries such as Mexico, Cuba and Brazil). It explores a representative selection of primary and secondary texts (literary and visual) from a range of authors from the pre-colonial period to the present day. You will be introduced to a range of cultures from across Latin America and will be expected to think about the impact of colonisation (by Spain and Portugal) as well as the importance of indigenous cultures in contemporary society.
<b>Spanish and Portuguese Studies</b>	1	SPA1132	Introduction to Lusophone Studies	Autumn	*Awaiting confirmation of eligibility for Visiting Students	This course introduces students to key concepts, movements and historical moments pertaining to the cultures, literatures and societies of the Portuguese-speaking world. It is divided into two sections.

<b>Spanish and Portuguese Studies</b>	2	SPA2038*	Representations of Lusophone Africa in Postcolonial Cinema	Autumn	<p>*Subject to language proficiency?</p> <p>*Awaiting confirmation of eligibility for Visiting Students</p>	<p>This module aims at introducing students to postcolonial filmic representations of Portuguese-speaking African countries, mainly focusing on dominant themes and underlining the specificity of the cultures of each country. Students will be provided with historical and cultural contexts so as to be able to analyse the intersection between cultural production, political activism and the reassessment of history in the selected films. Simultaneously, they will access a basic terminology and analytical methods with a view to developing their knowledge of film language and, ultimately, their ability to read and analyse films. All films are available in subtitled versions. Previous knowledge of the Portuguese language and cultures of the Portuguese speaking world are not required.</p> <p>-US border. Topics to be covered may include: migration, drug trafficking and policy, NAFTA, and femicide. Issues will be explored through the lens of cultural production made on or</p>
<b>Spanish and Portuguese Studies</b>	2	SPA2039	Issues and Culture of the US-Mexico Borderlands	Autumn	<p>*Subject to language proficiency?</p> <p>*Awaiting confirmation of eligibility for Visiting Students</p>	<p>This module will explore, and place in their historical context, some of the key issues and debates surrounding the Mexico-US border. Topics to be covered may include: migration, drug trafficking and policy, NAFTA, and femicide. Issues will be explored through the lens of cultural production made on or about the border. Alongside the lectures and seminars students will spend one hour a week studying and planning the performance of a short play about which they will be required to write a commentary. Students are expected to keep up to date with current affairs on the border through their reading of Spanish language news.</p>
<b>Spanish and Portuguese Studies</b>	2	SPA2045	Writing the First Spanish Republic (NEW)	Autumn	<p>*Subject to language proficiency?</p> <p>*Awaiting confirmation of eligibility for Visiting Students</p>	<p>In this module, students will explore literary representations of Spain's first, short-lived republic (1873-1874) and its place in the sexenio revolucionario (1868-1874). The texts will include immediate responses to the Republic, as well as later nineteenth- and twentieth-century works. By looking at these texts, students will consider the potential of literature, or art more broadly, to work as acts of political and social imagination and intervention. The text studied will be understood not just as reflections on or responses to a set of prior events, but as forms of active participation in the development of new ways of organising politics and society.</p>
<b>Spanish &amp; Portuguese Studies</b>	3	SPA3022*	The Spanish Enlightenment (NEW)	Autumn	<p>*Subject to language proficiency.</p> <p>*Awaiting confirmation of eligibility for Visiting Students</p>	<p>The module looks at the literature and history of Spain between 1700 and 1814, when the war of independence finished. It concentrates especially on the reign of Carlos III, which opened the doors of the nations to modernity.</p>
<b>Spanish &amp; Portuguese Studies</b>	3	SPA3043*	Brazilian digital culture:	Autumn	<p>*Subject to language proficiency.</p> <p>*Awaiting confirmation of</p>	<p>The Wall Street Journal recently called Brazil 'the social media capital of the universe'. Beyond such media interest and hype, this module focuses on the diverse and dynamic arena of contemporary Brazilian digital culture. The first part of the module focuses on foundational concepts in digital culture, and their relevance to Brazil, before going on to a series of case studies of digital culture in practice. Topics to be</p>



			Trends and topics		eligibility for Visiting Students	covered may include trends in access to the internet, social media, free and open source software, the metaphor of cannibalism as applied to digital culture, digital culture in specific contexts such as favelas and indigenous peoples, and the role of the internet and digital technologies in Brazilian politics, broadly understood. Digital culture is explored critically and analytically in the light of broader themes in Brazilian culture and society as well as relevant theories, approaches and developments in the academic study of the internet and digital technologies, to which students will be introduced.
Spanish & Portuguese Studies	3	SPA3054*	Imperfect Heroines: Spanish Fiction in the 19th and 20th Centuries*	Autumn	*Subject to language proficiency. *Awaiting confirmation of eligibility for Visiting Students	This module will look at fictional works featuring female protagonists in nineteenth- and twentieth-century Spanish fiction, starting with the Romantic period and ending around 1975. Through studying a group of fictional works together with a selection of essays and non-fictional writing from the same authors, the module will consider how women have been portrayed as individuals and how they have been typecast. Students will gain an understanding of how these approaches were justified, how they related to other contemporary concerns and debates, and how they evolved over time, from Romanticism's ideal woman, to the gender conventions of the Restoration, the 'mujer nueva' of the fin de siglo, or the 'chica rara' of Francoist Spain. Texts studied will be subject to availability and may include Espronceda's El estudiante de Salamanca, Alas's La Regenta, Pardo Bazán's Memorias de un solterón, Chacel's Memorias de Leticia Valle, Quiroga's Tristura, or Martín Gaité's El cuarto de atrás.
Spanish & Portuguese Studies	3	SPA3056*	The Sacred made real: Representing Spirituality in Spain's Golden Age (NEW)	Autumn	*Subject to language proficiency. *Awaiting confirmation of eligibility for Visiting Students	This module will introduce students to an important facet of Spain's cultural heritage, surveying a range of striking examples of textual and visual representations of spiritual experience from the period known as Spain's Golden Age. The course will draw upon recently digitized manuscript holdings in order to balance canonic authors with more marginal voices, and will enable students to engage with emergent research on the constructed nature of sanctity and the expression of counter-reformation spirituality.
Liberal Arts	1	LIB1001	Understanding Now	Autumn		This module has two interconnected directions of travel: i) focusing on the present, subject lecturers discuss how we understand the contemporary moment in its social, political, philosophical, cultural and intellectual contexts; ii) the above is simultaneously informed by a backward glance that shows how learning in particular branches of the academy has developed over the centuries, and how arts and humanities disciplines currently configure our theoretical interpretation of the world Each academic year, what is "Now" will obviously change, providing new contexts for discussions of how we use Understanding to explain the world.



Liberal Arts	2	LIB2001	Uses of the Past	Autumn		This module engages students with the multiple ways society and academic study use, understand and interpret the past. With contributions primarily from the disciplines of Anthropology, English, History, Philosophy, Politics, and Sociology, this module will, in part, capitalise upon debates concerning legacy issues and the aftermath of conflict that form central co-ordinates of contemporary Northern Irish political and social debate. It will also provide students subject-specific expertise in relation to how we understand the past and its importance in the development of historical, literary, and philosophical interpretation.
Liberal Arts	3	LIB3001	Arts and Humanities in Contemporary Society	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 (e.g. the Ulster Museum, the Ulster Hall, the Arts Council) 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.
Drama	2	DRA 2003	The Art of the Actor	Autumn		This module aims to build on foundational skills developed at Level 1, placing these within the wider context of performance and theatre production. Lectures and workshops will be themed around a menu of key skill areas and students will select from these according to their specialist interests. Each student must take 12 workshops out of the 18 offered over the course of the academic year. Students will be expected to undertake relevant fieldwork in support of their chosen specialism. Employability Skills are also delivered through this module.
Drama	2	DRA2005	Devising Theatre  *Awaiting confirmation of semester change	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study. Limited places available due to spatial requirements.	Practical theatre skills; lighting design; scenic design; movement.
Drama	2	DRA2010	Greek Tragedy In Performance	Autumn		Greek tragedy invariably deals with conflict and has been used throughout the late 20th century as platform for staging political protest or responding to particular political climates/regimes. As a practical & theoretical introduction to Greek tragedy, this course will investigate the historical role theatre played in ancient Athenian democracy as a platform to explore how Greek tragedy has been adapted by

						contemporary practitioners from South Africa, Ireland, Europe, Asia & Latin America to place centre-stage urgent political issues that pose profound challenges to the states and societies in which they are performed. Workshops and lectures will introduce students to key practitioners/case studies to prepare students for the creation of their own studio-based group performance.
<b>Drama</b>	2	DRA2014	Radio Drama	Autumn		An introduction to the theory and practice of directing, writing and performing for radio and podcasting. Seminars will introduce key theoretical and practical principles linked to selected case studies. Student will apply these skills in their own short radio dramas as writers, directors or actors. We will work closely with students on the Broadcast production degree on the technical aspects of this module.
<b>Drama</b>	2	DRA2034	Performing Gender  *Awaiting confirmation of screening for Visiting Students	Autumn		his module mixes textual and performance analysis with performance studies in introducing students to the central ideas of gender theory and its relationship with theatre and performance. Using key texts and significant performances (in the broadest sense of the word), students are encouraged to examine critically gender in theatre and performance, as well as in the world as a whole. The module involves a critical engagement with the relationship between identity, performance and culture, and a consideration of the ways in which theatrical performance destabilises and complicates conventional assumptions of sexuality, gender and the body in a social context. It explores theories concerning the social construction of the masculine and feminine body and the evolution of theatrical genre based on gender identity. The module engages with several key issues, including the staging of femininity and masculinity, gender in the theatrical canon of Western culture, and the way that gender intersects with issues of race/ethnicity, class, and labour.
<b>Drama</b>	2	DRA2045	American Theatre	Autumn		This module will consist of weekly two hour seminar/workshops which will combine a practice-based exploration of representative texts with a survey of the historical and cultural context of American theatre in the last two centuries. Students will focus on a specific text for detailed analysis throughout the course, which may include some scene work as actor or director or in a dramaturgical role.
<b>Drama</b>	2	DRA2060	Acting for Musical Theatre	Autumn		This module introduces students to the distinctive challenges of acting for musical theatre: namely, sustaining a character, sustaining relationships between characters, and sustaining the overall dramatic narrative while singing. Through a combination of studio-based practice, rehearsal, performance and critique, students will learn how the core tasks of dramatic acting can be integrated with vocal technique to produce the unique performance genre of musical theatre. In so doing, students will gain practical knowledge of the history of musical theatre and its formal evolution over time. Key works of musical theatre to be studied will likely include West Side Story (Bernstein/Sondheim), Oklahoma (Rodgers/Hammerstein), Guys and Dolls (Loesser) and She Loves Me (Bock/Harnick).

<b>Drama</b>	2	DRA2064	Drama and Mental Health  *awaiting confirmation of eligibility for Visiting students	Autumn	TBC	This module will explore the relationship between Drama and mental health regarding the historical development of both subjects and their interrelationship in contemporary healthcare practice. Students will analyse key theories and practices in Drama by variously engaging with both canonical and contemporary plays that engage with mental health and its vicissitudes. Students will be trained in key aspects of acting that pertain to the on-stage performance of the interior life of characters constructed for performance. Students will have the opportunity to work with staff who engage with mental health in various subject areas across QUB and local health and social care trusts. Students will engage with the intersection between aesthetic performance and professional training in health and social care to gain a unique insight into how dramatic art can impact positively on mental health.
<b>Drama</b>	3	DRA3010	The Theatre of Brian Friel	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>Drama</b>	3	DRA3042	Postconflict Drama: Performing the NI Peace Process	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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
<b>Music</b>	2	MUS2015	Classical Analysis	Autumn	Availability for Study Abroad / Erasmus students subject to departmental consent.	The study of the Classical idiom through analysis of selected chamber and piano music by Haydn, Mozart and Schubert. The course will define the basic elements of Classical harmonic language and deal also with longer-range formal thinking
<b>Music</b>	2	MUS2036	Sound Design for Screen	Autumn	Availability for Study Abroad / Erasmus students subject to departmental consent.	This module introduces sound design in the context of audio-visual production. Students will be exposed to both theoretical and practical aspects of design and audio-vision. Lectures will introduce concepts to be applied in the analysis of sound design in film and animation works. Students will be asked to develop critical strategies for analysis and to produce a soundtrack for a given film/video excerpt.

Music	2	MUS2048	Live Production Systems	Autumn	Availability for Study Abroad / Erasmus students subject to departmental consent.	This module explores the theory and practice of sound reinforcement for live musical and theatrical events. Students learn how to design effective loudspeaker arrays for optimal audience coverage and how operate audio mixing consoles for sound reinforcement purposes. Students gain practical experience of mixing live musical performances and designing lighting cues working alongside School based performance ensembles. Additional topics covered include microphone design, wireless microphones, in-ear monitoring, loudspeaker time alignment and room optimization.
Music	2	MUS2053	Scoring and Arranging	Autumn	Availability for Study Abroad / Erasmus students subject to departmental consent.	This module will offer practical tuition in the area of scoring and arranging. As a preliminary study that will lead to a 3rd year module in orchestration (to be introduced in 2018-19), this module will be the first time that such a module has been offered by Queen's. It will develop skills of notation, scoring and arranging that are not specifically connected with the practice of classical music. Rather, the module will be of interest to those students who wish to develop practice in the area of popular/commercial music. These skills will of course be also relevant to classical orchestrators and the module will serve a dual purpose of providing preliminary training in orchestration
Music	2	MUS2080 (20 CATS)	Audio Programming  *Awaiting confirmation of screening for Visiting Students	Autumn	TBC QGIS states "ELE1053 or equivalent programming experience" needs reworded	<p>This module will enable students to develop audio-focused programming knowledge, understanding and skills, building on computer programming training received at Level 1. Students will be introduced to the main concepts involved in developing audio software and will learn how to implement a range of advanced audio processing algorithms using the industry standard language (C/C++). Students develop their own 'plugins' to be used in conjunction with existing audio software, and will gain further audio programming experience by designing graphical user interfaces and coding performance-critical DSP applications. Topics covered will include:</p> <p>Audio formats and protocols Procedural and Object-oriented programming Loading, playback, and streaming Procedural audio Creating, managing, and controlling the audio system Testing and Debugging Plugins Basic audio effects Interface design</p>
Music	3	MUS3007	Immersive Media	Autumn	Availability for Study Abroad / Erasmus students subject to departmental consent.	This module will provide a grounding in the theory and practice of immersive media. Students will learn about sound and image formats used in creating immersive experiences, how spatial sound sources are localised and experience the full immersive workflow. Image formats include 360 degree video and spatial audio systems considered include binaural audio and ambisonics. Students will develop practical

						experience in creating audio-visual immersive experiences from production to post-production and delivery with a focus on documentary and field recording practices. Working in small groups, students will produce short immersive content for goggle delivery.
<b>Music</b>	3	MUS3009	Audio Post Production	Autumn	Availability for Study Abroad / Erasmus students subject to departmental consent.	This module provides students with advanced sound design and audio post production skills for working with film, television, and new media content. Students will learn about location sound recording and audio post production workflows and gain practical experience of editing and mixing sound to picture to broadcast specifications. Topics covered include location recording and dialogue editing strategies, ADR session workflow, foley session recording, mixing to picture and output mix formats.
<b>Music</b>	3	MUS3010	Auditory Perception	Autumn	Students must have a Mathematics A-Level or equivalent	This module focuses on the methods required to answer novel questions about the perception of sound: literature-based scholarship, digital-signal processing, the generation of auditory stimuli, and specialised experiment design. The module will focus on how we know what we know about psychoacoustics in order to tackle psychoacoustical questions that have not yet been answered.
<b>Music</b>	3	MUS3055	Politics in Popular Song from the French Revolution to Punk	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>Music</b>	3	MUS3071	Composition 3a	Autumn	Availability for Study Abroad / Erasmus students subject to departmental consent.	In this module the student who has developed awareness of compositional technique through the preceding modules has the chance to work on original compositions under the supervision of the tutor. The module requires the student to plan and produce original works in a limited time-span, and to attend workshops on pieces written by the class. These alternate with a series of fortnightly 'Continuities in Music' seminars, analysing how modern composers (Stravinsky, Skryabin, Boulez, Lutoslawski, Debussy) sustain opening musical arguments.
<b>Music</b>	3	MUS3099	Directed Study	Autumn	Only available with departmental consent	This module exists to accommodate students whose module choice was dropped due to insufficient enrolment, or, in exceptional circumstances, where the student wants to pursue an independent project which does not suit the Special Project learning outcome (a single piece of independent research). In all cases, approval from the prospective tutor and the Head of School should be obtained. The student and supervisor(s) agree on an assessment package; the student is then given appropriate support through tutorials to execute the elements of assessment.

<b>Broadcast Production</b>	1	BCP1001	Broadcast Analysis 1	Autumn	Limited places available for study abroad and Erasmus students due to spatial requirements.	This module introduces students to a range of methods and approaches used in analysing broadcasting and broadcast texts. These analytical techniques are accompanied by contextual material, in the form of an outline of the history of broadcasting, with an emphasis on the UK, together with weekly screenings. This provides a framework within which to consider issues of industry, regulation, audience, etc., as well as developing a broader awareness of broadcast texts, familiar and unfamiliar, and a deeper engagement with the students' own viewing and listening practices. The academic material and the contextual material will also be of use to students in their reflective essays for practical modules.
<b>Broadcast Production</b>	1	BCP1002	Broadcast Production	Autumn	Limited places available for study abroad and Erasmus students due to spatial requirements.	As an introduction to the basic technical skills required in broadcast media production, students in this module will conceive, research, develop and produce a number of small media projects as directed by the tutor. Each project should be seen as an initial foray into particularly important skillsets required for good visual storytelling in the broadcast arena supported by reference to cognate work and production theory. Beginning with the still image, students will learn key techniques involved in digital imaging in the context of photojournalism. Following on from this, students will be introduced to moving images practices through camera, lighting and video editing skills workshops. Finally, in the context of communication design this module will introduce new, disruptive technologies for the dissemination of stories online that combine media formats such as the still and moving image.
<b>Broadcast Production</b>	2	BCP2001	Factual and Documentary	Autumn	Prior understanding/knowledge of audio and video production and some journalism background required. Limited places available for study abroad and Erasmus students due to spatial requirements.	This course aims to introduce students to the theories around producing broadcast factual and documentary stories, both for television and radio. It will build on the practical skills students have already acquired and will allow those interested in specialising in factual, documentary and journalism to incorporate factual and documentary values, approaches, story and editorial decision-making into their work at every level. It will examine the differences between styles and genres and commercial and public service broadcasters. It will introduce students to the law and broadcasting codes as they apply to factual and documentary programme making. The practical skills will give students a deeper ability to research, develop, write and create structured and creative factual and documentary stories for TV and radio.
<b>Broadcast Production</b>	2	BCP2002	Radio and Podcast Production	Autumn	Prior understanding/knowledge of audio and video production required. Limited places available for study abroad and Erasmus students	<p>This module will develop technical and editorial skills in radio and podcast production. Students will explore the contexts of public service broadcasting formats (such as those offered by BBC) as well as the podcast landscape and commercial and community radio platforms.</p> <p>This module will introduce varying genres of radio broadcasting and podcasting - feature documentary genre, speech based discussion formats, radio drama and other non-fiction based programme making idioms.</p>



					due to spatial requirements.	<p>Through a series of practical activities, this module will explore a range of skills involved in radio and podcast production including writing, using the voice, show-producing and audio engineering.</p> <p>Opportunities to develop an original programme or podcast idea will culminate in a group radio project conducted in a live studio setting. Students will be encouraged to engage with local communities to generate ideas that connect with their audience and the wider world around them.</p>
<b>Broadcast Production</b>	3	BCP3001	Broadcast Media Project: Development	Autumn	Prior understanding/knowledge of audio and video production required and must have a project idea to develop. Limited places available for study abroad and Erasmus students due to spatial requirements.	<p>This module aims to develop and enhance the student's research and production skills through the creation of a significant collaborative broadcast media project for television, radio or online. This module then leads on to the production of a major project in semester two from project proposal selected in this module. This module is an opportunity for the student to continue to build on the various production and technical skills acquired in level 1 and 2 of the course. The intense development phase is designed to emulate a broadcast commission cycle and classes will be delivered in association with a number of guest artists and industry professionals. The development of production teams and commissioned projects will mirror industry practice and leads to an industry pitching session in week 12 after the pre-production phase ends. The module is taught in workshops weekly allowing for further advanced technical instruction in audio and visual techniques.</p>
<b>Broadcast Production</b>	3	BCP3003	Media and Time	Autumn	Prior understanding/knowledge of broadcast theory required. Limited places available for study abroad and Erasmus students due to spatial requirements.	<p>The media are time-based; they have a narrative flow from line to line and scene to scene and episode to episode, with each programme fitting into the wider flow of its schedule or platform, and into the wider schedule of the audience's day and life. The media are also key mechanisms for communicating ideas and information about history and about potential futures, through fact and fiction. This module explores the ways that the media, with a primary focus on television, engage with time. This will include the presentation of history and possible futures through both fact and fiction, including consideration of the political and cultural role of history and historical drama. It will include engagement with key concepts such as heritage drama, nostalgia and authenticity. It will also include consideration of the temporal nature of the media themselves, such as in their narrative construction and scheduling, and how that plays into the lives of the audience.</p>
<b>Broadcast Production</b>	3	BCP3006*	Rehabilitating Reality: studies and strategies of the use of fiction to	Autumn	*Prior understanding/knowledge of Documentary, Journalism, Film or Drama required. Limited places available for study abroad and Erasmus	<p>The phenomenon of "post-truth" has infiltrated and destabilised conventional factual broadcast practice. Among other problems, it has bred a deep suspicion and a burgeoning rejection of the observational mode of storytelling, a staple of conventional audio and audio-visual documentary and news gathering.</p> <p>In the face of this paradigmatic shift and the existential threat to the power and integrity of the media it represents, this module will look at various techniques in which fiction/fictive strategies can be used not to</p>

			strengthen fact (NEW)		students due to spatial requirements.	<p>weaken or compromise representations of fact but rather to strengthen and deepen them.</p> <p>Focusing on both seminal and emergent audio and audio-visual work, this module will explore narrative strategies in broadcast media that channel fiction/fictional strategies in a bid to deepen the audience's experience/understanding and feeling about factual situations. This will include strategies of re-enactment, 'essayism,' heightened subjectivism, docu-fiction, experimental documentary, creative memoir and socially-engaged drama.</p>
<b>Film Studies</b>	1	FLM1001	Introduction to Film Studies 1	Autumn		The module will introduce students to the principles of film form, narrative, styles and methodologies of film criticism. It will concentrate on American and British cinema and the examples drawn from these two very different cinematic industries will help increase and broaden knowledge of film and cinema, audiences and industries.
<b>Film Studies</b>	1	FLM1005	Visual Studies: Theory and Practice	Autumn		This module aims to develop students' skills in the analysis and critical appreciation of visual texts, with particular regard to their photographic, narrative forms. Throughout the module emphasis will be placed on enhancing skills in scholarly analysis and composition, which will be examined through student presentations and written assignments.
<b>Film Studies</b>	2	FLM2012	Documentary Film Studies	Autumn	*Availability for Study Abroad / Erasmus students subject to departmental consent. Students need to show evidence of prior study.	The module examines key critical issues in so-called "non-fiction" filmmaking. Many major filmmakers, periods and movements which have come to constitute the documentary tradition as we know it today will be identified, and discussed, examining how the formation of the various modes of documentary filmmaking are partly historical but more importantly, conceptual. In particular, the module will interrogate the commonplace notion of documentary as a specific kind of film preoccupied with truth and social reality. And yet, every representation has within it elements of the subjective, the fantastic, the unconscious and the imaginary just as every fiction has elements of the document within it. The module will study films that play at the border of fiction and non-fiction rather than assume a distinct category like 'documentary' to be elaborated.
<b>Film Studies</b>	2	FLM2014	Film and Sound: History and Theory	Autumn	*Availability for Study Abroad / Erasmus students subject to departmental consent. Students need to show evidence of prior study.	This module will explore the relationships between film and sound, examining how the aesthetic, historical and cultural significance of film sound practices have been understood in the context of evolving technologies.



<b>Film Studies</b>	2	FLM2019	Introduction to Screenwriting  (Check with School. Last indication from Sian Barber was not available to SA students.)	Autumn (Change of semester)	*Students should have a suitable background in Film Studies.	The module provides a 12 week introduction to screenwriting. Students will develop original or adapted Screen ideas through participation in a series of workshops which involve input from industry professionals. In these they become familiar with a range of screen writing approaches and work on an individual writing project from initial concept and research via the drafting of prose treatments and the delivery of verbal pitches to producing a draft script. Students will be offered a thorough grounding in narrative concerns within film and will explore a range of techniques for developing character and dialogue. Writing for experimental and documentary forms will also be discussed
<b>Film Studies</b>	2	FLM2026	British Cinema: Nation, Identity and Industry	Autumn	*Students should have a suitable background in Film Studies.	This module will introduce a number of British films from a range of different historical periods. Students will consider films in relation to theoretical issues of national identity, representation, class and gender and will also explore British film culture to examine issues of production, film funding, censorship and reception. Films studied may include well-known examples from British cinema such as Passport to Pimlico (Cornelius, 1949), Room with a View (Ivory, 1985), or Elizabeth (Kapur, 1998) but will also consider a range of less well-studied texts to explore the breadth and range of 'national cinema.' One of the key objectives of the module will be to use film examples to address complex issues relating to national identity, shared history and popular taste. It will also consider how film can be a useful vehicle for understanding and addressing such issues.
<b>Film Studies</b>	2	FLM2031	Creative Enterprise in Film and Digital Media  (Check with School. Last indication was not available to SA students.)	Autumn (Change of semester)	*Students should have a suitable background in Film Studies.	<p>This Level 2 Film Studies and Production module aims to cover the establishment, running and growth of a production company making film, TV, digital content and immersive technology. It explores the process of setting up a company, understanding the landscape of creative companies in the UK, Ireland and internationally, attracting partners, creating a board, raising funding from commissioners, public funds, studios, corporate partners, investors and crowdfunds, marketing your company, growth/investment and winding up or selling on.</p> <p>The module will be taught through seminars and workshops covering specific areas such as choosing your business partners, your board structure, marketing in the digital age, startup and growth fundraising, staff recruitment and management, pitching for business, sales and distribution, legal and Intellectual property issues, accounting and HMRC, investment and growth.</p> <p>Students can either develop and pitch ideas to an industry panel, or complete a case-study involving a production company, festival, studio, distributor or digital agency and write up a report. You will also be</p>

						required to create a business plan and produce a written or video essay.
<b>Film Studies</b>	3	FLM3024	Film and Music: Theory and Criticism	Autumn	*Availability for Study Abroad / Erasmus students subject to departmental consent. Students need to show evidence of prior study	<p>This module considers how music and image interact in film, and the social and cultural aspects of these associations. Students will be introduced to a range of key theories, in particular those surrounding music in classical cinema, and will obtain a precise understanding of the ways in which music 'works' in film, achieved via the close analysis of a range of filmic texts.</p> <p>The module also considers ways of discussing film music in non-specialist terms, and as such no formal training in music is required to enrol on this module.</p>
<b>Film Studies</b>	3	FLM3031	Cinema and Postmodernism (NOT AVAILABLE IN 2020-2021)	Autumn	*Availability for Study Abroad / Erasmus students subject to departmental consent. Students need to show evidence of prior study.	Challenging the traditional study of European film as a set of national cinemas, this module proposes a continental and transnational view of contemporary cinema. Through the analysis of a choice of films made from 1970 to date, it covers topics such as the postmodern city, travel and emigration, history and nostalgia, postmodern identities, style and ideology
<b>Film Studies</b>	3	FLM3032	British Film: Mainstream and Fringe	Autumn	* Available to Study Abroad / Erasmus students subject to departmental consent. This is a final year module and students will need to show evidence of previous study.	<p>This course will explore British film and cinema by focusing on regional, marginal and minority cinemas of Great Britain and Northern Ireland. As well as examining the visual culture of British and Northern Irish cinema, this module will also examine the industrial contexts and aesthetic strategies of the UK's regional cinemas. It will engage with such issues as the relationship between national, transnational and regional cultural identities; the representation of and engagement with ethnic minorities and immigrants; and the emergence of alternative 'regional' identities among disenfranchised populations.</p> <p>The module will also explore audience reception, looking at how the national and regional contexts influence popular and critical judgments, as well as at the formal and thematic elements of the films which guide viewer response</p>
<b>Film Studies</b>	3	FLM3034	Cinema, Realism and Modernism  *Awaiting confirmation of eligibility for Visiting Students	Autumn	TBC	This module aims to provide you with a critical understanding of the historical and formal relations between cinema, realism and the culture of modernism in the twentieth century, with reference to both the history of cinema and its creative interactions with other arts (painting, music, literature, architecture). The module will interrogate categories such as 'realism', 'modernism', 'modernist cinema', 'avant-garde film', and assess the intellectual relevance and institutional function of such categories and interpretative structures. Although the issues and films selected relate primarily to European cinema, the module will also examine some work by experimental filmmakers in the US.

## **SCHOOL OF HISTORY, ANTHROPOLOGY, PHILOSOPHY AND POLITICS**

### **Semester One 2020-2021**

<b>Subject</b>	<b>Level</b>	<b>Module Code</b>	<b>Title</b>	<b>Semester</b>	<b>Pre-Requisites</b>	<b>Description</b>
<b>Anthropology</b>	1	ANT1001	Being Human: Evolution, Culture and Society	Autumn		This course is designed to introduce students to social anthropology through a discussion of the key concepts in the discipline, and a consideration of the principles which underlie family life, kinship, sexuality and gender relations, and gaining a livelihood in different parts of the world.
<b>Anthropology</b>	1	ANT1003	A World on the Move: Historical and Anthropological Approaches to Globalisation	Autumn		This module provides an anthropological introduction to the study of globalisation, using comparative case studies from the contemporary and the historical record, and outlining links with perspectives in the field of history. Among the issues discussed are: global and local linkages in a world of economic, cultural and political connectivity; cultural convergence and the expression of cultural difference; migration, refugees, trafficked people, tourism; diasporas, the idea of home and national borders; transnational family networks in the contemporary world; global and local regimes of power and resistance.
<b>Anthropology</b>	2	ANT2022	Key Debates in Anthropology	Autumn		This module will examine the theme of culture from an anthropological perspective. Focusing on an assortment of critical thinkers and formative texts, it addresses the relation of culture to race, society, history, practice, embodiment, emotions, power, the politics of identity, the state, and globalization. The course examines some of the foremost anthropologists who have contributed to these topics, drawing on functionalist, structuralist, Marxist, reflexive and other traditions of thought.

Anthropology	2	ANT2038	Hanging out on Street Corners: Public and Applied Anthropology	Autumn		The course is designed to introduce students to qualitative, ethnographic, methodologies and particularly explore their applied use in the social sciences and policy analysis. It will examine the differences between qualitative and quantitative methodologies, understanding the strengths and weaknesses of each. This will allow students to be able to argue for the utility of ethnographic methodologies in further modules (dissertation).
Anthropology	3	ANT3150	In Gods We Trust: The New Science of Religion	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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).
Philosophy	1	PHL1001	Philosophy and Human Nature	Autumn		An introduction to some fundamental philosophical problems arising from theories of human nature in the western philosophical tradition, and to the methods which philosophers use for solving them, including techniques of sound reasoning and argument. Topics covered will include the soul, personal identity, free will, God and evil, and life after death (among others). Reference will be made to the ideas and arguments of many important figures in the history of philosophy, including Plato, Aristotle, Aquinas, Descartes, Hume and Kant.
Philosophy	2	PHL2000	Moral Theories	Autumn		This module explores both the status and content of morality. Drawing on historical and contemporary sources, it addresses a broad range of metaethical and normative questions, including: can morality be objective? Are moral judgments based on feeling? Are there any reasons to be moral? Is moral truth relative to particular cultures or societies? What makes right acts right? Does the end justify the means? Are there any absolute restrictions on human conduct? Is happiness all that matters? Do animals have rights?
Philosophy	2	PHL2016	History of Philosophy	Autumn		This module introduces students to some of the central texts in modern philosophy, including Descartes' Meditations, Hume's Enquiry Concerning Human Understanding, Kant's Metaphysics of Morals and Hegel's Phenomenology of Spirit. Topics to be covered include: empiricism and rationalism, scepticism, induction, causation, free will, moral autonomy and moral obligation, the development of self-consciousness, the master-slave dialectic and mutual recognition.

<b>Philosophy</b>	3	PHL3013	Topics in Epistemology (NEW)	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	This module explores some of the major topics in contemporary epistemology, especially the epistemology of testimony, and contextualism and its rivals.
<b>Philosophy</b>	3	PHL3034	Philosophical Theology	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>Philosophy</b>	3	PHL3064	Applied Ethics	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>Politics and International Studies</b>	1	PAI1006	World Politics	Autumn		The module examines the development of the international system and raises questions about how and whether this system is changing in light of processes of globalisation. International relations theories of realism, idealism and critical approaches will be introduced, as well as issues of war and conflict, global inequality, poverty, climate change, race and gender
<b>Politics and International Studies</b>	1	PAI1007	Perspectives on Politics	Autumn		This module aims to introduce students to the broad field of political theory and philosophy, a necessary and integral component of the study of politics generally. Taking a contemporary approach to the subject, the module stresses the vital importance of theoretical enquiry for understanding, analysing, and criticizing everyday socio-political life. Students are therefore introduced to key concepts and problems in the study of politics, including the meaning of democracy, the fraught relation between the individual and society, and the contested nature of power and political authority. In exploring these themes, students come to an appreciation of the complexities surrounding our everyday notions of democratic rule, freedom, justice, citizenship, government, and power.
<b>Politics and International Studies</b>	1	PAI1009	Comparative Politics	Autumn		The purpose of this course is to explore key themes in British and Irish Politics in a comparative perspective. The aim is to enable students to understand current politics by comparing Britain, Northern Ireland and the Republic of Ireland to each other and also to other developed democracies. The course opens with two lectures that lay out the ideas behind comparison as a tool of understanding. Subsequent topics include: party systems, electoral systems, government formation, inter-party competition, intra-party competition and devolution.

<b>Politics and International Studies</b>	2	PAI2001	Politics and Policy of the European Union	Autumn		This module serves as an introduction to the European Union and demonstrates how this evolving and expanding tier of European governance impacts on national political systems. The module is divided into three parts. The first part sets the scene for the study of the EU and introduces students to the evolution of the EU, the treaty base and the theories of integration. The second part explores the composition and powers of the main EU institutions (such as the Commission, the European Parliament, the Council and the Courts). It also accounts for the decision making process and the role of NGOs in the EU system. The final part focuses on the EU policy base and seeks to explain where and why the EU is active in certain policy areas. It examines a series of salient policy areas including the common agricultural policy, environmental policy, foreign and defence policy, enlargement and competition policy.
<b>Politics and International Studies</b>	2	PAI2005	Modern Political Thought	Autumn		This module focuses on a critical analysis of key texts and themes in the history of modern political thought. The study of the work of key thinkers in the modern era serves a range of purposes. Firstly, we can, in some instances, learn directly from these works, acquiring ideas that we can apply to our own circumstances. Secondly, through studying these texts we can learn about ourselves and our own political, ethical, and intellectual situation, through coming to a better understanding of how these works have contributed to shaping the world that we live in. Finally, through engaging with the complex arguments constructed in classic texts we can hope to learn how we might come to construct political arguments of our own. The choice of texts to be studied may vary from year to year.
<b>Politics and International Studies</b>	2	PAI2011	The Politics of Deeply Divided Societies	Autumn		In this module we study the politics of deeply divided societies such as Northern Ireland, South Africa under Apartheid and the Israeli-Palestinian conflict. The module is built around an examination of ethnic and national conflict in terms of global politics. A range of comparative themes are studied as they relate to dimensions of conflict such as violence, civil disobedience and strategies for the management of such conflicts by state and non-state actors. Challenges to power and claims to legitimacy are key elements of our study. We also focus on prescriptions for the resolution of conflicts including partition, power-sharing and negotiations. The failure and successes of respective peace processes are also examined to draw on lessons for future conflict resolution efforts.
<b>Politics and International Studies</b>	2	PAI2017	International Relations	Autumn		This module sets out to help students understand and analyse the development of International Relations as a discipline through its theories and major issues. The key theories of international relations are examined, from Realism, through Marxism to contemporary approaches such as Poststructuralism, with a focus upon how each one criticises and responds to the others revealing its strengths and weaknesses. Within this, major issues of international relations will be explored from a theoretical and conceptual perspective, such as the balance of power, peace, international society, norms and gender. Finally, the course turns to modern challenges to the discipline of

						International Relations, such as International Political Economy, the spread of Globalization, and contemporary concerns with security and the War on Terror. The module therefore considers how well International Relations is responding to these challenges.
<b>Politics and International Studies</b>	3	PAI3005	The Politics of Irish Literature	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>Politics and International Studies</b>	3	PAI3008	Gender and Politics	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>Politics and International Studies</b>	3	PAI3011	Middle Eastern Politics	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	This module is built around a problem-solving approach to the study of the Middle East and politics affecting the region. It looks at the enduring issues and problems associated with the perspectives of impact of colonialism on the region and poses critical positions around these issues. Protracted conflicts, political-economy, religion, ethnicity and gender are also approached in terms of a problem-solving approach as they relate to the state and politics in the Middle East. The module identifies factors that characterise the region and are unique to its political life. The state and ideology is questioned, with the influence of imported western models and their effects on the natural system of politics that had governed the region for centuries previously. The impacts of the Arab Awakening/Arab Spring will also be examined throughout.
<b>Politics and International Studies</b>	3	PAI3026	Earth, Energy, Ethics and Economy: The Politics of Unsustainability	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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.



Politics and International Studies	3	PAI3039	Arms Control	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
Politics and International Studies	3	PAI3041	Asylum and Migration in Global Politics (NEW)	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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
<b>Politics and International Studies</b>	3	PAI3059	National and Ethnic Minorities in European Politics	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	<p>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.</p> <p>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.</p>
<b>Politics and International Studies</b>	3	PAI3063	Politics of the Global Economy	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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?
<b>Politics and International Studies</b>	3	PAI3064	Northern Ireland: A Case Study	Autumn	*Prerequisites may apply. Students may need to show	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

					evidence of previous study.	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.
<b>Politics and International Studies</b>	3	PAI3067	Challenges to Contemporary Party Politics	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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).
<b>Politics and International Studies</b>	3	PAI3073	Security and Technology *moved to Semester 1 for 2020-2021	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>History</b>	1	HIS1001	History and Historians: Contested Pasts	Autumn		This module will examine a number of controversial historical themes. The controversy arises not only from the historical incidents themselves, but also through the variety of historical interpretations that have been placed on these subjects. The module examines a number of contemporary debates about what constitutes historical truth. It does so via close examination of a number of important case studies: the crusades; the holocaust and slavery. Each provides a fascinating opportunity to discuss questions about the nature of historical truth and the contemporary importance of history. It will challenge preconceptions about the nature of history, stimulate awareness of the diverse ways in which the past can be studied, and introduce students to parts of the historical enterprise that few are likely to have encountered. Emphasis is placed on developing key skills and this is done by three short pieces of writing. One critically reviews an historical article, a second is a blog/journal, and the third is an essay
<b>History</b>	2	HIS2011	Politics and Society in 19 <sup>th</sup> Century Ireland	Autumn		The union and post-union government of Ireland; the development of nationalism and unionism in their different forms; the relationship between religion, politics and society; economic and social development, the famine and emigration; gender relations and the family; the land question and attempts to resolve it; Home Rule and resistance to it; Ireland's relations with the British empire.
<b>History</b>	2	HIS2018	The Making of Contemporary Britain: 1914 to the present	Autumn		The course examines key debates in British history between 1914 and the present and complements "The making of modern Britain". It charts political, economic and social change in twentieth century Britain, including decolonisation and the loss of empire.
<b>History</b>	2	HIS2028	The American South 1619-1865	Autumn		In a nation which would later commit itself to upholding the ideals of freedom and democracy, the early American South developed a distinct social order based on the enslavement and subordination of Africans and their descendants. This course will explore the development of southern distinctiveness over two centuries, from the evolution of racial ideology in the early Chesapeake to the armed defence of the South's "peculiar institution" in the Civil War.
<b>History</b>	2	HIS2049	HIS2049 The Roman Origins of the East and West; From	Autumn		This course focuses on one of the most exciting periods in the formation of the East and West, namely, the transition between the ancient and medieval worlds. Invasions of 'barbarian' hordes across the Rhine and Danube frontiers in the fifth and sixth centuries ended a stable system; in the seventh and eighth centuries, the invasions came from the south, as the forces of Islam exploded from Arabia and changed the Mediterranean Sea from a Roman lake to a contested frontier. In response to these political changes, individuals such as

			Augustus to Charlemagne			Augustine, Jerome, Basil of Caesarea, Gregory Nazianzos, Basil of Nyssa and John Chrysostom sought to incorporate the Classical heritage into the Christian life. Beginning with the Emperor Augustus, this course charts the development of the Roman empire and surveys its major institutions and culture, from the mechanics of autocracy to the character of polytheism. The success of Christianity within this empire is examined, particularly in relation to persecution and the ways in which the triumphant Christian church shaped 'late antiquity' are explored. This world, however, became subject to forces of change that transformed it dramatically. The course proceeds to highlight the significance of Theoderic, King of the Ostrogoths, who strove to unify Roman and barbarian cultures. It also examines Justinian the Great, the Byzantine emperor, whose attempt to reunite the Roman world ultimately failed. This course looks at Rome's successor states in the East and West, namely medieval Byzantium, Frankish Gaul, Ostrogothic Italy and Visigothic Spain. The emphasis is on the theme of continuity and change. We look at how the Franks, having conquered Gaul, drew on Roman imperial and Christian ideology to legitimise their authority; how the Visigoths, having established their authority in Spain, produced a remarkably rich Roman-based culture; how the Romans of Byzantium, under hammer blows of Gothic, Hunnic and Muslim invasions, forged an enduring Byzantine culture combining Roman polity, Greek civilisation and Christian religion.
<b>History</b>	2	HIS2050	Europe between the Wars 1919-1939	Autumn		The course will stress the major themes and distinctive modern conflicts of the interwar period, particularly those resulting from World War I and leading to World War II. Considerable attention will be given to the rise of fascism, Nazism and other forms of right-wing authoritarianism. The internationalisation of the Spanish Civil War will be used as a case study to explore political polarisation and the gradual collapse of the post-Versailles order. Throughout the course, students will become familiar with the cultural and social implications of the interwar clash of ideologies, including the impact on women, children and ethnic minorities.
<b>History</b>	2	HIS2052	Life, Love and Death in England and Ireland, c.1350-c.1700	Autumn		This module will consider the history of the family between c.1350 to c.1650. It will focus primarily upon England, drawing comparisons with the situation in Ireland as and when appropriate. Topics covered will include birth and childhood, adolescence, courtship and marriage, work and leisure, old age and death. Throughout, equal weight will be given to the consideration of men and women. The module will look at continuity and change against a background of social, economic and religious upheaval. Students will examine these broad historical debates, but will also study a variety of primary source material.
<b>History</b>	2	HIS2064	Uniting Kingdoms	Autumn		The aim of the course is to examine the interrelationships between the kingdoms of England, Scotland, and Ireland from 1603 to 1815 and the factors contributing to the formation of the United Kingdom of Great Britain and Ireland in 1801. It will provide an overview of the principal events and developments following the union of the Crowns in 1603, including the wars of religion of the mid seventeenth century, the

						establishment of a 'parliamentary monarchy' in 1688, the Anglo-Scottish Union, the rise of the press, the making of empire, religious and intellectual change, Jacobite rebellions, the 1798 rising in Ireland and the British-Irish Union. An important feature of this module will be the use of primary printed materials through electronic databases, especially EEBO and ECCO, for which training will be provided.
<b>History</b>	2	HAP2065	Apocalypse! End of the World	Autumn		The aim of the course is to introduce students to historical and anthropological reflection on millennial / millenarian beliefs and movements across space and time. Taking a long view of historical events and using case studies of present-day groups that attend to ideas about the end of the world, taking advantage of the interdisciplinary character of the School, and using a wide range of primary sources, including novels, film, websites, and ethnographic case studies and film, this course will invite students to consider the ancient roots of millennial theory; its foundational texts, exponents / prophets and movements; examples of well-known failed and successful millennial claims and movements, including the Crusades, radical puritans, Mormons, Jewish Zionists, American evangelicals, new religious movements, including UFO and suicide cults, and radical Islamists; the use of millennial theory as presentist critique; the development of millennial majorities, and the social, cultural and political implications of their dominance; millennialism's place in utopian theory; and a final consideration of theoretical rejoinders, in which the course leaders encourage students to consider whether millennial claims might be right – for example, in terms of global warming – and whether that might change the way in which historians and anthropologists should approach the subject.
<b>History</b>	3	HIS3012	Working Class Communitie s in the UK 1900-1970	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>History</b>	3	HIS3018	Popular Culture in England 1500-1700	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>History</b>	3	HIS3035	The American Civil War and Reconstruction	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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

			1860-1877 (NEW)			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.
<b>History</b>	3	HIS3039	The Soviet Union 1921-1991	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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 Khrushchev.
<b>History</b>	3	HIS3046	Evangelical Protestantism in Ulster: From the United Irishmen to Ian Paisley	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>History</b>	3	HIS3071	The Rise of Christianity 2: The Conversion of the Roman Empire	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>History</b>	3	HIS3073	The Irish Revolution 1917-1921	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	The module will explore revolutionary politics in Ireland between 1916 and 1921. Key themes will include the rise of Sinn Féin following the Easter Rising, the establishment of Dáil Éireann, 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?
<b>History</b>	3	HIS3079	Kings, Courts and Culture in Carolingian Europe* <i>*check with School if running</i>	Autumn	<i>*Prerequisites may apply. Students may need to show evidence of previous study.</i>	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.
<b>History</b>	3	HIS3083	Modern America: The U.S. since 1964 (NEW)	Autumn	<i>*Prerequisites may apply. Students may need to show evidence of previous study.</i>	This module examines the intersection of commerce, transportation networks, and conceptions of leisure in the United States beginning with the opening of the Erie Canal in New York in 1825. Part economic study and part cultural study, the module provides an interdisciplinary examination of how Americans travelled for business and pleasure and how they perceived the relationship between these two seemingly contradictory activities. Americans were going places, both literally and figuratively, as they sought opportunities for prosperity as well as relief from the stress of the market.
<b>History</b>	3	HIS3118	Crime and Punishment 19 <sup>th</sup> Century Ireland (NEW)	Autumn	<i>*Prerequisites may apply. Students may need to show evidence of previous study.</i>	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.
<b>History</b>	3	HIS3127	Thatcher's Britain	Autumn	<i>*Prerequisites may apply. Students may need to show evidence of previous study.</i>	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.
<b>History</b>	3	HIS3128	Sin Cities? Everyday	Autumn	<i>*Prerequisites may apply. Students may need to show</i>	What, when and - perhaps most importantly - where was modernity? Were cities merely the inactive sites or containers of emerging economic, social and cultural processes, or was urbanity a fundamental

			Life in the Modern Metropolis		evidence of previous study.	part of what it meant to be living in a 'modern age'? 'Sin Cities' explores these questions through the study of metropolitan centres in the Western world between c.1880-1939. You will be taken through urban life in places such as London, New York, Paris and Berlin – and the pleasures, anxieties and identities that they came to represent. The course begins with the late-nineteenth century growth of both academic and popular belief in the idea that cities were now somehow different to what had come before – new, shocking, and possibly the end (or maybe the beginning?) of Western society. Following lectures and tutorials range widely across a diverse field of analytical approaches and topics, including: sexuality sub-cultures; shopping and entertainment; miscegenation and 'slumming'; prostitution and 'sexual danger'; and the rise of urban sociology. We will end the module by debating the importance of the 'urban variable', and its value as a distinct category of historical analysis.
History	3	HIS3130	Pop Culture and Protest in US History	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	In this module, we will examine critical approaches to the study of American popular culture in the twentieth and early twenty-first centuries. Pop culture has served many purposes in American history, and in this course, we'll examine how different kinds of pop culture—music, fiction, television, film, advertisements, and poetry, to name a few—have been used in the recent past as resistance, or as a means of protesting the contemporary status quo. In particular, we will explore the following questions: Who has produced resistant pop culture in different eras of American history, and with what intentions? How did these cultural producers construct these texts to specific ends? Who has consumed this pop culture in the past, and how did they make sense of the message? What accounts for the changes in protest pop culture over time? As we explore these questions, we'll also analyse our current culture, and each of you will produce your own protest pop cultural text in accordance with the themes, questions, and types of protest we will discuss this semester.
History	3	HIS3131	From Slavery to "Say Her Name": Black Women in America	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	This course is designed to explore the varied range of experiences of Black women from the earliest times in colonial America in freedom and enslavement until the Civil War formally abolished slavery and continuing in the Nadir and up through the Civil Rights and Black Power movements to the current Black Lives Matter struggle. As many scholars have pointed out, the Black community has never been monolithic and is characterized by much diversity of thought and expression. Some of the richness of the African American experience has been influenced by the time period, region, work, class, religion, identity, and other crucial factors. This course will enable students to explore African American women in all their depth and complexity as cultural creators, leaders, mothers, daughters, educators, workers, friends, feminists, wives, and healers. In this course, we will operate under the premise which historian Deborah Gray White maintained in her classic study, Ar'n't I a Woman? In this landmark study, White pointed out that from the earliest times, the experiences of African American women have been very different from those of Black men



						although they shared the same race. Similarly, although like white women, they suffered from sexism; they suffered the additional force that racism exerted. Thus, African American women have been burdened by the double oppression of racism and sexism. Throughout the course of the semester, by way of lectures, readings, films, and insightful discussion, we will survey these unique challenges that African American women prevailed through from slavery through emancipation and during the long quest for citizenship and attainment of rights.
<b>History</b>	3	HIS3132	Twentieth-Century China	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>History</b>	3	HIS3135	Cultures of Knowledge in Eighteenth-Century Britain and Ireland	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	This module examines diverse cultures of knowledge in a period of time that is best known for the 'Enlightenment', a rapidly expanding print media and new developments in human understanding of the natural world. History has traditionally told a story that foregrounds the 'great men of science' and male activity in the 'public sphere' of institutions, universities, clubs and societies. However, this only reveals one part of the intellectual activity that took place at all levels of eighteenth-century society. Here, curious tradesmen, enquiring housewives and skilled servants are all subjects worthy of our attention. In an era of rising rates of literacy and booming print production, previously excluded groups could engage with the cultural and intellectual debates of their time. These motivated individuals could also communicate easily with each other through letter-writing, which enjoyed increased popular use and an enlarged infrastructure of post roads and post offices. This module will take us to different spaces and places of intellectual work, including homes, gardens, manufactories and artisanal workshops. To uncover hidden histories of intellectual life, a wide range of sources will be used, including objects, buildings, literature and life writing alongside more traditional archival records. By employing a more inclusive definition of 'intellectual work' – the important contributions of those individuals who made things, perfected techniques, collected artefacts and recorded the

						weather can all be considered as part of a diffuse and diverse eighteenth-century intellectual world.
<b>History</b>	3	HIS3137	Diaspora: Irish 19th-century migration (NEW)	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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
<b>HAPP</b>	2	HAP2000	Radical Musics: Understanding Sounds of Defiance across Disciplines *check with School if running	Autumn		This module will bring together staff from a wide range of disciplinary fields including anthropology, history, philosophy, musicology, cultural studies, and arts management, in an examination of popular and experimental music in different historical and cultural contexts. Key themes will include a focus on aesthetics of 'extremeness', sounds of resistance and protest, subcultural capital, musical fusion and globalisation, and performances of feminism and masculinity. In particular, lectures will engage with case studies such as: the evolution of Black Feminism in music from the early blues to recent pop, Krautrock and the 1968 countercultural scene in Germany, German Techno, experimental art and pop music, Noise, rave, Metal, World-jazz fusions and free jazz.

## **SCHOOL OF SOCIAL SCIENCES, EDUCATION AND SOCIAL WORK (SSESW)**

### **Semester One 2020-2021**

Subject	Level	Module Code	Title	Semester	Pre-Requisites	Description
<b>Criminology</b>	1	CRM1001	Introducing Criminology	Autumn		The module offers a general introduction to criminology and some of the key debates and topics in the subject. The first half of the course (weeks 1 – 6) introduces some essential background materials for those pursuing study in criminology including an overview of historical and contemporary crime and crime control, the workings of the criminal justice system, sources of information on crime and criminals and an introduction to some theoretical concepts in criminology. The second half of the course (weeks 8-11) introduces a number of key debates and issues in criminology – many of which can and will be studied in greater depth in second and third year criminology modules.
<b>Criminology</b>	2	CRM2001	Criminological Theory	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	This course introduces students to the main theories of crime and deviance. It takes a historical approach to exploring the main developments in criminological theory.
<b>Criminology</b>	2	CRM2005	Crime and Society	Autumn		<p>The module is about crime, which is often defined in terms of behaviour that violates the criminal law. However, this legalistic definition needs to be examined more critically. For example, why are some harmful behaviours treated as criminal whereas others are not? How do class and gender affect involvement in crime and the response to criminality? Why do we focus on 'street crime' when 'suite' and 'state' crime are often much more damaging?</p> <p>The primary objective of this module is to challenge students' perceptions about crime and criminals. In doing so, the module is organised under three broad sub-headings: Street Crime, Suite Crime and State Crime. This module is global in scope and draws largely on</p>

						scholarly research and informed journalistic accounts to help students develop a broader critical awareness of crime and society.
<b>Criminology</b>	3	CRM3001	Punishment, Penal Policy and Prison	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	The aim of this module is to provide students with a critical understanding of the nature and issues surrounding punishment, penal policy and imprisonment. There is a concentration on the use of imprisonment, and the problems associated therewith, but other forms of punishment (or 'treatment' of offenders) are also considered. The module will explore the theories behind punishment – the justification for applying penal sanctions to transgressors of the criminal law –before focussing on how the use of prison has come to dominate the penal landscape in many modern societies. Some of the specific issues associated with the modern use of prison will as be explored. For example, issues such as prison violence, order and control, accountability, equality and diversity and the effects of imprisonment. Alternatives to imprisonment will also be considered in light of more general issues in the sociology of punishment and control. Throughout the course issues will be considered in terms of international (and historic) comparisons and contexts with, where applicable, specific reference to Northern Ireland will be made
<b>Criminology</b>	3	CRM3005	Psychological Perspectives on Crime	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	This module examines the contribution of psychology to our understanding of crime, criminals and the operation of the Criminal Justice System. The course is organised around three basic themes. The first theme considers psychological theories of crime and offending behaviour. It will examine how neuropsychology, psychological characteristics and psychological disorders help explain patterns of offending behaviour. It will also consider the social psychology of group offending. The second theme considers the psychological dimensions of more serious and violent crime, including murder, sexual violence and terrorism. The final theme considers the intersection of psychology and the criminal justice system, from the initial investigation of crimes through to the sentencing and rehabilitation of offenders.
<b>Sociology and Social Policy</b>	1	SOC1001	Rethinking Society	Autumn		This module offers a general introduction to the discipline of sociology for those with no experience of studying sociology before. Its primary objective is to initiate students to sociological thinking. Sociology does not rely on our subjective experience and general ideas commonly shared within the society (beliefs, customs, traditions, values, norms); its critical way of thinking and its methods allow us to discover aspects of social life that most people are unaware of. This will be done through a diversity of topics such as social class, suicide, race, gender, disability, globalisation, violence and other social phenomena. The module will provide a background for those intending to study sociology in the second and third years, but also acts as a stand-alone sociology course for those who do not intend to study it further.
<b>Sociology and Social Policy</b>	1	SQM1001	Visualising the Social World	Autumn	Availability for Study Abroad / Erasmus students determined on a case-by-case	The module introduces students to the visual presentation of quantitative data. By establishing a basic working knowledge of measurement procedures, data sources, and appropriate conventions in quantitative data visualisation, it introduces students to basic graphic

			*Withdrawn temporarily for 2020/2021		basis, subject to departmental consent.	functions in spreadsheet and geographical information system packages. Students will gain experience in the selection of appropriate graphics for different kinds of variables, in the construction of basic datasets from secondary data sources, and in the mapping of spatial data.
<b>Sociology and Social Policy</b>	1	SPY1004	Introducing Social Policy	Autumn	*Students may need to show evidence of previous study.	The module offers a general introduction to Social Policy as an applied academic subject. Students will be encouraged to take a broad perspective on how social policies are implemented by examining political, economic and social perspectives on human needs and wants. The second half of the course introduces social security, taxes, benefits and their implications for citizenship. The course offers a useful entry point to Social Policy; piquing students' interest in core theories and principles which they will explore in more detail in second and third year social policy modules
<b>Sociology and Social Policy</b>	2	SOC2001	The Power of Social Theory	Autumn		This module provides an introduction to social theory. The development of sociological thought is traced from initial formulations in the late 18th c. through to the work of contemporary theorists. As well as explaining the nature of various sociological perspectives, the module will show how these can be used to help us understand particular events and problems that occur in the social world.
<b>Sociology and Social Policy</b>	2	SOC2004	Quantitative Research Skills	Autumn	* Pre-requisites will apply. Students may need to show evidence of previous study and will be determined on a case-by-case basis.	Methods of quantitative data analysis, involving the use of computer packages for statistical analysis.
<b>Sociology and Social Policy</b>	2	SOC2032	Northern Ireland: Conflict, Identity, Peace *Withdrawn temporarily for 2020/2021	Autumn		This module introduces students to sociological approaches to identity, peace and conflict in Northern Ireland. The nature of Northern Ireland's peace process is analysed in relation to contemporary local evidence as well as to scholarly debates about conflict transformation.
<b>Sociology and Social Policy</b>	2	SPY2002	Welfare in Theory and Practice	Autumn	*Students may need to show evidence of previous study.	This course reviews key concepts and traditions in political philosophy and social theory which have affected the development of a number of welfare regimes internationally and historically.

<b>Sociology and Social Policy</b>	3	SOC3028	Modern Families: Intimate and Personal Relationships *Withdrawn temporarily for 2020/2021	Autumn		This module will focus on the sociological theory and research on the family and it will do so by examining both the scholarship on the family and the place of the family in different European societies. The history and current state of the family in Northern Ireland will be examined in the immediate context of family studies in both the UK and Ireland and in the broader context of other European societies. Both theoretical and empirical work will be considered.
<b>Sociology and Social Policy</b>	3	SOC3050	Norms and Social Change	Autumn	* Pre-requisites will apply. Students may need to show evidence of previous study and will be determined on a case-by-case basis.	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).
<b>Sociology and Social Policy</b>	3	SQM3003	Social Identity: Differences and Inequalities	Autumn	* Students may need to show evidence of previous study and will be determined on a case-by-case basis, subject to departmental consent.	In this module we will explore various aspects of identity, difference and social inequalities across a range of contexts. We will focus on the nature and extent of major social and cultural inequalities within society, in areas such as education, health, class, ethnicity, gender, age and social capital. The module examines how inequality not only shapes societies, but also affects our everyday lives. By considering various theoretical models of how inequality is maintained and reproduced, this module encourages students to challenge both classical theories (for example, those which see inequality as the result of class conflict) and more current arguments (for example, those which see class as of declining significance in the light of other social divisions such as gender or age), by engaging with empirical evidence.
<b>Sociology and Social Policy</b>	3	SPY3014	Disability and Society	Autumn	* Pre-requisites will apply Students may need to show evidence of previous study and will be determined on a case-by-case basis.	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.
<b>Social Work</b>	1	SWK1003*	Preparation for Practice Learning	Autumn	*Only available to students who are enrolled on Social Work degree at home institution	The module will introduce students to skills and methods for social work practice. Lectures will introduce students to the basic knowledge, values and skills required at each stage of the social work process. In skills workshops students will put their learning into practice using role play, video and audio equipment. These workshops will focus on individual skills including student's ability to communicate effectively

						and to develop professional working relationships. In theory tutorials students will develop their knowledge of the application of social work theory and methods to practice using case studies and group discussion activities.
<b>Social Work</b>	1	SWK1004*	Law for Social Workers	Autumn	*Only available to students who are enrolled on Social Work degree at home institution	Students will acquire an understanding of the legislation underpinning key areas of social work practice in Northern Ireland. It will also provide consideration of the current procedural and practice issues faced by social workers in implementing the legislation. Where possible, each area of legislation will be addressed by speakers from the legal and social work professions. Students will have an opportunity to apply and deepen their understanding of legislation through the use of case studies.
<b>Social Work</b>		SWK1005*	Introduction to Social Work	Autumn	*Only available to students who are enrolled on Social Work degree at home institution	This module will provide: an introduction to social work knowledge, skills and values; provide the opportunity to explore the context of social work practice in Northern Ireland and internationally; and outline the relevance of sociology, psychology and social policy to social work.
<b>Social Work</b>		SWK2006*	Social Work in Context	Autumn	*Only available to students who are enrolled on Social Work degree at home institution	This module will provide an overview of a range of core social work theories and methods of intervention with an emphasis on the context in which they are used. It will provide students with a tool to develop critical understanding of the moral and antioppressive dimensions to professional practice interventions. Students will be enabled to develop a critical perspective in values and AOP with an emphasis on working in a diverse contexts and settings.
<b>Social Work</b>	2	SWK2003*	Law for Social Workers	Autumn	*Only available to students who are enrolled on Social Work degree at home institution	The sequence is organised to enable students to acquire an understanding of the legislation underpinning key areas of social work practice in Northern Ireland. It will also provide consideration of the current procedural and practice issues faced by social workers in implementing the legislation. Where possible, each area of legislation will be addressed by speakers from the legal and social work professions. Students will have an opportunity to apply and deepen their understanding of legislation through the use of case studies.
<b>Social Work</b>	3	SWK3003*	Social Work with Children and Families	Autumn	*Only available to students who are enrolled on Social Work degree at home institution	The module will introduce students to social work with children and families. The three main areas of child care social work; family support, child protection and looked after children will be described and subjected to analysis and critique. Students will also be encouraged to explore the ethical dimensions of practice and relate all aspects of professional practice to the research base as well as to the social policy and legal contexts. Seminars will offer students the opportunity to integrate the dimensions of knowledge, skills and values and examine models of intervention as a basis for acquiring the range of skills necessary for work with children and families.
<b>Social Work</b>	3	SWK3004*	Social Work in Adult Services	Autumn	*Only available to students who are enrolled on Social Work degree at home institution	This module will introduce students to social work with adults. A range of adult services social work settings will be explored and critically analysed, including mental health, learning disability, physical disability, and older people. Students will be encouraged to explore the ethical dimensions of practice and relate all aspects of professional activity to



						the research base as well as social policy and legal contexts. Seminars will offer students an opportunity to integrate the dimensions of knowledge and values and examine models of intervention as a basis for acquiring the range of skills necessary for work with adults.
<b>Social Work</b>	3	SWK3008*	Social Work in Criminal Justice and the Courts	Autumn	*Only available to students who are enrolled on Social Work degree at home institution	Students will: become familiar with policy, legislation, research and methods that inform the social work role and social work intervention in the criminal justice context. • Explore the theoretical perspectives informing social work intervention in a criminal justice context • Develop skills in the critical examination of theory and its application to practice. • Examine their own value base in relation to this area and have considered ethical issues in relation to practice • Become familiar with the court structure in Northern Ireland • Develop awareness of court processes in civil and criminal proceedings • Develop skills in presenting written and verbal evidence to courts • Become familiar with the Children Order Advisory Committee Best Practice Guidance on Court Proceedings and the PBNI Standards for Pre-Sentence Reports

## **SCHOOL OF LAW**

### **Semester One 2020-2021**

<b>Subject</b>	<b>Level</b>	<b>Module Code</b>	<b>Title</b>	<b>Semester</b>	<b>Pre-Requisites</b>	<b>Description</b>
<b>Law</b>	1	LAW1020	European Constitutional Law	Autumn		The course content will be divided into two main parts. Part 1 will be concerned with the development of the EU and with the powers of its institutions. Part 2 will be concerned with core constitutional principles developed by the EU Courts.
<b>Law</b>	1	LAW1021	LAW1021 Constitutional Law in Context	Autumn		Introduces students to the basic institutions and principles of the constitution of the United Kingdom. Examines these institutions and principles in their wider philosophical, historical and political contexts. Introduces a comparative dimension to enable the distinctive features of the constitution to be better understood. Covers the different levels of governance including central government, devolved administrations and supranational institutions and explores the role of non-state actors in the development and workings of the constitution. Links to the Rights and Accountability module and to the European Constitutional Law module.

Law	1	LAW1026	Legal Methods and Skills	Autumn		Legal Methods and Skills, as its title makes clear, is designed to introduce students to legal craft—specifically, the craft of case-handling. Cases are a primary source of law within both the UK legal system and the common law world more broadly. This course provides students with a staged introduction to case-handling, taking them from the basics of navigation and description to more advanced skills, such as written and oral argument. In so doing, the course also addresses a key question: what is law? Specifically, is law's essence to be found in its form, its function(s), its key actors and institutions, in some combination of these, or in some other way?
Law	2	LAW2040	Contract Law	Autumn		The course covers the fundamental principles of the general law of contract; rules relating to the formation of contracts and what makes a contract different from a non-binding agreement; key issues concerning the contents of a contract; grounds on which relief may be afforded to a contracting party because of some defect in the making of the contract; ways in which a contract may be ended. The theoretical context in which the module is set is one which stresses the transactional quality of Contract Law, i.e. how it enables transactions to be processed, and how it connects with Torts in a joined up Law of Obligations.
Law	2	LAW2041	Equity	Autumn		The course will comprise four major areas of study: 1. The Nature of Equity and its Role in the 21st century; 2. Express Private Trusts; 3. Charitable and Non-charitable Purpose Trusts; 4. Resulting and Constructive Trusts
Law	2	LAW2042	Introduction to the Law of Torts	Autumn		The course covers the fundamental principles of the general law of torts, informed by a theoretical, practical and comparative approach emphasizing the underlying function and role of the law of torts in contemporary society. There is also a recurring stress placed throughout the module on the relationship between the law of contract and tort. What is the law of torts? Syllabus Preview (incl. Human Rights Act 1998). Underlying function and philosophy of torts. Harm to the Person. Deliberate and Negligent harm to the person. Protection of Land. Private Nuisance/Public Nuisance. Protection of Reputation. Defamation. Privacy. Concluding Issues Parties, remedies and defences; Course review
Law	2	LAW2050	European Constitutional Law	Autumn		The course content will be divided into two main parts. Part 1 will be concerned with the development of the EU and with the powers of its institutions. Part 2 will be concerned with core constitutional principles developed by the EU Courts.
Law	3	LAW3034	Public International Law*	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	There has never been a more exciting time to study Public International Law (PIL). Issues of international law and international justice are at the forefront of public debates and feature prominently also in domestic courts to a greater degree than ever before. International law provides the intellectual and the technical underpinnings to large areas of international co-operation. The PIL module covers the major areas of general international law and is not over-specialized. The lectures cover

						the core topics such as the nature and sources of international law, its relationship with national law but also introduces students to special areas such as international criminal law, and international human rights law. In addition, students will be examining the contextual constraints associated with public international law. The module will also cover the applicable rules governing international relations, and develop an understanding of the specifics of the law-making process in public international law and the intended and unintended consequences of present-day rule-making processes with regards to the politics and philosophy that dominates some of these areas. In sum, the PIL module will enable students to critically examine public international law.
Law	3	LAW3038	Competition Law*	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	This module will examine the EU competition law regime governing private market behaviour. Topics covered will include the aims and institutional framework of EC competition law; Article 81 of the EC Treaty prohibiting anti-competitive agreements between undertakings; Article 82 of the EC Treaty prohibiting abuse of a dominant position; enforcement of EC competition law and the approaches towards international competition law.
Law	3	LAW3044	Contract	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	The course covers the fundamental principles of the general law of contract; rules relating to the formation of contracts and what makes a contract different from a non-binding agreement; key issues concerning the contents of a contract; grounds on which relief may be afforded to a contracting party because of some defect in the making of the contract; ways in which a contract may be ended. The theoretical context in which the module is set is one which stresses the transactional quality of Contract Law, i.e. how it enables transactions to be processed, and how it connects with Torts in a joined up Law of Obligations
Law	3	LAW3045	Torts	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	The course covers the fundamental principles of the general law of torts, informed by a theoretical, practical and comparative approach emphasizing the underlying function and role of the law of torts in contemporary society. There is also a recurring stress placed throughout the module on the relationship between the law of contract and tort. What is the law of torts? Syllabus Preview (incl. Human Rights Act 1998). Underlying function and philosophy of torts. Harm to the Person. Deliberate and Negligent harm to the person. Protection of Land. Private Nuisance/Public Nuisance. Protection of Reputation. Defamation. Privacy. Concluding Issues Parties, remedies and defences; Course review.
Law	3	LAW3060	Legal Theory	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	This module is designed to equip students with the skills to better understand law, to ask questions about what law 'is' and what it 'ought' to be from a variety of perspectives. In doing so, students are encouraged to consider their own views and understandings of law, but also to encounter new views and understandings. This involves moving from a 'black letter' understanding of law and legal rules to engage with law in a more conceptual, creative and critical way. Students will explore a number of different theoretical perspectives which each provide contrasting ways to think about law, legal institutions and contemporary legal problems. These perspectives include Marxism,

						feminism, queer theory, post colonialism, critical race theory, sociology of law, critical legal studies, and legal positivism. Students will become familiar with the variety of tools which these interdisciplinary theoretical perspectives offer to interrogate law and ask critical questions about its everyday operation. The questions these theoretical tools help us to ask include 'What role does law play in society?', 'Is law neutral?', 'What do the ideas of "justice" and "equality" mean?', 'What is the relationship between law and social change?
<b>Law</b>	3	LAW3066	Criminology: Theory and Practice*	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	This course is designed to offer students an introduction to some of the key issues and controversies surrounding the study of crime from a social scientific perspective. Crime will be understood as a legal and social construct rather than as an unchallengeable fact. Crimes are legally defined, they vary over time and between jurisdictions, they are therefore clearly linked to questions of power and powerlessness, gender, race and a host of other variables. The analysis of the criminal justice process, therefore, will be underpinned by such critical views. These issues will be explored through an array of national and international research evidence, and will also draw upon current developments and the lecturers' own research. Drawing on interdisciplinary sources and establishing an academic agenda for critical analysis it considers the foundations of and alternatives to criminal justice in the context of a society and social order that is 'in transition'. Finally, it seeks to develop interdisciplinary skills and to encourage a full appreciation of the social nature of legal regulation and the role of criminology in understanding and resolving conflict.
<b>Law</b>	3	LAW3073	Sentencing*	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	• Theories of Punishment • Sentencing and Human Rights • Pre-Sentence Decisions • The Sentencing Process • Custodial Sentences • Non-Custodial Sentences • Sentencing the Young Offender
<b>Law</b>	3	LAW3077	International Trade Law	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	Following a brief overview of the events that led to the formulation of World Trade Organisation, the module will concentrate on the substantive obligations in the agreements that form part of the WTO Agreement, including the general principles of mostfavoured nation treatment and non-discrimination, subsidies, antidumping and countervailing duties, safeguards, trade in services and trade-related intellectual property rights. It will also examine the dispute settlement system of the WTO and consider future needs trends in international trade regulation, including competition law, environmental protection and the growing role of developing countries.
<b>Law</b>	3	LAW3082	Company Law and Corporate Governance*	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	The course covers legal and regulatory issues largely pertaining to corporate governance in the UK and elsewhere. The aim of the module is both to introduce the student to the core components of UK Company Law and to discuss these components in the light of the regulatory regime that has developed around the corporate governance of large, especially multinational enterprises. We draw not only on debates around legal codes, but on socio-legal and other bodies of scholarship aimed at addressing theories of corporate governance and issues

						addressed in the UK Corporate Governance Code. We also discuss other matters relating to such issues as corporate social responsibility, corporate criminal responsibility and the regulation of particular sectors (banking, mining etc).
<b>Law</b>	3	LAW3089	International Humanitarian Law*	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	Atrocities in Syria, Ukraine and Central African Republic involving massacres of civilians, abduction of children, and violations of the laws of war highlight the indiscriminate nature of warfare. International humanitarian law (IHL) is a core component of international law and is supposed to govern the conduct of hostilities (and minimise its excesses). Consideration will thus turn on whether this field can be truly considered humane? The module will begin by charting the history and legal basis of IHL, exploring the work of the Red Cross, the development of the Geneva Conventions, humanitarian intervention, accountability, and key principles in IHL. Further seminars will explore contemporary and technological challenges with conducting hostilities in a humane way through lectures, group work, presentations, and mock simulations.
<b>Law</b>	3	LAW3090	Business and Human Rights*	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	<p>This module is designed to provide students with an overview of important issues in the interactions of business and human rights. Global corporations have a profound effect on the social, economic and environmental lives of the people with whom, directly or indirectly, they interact. They have come to rely on human rights discourse and on human rights NGOs to govern and legitimate their global operations. Many human rights activities, at the same time, focus on commerce as both a problem and a solution in the pursuit of human rights norms at a global level. All this occurs in an environment where states either do not or struggle to impose human rights duties on corporations, and especially on those corporations that operate on a global scale. Our primary focus in this module is on attempts to construct human rights regimes around the governance of global corporations. We cover issues especially around the international regulation of human rights through and around law, important interactions between state and non-state actors and human rights discourses and obligations across corporate groups, through value chains and in investment operations. As such, the course will be divided up as follows:</p> <p>Part 1: Introduction This will introduce some of the basic concepts of the course, ideas such as globalisation, the shift from government to governance and the impact that this has on our understanding of Human Rights norms</p> <p>Part 2: The Code This part of the course will open with the idea of codes, and why companies seem to like codes. After focussing on the company code, interest then turns to external codes including, but not limited to, Global Compact, the OECD Guidelines for Multi National Enterprises and the UN Principles on Business and Human Rights (The Ruggie Principles) . This stage of the course is introducing students to more soft law principles.</p> <p>Part 3: The Issues Whereas the course to date is more knowledge driven, at this point we are interested in developing the skills of evaluation, through focusing on</p>

						a few key issues within the Business and HR framework. This include things like extraction, corruption, environment (although these are subject to change from year to year depending on the key issues within the field at that time). Part 4: The Future of Business and Human Rights This marks the last stage of the course where students will start to think about corporate –led human rights protections via their Corporate Social Responsibility policies.
<b>Law</b>	3	LAW3093	International Criminal and Transitional Justice*	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	Since the Second World War international criminal justice has emerged as a body of law to hold individuals responsible for mass atrocities. This module aims to introduce students to the key questions on the relationships between international law, justice and the transition from conflict in the 21st century through an exploration of law, criminological and social theory and case studies. The module adopts a broad interdisciplinary approach to mapping these connected issues and draws on a range of source and geo-political contexts (Latin America and Africa). It touches on contemporary controversies with international justice and domestic political conflicts, such as the intervention of the ICC in Palestine, criminal responsibility child soldiers, and reparations by multinational corporations.
<b>Law</b>	3	LAW3096	Equity Level 3*	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	The course will comprise four major areas of study: 1. The Nature of Equity and its Role in the 21st century; 2. Express Private Trusts; 3. Charitable and Non-charitable Purpose Trusts; 4. Resulting and Constructive Trusts.
<b>Law</b>	3	LAW3097	EU Constitutional Law Level 3*	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	The course content will be divided into two main parts. Part 1 will be concerned with the development of the EU and with the powers of its institutions. Part 2 will be concerned with core constitutional principles developed by the EU Courts.
<b>Law</b>	3	LAW3101	Global Business Law and Regulation	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	The role of law and regulation in the global economy shifted significantly over the past decades, This shift has been described as a shift to a modern regulatory state or to regulatory capitalism which is based on a complex mix of private and public regulation. This module focuses on the role of law and regulation in the area of global business and introduces students to key theoretical issues and practical problems affecting the operation of business in the global economy. Students will gain a detailed understanding and knowledge of the motives and drivers behind global business law and regulation, the dynamics of regulatory change and the problems, flaws, and challenges of global business law and regulation. Contents include: • Key terms: regulation, governance, regulatory governance • Globalisation and objectives of global business regulation • Explaining regulation: theoretical approaches to (business) law and regulation • The role and power of lawmakers, regulators, firms and other actors in regulating business • The early Regulatory State, the modern Regulatory State, and Regulatory Capitalism • Good Regulatory Governance: From Better to Smarter Regulation and Law-making • Rules, Implementation,



						Compliance, and Enforcement • Public and private regulation of global business and finance • Transparency, accountability and regulation in the area of global business law • The international institutional regime for global business and finance: forum shifting and regulatory competition • Globalisation, international harmonisation: regulatory competition vs regulatory cooperation • The European Union as a Regulatory State in global business regulation • The British Regulatory State and its role in global business regulation • Regulation in selected areas and regulating industries
Law	3		Legal Methods and Skills Level 3*	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	Legal Methods and Skills, as its title makes clear, is designed to introduce students to legal craft—specifically, the craft of casehandling. Cases are a primary source of law within both the UK legal system and the common law world more broadly. This course provides students with a staged introduction to case-handling, taking them from the basics of navigation and description to more advanced skills, such as written and oral argument. In so doing, the course also addresses a key question: what is law? Specifically, is law's essence to be found in its form, its function(s), its key actors and institutions, in some combination of these, or in some other way?
Law	3	LAW3104	Constitutional Law in Context Level 3*	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	Introduces students to the basic institutions and principles of the constitution of the United Kingdom. Examines these institutions and principles in their wider philosophical, historical and political contexts. Introduces a comparative dimension to enable the distinctive features of the constitution to be better understood. Covers the different levels of governance including central government, devolved administrations and supranational institutions and explores the role of non-state actors in the development and workings of the constitution. Links to the Rights and Accountability module and to the European Constitutional Law module.
Law	3	LAW3111	Law and Psychology	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	<p>This module provides students with an introduction to the role of psychology within the law and in the operation of legal systems. It aims to explore both the presence of psychological concepts within the substance of the law and the ways in which a range of legal skills is imbued with processes and dynamics that have psychological underpinnings. Group work and problem-based learning (PBL) approaches will form an integral part of the module.</p> <p>The module will begin with an examination of skills development within a group context, including (but not limited to): individual learning styles, formation of group identity, legal research, individual roles within groups, conflict resolution and communication (oral and written). There will be discussion of psychological and organisational theories throughout.</p> <p>In the second part of the module, the focus will be on areas of the law where psychological factors (including emotion, group behaviour, mental capacity) play a role, for example in criminal law, property law and obligations. There will also be an examination of decision-making</p>



						<p>processes within the justice system (e.g. juries), lie detection, eyewitness testimony and the role of the forensic psychologist.</p> <p>The final part of the module will explore a mixed-subject PBL scenario, in which students identify key legal issues and conduct research into both substantive and normative areas of law, including the relevant psychological components. There will be opportunities for students to engage in presentations within class, based on group work.</p>
Law	3	LAW3113	Family Law	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	<p>This module will provide an insight into family law, regarding the range of relationships involved and the consequences of the breakdown or cessation of these relationships. Depending on staff availability and topicality, it will consider aspects such as the varying nature of family relationships and legal recognition of these, domestic violence, child protection and access, ancillary relief and rights in the case of unmarried/unregistered cohabitants.</p>
Law	3	LAW3114	<p>Housing Law and Policy (NEW)</p> <p>*Awaiting confirmation of screening for Visiting Students</p>	Autumn	<p>TBC Draft below</p> <p>*Prerequisites apply. This module builds heavily on foundations of law content covered in Level 1 or Level 2 law studies and, as such, Visiting Students may need to show evidence of previous study, particularly in relation to Land Law. Approval from the School of Law is required in all instances.</p>	<p>This course will focus primarily on substantive issues relating to Housing Law and Policy as it applies to the public and private rental sectors here in the UK.</p> <p>Specific areas that will be covered include:</p> <p>Housing Law and Policy Context</p> <ul style="list-style-type: none"> <li>• The nature of Housing Law vs Housing Policy.</li> <li>• Rental v owner-occupied market.</li> </ul> <p>Public v Private Rental: Access and Regulation</p> <ul style="list-style-type: none"> <li>• Access to and regulation of the social housing sector (Local Authority Housing, Registered Social Landlords (RSLs)).</li> <li>• Access to and regulation of the private rental sector.</li> <li>• Homelessness</li> <li>• Multiple occupation and overcrowding</li> </ul> <p>Security of Tenure in the Public and Private Rental Sectors: Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>• Grounds for possession and eviction in the public rental sector.</li> <li>• Anti-social behaviour.</li> <li>• Grounds for possession and eviction in the private rental sector</li> <li>• Possession claims and human rights.</li> </ul>
Law	3	LAW3001	LAW3001 Research Project A*	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	<p>Researching an approved legal topic under supervision and presenting the results as a dissertation or report.</p>

## QUEEN'S MANAGEMENT SCHOOL

### Semester One 2020-2021

Subject	Level	Module Code	Title	Semester	Pre-Requisites	Description
Accounting	1	ACC1002	Accounting*	Autumn		Use of accounting information in business: the balance sheet, income statement and cash flow statement, and introduction to ratio analysis; introduction to: costing, accounting for overheads, budgeting, variance analysis and contribution analysis.
Accounting	2	ACC2011*	Accounting Practice	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	<p>In the context of a rapidly changing business environment, this module aims to provide students with an understanding of some of the key concepts and skills required of the professional accountant working in practice, industry or not-for-profit environments together with the opportunity to apply those concepts and skills. The module covers ethics (personal, professional and organisational), technological advancements and innovation including data analytics and topical issues in the business world.</p> <p>The module links subject understanding to employability, ensuring students are adequately prepared to take advantage of graduate opportunities at the point they're advertised, providing skills to assist in CV writing, interviews and professional interactions.</p>
Accounting	3	ACC3014*	Issues in not-for-profit and Public	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	The module begins with an overview of the private, public and not-for-profit sectors in order to provide a basis for better understanding each of the topics covered. After examining issues associated with accounting in central government, charity accounting and reporting is addressed. Then, funding, auditing and accountability in the public sector are reviewed. Other areas considered include social housing, the

			Sector Accounting			contracting out of public services, social enterprise and performance measurement and reporting in not-for-profit and public sector organisations.
<b>Economics</b>	1	ECO1004*	Mathematics for Economists	Autumn	*Cannot be taken with FIN1002	This course builds on the Mathematics taught at GCSE level or an equivalent level. It begins with a revision of basic algebraic methods. These ideas are then further developed to cover more advanced mathematical concepts including linear and non-linear functions; matrix algebra; single variable calculus and calculus of several variables. The course is taught paying particular attention to the solving of economic problems.
<b>Economics</b>	2	ECO2001*	Economic Growth	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	Economic growth is concerned with the identification of determinants of economic development, both across time and regions. Theoretical concepts and data commonly used in the field of economic growth will be introduced, discussed and applied. Aspects covered include factor accumulation (i.e., physical and human capital, population), productivity and fundamentals (such as government, culture, geography etc.) These concepts will be used to develop an understanding of why some regions are richer than others.
<b>Economics</b>	2	ECO2011*	Game Theory	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	This module aims to give students a working knowledge of terminology, methodology and applications of basic contemporary game theory. Students should leave the course with a clear understanding of the game theoretical concepts and their application to the study of a variety of economic problems in finance, economics and business
<b>Economics</b>	2	ECO2023*	Data Analysis and Optimisation	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	This level-2 module introduces a selection of introductory methods used to analyse data used in business and economics, such as regression analysis, optimization and project management. Statistical software (Stata and Excel) will be used in tutorials to illustrate concepts presented in lectures. Students are expected to use the knowledge gained in lectures and tutorials to perform their own data analysis project as part of a team. This module remains accessible to students without a strong statistical background, as long as they are open to learning how to read and interpret basic statistics. Tutorials, group presentations and group projects in addition to traditional lectures are essential parts of this module as it focuses on practice and applications of quantitative methods used in business. Upon completion, successful students are expected to understand and use these methods and to improve their skills concerning problem solving, verbal and written presentation, computer utilization, and working as a group
<b>Economics</b>	2	ECO2024*	Micro-economics of Markets	Autumn	* Prerequisites may apply. Students may need to show evidence of previous study	Microeconomics serves to make students familiar with microeconomic thinking, terminology and methodology. The module provides a rigorous treatment of some of the basic tools of economic modelling and reasoning, mainly decision and market theoretical tools. Microeconomic theory as a discipline begins by considering the behaviour of individual agents and builds from this foundation to a theory of aggregate economic outcomes. This module follows this outline and it consists of three parts. Part I covers individual decision-

					New module for 2020-2021	making. Part II initiates the investigation of market equilibria. It then explores the possibilities of market failures in the presence of externalities, market power, and asymmetric information. Part III extends the study of competitive markets to the general equilibrium context.
Economics	3	ECO3015*	Applied Econometrics	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	The course provides a rigorous introduction to the statistical and econometric methods used in economic research. The course covers both the theoretical basis and the practical application of the various techniques commonly employed in empirical research. Students are required to use statistical software to apply these techniques to analyse real data.
Economics	3	ECO3019*	Labour Economics	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	For most of us the labour market is arguably the most important market that we ever participate in: it's where we spend a lot of our lifetime and is where most of the income that we spend on goods and services comes from. Labour economics helps us to understand this key market and our own place within it. Many social policy issues – poverty and inequality, unemployment, welfare benefits, education, migration – are also inextricably linked with the labour market. Labour economics helps us to gain a better understanding of these issues and the trade-offs faced by policy makers in trying to address them. The course is divided into 11 substantive topics as follows: an introduction to the labour market; labour supply; labour demand; compensating wage differentials; human capital; wage inequality; labour mobility; labour market discrimination; incentive pay; unions; unemployment.
Economics	3	ECO3020*	Economic History	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	This module covers various topics in the economic history of the world across the last 500 years. It is intended to complement other final year modules; accordingly it emphasises the application of microeconomic and macroeconomic theory to solve economics and social problems in their historical context. On completion, students should be able to consider how economic reasoning can be used to explain both major historical events and long-run historical processes. Applied economics which makes use economic history is also covered. Tutorials concentrate on the in-depth discussion of landmark papers, especially in the New Economic History tradition, and on country-specific material, especially on Britain and Ireland. Topics may include: Demographic Transition; Industrial Revolution; Financialization; Divergence and Convergence; Culture, Religion and Human Capital; Anthropometrics and Health; Famine and Migration; Capitalist versus Command Economies, Great Depression, Modern Consumerism.
Economics	3	ECO3036*	International Economics	Autumn	* School to confirm pre-requisites for study abroad students.	International economics is a challenging and exciting sub-discipline of economics, which investigates the drivers and consequences of: (i) the international movement of goods and services; (ii) the international movement of money and capital; and (iii) the distributional consequences of these international transactions. This module will cover topics such as:  - Which are the most influential theories of international economics? - What are empirically the most important drivers of international

						<p>transactions?</p> <ul style="list-style-type: none"> <li>- Who benefits from international trade and why?</li> <li>- How can trade-induced inequalities be mitigated?</li> <li>- What are nominal and real exchange rates? What are their determinants? How do they influence international transactions?</li> <li>- What are the costs and benefits of different monetary systems, such as currency unions or fixed exchange rate systems?</li> </ul>
<b>Finance</b>	1	FIN1002	Mathematics for Finance	Autumn	*Cannot be taken with ECO1004	Asset Pricing – valuation of bonds and stocks. Calculus - differentiation; partial differentiation; integration. Matrices - basic matrix operations; matrix inversion; Cramer's rule.
<b>Finance</b>	2	FIN2014*	Monetary Theory	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	The functions of money and the evolution of money. The structure of the banking system and money markets. The evolution and functions of central banks. Deposit creation and the money supply. Determinants of the money supply. Tools of monetary policy. The demand for money. Money in the macro-economy. Transmission mechanisms of monetary policy. Money and inflation.
<b>Finance</b>	2	FIN2020*	Excel and VBA	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	This module looks at how to manage advanced spreadsheets in Excel, and use the Visual Basic for Applications (VBA) programming language.
<b>Finance</b>	2	FIN2022*	Futures and Options	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	Course content includes Derivatives Markets and Instruments, Forward contracts, Futures, Options, Risk Management. Students will be able to: <ul style="list-style-type: none"> <li>- Describe a range of financial derivatives and their functions</li> <li>- Price future contracts</li> <li>- Use binomial and Black-Scholes option pricing models</li> <li>- Create payoff strategies using derivatives</li> </ul>
<b>Finance</b>	3	FIN3015*	International Finance	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	Purchasing power parity; interest rate parity; open economy macroeconomics; models of exchange rate determination; balance of payments crises; debt crises; exchange rate arrangements; ERM/EMS; optimal currency areas.
<b>Finance</b>	3	FIN3023*	Corporate Finance and Derivatives	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	Review of financial calculations; Derivation of cash flows from accounting statements; The Cost of Capital and Corporate Valuation Financial Statement Modelling; Introduction to Derivatives; the Binomial Option Pricing Model; The Black Scholes Model; the Greeks; Applications of derivatives in risk management.
<b>Finance</b>	3	FIN3028*	Python for Finance	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	<ol style="list-style-type: none"> <li>1. Python programming fundamentals</li> <li>2. Integrated development environments</li> <li>3. Professional development practices</li> <li>4. Financial data import/export</li> <li>5. Data cleansing and wrangling</li> <li>6. Model implementation and testing</li> </ol>

<b>Business Management</b>	1	MGT1006	History and Philosophy of Management	Autumn		'The study of management, ... is an unfolding story of changing ideas about the nature of work, the nature of human beings, and the functioning of organisations' (Wren, 2005, pg. 3). Thus, this module examines the foundations of Management and Organisation Studies and introduces students to the application of this knowledge in management practice
<b>Business Management</b>	1	MGT1009	Organisational Behaviour	Autumn		Organisations of one form or another play an important part of society and serve many important needs. They vary greatly in size, complexity and the activities they undertake. To achieve organisational goals people working in organisations have to be managed. The module explores three key areas. Firstly, the factors that influence individuals such as personality, attitudes, perception, motivation, learning, communication and job satisfaction. Secondly, the factors that influence the nature of groups and teams and the importance of leadership. Thirdly, the module explores the nature of organisations by analysing issues such as goals, structure, design, control, culture and development
<b>Business Management</b>	2	MGT2009*	Data and Statistics	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	The aim of this module is to develop students' knowledge and skills of business research methods which are essential for the business world as well as other modules within the degree programme. This module introduces secondary and primary research and the main qualitative and quantitative methods employed in management practice. In particular, students should acquire an understanding of the issues of data collection, measurement, sampling, analysis and presentation of results
<b>Business Management</b>	2	MGT2011*	International Business	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	The module provides a wide perspective on decision-making in international business, taking into account the cultural, economic, legal and political factors that make international business different from purely domestic activities.
<b>Business Management</b>	2	MGT2013*	Human Resource Management	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	This module explores a number of themes which include: managing human resources; trends in human resource management; providing equal employment opportunity and a safe workplace; recruiting human resources; selecting employees and placing them in appropriate jobs; training employees; managing employee performance and pay; providing employee benefits; collective bargaining and labour relations; managing human resources globally.
<b>Business Management</b>	3	MGT3012*	Business Ethics	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	This module on Business Ethics discusses and evaluates the ethical responsibilities of managers and organisations. It will explore themes/issues from multi-disciplinary and managerial perspectives and analyse tensions, conflicts, contradictions and dilemmas via case studies and class discussion. Topics that may be developed include: the role of ethical theories, the internal ethical environment (why and how do ethical dilemmas arise and how can they be resolved?); ethical issues with regard to employees (including whistleblowing, Codes of

						Ethics, corporate governance), ethics and consumers, ethics and social responsibility.
<b>Business Management</b>	3	MGT3013*	Supply Chain Management	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	Themes include: (1) Introduction to Supply Chain Networks; (2) Supply Chain Strategy; (3) Demand Management; (4) Supply Management; (5) Inventory Management; (6) Supplier Selection and Assessment; (7) Supplier Relationship Management; (8) Supplier Development and Involvement; (9) Supply Chain Risk Management; (10) Supply Chain Dynamics; (11) Bombardier Factory Tour; (12) Course Overview.
<b>Business Management</b>	3	MGT3018*	Public Sector Management	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study	There can be little doubt that many changes have taken place in the way the public sector of the late 1990s and early 2000s has been managed. It is dominated by many underlying themes such as value-for-money, accountability, doing-more-with-less, customer focus and electronic government. This module attempts to unravel these key themes and discuss their importance to public sector management.

**Please note:** the assessments of some Semester 1 (Fall) modules in Queen's Management School are subject to change and may take be revised to place in January 2021. In such cases these modules will be unavailable to visiting students.



## Full year\*

\*Please note students studying for only one semester at Queen's are not eligible to study full academic year modules.

Subject	Level	Module Code	Title	Semester	Pre-Requisites	Description
French	1	FRH1101*	French 1	Full Year	<p>*Subject to language proficiency.</p> <p>(Requires A Level French Grade B or equivalent.)</p>	<p>This module aims to consolidate and develop the students' existing written and oral language skills and knowledge of French and Francophone culture, equip them with professional and employability skills and prepare them to go further in the study of French. It consists of four elements designed to provide a comprehensive consolidation of French language competence:</p> <ol style="list-style-type: none"> <li>1. Language Seminar (1hr per week)</li> <li>2. Grammar Workshop (1hr per week)</li> <li>3. Professional skills (1hr per week)</li> <li>4. Conversation class (1hr per week)</li> </ol>
French	1	FRH1111*	<p>Intermediate French</p> <p>(requires AS Level French Grade B or equivalent; not</p>	Full Year	<p>*Subject to language proficiency</p> <p>(Requires AS Level French Grade B or equivalent; not open to post 'A' level French.)</p>	<p>This module aims to consolidate and develop the students' existing written and oral language skills and knowledge of French and Francophone culture, equip them with professional and employability skills and prepare them to go further in the study of French. It includes an intensive language focused class, which will help students without A Level standard French to develop the linguistic proficiency required for the subject at degree level. It consists of four elements designed to provide a comprehensive consolidation of French language competence:</p>

			open to post 'A' level French)			<ol style="list-style-type: none"> <li>1. Language Seminar (1hr per week)</li> <li>2. Grammar Workshop (1hr per week)</li> <li>3. Professional skills (1hr per week)</li> <li>4. Conversation class (1hr per week)</li> </ol>
<b>French</b>	1	FRH1121	Beginners French Studies	Full Year	<p>*Subject to language proficiency.</p> <p>Suitable for those with a GCSE Grade B or equivalent in any modern language</p>	<p>This modules aims to provide students with little or no previous knowledge of French with the grammatical, written, and spoken language skills necessary go further in the study of French. It will also equip them with professional and employability skills complimentary to their studies. It consists of:</p> <ol style="list-style-type: none"> <li>1. Language Seminars (2 hours per week)</li> <li>2 Applied Language Seminar (1hr per week)</li> <li>3. Conversation Class (1hr per week)</li> </ol>
<b>French</b>	2	FRH2101	French 2	Full Year	*Subject to language proficiency.	<p>Building on skills acquired at Level 1, this module aims to consolidate productive (writing and speaking) and receptive (reading and listening) skills in French language. Key components are: comprehension, translation into English and into French, résumé, grammar, CV preparation. The oral French component includes presentations and preparation for job interviews. Languages for special purposes strands equip students in law or business with skills for legal and professional contexts.</p>
<b>French</b>	3	FRH3101	French 3	Full Year	*Subject to language proficiency.	<p>Building on skills acquired at level 2, this module aims to develop the skills and understanding required to deal with a broad variety of language tasks. Linguistic, sociolinguistic and cultural awareness will be consolidated and deepened. The module will contain the following elements:</p> <ol style="list-style-type: none"> <li>1. Written Language Skills (2 hours per week)</li> <li>2. Spoken Language (1 hour per week)</li> <li>3. Contextual Study (1hr per week)</li> </ol>
<b>Spanish and Portuguese Studies</b>	1	SPA1101	Spanish 1	Full Year	<p>*Subject to language proficiency.</p> <p>(requires A Level Spanish Grade B or equivalent)</p>	<p>This module aims to consolidate and expand on existing Spanish language competency by developing written and oral language skills, knowledge of Spanish and Latin American culture, and grammatical proficiency, to equip students with professional and employability skills in preparation for further study of Spanish. It consists of four elements designed to provide a comprehensive</p>

					*Awaiting confirmation of eligibility for Visiting Students	consolidation of Spanish language competence: 1. Language Seminar (1hr per week) 2. Grammar Workshop (1hr per week) 3. Specialised Language Cursillo (1hr per week) 4. Conversation Class (1hr per week)
<b>Spanish and Portuguese Studies</b>	1	SPA1111	Intermediate Spanish	Full Year	*Subject to language proficiency. (requires AS Level Spanish Grade B or equivalent) *Awaiting confirmation of eligibility for Visiting Students	This module aims to consolidate and expand on existing Spanish language competency by developing written and oral language skills, knowledge of Spanish and Latin American culture, and grammatical proficiency, to equip students with professional and employability skills in preparation for further study of Spanish. It consists of four elements designed to provide a comprehensive consolidation of Spanish language competence: 1. Language Seminar (1hr per week) 2. Grammar Workshop (1hr per week) 3. Specialised Language Cursillo (1hr per week) 4. Conversation Class (1hr per week)
<b>Spanish and Portuguese Studies</b>	1	SPA1121	Spanish for Beginners	Full Year	*Subject to language proficiency. Suitable for those with a GCSE Grade B or equivalent in any modern language *Awaiting confirmation of eligibility for Visiting Students	An intensive introduction to the Spanish language: grammar, comprehension, spoken, translation, expressive and descriptive writing.
<b>Spanish and Portuguese Studies</b>	1	SPA1131	Portuguese 1	Full Year	*Subject to language proficiency. Students should be proficient in Spanish or French. *Awaiting confirmation of eligibility for Visiting Students	This module is designed for students who have no previous knowledge of the Portuguese language. It aims to introduce students to the basic areas of grammatical usage and essential vocabulary, putting them into practice through oral, listening and written exercises. It consists of four elements: a) a one hour language session that introduces you to basic areas of grammatical usage; b) a one hour tutorial that puts into practice the grammatical knowledge gained through written and oral exercises etc.; c) a third language tutorial which concentrates on developing students' writing skills in Portuguese; and d) a fourth language session that is designed to allow students to

						<p>practice their oral skills in Portuguese, using the grammar and vocabulary acquired in the first two hours of language teaching.</p> <ol style="list-style-type: none"> <li>1. Grammar Class (1h per week)</li> <li>2. Grammar Workshop (1h per week)</li> <li>3. Writing Practice Workshop (1h per week)</li> <li>4. Oral Class (1h per week)</li> </ol>
Spanish and Portuguese Studies	2	SPA2101	Spanish 2	Full Year	<p>*Subject to language proficiency. *Awaiting confirmation of eligibility for Visiting Students</p>	
Spanish and Portuguese Studies	2	SPA2131	Portuguese 2	Full Year	<p>*Subject to language proficiency. *Awaiting confirmation of eligibility for Visiting Students</p>	
Spanish and Portuguese Studies	3	SPA3101	Spanish 3	Full Year	<p>*Subject to language proficiency. *Awaiting confirmation of eligibility for Visiting Students</p>	
Spanish and Portuguese Studies	3	SPA3131	Portuguese 3	Full Year	<p>*Subject to language proficiency. *Awaiting confirmation of eligibility for Visiting Students</p>	
Drama	1	DRA1001	Writing about Theatre: Theory, Criticism and Performance	Full Year		A representative selection of twentieth-century drama; an introduction to the theoretical and practical dimensions of theatre.
Drama	3	DRA3064	Drama and Mental Health IS NOT RUNNING 2020-2021?	Full Year		This module will explore the relationship between Drama and mental health regarding the historical development of both subjects and their interrelationship in contemporary healthcare practice. Students will analyse key theories and practices in Drama by variously engaging with both canonical and contemporary plays that engage with mental

					health and its vicissitudes. Students will be trained in key aspects of acting that pertain to the on-stage performance of the interior life of characters constructed for performance. Students will have the opportunity to work with staff who engage with mental health in various subject areas across QUB and local health and social care trusts. Students will engage with the intersection between aesthetic performance and professional training in health and social care to gain a unique insight into how dramatic art can impact positively on mental health.
<b>Music</b>	1	MUS1002	Introduction to Music	Full Year	The goal of this module is to provide an introduction to music from an 'educated' perspective: that is, an awareness of music as an art-form as it is practised in contemporary culture. This outlook would primarily relate to Western Culture, but would include an exploration of music in non-Western cultures - for instance, India and the Middle East. The relevance of historical practices as they relate to contemporary thinking would also be explored. Within Western Music, students explore the vast range of musical practices ranging from music, which is intended to fuel consumerism (in which case a lecture would analyse music in advertisements) to mass market music (rock or film music) to the 'classical' tradition and its contemporary proliferation. The relationship of music and society would be a key component of the study and students would not only examine the influence of political thinking on the music of composers such as Finnissy, but would also look at the cultural significance of moments such as Jimi Hendrix's performance at Woodstock.
<b>Music</b>	1	MUS1041	Music in History	Full Year	A lecture course giving a chronological outline of music in the classical and romantic periods, focusing on the AustroGerman, Italian, French and Slavonic traditions
<b>Music</b>	1	MUS1005	Musicianship	Full Year	The goal of this module is to provide training in essential practical musical skills. These are essential in performing and pedagogy and also for broadening musical understanding. Such skills are a key part of musical literacy and aural training. Skills studied will include rhythm and aural skills, reading different types of notation, transposing group singing, musical direction.
<b>Music</b>	1	MUS1013	Fundamental Harmony	Full Year	Harmonic series; consonance; modes, scales and triads; tonic and dominant; predominant chords; other common progressions; inessential notes; modulation; texture and harmonic rhythm. These areas will be studied through a variety of styles from the 18th to early 19th centuries, including Bach chorales, German Lied, piano music and string quartet.

<b>Music</b>	1	MUS1017	Solo Performance 1	Full Year		This module is a core element for the BA in Music Performance and will also be taken by almost all BMus students. The module focuses on the study of solo performance and is open to musicians (vocal and instrumental) from all performance traditions. Teaching is a combination of one-on-one tuition by specialist university tutors and a weekly performance class.
<b>Music</b>	1	MUS1018	Ensemble Performance 1	Full Year		This module is suited to musicians wishing to perform in ensembles working in and across traditional, pop, jazz, folk, classical, rock, electronic, improvisational, and experimental performance. Ensemble Performance I entails a regular workshop, group lessons with performance tutors, group rehearsals, and attendance at concerts and seminars
<b>Music</b>	2	MUS2018 (20 CATS)	Ensemble Performance 2 *awaiting confirmation if eligible for Visiting Students	Full Year	TBC	This module is suited to advanced musicians with experience of performing in ensembles working in and across traditional, pop, jazz, folk, classical, rock, electronic, improvisational and experimental performance. Ensemble Performance II entails a three-hour weekly workshop (fortnightly in semester 2), studio recording sessions, group and individual lessons with performance tutors and attendance at concerts and seminars.
<b>Music</b>	2	MUS2055  *awaiting confirmation if changing to Autumn semester only	Songwriting	Full Year	TBC Prerequisites will apply	Songwriting nuts and bolts  <ul style="list-style-type: none"> <li>. Recording Techniques/ Using the studio for writing</li> <li>. Creativity with Sounds and Technology</li> <li>. Creative Writing</li> <li>. Crossing art forms</li> <li>. Visiting songwriters</li> <li>. Building portfolio</li> <li>. Fortnightly assessments</li> </ul>
<b>Music</b>	2	MUS2011	Composition 2	Full Year	TBC Prerequisites will apply	The module focuses on the consolidation of technical skills in composition and on the development of an individual approach to composition. The module is aimed both at students who wish to progress to a Year 3 portfolio, and those who wish to gain further experience of composition-based skills that may be utilised elsewhere (teaching, arranging, media, etc)
<b>Music</b>	3	MUS3033 (20 CATS)	Bach and Mozart  *Awaiting confirmation of screening for Visiting Students	Full Year	TBC Prerequisites will apply	This module offers the chance to engage in depth with two major eighteenth-century works: Bach's Well-tempered Clavier and Mozart's late comic opera Così fan tutte. It will include the study of original sources, performance practice and theatrical staging. A wide range of choices will be available for both projects, to allow performers and those with historical interests alike to undertake specialist study.



# **SEMESTER TWO SPRING**



**SCHOOL OF ARTS, ENGLISH AND LANGUAGES**  
**Semester Two 2020-2021**

Subject	Level	Module Code	Title	Semester	Pre-Requisites	Description
English	1	ENG1002	English in Context	Spring		This module examines a broad sample of recent fiction. In doing so, it raises a set of general questions: 1) Whose contemporary experience does this literature address? 2) What economic or political factors lead to a shared sense of the contemporary? 3) How does modern fiction relate to these broader social forces? The module has a three-part structure. Section 1 examines the sociology of contemporary taste; it focuses on the institutions and practices that shape aesthetic judgement. Section 2 analyses literary treatments of contemporary political issues and examines the suitability of literature as a vehicle for political reflection. The final section of the module explores the ways in which recent fiction has raised questions about the nature and function of religion in the modern world.
English	1	ENG1005	Reading The Modern City	Spring	*Limited capacity on module. Student enrolment subject to module availability.	This module is designed specifically for students studying History and various forms of Literary and Cultural Studies and encourages them to reflect on the relationships between different methodologies for reading the modern city, circa 1840-1960. The module encourages students to reflect on how they might read a novel, as opposed to a work of social history: can they deploy the same reading practices? What are the ethics of reading historical sources compared to the ethics of reading fiction? Does genre play a similar role in both historical and literary works? How might questions of race, class, gender or sexuality frame disciplinary reading? . How do both disciplines draw on methodologies outside their own fields, such as economics, architecture, and social science? The module would be organised around four different cities, with each city being used as a case study to think through these methodological questions, while also representing a series of themes.

<b>English</b>	1	ENG1090	Introduction to Creative Writing	Spring		This module is designed as an introduction to creative writing, and will cover the three main creative genres: poetry, prose fiction, and scriptwriting. The focus throughout will be on the rules of successful creative writing, both generally and in relation to each kind of writing's specific requirements. The module will be split equally between reading and writing: a series of set texts will be used as a platform for discussing what each literary form requires, technically and aesthetically. Students will then be expected to emulate these forms in their own writing exercises. There will be a heavy emphasis on standard grammar, stylistic clarity, accuracy of language, and proper presentation of work.
<b>English</b>	2	ENG2064	Enlightenment and its Discontents	Spring		This module introduces students to the intellectual arguments and counter-arguments of the period known as the Age of Enlightenment, running through the long eighteenth century and embodied in its literature. As an increasing emphasis on rationality as a means to human understanding came to challenge earlier forms of social and political legitimacy, attitudes to self and identity; science and religion; gender and sexuality; politics and government were significantly reformulated from the eighteenth century onwards, with literature and the arts reflecting and participating in the broad historical movement that this shift in thinking represented. We will introduce and debate some of these key ideas of the Enlightenment (or of the various forms of Enlightenment) in relation to the development of generic categories and poetic forms over the period. The module will be organized around a series of texts and debates implicated in significant cultural and historical developments such as the growth of individualism, consumerism, ideas of political liberty and rights, and of the nation and its overseas empire. The module will include selections of poetry and prose (including literary forms such as the periodical essay, life writings, the political pamphlet, and the novel) to be read in relation to contextual, literary-theoretical, and historical considerations. We will also examine revisionist responses to the Enlightenment, reflecting the interests of contemporary authors seeking to represent the marginalized or silenced voices of the period such as those of women, labouring classes, slaves, and colonial others.
<b>English</b>	2	ENG2000	An Introduction to Critical and Cultural Theory	Spring		'Critical and Cultural Theory' names a panoply of intellectual movements, philosophical currents and political perspectives emerging out of the crisis in European culture and identity precipitated by the pace of political, technological and social change in the nineteenth century. That crisis was exacerbated by the world wars of the twentieth century, the rise of Communism, and the collapse of Western imperialism. This module introduces students to key issues in critical and cultural theory, historicising its emergence and reflecting on its current preoccupations. Beginning with the 'masters of suspicion', Freud, Nietzsche and Marx, who are often perceived to have brought the project of Enlightenment humanism to a shuddering halt, the module will trace the development of a variety of important theoretical perspectives, including Marxism, psychoanalysis, structuralism and

						poststructuralism, historicism, gender studies, and bio-politics and posthumanism.
English	2	ENG2060	Modernism and Modernity	Spring		This module introduces students to the literature and culture of the period 1900-1930, with a focus on the literary movements grouped under the term 'modernism'. These literary texts will be examined as complicated and ambivalent responses to the experience of modernity. Students will cover key figures of British and Irish 'High Modernism', including James Joyce, Virginia Woolf and T.S. Eliot, alongside American modernists and writers of the so-called 'middle brow'. Particular attention will be paid to the historical contexts in which these texts were produced, and on their conditions of publication and consumption. These contexts include: the aftermath of the Great War; gender politics, from the New Woman to Suffrage and beyond; the politics of race; terrorism and violence; queer sexualities; urban decay and urban development; the relationship between cultural centres and peripheries; poetry and its publics; American cultural politics; media, and the rise of youth cultures. More broadly, the modules will explore theories and manifestations of 'modernity', examining the challenges of modern technologies and social formations to literary practice.
English	2	ENG2065	Utopia/ Dystopia: The Future in Nineteenth- and Twentieth-Century Literature	Spring		In the late nineteenth century, utopian literature met speculative fiction: the 'nowhere' of utopia was reimagined as the future, which was conceived as both the best and worst possible worlds. This course examines a variety of late nineteenth-century utopias and dystopias, but also shows the ways this imaginative tradition shaped literary prediction in the twentieth century (including works by Aldous Huxley, George Orwell and Margaret Atwood). It considers the ways twentieth-century writers both engaged with their literary predecessors and rewrote utopian and dystopian traditions to speak to the urgency of their own political moments. From the dangers and promises of science and technology to the future of feminism, socialism, race and mass culture, we will explore what utopias and dystopias reveal about their own historical moments, and analyze the claim that one person's utopia is another's dystopia. Indicative selection of texts: Edward Bulwer Lytton, <i>The Coming Race</i> ; H. G. Wells, <i>The Time Machine</i> ; William Morris, <i>News from Nowhere</i> ; Catherine Helen Spence, <i>A Week in the Future</i> ; Charlotte Perkins Gilman, <i>Herland</i> ; E. M. Forster, 'The Machine Stops'; Aldous Huxley, <i>Brave New World</i> ; George Orwell, 1984; Margaret Atwood, <i>The Handmaid's Tale</i>
English	2	ENG2066	Dickens and the Cult of Celebrity  NOT RUNNING 2020-2021	Spring		We are all familiar with people who have recently been quickly catapulted to the heights of fame and public attention. The status of such individuals is often associated with wealth and public exposure, and the rise of mass media makes it much easier for them to gain publicity and recognition instantly, across the world. But has it always been this way? This module will examine the career and legacy of Charles Dickens, who was first recognised for his extraordinary creativity, in producing the works of literature for which he is best known. He was also, however, a careful and intelligent manipulator of his own public image.

						to the extent that the catchphrase 'the man who invented Christmas' survives to this day. By carefully scrutinising Dickens through fiction, journalism, letters, advertising, biography, photography, and film, students will come to understand just how 'constructed' this Victorian superstar was; they will also understand how the means he, his publishers, agents, and advisors, and his inheritors employed to develop and maintain his public image serve as forerunners for the phenomenon of celebrity culture in our own day.
English	2	ENG2067	Modern Poetry  NOT RUNNING 2020-2021	Spring		The module introduces students to twentieth-century and twenty-first-century poetry. We will read modern poetry in relation to key critical themes: poetic responsibility; poetry as autobiography; poetry and violence; gender politics in poetry; poetry and the environment, poetry and audience. The focus is on poems not poets, and on poetic form in context (those contexts include the Great War, the 1930s, World War II and the 'Movement', the 'New Poetry', and the NI 'Troubles' through to current debates about poetry and the internet, poetry and inclusivity). Poets studied may include: Edward Thomas, Wilfred Owen, T.S. Eliot, H.D., D.H. Lawrence, W.H. Auden, Louis MacNeice, Keith Douglas, Elizabeth Bishop, Marianne Moore, Dylan Thomas, Stevie Smith, Philip Larkin, Gwendolyn Brooks, Sylvia Plath, Ted Hughes, Rosemary Tonks, Thom Gunn, Seamus Heaney, Derek Walcott, Paul Muldoon, Medbh McGuckian, Mark Doty, Patience Agbabi, Daljit Nagra, Sinéad Morrissey, Sam Riviere, Holly McNish.
English	2	ENG2081	Irish Literature	Spring		This module introduces students to the extraordinary diversity and achievement of Irish literature, from the Act of Union in 1800 to the late twentieth century. The module is chronologically structured, and places particular emphasis on situating texts in their wider historical contexts, as well as developing their relations to broader European movements and traditions. Encompassing poetry, fiction, and drama, the module considers a range of themes, such as romanticism, gender, the gothic, cultural nationalism, the politics of modernity, liminality and exile, and northern perspectives on an Irish tradition. Writers studied will include W. B. Yeats, James Joyce, Samuel Beckett, and Seamus Heaney.
English	2	ENG2092	Creative Writing (Poetry)	Spring	Students are encouraged to select ENG1090 in the first instance. Students will only be permitted for ENG2092 if they can show evidence of prior study. Availability for Study Abroad / Erasmus students is subject to departmental consent.	This creative writing poetry module will be structured around the students' own written work. Two or three poems by students will be submitted each week for detailed discussion in seminar. Other works by established poets will also be brought to class each week and discussed in detail. These will function as templates for students' own writing exercises. In this way, in the course of the semester, students will look in depth at practical aspects of writing poetry and become familiar with a wide range of different poetic styles and techniques.

English	2	ENG2173	American Fiction: Race, Class, Gender, Sexuality	Spring		This module introduces students to some of the key American novelists, contexts and critical issues associated with the modern era, roughly interpreted as the first half of the twentieth century (c.1920-1950). It does not ignore the orthodox intellectual approaches to the era, namely that of the modern or modernism and how the representative fiction of the era sought to find new forms and languages suitable to the task of interrogating this modernity. However, rather than rehearsing old debates about national particularity, the “melting pot” and US exceptionalism, the focus of this module is the ways in which exemplary AfricanAmerican, female, working class and gay novelists, as well as their white, male counterparts, sought to undo and re-write narratives of identity and belonging according to particularities of race, class, gender and sexuality. Particular attention is paid to the interplay between narratives of affirmation and negation (or ‘noir’). The module examines these axes of difference as multiple and overlapping, rather than mutually exclusive; hence the focus is on the narrative, formal and linguistic complexities thrown up the re-making of American fiction through the related and diverging prisms of class and race, for example, or gender and sexuality, or even in terms of race, gender, class and sexuality. A repeated concern of the module is whether or to what extent we can use US fiction of the era to trace and interrogate wider social and political challenges to dominant/normative understandings of the United States, modernity, capitalism, and national identity. The set texts reflect this heterogeneity in terms of the writers to be studied and in terms of the diversity of styles, forms and genres that make up American fiction of the era.
English Language	2	ENL2002	Language and Power	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	This module investigates the ways in which language intersects with the social and political reflexes of power and ideology. Students are encouraged to challenge, through exposure and then analysis, the discourse conventions that characterise the language of powerful groups and institutions. This module places particular emphasis on print and broadcast media, legal, political and advertising discourse, and on other forms of institutional rhetoric. Among the topics covered are: The Discourse of Institutions and Organisations; Power and Talk; Language and Gender; Language and Race; Language and the Law; Humour as Power; Political Discourse and the Language of Advertising.
English Language	2	ENL2004	History of English: Studying Language Change  *Awaiting confirmation of eligibility for	Spring	TBC	This module explores the linguistic history of English from prehistoric times to the present day. Adopting a chronological approach and working always with reference to texts, it traces the development and use of the language through varieties of Old English, Middle English, Early Modern English and Present Day English. The key topics of the course, applied to each of the periods studied, are (i)internal features, examining underlying grammatical characteristics; (ii)external features, with particular reference to vocabulary; and (iii)transitional and sociolinguistic features, considering the social context of language change, paying attention to changing practices in language writing.

			Visiting Students			
English	3	ENG3011	Marvels, Monsters and Miracles in Anglo-Saxon England	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	<p>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.</p> <p>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.</p>
English	3	ENG3020	Women's Writing 1700 -1830	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	<p>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.</p>
English	3	ENG3090	Restoration to Regency in	Spring	*Prerequisites may apply. Students may need to show	<p>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</p>

			Contemporary Fiction		evidence of previous study.	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.
English	3	ENG3178	Digital textualities and the History of the Book  *Awaiting confirmation of eligibility for Visiting Students	Spring	TBC *Prerequisites may apply. Students may need to show evidence of previous study.	This module will explore the extent to which literary meaning is dependent upon the materiality of textual transmission. With the development of the codex in the early Middle Ages, to the 'advent' of print in the fifteenth century, culminating in the age of hypertext, the module will explore what happens to text, as a medium both of cultural information and aesthetic practice, when it is situated in and 'removed' from its historically specific material frames, such as the manuscript or printed page. The module will assess the extent to which the book as a technology is an instrument of cultural authority and will trace the implications for literary culture of the contemporary development of disaggregated modes of cultural creativity, represented by social media, folksonomies, mash-ups, and so on. The module will invite students to reflect the periodisation of literary cultures as they consider the future, if any, of literature in an age 'after' the book. Students will have the opportunity to read medieval literary and interpretative texts (including a range of religious lyrics, theological commentaries, and poetic fictions, including Piers Plowman) which foreground their material contexts; early printed books which wrestle with the traditions of the manuscript; and modern and post-modern, 'meta-fictions' which deploy the book as an aesthetic device or play with their own status as texts (in work, for example, by Jorge Luis Borges, Julio Cortazar, B.S. Johnson, Italo Calvino, Mark Danielewski, Michael Joyce, Ann Carson, among others). Practices of engaging with the book such as marginalia and annotation,



						and visual representations of the act of reading, will allow the module to better situate students in relation to reception history and materialist hermeneutics.
English	3	ENG3181	Renaissance Performance, Gender, Space  *Awaiting confirmation of eligibility for Visiting Students	Spring	TBC *Prerequisites may apply. Students may need to show evidence of previous study.	This module will explore the extent to which literary meaning is dependent upon the materiality of textual transmission. With the development of the codex in the early Middle Ages, to the 'advent' of print in the fifteenth century, culminating in the age of hypertext, the module will explore what happens to text, as a medium both of cultural information and aesthetic practice, when it is situated in and 'removed' from its historically specific material frames, such as the manuscript or printed page. The module will assess the extent to which the book as a technology is an instrument of cultural authority and will trace the implications for literary culture of the contemporary development of disaggregated modes of cultural creativity, represented by social media, folksonomies, mash-ups, and so on. The module will invite students to reflect the periodisation of literary cultures as they consider the future, if any, of literature in an age 'after' the book. Students will have the opportunity to read medieval literary and interpretative texts (including a range of religious lyrics, theological commentaries, and poetic fictions, including Piers Plowman) which foreground their material contexts; early printed books which wrestle with the traditions of the manuscript; and modern and post-modern, 'meta-fictions' which deploy the book as an aesthetic device or play with their own status as texts (in work, for example, by Jorge Luis Borges, Julio Cortazar, B.S. Johnson, Italo Calvino, Mark Danielewski, Michael Joyce, Ann Carson, among others). Practices of engaging with the book such as marginalia and annotation, and visual representations of the act of reading, will allow the module to better situate students in relation to reception history and materialist hermeneutics.
English	3	ENG3184	Contemporary Literature: Poetry and Precariousness in the Twenty-First Century	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	This module investigates the way in which the contemporary era is registered in a range of texts published in the twenty-first century. Precariousness is central to its reflection on the contemporary period and condition. It considers the precariousness of political economies, state security, ecology and social bonds, to ask if and how contemporary literary form registers precariousness, syntactically, structurally and in its modes of speech and address, and what alternatives it might offer to the precarious contemporary condition. Beginning with an introduction to neoliberalism, the module will consider the contemporary period by encompassing debt and accumulation, collective life, contemporary warfare and violence, non-human animals and environments, and networked, digital technologies. It includes satirical short stories, long poems addressing contemporary crises, lyric depictions of modern warfare and violence, individual volumes that examine non-human animals, plant and mineral life, traditional lyric forms and cut and paste poetics.
English	3	ENG3185	Writing Africa: The	Spring	*Prerequisites may apply. Students may need to show	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

			Colonial Past to Colonial Present		evidence of previous study.	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.
English	3	ENG3188	Unruly Women: Shakespearean Anti-Heroines in Contemporary Adaptation  Not running in 2020-2021	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	This module focuses on the figure of the 'anti-heroine' in selected contemporary (twenty-first-century) multimedia adaptations of Shakespearean works featuring prominent, often negatively portrayed female characters, usually those in positions of power. The module examines these characters across culture as constructs emblematising societal conflict over the limits of female agency, in an era of #metoo and the 'Nasty Woman.' Written in a time of all-male casts, the Shakespearean canon includes few works in which a female role has the greatest number of lines. Many post-millennial rewritings attempt to redress this imbalance by amplifying the feminine voice, allotting increased agency to characters with portrayals that incorporate contemporary personal or political narratives to highlight the ongoing inequalities surrounding power and gender. Considering contemporary reworkings from England and India with the primary Shakespearean texts, students will examine the various strategies these adaptations deploy to create or engage with female characters who still behave in an 'unruly' or 'unsuitable' manner four centuries later. How do these onscreen representations of Godmothers and queens, 'shrews' or 'tigers' relate to our own ongoing political, cultural, and sexual revolutions? How differently do these retellings renegotiate the evolving relationship between gender, status, speech and power in an increasingly global, digital society? In highlighting varied representations of women across literary, medial and cultural forms, the module questions the purpose, nature and power of adapting Shakespeare today.
English	3	ENG3330	Irish Gothic	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>English</b>	3	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.
<b>English Language</b>	3	ENG3110	The Structure of English (NEW)	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	This module offers students the opportunity to explore the syntax and morphology of English. Starting from the insight that sentences have structure, and that all native speakers of English have knowledge of the rules that underlie that structure, this course focuses on the grammatical tools and theoretical concepts that allow us to investigate and describe the nature of our syntactic knowledge. Students are introduced to a basic formal framework for syntactic analysis (a simple phrase-structure model informed by modern Principles-and-Parameters Theory) and the kinds of questions and problems that such a model allows us to address, including those relating to child language acquisition and syntactic variation across different dialects of English. Throughout the course, the emphasis is placed on developing practical skills for data analysis alongside scientific skills of hypothesis formation and argumentation, and on setting the English language within the wider context of human language more generally.
<b>Irish</b>	1	CEL1033	Celtic Mythology	Spring		This module will explore the evidence for the religion and beliefs of the Celtic-speaking peoples from the earliest times as found in ancient and medieval sources in Ireland, Britain and the Continent with particular focus on Ireland. We will examine the evidence for early Irish mythology, the native gods and the Otherworld. You will also study the nature of the surviving sources to enable you to assess their reliability and determine how they can be properly used for the study of early Irish and Celtic history and belief.
<b>Spanish and Portuguese Studies</b>	2	SPA2026	Spanish Memoirs and Autobiographies of the 20 <sup>th</sup> Century	Spring	*Subject to language proficiency *Awaiting confirmation of eligibility for Visiting Students	This module will focus on Spanish 20th century memoirs and autobiographies. Particular attention will be paid to the republican, francoist and democratic periods. The analysis will aim to situate this genre within the contexts both of literature and history of contemporary Spain.
<b>Spanish &amp; Portuguese Studies</b>	2	SPA2040	The Fantastic in Latin America	Spring	*Subject to language proficiency? *Awaiting confirmation of eligibility for Visiting Students	Harry Belevan has written that the Fantastic mode of literature is revolutionary because it created a new type of reader, one attuned to the limits between reality and unreality in a text. With this in mind, this course begins with a reflection on the practice of close analysis in order to develop the tools of active reading that will allow a proper engagement with the rich tradition of lo fantástico in Latin America. Students will then learn how the Fantastic has been theorised by critics, before using this knowledge as a lens through which to explore a range

						of texts by some of Latin America's most important cultural icons (e.g. Jorge Luis Borges, Julio Cortázar) and exciting new authors (e.g. Samanta Schweblin, Mariana Enriquez).
<b>Spanish &amp; Portuguese Studies</b>	3	SPA3021*	Rewriting Love in the Renaissance	Spring	*Subject to language proficiency. *Awaiting confirmation of eligibility for Visiting Students	This course will explore the development of the amorous lyric in Golden Age Spain through the study both of major and minor writers of that period. Close readings of these poets will raise questions about poetic canons, intertextuality and the practice of imitation in the Renaissance, relations between poetry and nationality. Emphasis will be placed upon the function of classical mythology both as allusive reference highlighting individual poetic concerns and as social indicator reflecting Spain's changing perception of its place in the World.
<b>Spanish and Portuguese Studies</b>	3	SPA3038*	Disease and Society in Colonial Latin America	Spring	*Subject to language proficiency? *Awaiting confirmation of eligibility for Visiting Students	This course will explore the political, social, cultural and economic dimensions of disease and medical practice from 15th to 18th-century Latin America. Using a variety of examples of diseases and cures (such as, smallpox, venereal disease, 'chocolatl', and cinchona/quinine), the module will investigate: the interactions of individuals and communities – European and Indigenous – and the impact of new diseases imported and exported through the movement of peoples across the Atlantic; the development of understanding of the natural resources of the Americas and their medical value, such as Aztec herbal knowledge; and the importance of a growing trans-Atlantic market and its use within structures of empire.
<b>Spanish and Portuguese Studies</b>	3	SPA3053*	Inner Journeys	Spring	*Subject to language proficiency? *Awaiting confirmation of eligibility for Visiting Students	<p>This module introduces students to a major theme in 20th century visual art and poetry, the hero or heroine's quest for knowledge of their identity and place in the world and in cosmic cycles. With Nietzsche's proclamation that 'God is dead!' ringing in their ears, many modern individuals left behind the organised systems of belief that had provided humanity with value and meaning for millennia. The spiritual crisis that resulted left what Sartre called, a 'hole in Being', as humanity was forced to find new answers to difficult spiritual questions. While some artists left spirituality behind altogether, others began to find new ways of engaging with major world religions (Christianity, Buddhism, Islam, Hinduism, and Judaism), explored the possibilities offered by esoteric traditions, or sought self-knowledge in personal interpretations of myth and symbol.</p> <p>Three examples of this pattern are studied, one inscribed in text by Argentine writer Jorge Luis Borges (1899-1986), another in painting by Remedios Varo (1911-1963), a Spanish-born painter who did her mature work in Mexico, and the third in the films of Chilean auteur Alejandro Jodorowsky (1929-).</p>
<b>French</b>	1	FRH1004*	Introduction to French Studies 2	Spring	*Subject to language proficiency	<p>This module introduces you to two distinct areas of French culture, and covers material dealing with French history, politics, society and cultural developments from the nineteenth century to the present day:</p> <p><b>(1)Nineteenth-century impressionist painting</b>, in which artists represent topics related to the social, cultural and architectural development of Paris. This part of the module includes an analysis of</p>

						different genres and art forms and the evolution of the visual arts at the turn of the century. <b>(2) French Cinema</b> , together with practical examples of landmark film techniques and the key concepts of film criticism, as applied to the discussion of two influential movies from the twentieth and twenty-first century.
<b>French</b>	2	FRH2032*	Paris, City of Modernity	Spring	*Subject to language proficiency	As the effects of political and industrial revolution in the nineteenth century transformed Paris into one of the great metropolises of the modern world, it became identified as a place of contrasts and contradictions which challenged, fascinated and even appalled observers. This module explores representations of modern life following Haussmann's controversial redesign of Paris in the 1850s and 1860s. Focusing on the impact of a changing urban space on gender, class, politics, capitalism and social experience, we examine the multiple and shifting identities of this city of modernity in a variety of texts (both literary and non-literary), as well as the narrative techniques used to represent its material, cultural and emotional effects.
<b>French</b>	2	FRH2027*	Myth and Biography in Recent French Fiction	Spring	*Subject to language proficiency.	From the late 1980s, writers in France have not claimed, generally, to be part of any specific literary movement, but a number of them tend to draw on history and myths or legends. This course highlights the work of four such artists, through three short books and one film. They are involved in a process of resurrecting and recreating characters and events using a mixture of fact and fiction. Information from documents, official records, archive material and other verifiable sources appear alongside the workings of the imagination, description and characterization. By examining the uncertainties of just what constitutes the real in this selection of recent works, we are introduced to some important, contemporary French writers who are redefining conventional notions of the genres of fiction and non-fiction. Moreover, the works often blur the line between biography and autobiography, leading to a hybrid genre often referred to as 'autofiction'.
<b>French</b>	3	FRH3024	Caribbean Cultures	Spring	*Subject to language proficiency	In contrast to the general move towards independence which characterised the French colonies from the 1960s onwards, the Caribbean islands of Martinique and Guadeloupe voted in 1946 to become French departments. Writers from these islands have long been interested in how best to express their complex identity, engaging with issues such as the trauma of slavery, the representation of history, the linguistic conflict between French and Creole, the effects of diaspora and migration, the role of race and gender. This course will focus on some of the most important novels to have emerged from Martinique and Guadeloupe, looking in particular at how the set texts reflect the complex mix of identities in the French-speaking Caribbean. We will explore the versatility of the novel as a repository of historical and social consciousness, and as a form that seeks both to reflect and to shape identity. The literary texts will be supplemented by a range of historical and sociological materials.
<b>French</b>	3	FRH3035	Romance and Realism	Spring	*Subject to language proficiency	This module will introduce to the art and structures of storytelling in multimedia cultural industries. It will discuss and analyse how contents are presented in various textual and media forms, from the novel to film,

			in Media Cultures			popular songs, TV series, news items, commercials and stand up comedy. Discourse analysis and media criticism will provide some of the tools and theoretical frames for reading the sources studied. Special attention will be paid to the challenges faced by each medium in relation to verisimilitude and how narrative codes can be used to emphasize romance or realism in order to influence the audience.
<b>Film Studies</b>	1	FLM1002	Introduction to Film Studies 2	Spring		This module aims to provide you with knowledge and understanding of European cinema and throughout emphasis is placed on relating its forms, structures, and contexts to a broader history of cinema, and film culture. The module also explores relations between a range of European films and Hollywood cinema, particularly in relation to the ways in which European film-makers have rejected and revered the dominance of Hollywood's narrative aesthetic and industrial practices.
<b>Film Studies</b>	1	FLM1004	Introduction to Film Practice	Spring	*Awaiting confirmation of eligibility for Visiting Students	A 12 week introduction to the fundamental principles of film practice. The course seeks to follow the contours of the film production cycle from development, through pre-production, to production/shooting and post-production/editing. Students acquire, via workshop and studio activity, a range of basic skills appropriate to each stage in the production process.
<b>Film Studies</b>	2	FLM2013	World Cinemas	Spring	*Awaiting confirmation of eligibility for Visiting Students	This module will introduce and explore a number of films drawn from a range of global production contexts, in particular those outside of Europe and North America. Students will consider films in relation to theoretical issues of national identity, ethnicity, globalisation and hybridity, alongside more pragmatic issues of production, distribution and exhibition. Films studied may include examples from Brazil, China, Taiwan, Hong Kong, Senegal, Algeria, and Israel/Palestine.
<b>Film Studies</b>	2	FLM2025	Cinematography  (Check with School. Last indication was not available to SA students.)	Spring	*Students should have a suitable background in Film Studies.	A study of the fundamental principles of Cinematography and critical approaches to image making for film and television. This module seeks to give students the necessary core skills needed for camera and lighting operations in documentary and fiction film production. It studies the role and function of the cinematographer in the professional production environment. The principal aim of this module is to provide an understanding of good camera and lighting technique and its' close relationship with storytelling. It will consider how images construct and reinforce narrative meaning as well as support the overall aesthetic and stylistic approach of a film practice project. The organisational, managerial and decision making skills of the professional cinematographer / videographer will also be explored.
<b>Film Studies</b>	2	FLM 2028	Non-Fiction Film Practice	Spring	*Students should have a suitable background in Film Studies.	Students will explore documentary methods and structures through practical exercises, film analyses, and film production so as to develop a systematic knowledge of production within the non-fiction genre. They will engage in analysis of selected documentary practices and outputs and gain a comprehensive overview of key concepts in non-fiction production, in particular narrative, address, point of view, and montage through discussion and making. Advanced skills in research, planning, scripting, shooting and editing will be applied to self-initiated projects.

<b>Film Studies</b>	2	FLM 2030	Introduction to Animation Studies	Spring	*Students should have a suitable background in Film Studies.	This Level 2 Film Studies and Production module aims to introduce students to the importance of animated feature films, through a specific focus on the American animation industry. The module will cover the history and development of American animation through a series of case studies to engage with recurring themes, artistry and the digital revolution. Students will also be introduced to key directors and studios that have influenced and defined the contemporary landscape of the American animation industry, such as Walt Disney, Pixar Animation Studios and DreamWorks Animation. Students will gain broader insight into the trends of popular cinema and the industrial processes of mainstream animation.
<b>Film Studies</b>	3	FLM3007	Film Authorship	Spring	* Available to Study Abroad / Erasmus students subject to departmental consent. This is a final year module and students will need to show evidence of previous study.	This module will examine key debates surrounding ideas of authorship in relation to the detailed analysis of the works of individual filmmakers. It will explore how notions of 'the author' have been articulated and developed in film scholarship, and consider how these ideas inform our understanding of the particular film(s) under consideration.
<b>Film Studies</b>	3	FLM3019	Hollywood Cinema 2	Spring	* Available to Study Abroad / Erasmus students subject to departmental consent. This is a final year module and students will need to show evidence of previous study.	
<b>Broadcast Production</b>	1	BCP1003	Broadcast Analysis 2	Spring	Prior understanding/ knowledge of broadcast theory required. Limited places available for study abroad and Erasmus students due to spatial requirements.	Building on the material covered in Broadcast Analysis 1, this module continues to develop the foundation of academic analytical skills and contextual knowledge for the BA in Broadcast Production. It covers further methods of analysing broadcasting and broadcast texts and their role in society, in cultural life, and for the individual. This provides the student with a range of avenues for developing their own future research as well as understanding academic material. It also continues to expand the student's contextual understanding of the broadcast industries and a range of historical and contemporary broadcast texts, factual and fictional, radio and television, domestic and international.



<b>Broadcast Production</b>	1	BCP1004	Broadcast Journalism	Spring	Prior knowledge of video and audio production required. Limited places available for study abroad and Erasmus students due to spatial requirements.	Developing a greater understanding of formats and the broadcasting context, this module leads out of Broadcast Production Skills and into Broadcast Journalism 2. It builds on the practical skills acquired so far by the students, who will begin to think more carefully about narrative in broadcast media, in order to produce longer audio or visual packages. The courses practical assignments will include advanced interviewing techniques, recording for news and/or news formats and bringing together a number of skillsets to generate creative media outputs connected to factual programme making. The use of enhanced audio skills acquired in Semester 1 will be encouraged, leading to more sophisticated audio productions. Radio packages may include the mixing of natural sound with soundbites to be written around reporter narration. Students will learn how to pitch, write and produce for broadcast journalism outputs. Students will be made more acutely aware of existing ethical frameworks circumscribing broadcast journalism and the impact of their work in the public arena. Students will also be introduced to the regulatory and legal framework around broadcasting.
<b>Broadcast Production</b>	2	BCP2003	The Television Programme	Spring	Prior knowledge of video and audio production required. Limited places available for study abroad and Erasmus students due to spatial requirements.	This practice based class introduces students to a multi camera studio based live or as live television production. Combining skills acquired to date, students will work alone and in groups to conceive, design, develop and produce a 30-minute magazine style programme for television. This programme will be the culmination of significant edited and packaged stories students will make during the semester, combined with an in-studio discussion and presenter on camera. The finished programme is intended for public release and will consider copyright and editorial best practice in this regard
<b>Broadcast Production</b>	2	BCP2004	Popular Genres	Spring	Prior knowledge of video and audio production required. Limited places available for study abroad and Erasmus students due to spatial requirements.	<p>This module presents key theories and concepts in the study and analysis of popular broadcast genres. Students will examine a range of factual and fictional genres, interrogating the ways that they have been defined, interpreted and used by and used by producers, broadcasters and distributors, audiences and academics.</p> <p>This will support students in developing their skills in analysing media productions, as well as when taking genre into consideration for their own practical work in other modules.</p>
<b>Broadcast Production</b>	2	BCP2005	Future Broadcasting and Interactive Media Production	Spring	Prior knowledge of video and audio production required. Limited places available for study abroad and Erasmus students due to spatial requirements.	The nature of broadcasting is changing. Online platforms, emerging modes of distribution and new digital technologies are re-wiring established media cultures, transforming traditional media production and distribution systems and introducing new media networks (internet, mobile devices). This module explores aspects of this techno-cultural transformation, through both a practical exploration of the form and by considering critical debates exploring the power, force, significance and form of a series of new media texts, artefacts and systems.

						The module situates practices in an environment that is ceaselessly evolving and explores new technologies such as virtual reality, immersive media and interactive documentary. This module offers a practical introduction to a range of software authoring tools widely used within the media and an exploration of disruptive new technologies as they emerge.
<b>Broadcast Production</b>	3	BCP3004	Gender and Media	Spring	Prior knowledge of broadcast theory required. Limited places available for study abroad and Erasmus students due to spatial requirements.	The module aims to introduce students to exploring contemporary media through the lens of gender. Students will analyse the representation of gender and sexuality, as well their intersection with other social identities (ethnicity, class, age, etc.), in fictional and factual media texts. They will examine the roles women play in the media industries and the role of social media in producing discourses about gender. Students will have the opportunity to develop presentation and debating skills, as well as producing a practical assignment (podcast or audio visual essay).
<b>Broadcast Production</b>	3	BCP3005	Broadcast Media Project: Production	Spring	Prior knowledge of video and audio production required, with a project developed and ready to produce.  Limited places available for study abroad and Erasmus students due to spatial requirements.	This module follows on from the project development module in semester 1. Students taking this module will produce a number of pre-selected student projects from semester 1. These projects can be radio, television or online/interactive in design exclusively, though interdisciplinary approaches are encouraged. Students are offered the opportunity to develop specialist craft skills, in a range of disciplines and work in a structured way with industry professionals to enhance their own skillset and experience. The work will be completed to broadcast ready standard and will be exhibited publicly. Through the study of cognate work and production theory, students will also learn to reflect on their own creative practice and articulate their work in the context of contemporary broadcasting practices.
<b>Music</b>	1	MUS1030	Audio Mixing 1	Spring	* Module is 10 CATS points. It is recommended students take this course in conjunction with MUS1036 depending on home institution requirements	This module introduces students to mixing workflow in the software domain. Advanced signal flow, audio signal processing and balancing of sources are considered in the context of mixing both for music and screen using digital audio workstations. Students are encouraged to further develop their technical listening skills to encompass identification of aspects of tonal manipulation, control of dynamic range, acoustic context, stereo image and related signal processing techniques both individually and in the context of a multitrack mix.
<b>Music</b>	1	MUS1036	Introduction to Sound Synthesis	Spring	* Module is 10 CATS points. It is recommended students take this course in conjunction with MUS1030	This module will provide an introduction to the many and varied methods of synthesising sound electronically. Students will learn about the history of synthesised sound from introduction of the Theremin in the 1920s, the development of 'classic' analogue synths in the 1960s, through to contemporary digital systems. Different synthesis methods are discussed including AM and FM synthesis, additive and subtractive

					depending on home institution requirements	synthesis, wavetable synthesis and students gain practical experience of creating electronic soundscapes from synthesised materials.
<b>Music</b>	2	MUS2004	Sonic Arts	Spring	*Available to Study Abroad / Erasmus students subject to departmental consent.	This module is aimed at students who want to develop core skills in sound manipulation and composition practice. The module will examine a range of issues in order to provide a grounding in electroacoustic music. The module takes a practice-based approach embedded in workshop sessions introducing students to repertoire, techniques and strategies related to the two assessed practical projects and a student led seminar presentation. During the module students will be introduced to techniques and strategies for manipulating sound both off-line and in real-time in the Max/MSP environment. Other software packages (Pro Tools, Soundhack, AudioSculpt/Spear) will be used for editing, mixing and processing as appropriate. Students will also be working with bespoke recording techniques, microphones and loudspeaker setups.
<b>Music</b>	2	MUS2033	Experimental Popular Musics	Spring		Experimental Popular Musics, will discuss varied topics including experimental pop music cultures, disco culture, as well as techno and electronic dance music cultures. The course aims to (1) revisit the social reciprocity between music and everyday life, (2) examine the role of social discourses and practices in constituting a musical experience, and vice versa, (3) reflect on the social nexus, economy and technology of music production and consumption, and (4) develop an understanding of music as culture and as a social force of producing, representing and shifting both individual and collective identities.
<b>Music</b>	2	MUS2034	Instrument and Installation Design	Spring	* Available to Study Abroad / Erasmus students subject to departmental consent.	This module will focus on the development of practical skills in the areas of software and hardware design and prototyping for artistic applications. The module will begin by introducing Max/MSP and Arduino prototyping environments along with an overview of common sensors and actuators. Students will work in small groups to produce a digital musical instrument or an interactive installation. These projects will progress from brainstorming to physical sketches to functioning prototypes, all of which will be evaluated through group critique led by the module convenor. The module draws on "maker" and "DIY" cultural practices, discussion of which will provide artistic context for both instrument and installation designs.
<b>Music</b>	2	MUS2038	Sound Recording and Production 2	Spring	* Available to Study Abroad / Erasmus students subject to departmental consent.	This module explores the theory and practice of multi-track sound recording, editing, mixing and mastering. Students are introduced to a wide range of close microphone techniques used for the multitrack recording of 'pop' music. Students gain practical experience of the recording and mixing processes working alongside School based performance ensembles. Students also develop their technical listening skills using online soundbanks that focus on microphone placement for a range of sound sources. Additional topics covered include microphone design, 'producing' a pop music recording session, performance refinement and the mastering process.
<b>Music</b>	2	MUS2043	Fame	Spring		Lectures will offer case studies that illustrate how the fame of a person or a creative work can be manifested and measured in different cultural

						and temporal contexts. Assessments develop writing, critical, research, and bibliographical skills. Students select a person or work to research. For the first project, students develop and present a bibliography on their chosen subject using electronic resources and a standard bibliographical method; included is a report that outlines their research technique and evaluates the results of the searches. Students will develop writing and critical skills through a critical review of their chosen subject. For the final project students will write a blog post on their chosen subject.
<b>Music</b>	2	MUS2050	Improvisation	Spring		The module explores, through practice, collaborative improvisation practice, with recourse, where appropriate, to exploration of more individual modes of improvised conduct which contribute to collaborative music making. Through weekly practical playing workshops, students will learn improvisation through refinement of aural skills, memory skills, musicianship, collaborative music making, extended vocal and instrumental techniques and interdisciplinary collaborations. This module will focus on improving self-confidence, creativity, cooperation skills, and transferable performance skills.
<b>Music</b>	2	MUS2052	Music Psychology	Spring		This module introduces key themes in music psychology. These include models and experimental data relating to music cognition and perceptual processing; auditory neuroscience and the neuropsychology of music; developmental music psychology; empirical and experimental studies regarding the function and role of emotion in music; and applications of music in therapeutic, medical and commercial contexts. Additionally the module provides an introduction to psychological research methodology and the critical-analytical thinking employed in the behavioural sciences.
<b>Music</b>	2	MUS2066	Notation and Transcription	Spring	* Available to Study Abroad / Erasmus students subject to departmental consent.	The course teaches the wide range of skills needed to make editions of music from original manuscripts and printed sources of the 15th and 16th centuries. The module also includes a lecture on 14th/15th/early 16th century music for context. Students are taught to read early handwriting, to transcribe mensural notation and instrumental tablatures and to acquire facility in the techniques of editing.
<b>Music</b>	3	MUS3003	Sonic Arts 2	Spring	* Available to Study Abroad / Erasmus students subject to departmental consent.	This module will cover the analysis and practice of electroacoustic composition.
<b>Music</b>	3	MUS3014	Composing for Screen	Spring	* Available to Study Abroad / Erasmus students subject to departmental consent.	This module explores the craft of scoring for screen and new media. Students build on previous experience of composing instrumental and/or acousmatic music and learn how to creatively establish coherent audio-visual relationships in music. Students will gain knowledge, understanding and practical experience of screen scoring techniques including 'reading' the media, continuity and contrast, 'spotting', underscoring a scene, optimal cue durations, and managing transitions and pacing. The role of technology in scoring for screen is also explored and students are provided with access to a range of

						professional electronic and instrumental sample libraries for realising practical work.
<b>Music</b>	3	MUS3020	Orchestration	Spring	* Available to Study Abroad / Erasmus students subject to departmental consent.	This module will offer formal training in the technique of orchestration and will be the first time this skill area has been taught as a module at Queen's. It will develop skills of orchestration, instrumentation, notation as well as harnessing skills of creativity, strategy and problem solving. In contrast with the Scoring and Arranging module at Level 2, the module will focus on practice that takes place within the context of classical music. However, the module will appeal to those students who wish to orchestrate within a more commercial context (such as film scoring).
<b>Music</b>	3	MUS3038	Sound Recording and Production 3	Spring	* Available to Study Abroad / Erasmus students subject to departmental consent.	This module explores the practice of recording acoustic music performances using stereo microphone technique. Additionally, the module examines the range of audio recording and reproduction formats for consumer and professional use and the design of sound systems for sound reinforcement. Topics covered include digital audio signals, analogue and digital audio interfacing, analogue tape recording, optical discs, data compression formats, loudspeaker design and audio networking.
<b>Music</b>	3	MUS3040	A Night at the Opera	Spring	* Students may need to show evidence of previous study.	This module will explore a different operatic text (comic or serious) each time it runs. A series of workshops, rehearsals (for some) and tutorials will support students in their main piece of assessment, which is a contribution (= project) to a live performance or exhibition (comprising musical performances, audio-visual displays, recitations and mini-lectures) derived from or pointing to the set work. The aim of the exhibition is to convey some of the artistic content of the work, as well as the historical context in which it would have been received. The choice of work will normally be informed by indications of interest at pre-enrollment. All contributions towards the exhibition (whether as a singer, instrumentalist, actor, choral conductor or presenter) are weighted equally.
<b>Music</b>	3	MUS3063	Musical Thought and Scholarship (NEW)  *Awaiting confirmation of screening for Visiting Students	Spring	TBC	This module introduces students to issues in musicology that focus less on individual genres, repertoires or composers, and more on issues of methodology and ideology. Topics may include, but are not restricted to, the following: historiography and periodization; the work concept; the canon; historically informed performance; embodiment; music, society and sociology; and musicology and other disciplines. Students are introduced to these topics via a series of selected readings, which form the basis for discussion in seminars.

<b>Music</b>	3	MUS3069	Traditional Irish Music: Form, Style and Development	Spring	* Students may need to show evidence of previous study.	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.
<b>Music</b>	3	MUS3099	Directed Study	Spring	* Only offered on occasion by School to accommodate withdrawal of module, or in exceptional circumstances where the student wants to pursue an independent project not suited to the Special Project learning outcome. In all cases this is subject to departmental consent.	The student and supervisor(s) agree on an assessment package; the student is then given appropriate support through tutorials to execute the elements of assessment.
<b>Drama</b>	1	DRA1005	Theatre Now: Contemporary Performance	Spring		This module offers students the opportunity to engage with examples of contemporary theatre texts and performances from a range of perspectives. The course will investigate how playwrights and theatre companies have addressed contemporary issues and concerns to do with, for example, gender, race and class. It will also explore how theories and ideas around such issues help to shape our analyses of theatre and performance. The module aims to provide students with the skills and tools to become competent readers of contemporary work, and to encourage them to engage with multiple perspectives on the political nature of theatre and performance.
<b>Drama</b>	1	DRA1003	Introduction to Performing *Awaiting confirmation of	Spring		Introduction to practical theatre skills within a theoretical context.



			semester change			
<b>Drama</b>	<b>1</b>	DRA1004	Introduction to Acting for Stage and Screen	Spring		This module will build on performance and production skills in the context of a performance project.
<b>Drama</b>	<b>1</b>	<b>DRA1006</b>	<b>Production Practices</b> *Awaiting confirmation of screening for Visiting Students	<b>Spring</b>		<b>Production Practices is a core module designed to provide students with an appropriate degree of expertise in the use of various technical apparatus necessary to realise the demands of production in live performance and/or recorded media.</b>
<b>Drama</b>	2	DRA2007	Educational Theatre	Spring		This is a skills based course, which looks at how theatre and drama techniques may be used in an educational setting as both an aesthetic encounter and a learning tool. In experiencing the key techniques of the practice, students will also examine its history as a form and the theoretical principles on which it is based
<b>Drama</b>	2	DRA2013	Directing and Design for Stage and Screen	Spring		An introduction to the theory and practice of directing and stage and costume design for both stage and screen. Seminars will introduce key theoretical and practical principles linked to selected case studies. Student will apply these skills in their own projects which can be within other Semester 2 modules or on an extra-curricular basis (e.g. student films, Players etc.). Student will choose to specialise in either directing or design in either film or theatre for the project part of this module.
<b>Drama</b>	2	DRA2015	Troubles Drama 1961- 1998	Spring		This module roughly spans the duration of the 'Troubles' and explores how various playwrights, theatre companies and artists responded to the political conflict of these decades. This course will examine how the violent context of conflict in the North posed profound aesthetic and ideological challenges for playwrights, and it will investigate the different dramaturgical strategies developed by playwrights such as Bill Morrison, Stewart Parker, Christina Reid and companies like Charabanc and Field Day. This module will also explore the complex inter-relationships between theatre, politics and performance, as well as the efficacy of theatre to make any form of political intervention. The module will involve an integrated analysis of play scripts, criticism, theory and history and as 2018 marks the 50th anniversary of the Lyric Theatre's opening on Ridgeway Street, there will be a particular focus on its work in this period (1968-1998). Accordingly the module will run alongside various activities that will be hosted by the Lyric, included various performances, an academic conference and ongoing work on the Lyric' archive and participation/attendance at these events will be a compulsory element.



<b>Drama</b>	2	DRA2022	Acting Shakespeare	Spring		This module focuses on Shakespearean drama as a theatrical script: that is, words intended to be spoken in performance before an audience and not as dramatic poetry to be read or studied as such. In both its workshop format and its critical writing assignment, this module is centred on Shakespeare in performance.
<b>Drama</b>	3	DRA3005	Advanced Theatre Practice  *awaiting confirmation of eligibility for Visiting students.	Spring	TBC	To hone student skillsets in one of three distinct strands: Acting, Directing and Production Skills.
<b>Drama</b>	3	DRA3023	Places of Performance	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	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, elite 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 the environments in which it takes place. 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.
<b>Drama</b>	3	DRA3056	Theory and Practice of Adaptation	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	This module asks students to examine the process and challenges of adapting works, either within the same genre in a different time or place, or between different genres. The class will also examine how adaptation plays an integral role in the process of translation. Each week students will examine several versions of a play, novel, and/or film script (or watch them), looking at originals from the Greeks forward to see how adaptors have grappled with great works of different eras and cultures in an attempt to make them more accessible to contemporary audiences, while at the same time (in most cases) attempting to preserve something of their original context. The class will also look at theoretical models of adaptation. Ultimately, students will be asked to examine the adaptation history of a single original work in an academic essay, and will try their own hand at adaptation in

						presenting a treatment for a work of fiction or drama adapted from a prior work.
<b>Drama</b>	3	DRA3060	Dance Theatre	Spring	*Prerequisites may apply. Students may need to show evidence of previous study. Limited places available due to spatial requirements.	This course serves as an introduction to dance theatre practice and related dance theory. In weekly workshops and seminars, students will engage in an interrogation of this interdisciplinary art form through discussion and practical experimentation. Workshops will introduce students to the choreographic methods of key practitioners and will prepare students for the creation of their own dance theatre performance project. In support of the practical workshops, seminar discussions will explore relevant critical and theoretical texts and will consider developments in dance theatre practice within a socio-political and historical context. No previous dance training or experience is required.
<b>Drama</b>	3	DRA3063	Solo Performance	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	This module will explore the history, theory, and practice of the individual performer on stage, in manifestations including storytelling, stand-up comedy, performance art, the confessional (often queer) performances of the 1990s, and various types of fictional performances featuring a sole performer acting against absent interlocutors. Artists examined may include Anton Chekhov, Eugene O'Neill, Marina Abramovic, Holly Hughes, Karen Finley, John Leguizamo, Anna Deavere Smith, Neil Watkins, and many others.
<b>Drama</b>	3	DRA3065	Advanced Musical Theatre (NEW)	Spring	*Visiting students may be admitted onto the module at the convenor's sole discretion, usually after an individual live audition. This pre-requisite is necessary to ensure that students enrolled on the module possess the necessary baseline skills.	This advanced Level 3 module provides intensive practical and dramaturgical study of a significant musical theatre composer and/or lyricist. Through a combination of studio-based practice, rehearsal, performance and critique, students will gain (i) higher-level skills in acting and staging musical theatre and (ii) proficiency in dramaturgical analysis of musical theatre. Logistics permitting, the module will culminate in a public performance in the Brian Friel Theatre, thereby enabling students to present critically informed practical work outside of a classroom setting. Key works of musical theatre to be studied will likely include those of Stephen Sondheim (e.g., Company, A Little Night Music, Sweeney Todd, Sunday in the Park with George, and Passion).
<b>Arts Management</b>	2	SCA2002	Introduction to Arts Management	Spring		<p>This module introduces students to the field of arts management through the practical planning and delivery of an art programme for a public audience. Areas covered will include aims and objectives of public programmes, relationship of programming to organisational missions / visions, scheduling, staffing, budgeting, marketing/publicity, and audience development. Students will be expected to take on arts management roles for the successful proposed delivery of a public facing programme. It is hoped this will be realized into an actual programme at the end of the semester.</p> <p>Weekly seminars combine analytic skills development and discussion of policies influencing arts management practice, along with a set reading.</p>

						Students will be expected to apply learning to research that they will conduct on arts programmes in Belfast, including attendance to one local arts event. There will be class field trips to assist with how to apply learning and develop assignment work.
--	--	--	--	--	--	---

## **SCHOOL OF HISTORY, ANTHROPOLOGY, PHILOSOPHY AND POLITICS**

### **Semester Two 2020-2021**

<b>Subject</b>	<b>Level</b>	<b>Module Code</b>	<b>Title</b>	<b>Semester</b>	<b>Pre-Requisites</b>	<b>Description</b>
<b>HAPP</b>	2	HAP2001	The Northern Ireland Conflict and paths to peace <i>*Has moved to the Spring semester for 2020-2021 only</i>	Spring	<i>*Bespoke module with limited capacity. Only available to students allocated to the School of History, Anthropology, Philosophy and Politics. Students may wish to consider ANT1006 as an alternative.</i>	What caused the Northern Irish conflict? What factors sustained it? What role did world leaders, paramilitaries, clergy and local politicians play in progressing the peace process? And what role does civil society, arts, culture and heritage play in building social cohesion? This interdisciplinary, team-taught module will draw on expertise from across the School of History, Anthropology, Philosophy and Politics to explore some of the key themes of the Global Bachelor's Program. Using Northern Ireland as a case study, it will ask questions about the means through which societies can move from conflict to peace, about the roles that various actors can play in conflict resolution, and about the roles that public representations and explorations of the past can play both in entrenching divisions and in furthering peace and mutual understanding.
<b>Anthropology</b>	1	ANT1006	Understanding Northern Ireland: History, Politics and Anthropology	Spring		This module will use a variety of historical, political, sociological and anthropological perspectives to look at key issues relating to Northern Ireland. The course will provide an overview of the history and politics of the state of Northern Ireland. It will use anthropological understandings of ethnicity and nationalism to examine how Unionism and Irish Nationalism developed. It will look in detail at the various political solutions which have been applied to 'the Province', with a particular focus on the Peace Process. It

						will examine the realities and legacies of the conflict since the signing of the 1998 Agreement. It will explore the development of cultural and political 'traditions' examining, in particular, change and continuity in Irish society.
<b>Anthropology</b>	1	ANT1007	Us and Them: Why do we have ingroups and outgroups?	Spring		Drawing theoretically on both cognitive and social anthropology and utilizing a wide range of case studies, from personal passions for particular sub-cultures of music and sport to national politics in Northern Ireland to global divides of religion and class, this module will introduce students to social groups. We will explore what makes human social groups different from those of other animals, psychological explanations of group commitment, and anthropological literature on symbols, rituals, and politics to examine how particular social groups are created and sustained and how some individuals become willing to fight and die for their fellow group members.
<b>Anthropology</b>	1	ESA1001	Being Creative: Music Media and the Arts	Spring		Anthropologists have analysed how people with different cultures' express themselves in a variety of ways through sound, text and image. Who is involved in specific expressive practices, who controls these practices, and which media are emphasised by different groups? Can textual, verbal, musical and material forms of expression be communicated across cultural boundaries? How do processes of cultural translation affect their meaning and impact on different lifeworlds? In this module, we will explore performative genres including musical activities and rituals; language-based forms of expression and processes of visual and material expression around artworks, objects and film documentation.
<b>Anthropology</b>	2	ANT2020	Sex and Gender: Anthropological Dimensions	Spring		In this course we will study gender from a cross-cultural point of view. We will explore how masculinity, femininity, the body, sex, and kinship are constructed in societies across the globe. We will link gender relations to wider economic and political processes, and to the exercise of power and of resistance. As well as looking at non-Western societies, we will look at the West, and we will question the extent to which Western understandings to do with biology, sex, gender and the body can be used as analytical tools in cross-cultural comparison.
<b>Anthropology</b>	2	ANT2036	Business Anthropology for the Digital Age	Spring		Business Anthropology for the Digital Age delivers an introduction to the field of business anthropology as both an applied social science and critical understanding of consumer and organisational cultures, digital contexts and engagements and design processes. The course provides a critical reading of 'anthropology in business' in concert with providing practical insights into the role of consumer ethnography/netnography in contemporary business practices. It also engages with the ways in which culture shapes institutional and corporate organisations.
<b>Anthropology</b>	2	ANT2039	Human Morality	Spring		Being the most complex social species, human beings possess many competencies to deal with social interaction, including the capacity to make moral judgments that evaluate and regulate human behaviour (i.e., judgments on whether an action is right or wrong, and on whether someone deserves reward or punishment). Drawing from the

					<p>anthropological and psychological literature on the matter, the module introduces the student to the various aspects of human morality, discussing the following types of issues:</p> <ul style="list-style-type: none"> <li>- Are moral judgments totally relative to one's culture or are there universal components of human morality?</li> <li>- Is human morality based solely on religion?</li> <li>- Are moral judgments framed by distinct concerns such as care/harm, justice/injustice, loyalty/betrayal, hierarchy/subversion, and purity/impurity or are they always related to a specific concern with basic human rights?</li> <li>- Can the configuration of different moral concerns shed light on different political attitudes and ideologies, such as conservatism and liberalism, and their disagreement on a variety of topics, such as abortion, homosexuality, and economic equality?</li> <li>- Although the intentional causation of harm is normally prohibited, why in many situations (e.g., in the punishment of heinous crimes, in the interrogation of suspected terrorists, or in the context of wars and revolutions) people have conflicting intuitions about the boundaries of such prohibition?</li> </ul>
<b>Anthropology</b>	3	ESA3002	The Politics of Performance: From Negotiation to Display (NEW)	Spring	<p><i>*Prerequisites may apply. Students may need to show evidence of previous study.</i></p> <p>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.</p>
<b>Anthropology</b>	3	ESA3012	Music and Identity in the Mediterranean (NEW)	Spring	<p><i>*Prerequisites may apply. Students may need to show evidence of previous study.</i></p> <p>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.</p> <p>The examined theoretical debates will include: identity, gender, nationalism, community, place, and cosmopolitanism. Finally, the course will discuss the importance of ethnomusicological fieldwork in interpreting these music cultures both as units and comparatively.</p>
<b>Anthropology</b>	3	ANT3027	Human-Animal Relations: An Anthropological Perspective	Spring	<p><i>*Prerequisites may apply. Students may need to show evidence of previous study.</i></p> <p>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</p>

						be examined by means of a number of detailed ethnographic case studies of human-animal relations in different societies.
<b>Anthropology</b>	3	ANT3035	Love, Hate and Beyond: Emotions, Culture, Practice* <i>*Check with School if running?</i>	Spring	<i>*Prerequisites may apply. Students may need to show evidence of previous study.</i>	The module introduces the students to theoretical and thematical issues central to the anthropology of emotions. The course focuses on emotions and physicality, emotions as cultural constructions, memory and emotions, and the politics of emotions.
<b>Anthropology</b>	3	ANT3151	Ireland and Britain: People, Identity, Nations	Spring	<i>*Prerequisites may apply. Students may need to show evidence of previous study.</i>	This course will examine anthropological and other social scientific research on Ireland and Britain with particular reference to issues of identity and social belonging. In doing so the course will examine key theoretical issues in relation to identity and the politics of nationalism and unionism in the context of changing constitutional arrangements including the Irish peace process, Brexit and debates about Scottish Independence. The course will concentrate, though not exclusively, on Scotland and Ireland as case studies and examine their relationship to British and Irish identities. But the course will be interested in the relationship of locality, such as rural and urban, as well as to other key identity markers, such as class, gender, cultural performance, and the production of national stereotypes.
<b>Anthropology</b>	3	ANT3152	Remembering the Future: Violent Pasts, Loss and the Politics of Hope	Spring	<i>*Prerequisites may apply. Students may need to show evidence of previous study.</i>	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.

						<p>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.</p> <p>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.</p>
<b>Philosophy</b>	1	PHL1003	Introductory Logic	Spring		<p>An introduction to fundamental logical notions such as validity and entailment, including an examination of the nature of critical thinking in argumentation. This introduction may include some treatment of elementary issues in the philosophy of logic, but will focus primarily on elementary formal symbolic logic (especially propositional but also predicate calculus), using natural deduction techniques.</p>
<b>Philosophy</b>	1	PHL1004	Philosophy and the Good Life	Spring		<p>This module is an introduction to moral philosophy, requiring no prior acquaintance with the subject. The module is topic based. In the first half, we will investigate some major theories of morality – systematic accounts of what makes something morally right or wrong. In the second half, we will look at the application of these theories to some practical issues, including abortion, the treatment of animals, and our duties to those in the developing world.</p>
<b>Philosophy</b>	2	PHL2001	Knowledge and Reality	Spring		<p>Problems in contemporary analytical epistemology and metaphysics. Epistemology topics covered will include scepticism, analysis of knowledge, internalism/externalism, and sources of justification; metaphysics topics will include identity, necessity, universals, and particulars.</p>
<b>Philosophy</b>	2	PHL2026	Mind and Language	Spring		<p>An introduction to some of the central issues and problems in the Philosophy of Mind. Topics will include the problem of consciousness (what it is and how physical things can have it), the nature and origin of mental content, the relationship between thought and language and how thought can represent the world, theories of perception, and whether mere machines can think. Readings will consist in a balance between primary sources and commentary on those sources.</p>
<b>Philosophy</b>	2	PHL2027	Introduction to the Philosophy of Science	Spring		<p>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.</p>
<b>Philosophy</b>	3	PHL3001	Issues in the Philosophy	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	<p>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</p>



			of Science  *moved to Semester 2 for 2020-2021			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.
<b>Philosophy</b>	3	PHL3069	Practical Philosophy	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>Politics and International Studies</b>	1	PAI1001	Contemporary Europe	Spring		The module provides a wide-ranging introduction to political developments in contemporary Europe. Following analysis of the nature and consequences for Europe of the Cold War, the module analyses some of the major political, economic and security challenges Europe has had to face since 1989 including the processes of economic and political transformation in Central and Eastern Europe as well as war in the former Yugoslavia and Ukraine. Featuring prominently in the module are developments in the process of European integration with a primary focus on the EU, how it is organized and operates, what powers it has, the attitudes of selected states in contemporary Europe towards membership, and the effects of integration on them. In doing so, the module considers the origins and implications of the Eurozone crisis for European integration as well as public attitudes towards the process.
<b>Politics and International Studies</b>	1	PAI1003	Issues in Contemporary Politics	Spring		To expose students to contemporary/recent and developing political issues locally, nationally and globally. The module will change year-to-year depending on these issues and staff availability. Typically each topic/issue will be taught in 3-week blocs and each bloc either team taught or given by the same colleague.  Indicative list of issues (not exhaustive)  Political Economy - trade, finance, energy, resources, politics of austerity War/conflict/geopolitics - current crisis in Syria, ISIS, Ukraine-Russia-EU, Israel-Palestine Environment/Sustainability - climate change, climate justice, biodiversity

						<p>loss,</p> <p>Political Parties and Policy-making - rise of Jeremy Corbyn, Bernie Sanders, reform of party finances, decentralisation of policy-making, innovations such as participative budgeting from around the world;</p> <p>Gender, women and politics – Hilary Clinton as US President/candidate, strategies for increasing women's representation (including quotas), the women's movement and politics</p> <p>Social movements and political ideas – Occupy movement, religion and politics, relevance of debates on long-standing normative political ideas – social justice, democracy, recognition etc. to these issues; role of trades unions, workplace democracy, workers' rights etc.</p> <p>Migration and refugees – normative, empirical and political-policy explanations of and responses to flows of people across borders, current Syrian one for example, but also other case studies</p> <p>Leadership and citizenship- examples of political leadership and citizenship in formal electoral politics and civil society from around the world</p>
<b>Politics and International Studies</b>	1	PAI1010	What is to be done? Sustainability, climate change and just energy transitions in the Anthropocene	Spring		<p>The module will comprise three distinct sections. Section one will introduce students to the module and set the context for a study of environment and sustainability in the context of the Anthropocene. Section two will focus on key issues such as society's dependency on fossil fuels and associated socio-ecological conflicts; and the third section will concentrate on pathways towards sustainability, using complex systems thinking to help integrate students' appreciation of the contributions of diverse disciplines. In doing so, this module will introduce students to some of the most significant problems facing our world and offer alternative individual and institutional pathways to a more sustainable future</p>
<b>Politics and International Studies</b>	2	PAI2002	British Politics in Crisis?	Spring		<p>This module introduces students to the major institutions and issues in contemporary British politics. The content covers the following topics: the Crown and the Executive; Parliament; the European Union and the Judiciary; pressures for devolution; representation in British politics; political parties and the party system; turnout and voting; media, society, and participation. Each topic is discussed both with regard to its present context and the evolution of each institution/issue leading up to this point. Emphasis is put on appreciation of these changes in an effort to determine the direction of future changes in British politics.</p>
<b>Politics and International Studies</b>	2	PAI2013	Irish Politics	Spring		<p>An examination of the Politics of Ireland (North and South) since 1920.</p>

<b>Politics and International Studies</b>	2	PAI2018	American Politics	Spring		This survey course introduces students to the American political system, current debates on democracy in America and its role in the world. The first section of the module, examines the basic institutions of the American political system, its origins, development and evolving dynamics. Particular emphasis is placed on the US Constitution, federalism and the system of checks and balances, as well as the three branches of government: the Presidency, Congress and the Supreme Court. The second section constitutes a more normative engagement with issues relating to the contemporary nature of American democracy, examining in particular controversies surrounding the electoral process and the role of socioeconomic inequality and race in shaping political outcomes.
<b>Politics and International Studies</b>	2	PAI2055	Security and Terrorism	Spring		This module explores contemporary approaches to the study of security and terrorism. It will examine changes in definitions of security and terrorism, the evolution of approaches to the study of security and terrorism. Students will be familiarised with the main "threats" to state and human security; the changing nature of war and other organised violence; and areas of security policy and practice including arms control, alliance formation, peacekeeping and peacebuilding, among others. Students will also explore domestic and transnational non-state terrorism, state terrorism, and counter-terrorism policy and practice.
<b>Politics and International Studies</b>	2	PAI2056	International Organisations	Spring		This module on International Organizations offers an introduction into the multilateral global security architecture. The core focus of the module is collective security. The module IO thus will deal with international law, collective security, regimes in international security and International security organizations. The United Nations system forms the core of the study. Peacekeeping, peace enforcement, peace building and the 'outsourcing' of core collective security tasks to regional players will dominate the sessions of the module. Core military interventions by international organizations will be analyzed. The module thus will deal with military interventions by the UN, NATO, CIS/CSTO, EU and core security and mediation tasks by the CIS, SCO and OSCE. The new policy agenda of energy security will be tackled by studying resource control: The NPT regime, the IAEA and oil and gas regimes thus will be scrutinized at the end of the semester. The major aim of the module is to outline the 'institutionalized' world order of today – with its hierarchies, cleavages and contradictions. The module is wedded to a strategic studies approach to IR.
<b>Politics and International Studies</b>	2	PAI2065	Peace and Conflict Studies	Spring		This module will introduce students to the analysis of civil wars and the fields of conflict analysis and peace studies. The aim of this module is to introduce students to theoretical and empirical problems in the study of the outbreak, development and resolution of armed civil conflicts. It explores the conflict cycle, the complexity of violent conflict, dynamics of political violence, the effects of certain situations on conflict dynamics, different types of actors in civil war, the outcomes of civil war, peace processes, and techniques such as mediation. It explores the main concepts (such as "conflict", "civil war", "peace", etc.), some theories (such as the causes of civil war, the dynamics, and

						consequences), and some issues and debates (such as when and how to mediate conflicts) in peace and conflict studies. It also covers theoretical and methodological issues in peace and conflict studies, such as issues in classification and measurement.
<b>Politics and International Studies</b>	2	PAI2066	Politics in Diverse Societies (NEW)	Spring		The module each covers various elements and study techniques to approach, appreciate and understand issues underpinning politics in diverse societies. The module is designed in a lecture/tutorial format to introduce students to a range of issues not necessarily in clear sight outside the classroom in Belfast. Throughout the module, in lectures and tutorials students will be introduced to interdisciplinary method of assessing political process in diverse societies by discussing comparative political, legal, and social science methodologies. Students will be introduced to independent work as part of the assessment (see below) via literature assessment and synthesis. The module builds upon – but does not rely on – the PAI2011 Deeply Divided Societies offering a perspective on state led management of diversity that did not result in conflict.
<b>Politics and International Studies</b>	3	PAI3012	The Global Political Economy of Energy	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>Politics and International Studies</b>	3	PAI3014	Scotland and N Ireland: Points of Political Comparison	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	This module concerns the comparative analysis of key political themes and issues relating to both Scotland and Northern Ireland including devolution and the constitution; religion and ethnicity; questions of national and cultural identity; possible future relationships. The module examines such subjects in their historical and contemporary contexts.
<b>Politics and International Studies</b>	3	PAI3025	Contemporary Political Philosophy	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>Politics and International Studies</b>	3	PAI3027	European Cultural Identities	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	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.

Politics and International Studies	3	PAI3038	US Foreign Policy	Spring	*Prerequisites may apply. Students may need to show evidence of previous study in this area.	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.
Politics and International Studies	3	PAI3056	The Far Right in Western Europe and North America	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
Politics and International Studies	3	PAI3057	Ethics, Power and International Politics	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	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 Qaeda), 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

					<p>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?</p> <p>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.</p>
<b>Politics and International Studies</b>	3	PAI3058	Political Parties and Elections in Northern Ireland	Spring	<p><i>*Prerequisites may apply. Students may need to show evidence of previous study.</i></p> <p>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.</p>
<b>Politics and International Studies</b>	3	PAI3068	Politics, Public Administration and Policy-making	Spring	<p><i>*Prerequisites may apply. Students may need to show evidence of previous study.</i></p> <p>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</p>

						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.
<b>Politics and International Studies</b>	3	PAI3100	Radical Hope: Inspiring Present-day Sustainability Transformations through an Examination of Our Past	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>History</b>	1	HIS1005	History and Society	Spring		A systematic introduction to ways in which history is used outside the university campus, including in museums and exhibitions, film, memorials and political discussion. The course will involve visits to local museums and students will get a chance to work together to pitch a new public history project. Previous projects have included public exhibitions, new museums or digital apps.
<b>History</b>	2	HIS2012	Politics and Society in 20 <sup>th</sup> Century Ireland	Spring		The course examines key debates in British history between 1914 and the present and complements “The making of modern Britain”. It charts political, economic and social change in twentieth century Britain, including decolonisation and the loss of empire.
<b>History</b>	2	HIS2029	The American South 1865-1980	Spring		The outcome of the Civil War sealed the destruction of slavery and raised hopes among African Americans and others of a new, more egalitarian social order in the American South. After a promising start in the immediate aftermath of the War, those hopes were crushed beneath the weight of racial reaction and the demands of the region's new industrial order, leaving ordinary southerners of both races



						languishing amidst intense poverty and racial violence. In this module we will attempt to understand both the remarkable resilience of racial divisions in the American South and the periodic attempts on the part of black and white southerners to challenge regional "tradition".
<b>History</b>	2	HIS2047	The Expansion of Medieval Europe, 1000-1300	Spring		A dramatic expansion of medieval Europe occurred between about 1000-1300. This module will explore the growth of kingship and state formation, but will cover not only political history, but also economic and social, religious and cultural change. The main historical themes that dominated and shaped the history of Europe in the central Middle Ages will be explored with a focus on those institutions that laid the foundations for the formation of modern Europe.
<b>History</b>	2	HIS2057	Revolutionary Europe, 1500-1789* <i>*Check with School if running</i>	Spring		The module will examine the revolutionary developments in Europe from the age of the high Renaissance around 1500 to the outbreak of the French Revolution in 1789 and its aftermath. Although the course content will be structured and delivered chronologically, the main focus of the module will be on those specific events and developments that historians have labelled 'revolutionary'. Included in the analysis will be the cultural innovations brought on by the Renaissance, the upheavals in the religious world effected by the Reformation, the social and political changes associated with the rise of the state, and the revolution in forms of thought (from the scientific to the political) that emerged during the Age of Enlightenment. The module will end with a close study of the French Revolution, which was in many ways the culmination of the events and developments that make up the content of the module.
<b>History</b>	2	HIS2061	Nationalism and Liberation in 20 <sup>th</sup> Century Africa	Spring		Nationalism has been a key factor in African history since the late 19th Century. How has it emerged, under what forms, how has it evolved, when and how did it become a mass ideology, and what happened to it after the independence of African states in the second half of the 20th Century? This module offers a critical look at these themes, focusing on ideas, cultures and the politics of nationalism and liberation. The module considers different theories and articulate their discussion to a consideration of diverse case studies, e.g. Ghana, Congo, Angola, Mozambique, and South Africa.
<b>History</b>	2	HIS2063	Recording History	Spring		Students should develop knowledge of twentieth-century social history through a case-study of Belfast. By conducting their own interview, and analysing those conducted by the other members of the group, students should develop a working knowledge of the strengths and weaknesses of oral history as a research method and thus enhance their understanding of the broader methodological issues posed by research in modern social history. They should develop team-working skills (through collaborative research on their chosen topic), as well as their capacity for independent learning (through the conduct of one-to-one interviews and the transcription and analysis of those interviews). Oral presentational skills will be developed through reporting on work-in-progress in seminars. The module will, therefore, significantly enhance many of the skills related to the types of employment to which history graduates aspire, i.e. team-working, interpersonal skills, the ability to

						synthesize large bodies of information, and the compilation of written reports.
<b>History</b>	2	HIS2066	Visualising China's Encounter with the West	Spring		This module introduces students to the visual history of China before 1949, focusing on the developing relationship between China and the West in the late nineteenth and early twentieth centuries, and exploring themes such as imperialism, encounter, globalisation, modernity and nationalism. Students engage directly with primary sources by focusing on visual materials, particularly photography. Students work individually and in groups to develop their historical skills in analysing and interpreting visual sources and in communicating visual material to general audiences. At the end of the module, students work in groups to develop their own exhibition idea based on their research.
<b>History</b>	2	HIS2067	Cabinets of Curiosity: Museums Past and Present	Spring		This module will focus on museums from the Renaissance to the modern day, charting the transition from private collecting to public display. It will consider the shifting roles of museums across time and will provide students with an understanding of how and why museums' aims, purposes and functions continue to change. Students will engage with debates about object collection, preservation, repatriation and display, and will explore some of the current issues facing museums. They will also consider diverse museum audiences, including the elite and wealthy audiences of the eighteenth century and international audiences served by twenty-first-century online museums. Through their reading, research and museum visits, students will also begin to appreciate the different roles of museum staff and through their object engagement project, will gain vital skills that could be useful for their own future employment.
<b>History</b>	3	HIS3010	The Second World War in Europe	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>History</b>	3	HIS3011	The Peasants' Revolt 1381	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	This course will examine the causes and repercussions of the Peasants' Revolt of 1381. This was a significant uprising by the peasantry (and others) within medieval England, though its roots and consequences are the subject of much debate. The fourteenth century as a whole was a period of much social and economic upheaval, dominated by famine, plague, war and heresy. Students will explore the Peasants' Revolt by situating it within the wider contexts of medieval society, such as lord-peasant relations, the Black Death, the decline of serfdom, the Hundred Years War, the growing repression of the Wycliffite or Lollard heresy, the kingship of Richard II, and revolts across Europe in the late-fourteenth century. A variety of primary sources will be examined in depth, such as court rolls, laws, chronicles,

						literature and tax records, in order to gain a detailed insight into the nature of revolt.
<b>History</b>	3	HIS3022	The Origins of Protestantism	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>History</b>	3	HIS3023	The Long Sexual Revolution in Western Europe, 1945-1970 (NEW)	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>History</b>	3	HIS3033	That Vast Catastrophe	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	To understand the most terrible historical moment in modern Irish history. This single-semester module is concerned with one of the great climactic 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.
<b>History</b>	3	HIS3082	After Slavery: Race and Labour in the Post-Emancipation US South	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	The abolition of slavery in the southern United States raised hopes that a new, more equitable social order might be built on the ruins of the Confederacy—one that would deliver freedom and new prosperity to former slaves and a broad section of the white population excluded from power under the South's antebellum regime. Instead, within twelve years of the Confederate surrender white supremacists had raised themselves to power, and the hopes for substantive change were all but extinguished. By the mid-1890s, many African-Americans were barred from the voting booth, 'separation of the races' was the law of the land, fierce racial violence engulfed much of the region, and many blacks and whites found themselves trapped in a 'new slavery'. The effects of that

						reversal lingered long after the end of slavery, and arguably continue to be felt throughout American society. Making use of the best available new classroom technologies, this module will explore in depth, and as a historical problem, the persistence of racial inequality in the United States after slave emancipation.
<b>History</b>	3	HIS3099	Religion and Empire: Christian Missions to Africa, Asia and Middle East	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>History</b>	3	HIS3121	The War of Ideas in 17th Century Ireland	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>History</b>	3	HIS3129	The Ancient City (NEW)	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>History</b>	3	HIS3133	Paths to Independence and Decolonisation in India and East Africa	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>History</b>	<b>3</b>	<b>HIS3136</b>	<b>Culture, Politics &amp; Policing of Identity in Medieval Ireland (NEW)</b>	<b>Spring</b>	<b>*Prerequisites may apply. Students may need to show evidence of previous study.</b>	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 knowledgeably, 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.

## **SCHOOL OF SOCIAL SCIENCES, EDUCATION AND SOCIAL WORK (SSESW)**

### **Semester Two 2020-2021**

<b>Subject</b>	<b>Level</b>	<b>Module Code</b>	<b>Title</b>	<b>Semester</b>	<b>Pre-Requisites</b>	<b>Description</b>
<b>Criminology</b>	1	CRM1002	Exploring Criminology	Spring		This module uses a variety of different teaching techniques, such as film, videos, field-trips and participant observation to explore a variety of different themes within criminology. The module aims to encourage the students to move beyond the lecture and the text to observe and explore the reality of crime, policing and administration of justice in the real world.
<b>Criminology</b>	2	CRM2006	Crime and the Media*	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	The module is divided into two sections: 'Crime in the News' and 'Fictional Crimes'. The former includes discussion of the representation of politically-motivated violence (particularly in relation to Northern Ireland and the Israel-Palestine conflict), news stories of sexual violence (again, with an emphasis on research about Northern Ireland), and moral panics. The latter section will look at how the internet as well as explicitly fictional representations of crime can impact on crime, perceptions of crime and criminal justice processes. This part of the course explores themes of lawlessness, allocation of blame for crime, and the impact of screen violence.
<b>Criminology</b>	2	CRM2008	Policing and Society	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	The module introduces students to the area of policing and explores the main theories, concepts and debates in this field. The first half of the course begins by exploring the origins of policing, the relationship between policing and broader social factors, police work, police culture and concerns about police accountability and legitimacy. The second half of the course will examine the cost of policing, the use of performance indicators, policing controversies, the globalisation of

						<p>policing methods and the increasing privatisation of policing. In particular, the experiences of Northern Ireland, Britain and Ireland will be used to highlight the importance of these topics</p> <p>The primary objective of this module is to challenge students' perceptions about crime and criminals. In doing so, the module is organised under three broad sub-headings: Street Crime, Suite Crime and State Crime. This module is global in scope and draws largely on scholarly research and informed journalistic accounts to help students develop a broader critical awareness of crime and society.</p>
<b>Criminology</b>	3	CRM3003	Youth, Crime and Criminal Justice	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	<p>This module explores young people's engagement in antisocial behaviour and crime. It will consider the extent and nature of teenage delinquency, how it changes with age and its association with other adolescent problem behaviours (alcohol and drug use; school exclusion; risky sexual behaviour, etc.). Analysis of official statistics and self-report survey data will be placed within a broader understanding of the social construction of youth, drawing on political, media and other sources. The module will introduce and critically examine major theoretical explanations of youth crime including, radical and realist perspectives (labelling, moral panics, left and right realism), sub-cultural theory (subcultures, counter cultures, consumerism and "style") and developmental/life course perspectives (the work of Farrington, Moffitt, Sampson, and Loeber). In addition, the course will review recent social policy responses to youth crime. These range for early childhood prevention programmes such as Sure Start, school and non-school based education and training programmes, through to the introduction of new police and civil powers such as zero tolerance, curfews, alcohol bans, and ASBOs. Finally, the module will examine the criminal justice response to teenage crime. Contrasts will be made between traditional welfare and justice approaches. Current evidence of the effectiveness and efficacy of current intervention programmes will also be considered.</p>
<b>Criminology</b>	3	CRM3007	Criminology Across Borders	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	<p>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:</p> <ul style="list-style-type: none"> <li>-Crime and Justice Beyond the state: Globalization, and state sovereignty, challenges for crime and justice.</li> <li>-Transnational threats: from the emergence of international crime, to contemporary issues such as terrorism, migration and organised transnational crime as current international threats.</li> <li>-War and its framing: crime, justice or new forms of war; and responses to conflicts.</li> <li>--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.</li> <li>-International Criminal Courts and the crimes of Genocide, Crimes against Humanity; War Crimes; Rape as a Weapon of War..</li> </ul>



<b>Sociology and Social Policy</b>	1	SOC1002	The Sociological Imagination	Spring		This module aims to provide a general introduction to doing sociological research, through a critical engagement with landmark studies. C. Wright Mills' idea of a 'sociological imagination' provides the framework for evaluating the quality of key pieces of research, exploring the connections between how they are defined, carried out and written up. The module covers a range of research methods, as they are employed in studies of important aspects of social life, such as racism, drugs and urban life, love and technology, social networking, education and masculinity and violence. The module also provides an in-depth introduction to the theoretical character of sociology by introducing classic perspectives shaping the discipline.
<b>Sociology and Social Policy</b>	1	SQM1003	Digital Society	Spring	* Students may need to show evidence of previous study and will be determined on a case-by-case basis, subject to departmental consent.	This module will be both theoretical and intensely practical. Tutorials, assignments and group activities are designed to help students confront digital technology and apply their skills to navigating and utilising that. Lectures are focused on using theory to critically reflect on how technological advancements fit into or alter accounts of how society is shaped the way it is. Particular emphasis is placed on enhancing students' appreciation of the idea of data. We are all of us contributing to the growth of 'big data', making use of data in our everyday lives and, often, paying for services with our data. But what is 'big data'? Through exploration of concepts such as database matching, artificial intelligence and internet of things, we will examine how technology is being used to understand humanity and debate whether this process is 'disrupting' or reinforcing society's existing strata and structures. Students will be encouraged to reflect critically on their own use of information and communication technologies and how this behaviour shapes contemporary society. This will include examination of the 'information revolution' and its effects on communication and social relations: local and global, personal and institutional. Students will also be encouraged to examine evidence both supporting and challenging commonplace perceptions of digital media's influence on modern life.
<b>Sociology and Social Policy</b>	1	SPY1005	Themes and Issues in Social Policy	Spring	* Students may need to show evidence of previous study	This module will look at contemporary developments and trends across a range of social policy areas in the UK. It will encourage students to examine the various ways in which key social policy 'problems' have been addressed. The first half of the module will introduce students to social policy in a range of substantive areas such as education, employment, housing, crime, health and social care. The second half of the module will take a more focused approach by exploring the ways in which social policy has sought to improve the welfare and well-being of particular groups in society with respect to children and young people, disability, ethnicity, gender, sexuality and older people.
<b>Sociology and Social Policy</b>	2	SOC2002	Social Inequalities	Spring	* Pre-requisites will apply. Students may need to show	This module will critically examine key sociological debates about the character and dynamics of contemporary society from the point of view of social inequalities. It provides an introduction to key concepts, current research findings, and theories of social inequality. The

			and Diversity		evidence of previous study and will be determined on a case-by-case basis.	objective is to discuss how social inequality impinges on virtually all facets of individual and social life and how it is created and maintained.
<b>Sociology and Social Policy</b>	2	SOC2003	Qualitative Skills Research	Spring	* Pre-requisites will apply. Students may need to show evidence of previous study and will be determined on a case-by-case basis.	Introduces students to a variety of qualitative and explorative research methods, including research ethics and methods of data collection.
<b>Sociology and Social Policy</b>	2	SOC2049	Environmental Crimes and Justice *Withdrawn temporarily for 2020/2021	Spring		This course will encourage students to critically reflect on the interplay between existing structures and agency on processes with a harmful impact on the physical environment and nonhuman animals. Specifically students will examine the existing diversity in conceptualising and defining environmental harm; the role of mass media, protest and campaign groups; and national and international governmental bodies. Special reference will be made to the Irish and UK experience. A range of guest speakers (academics, environmental activists and campaigners; and policy makers) would contribute.
<b>Sociology and Social Policy</b>	2	SPY2009	Questions for an Ageing World	Spring	* Students may need to show evidence of previous study and will be determined on a case-by-case basis.	This course provides a critical understanding of how social policy shapes a person's life trajectory. The course takes a life course perspective, immersing students in a range of social science literature including social gerontology, social policy and life course sociology. Key issues and themes covered include human rights (including children's rights), disability, old age, birth and death. The role of public information and education in developing human agency is explored through the examination of contentious issues in social policy such as birth practices and our experience of death and dying.
<b>Sociology and Social Policy</b>	2	SQM2001	Theory Counts	Spring	* Pre-requisites may apply. Students may need to show evidence of previous study and will be determined on a case-by-case basis, subject to departmental consent.	This module is designed to complement the core Sociology Development of Social Theory module, which introduces students to a range of sociological theories. The module will explore the relationship between theoretical development and empirical evidence. Theory Counts examines how different theories use, or ignore, quantitative data. It will also introduce students to approaches to testing theories using different types of quantitative data. Students will be exposed to research design issues as well as a range of analytical strategies involved in the testing of different theories.
<b>Sociology and Social Policy</b>	3	SOC3005	Issues in Contempora	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	The module aims to develop a sociological understanding of the dramatic social change which has occurred in recent times on the island of Ireland (particularly Northern Ireland). This will be accomplished by focusing on a series of key issues which help to illustrate both the scale and the nature of the transformations involved.

			ry Irish Society			
<b>Sociology and Social Policy</b>	3	SOC3048	Global Risk Society: Power and Participation *Withdrawn temporarily for 2020/2021	Spring		The purpose of this module is to examine from a sociological perspective some of the major trends that are transforming social relations on a global scale. As world leaders become increasingly comfortable in referring to a 'global society', we question the nature of what is being created and how this is being achieved. By applying concepts from political sociology in particular, this course will provide insights into the relations of power behind these trends and the new forms of social participation that they have provoked.
<b>Sociology and Social Policy</b>	3	SOC3053	Emotion, Power and Politics: The Political Sociology of Emotions, Trump, Brexit and Populism	Spring	* Prerequisites may apply. Students may need to show evidence of previous study.  Please note: Places on this module are limited so application will not guarantee enrolment	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.
<b>Sociology and Social Policy</b>	3	SQM3004	Modelling the Social World	Spring	* Students may need to show evidence of previous study and foundational skills. Enrolment will be determined on a case-by-case basis, subject to departmental consent.	The module will enable students wishing to acquire advanced multivariate quantitative methods to be trained in such methods. This may include methods such as event history, multilevel modelling, or structural equation modelling.

<b>Sociology and Social Policy</b>	3	SPY3002	Policy Briefing Paper	Spring	* Students may need to show evidence of previous study.	Students prepare a policy briefing paper, on an issue of contemporary importance, based on a request from a voluntary/community sector body in liaison with the Northern Ireland Science Shop. If a suitable request is unavailable, the briefing will be on a topic agreed with the module convenor. The briefing paper is developed using government publications and parliamentary records as primary sources. These are supplemented by academic and other publications from within the policy-making community. Students meet with the requesting body on several occasions in order to clarify the request and to deliver the final draft of the briefing.
<b>Sociology and Social Policy</b>	3	SPY3019	Gender, Family and Social Policy: Comparative Perspective	Spring	* Students may need to show evidence of previous study.	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.
<b>Social Work</b>	1	SWK1002*	Psychology for Social Work	Spring	*Only available to students who are enrolled on Social Work degree at home institution	The purpose of this module is to provide a basic introduction to students of the main theoretical approaches in psychology and to provide an overview of the contribution made by the discipline of psychology to our understanding of human development and behaviour. Students will be supported to develop an awareness of the applicability of psychology to the practice of social work in a range of contexts
<b>Social Work</b>	1	SWK1006*	Sociology for Social Work	Spring	*Only available to students who are enrolled on Social Work degree at home institution	This module will introduce students to the discipline of sociology and help them explore their relevance to social work practice. Key themes include (i) poverty, social security, housing, political conflict in Northern Ireland (ii) family life, gender, crime, globalisation, (iii) psychological perspectives on human development and behaviour through the lifecycle. These perspectives will be used to explore the complex nature of social work with individuals, families and communities. A particular feature of the module will be teaching on the relationships between social work and the conflict in Northern Ireland.
<b>Social Work</b>	2	SWK2006*	Social Work in Context	Spring	*Only available to students who are enrolled on Social Work degree at home institution	This module will provide an overview of a range of core social work theories and methods of intervention with an emphasis on the context in which they are used. It will provide students with a tool to develop critical understanding of the moral and anti-oppressive dimensions to professional practice interventions. Students will be enabled to develop a critical perspective in values and AOP with an emphasis on working in a diverse contexts and settings.
<b>Social Work</b>	2	SWK2009*	Research, Policy and Practice	Spring	*Only available to students who are enrolled on Social Work degree at home institution	This module will provide students with an introduction to research and its application to social work. It will enable students to identify, appraise and use relevant research. Students will be introduced to key issues relevant to a variety of research methods, drawing on examples from a range of practice areas. Emphasis will be placed on how research informs the social work process and on skilling students to access research through databases and other internet sources. Tutorial and

						assessment tasks will be designed to enable students to develop an exploratory and critical approach to research-minded practice.
--	--	--	--	--	--	---

## **SCHOOL OF LAW**

### **Semester Two 2020-2021**

<b>Subject</b>	<b>Level</b>	<b>Module Code</b>	<b>Title</b>	<b>Semester</b>	<b>Pre-Requisites</b>	<b>Description</b>
<b>Law</b>	1	LAW1023	European Internal Market Law	Spring		The course will focus on the core of the substantive law of the European Union, and in particular: 1. The concept of the internal market and the scope of the relevant EU competence; 2. The four fundamental freedoms, i.e. the free movement of goods, services, persons (including workers, economically inactive citizens, and establishment), and capital (including the Economic and Monetary Union); and 3. The interaction, including convergences and divergences, between the fundamental freedoms of the internal market.
<b>Law</b>	1	LAW1024	Rights and Accountability	Spring		Building upon semester 1's study of basic constitutional law, this module will develop a fuller understanding of how public power is (or is not) constrained in the UK, whether within the framework of the Human Rights Act 1998, through judicial review, and/or through other accountability actors such as Commissions and Ombudsmen. While the focus of the course will be largely UK-centric, it will also contain an important comparative element, understanding the relationship between domestic law and international human rights standards. Students will also develop a deeper understanding of common law constitutionalism.
<b>Law</b>	1	LAW1025	Criminal Law	Spring		Elements of Crime Actus Reus Mens Rea Offences against Property Theft, Burglary and Robbery, Criminal Damage, NonFatal Offences against the Person, Assault, Aggravated Assault, Sexual Offences, Homicide, Murder, Manslaughter, Inchoate Offences, General Defences
<b>Law</b>	2	LAW2043	Contemporary Issues in Property Law	Spring		The course is designed to allow students to study contemporary issues in property law, building in particular on Equity and integrating elements of Land Law. The course begins with a conceptual introduction to the nature of private law in the twentyfirst century. Students will have an opportunity to study discrete and topical areas of property law such as: 1) the family home; 2) succession law ie. transfer of wealth on death (not studied elsewhere and a professional requirement in the Republic of Ireland); 3) planning law; 4) personal property; 5) novel constructions

						of property - such as cultural property, property rights in body parts and human tissue; 6) constitutional protections for property..
<b>Law</b>	2	LAW2044	Contemporary Issues in the Law of Obligations	Spring		The course will fill out students' understanding of the role of the Law of Obligations in the modern legal system. It will try to develop in students an appreciation of the true significance of the categories Contract, Tort, Restitution, and Equity and an ability to think across categories. Connections with other areas of law, e.g. Commercial Law and Public Law will also be made. Part A Historical Introduction. Part B Economic Torts and Conversion. Part C Consumer Law. Part D Disgorgement of gain. Part E Public authority liability.
<b>Law</b>	2	LAW2045	Land Law	Spring		The basic structures of Northern Irish and English Land Law in a critical and comparative context. 1. The Idea of Property: Doctrinal & Philosophical Foundations 2. Law and Equity 3. Tenure and Estates 4. Adverse Possession 5. Native Title 6. Registration of Title 7. Registration of Title II 8. Co-ownership 9. Successive Interests 10. Leases 11. Licences 12. Easements 13. Covenants 14. Mortgages 15. Competing Interests. Lectures will outline basic doctrinal rules/principles, setting them in a social/theoretical context, emphasis on setting out the conceptual/framework, with doctrinal depth added later through private study, supported by (a) group tutorials; and (b) interactive podcasts.
<b>Law</b>	2	LAW2053	European Internal Market Law	Spring		The course will focus on the core of the substantive law of the European Union, and in particular: 1. The concept of the internal market and the scope of the relevant EU competence; 2. The four fundamental freedoms ie the free movement of goods, services, persons (including workers, economically inactive citizens, and establishment), and capital (including the Economic and Monetary Union); and 3. The interaction, including convergences and divergences, between the fundamental freedoms of the internal market.
<b>Law</b>	3	LAW3002	Evidence*	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	General: the operation of the rules of evidence in Northern Ireland and England with particular emphasis on criminal proceedings. Topics covered include: the burden and standard of proof; the right to silence; the admissibility of confessions; improperly obtained evidence; similar fact evidence; cross-examination of the accused; witnesses; hearsay.
<b>Law</b>	3	LAW3024	Gender, Justice and Society*	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	The module provides students with an understanding of how law affects people differently, depending on gender and the ways in which law contributes to regulating and representing gender. This understanding is not specific to one area of law, rather the course cuts across a number of different areas (such as criminal law, human rights, international law) increasing students' knowledge and understanding of legal issues more generally at the national and international levels from a gendered perspective. Students will have the opportunity to further evaluate these issues through film and visual representation of the interaction between gender, justice and society. The module introduces students to a number of new and different topics (for example, judicial decision making, the Global South, LGBTQI, kinship and reproduction,



						the military) from which to interrogate contemporary debates on gender and contribute to the development of students' critical and analytical skills.
<b>Law</b>	3	LAW3031	Environmental Law	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	The course introduces students to the issues faced by the legal community in tackling environmental degradation. In particular the course highlights how the law seeks to achieve and enforce a sustainable balance between economic development and the protection of the environment for present and future generations.
<b>Law</b>	3	LAW3046	Contemporary Issues in Property Law*	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	The course is designed to allow students to study contemporary issues in property law, building in particular on Equity and integrating elements of Land Law. The course begins with a conceptual introduction to the nature of private law in the twentyfirst century. Students will have an opportunity to study discrete and topical areas of property law such as: 1. the family home 2. succession law ie. transfer of wealth on death (not studied elsewhere and a professional requirement in the Republic of Ireland) 3. planning law 4. personal property 5. novel constructions of property - such as cultural property, property rights in body parts and human tissue 6. constitutional protections for property.
<b>Law</b>	3	LAW3056	Contemporary Issues in British and Irish Human Rights*	Autumn	*Prerequisites may apply. Students may need to show evidence of previous study.	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.
<b>Law</b>	3	LAW3058	Employment Law*	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	This module will expose students to the wide range of laws relating to the world of work. It will introduce them to some of the theories explaining the relationship between employers and employees and the importance of industrial relations more generally. It will then analyse some of the key topics in employment law such as the nature of an employment contract, the legal duties of an employer (especially as regards health and safety), the rights of an employee (especially as regards discrimination and privacy), the law relating to trades unions, the influence of the International Labour Organisation and the European Union in this field, and the means by which employment contracts can be terminated. It will to some extent build upon knowledge gained from the 2nd year module in Contract Law. The focus will be on how legislative, administrative and judicial institutions in Northern Ireland (and in England and Wales) have addressed the issues most commonly arising in the employment relationship.



<b>Law</b>	3	LAW3074	Intellectual Property Law*	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	The course addresses the following topics: intellectual property theory; copyright; passing off; trade marks; image rights; design rights; patents; and the enforcement of intellectual property rights
<b>Law</b>	3	LAW3088	Criminal Liability*	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	This module explores the boundaries of the criminal law examining issues of current controversy. Deciding what to criminalise or decriminalise are important issues for any society. The proper boundaries of the criminal law are often contested with competing ideologies and perspectives offering different viewpoints. The module adopts a doctrinal, socio-legal and philosophical approach to the exploration of these issues. Issues to be examined include: theories of criminalisation; responding to hate crime; responding to stalking and harassment; regulating prostitution; regulating the use of illegal drugs; regulating pornography; the criminalisation of transmission of disease; responding to anti-social behaviour
<b>Law</b>	3	LAW3098	European Internal Market Law Level 3*	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	The course will focus on the core of the substantive law of the European Union, and in particular: 1. The concept of the internal market and the scope of the relevant EU competence; 2. The four fundamental freedoms ie the free movement of goods, services, persons (including workers, economically inactive citizens, and establishment), and capital (including the Economic and Monetary Union); and 3. The interaction, including convergences and divergences, between the fundamental freedoms of the internal market.
<b>Law</b>	3	LAW3099	Financial Services Law	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	This course will offer an introduction to the law of finance. Finance is often defined as the backbone of the economy as it provides essential services such as payment or credit intermediation, without which no business would be possible. In recent decades, the volume of legislation on financial law has increased exponentially and it touches virtually every aspect of financial intermediation, from day-to-day financial transactions to the regulation of cryptocurrencies. The objective of the module is to equip students with the analytical tools to navigate the complex world of finance from a legal perspective. The module will offer a broad overview of the three main pillars of financial law: financial institutions, financial transactions, and markets.
<b>Law</b>	3	LAW3105	Criminal Law Level 3*	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	Elements of Crime Actus Reus Mens Rea Offences against Property Theft, Burglary and Robbery, Criminal Damage, Non Fatal Offences against the Person, Assault, Aggravated Assault, Sexual Offences, Homicide, Murder, Manslaughter, Inchoate Offences, General Defences.
<b>Law</b>	3	LAW3106	Rights and Accountability Level 3*	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	Building upon semester 1's study of basic constitutional law, this module will develop a fuller understanding of how public power is (or is not) constrained in the UK, whether within the framework of the Human Rights Act 1998, through judicial review, and/or through other accountability actors such as Commissions and Ombudsmen. While the focus of the course will be largely UKcentric, it will also contain an important comparative element, understanding the relationship between

						domestic law and international human rights standards. Students will also develop a deeper understanding of common law constitutionalism.
<b>Law</b>	3	LAW3107	Land Law Level 3*	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	<p>The basic structures of Northern Irish and English Land Law in a critical and comparative context.</p> <ol style="list-style-type: none"> <li>1. The Idea of Property: Doctrinal &amp; Philosophical Foundations</li> <li>2. Law and Equity</li> <li>3. Tenure and Estates</li> <li>4. Adverse Possession</li> <li>5. Native Title</li> <li>6. Registration of Title</li> <li>7. Registration of Title II</li> <li>8. Co-ownership</li> <li>9. Successive Interests</li> <li>10. Leases</li> <li>11. Licences</li> <li>12. Easements</li> <li>13. Covenants</li> <li>14. Mortgages</li> <li>15. Competing Interests.</li> </ol>
<b>Law</b>	3	LAW3108	Regulating Commercial Sex*	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	<p>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. The nature of commercial sex is considered theoretically by drawing on competing explanations from within feminism (i.e. between second, third and fourth wave feminism) but also to those sociological and socio-legal perspectives that view commercial sex as a form of 'work'. The module challenges our understanding of commercial sex as an exclusively 'female' domain and investigates the role of males and transgendered individuals in the provision of commercial sexual services since they have remained absent from much of these</p>

						discussions. As a fundamental starting point the module adopts a reflexive stance to argue that a full understanding of the nature of commercial sex can only be obtained by paying attention to the voices and views of those that participate in it. As such, the module takes an evidence-based approach arguing that research evidence not 'opinion' should be used as the basis for public policy. Broad thematic areas of the module will include: Theoretical approaches to commercial sex and its regulation (feminist, socio-legal, sociological) Models of regulating commercial sex: abolitionism, legalisation, decriminalisation. Modes of commercial sex: Street, Indoor, Internet based Male sex work, masculinities and gendered subjectivities, Regulating commercial sex in comparative perspective (a case study analysis of various international jurisdictions), Regulating commercial sex in historical perspective, The emergence of the digital economy and the Internet in the creation of new sex markets, Human trafficking and sexual slavery, The intersection of religion and morality in debates about commercial sex, The role of evidence and research in public policy.
Law	3	LAW3110	Media and Information Law*	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	In this module, students consider the various ways in which the media and information industries are regulated. The growth and significance of these industries in the 21st century has given rise to a range of legal disputes, as well as new legislation, regulatory systems, and international treaties; these disputes and interventions share a common feature of how a legal system ought to address innovation, human rights, transnational transactions and services, and the effectiveness of existing mechanisms, in a context of often rapid technological, economic and cultural change. Indicative topics include the regulation of broadcasting, film, and games; electronic commerce and related consumer issues; data protection; the liability of intermediaries; Internet-related criminal offences. Conceptual issues explored include the interaction between different types of regulation (e.g. statute, industry-led self-regulation, system design), whether 'information' and information technologies have special characteristics making conventional forms of control less feasible, and questions of jurisdiction and globalisation.
Law	3	LAW3112	Medical Law & Ethics*	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	<p>This module will familiarise students with the law on medical law and ethics. There will be a particular focus on current issues in the area.</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of the ideas underpinning research and development of medical law and ethics.</li> <li>• Familiarity with legal frameworks applicable to the practice of medicine.</li> <li>• Understanding of the application of the theoretical constructs and legal frameworks to 'real world' cases and scenarios in the area of medicine.</li> </ul>
Law	3	LAW3115	Comparative Constitutional	Spring	TBC. Draft *Prerequisites apply. This module builds	This module equips students with the skills that are necessary for a scholarly comparison of the different constitutional systems in operation around the world, together with a contextualised appreciation of the

			<p><b>Law* (NEW)</b></p> <p><i>*Awaiting confirmation of screening for Visiting Students</i></p>		<p><i>heavily on foundations of law content covered in Level 1 or Level 2 law studies and, as such, Visiting Students may need to show evidence of previous study, particularly in relation to UK Constitutional Law . Approval from the School of Law is required in all instances.</i></p>	<p>constitutional law which applies in several of those systems. Building on the understandings of UK constitutionalism that students acquire at an earlier stage in the LLB curriculum, students who complete this module will gain a more advanced understanding of the constitutional models which have been adopted by other nation states.</p>
<b>Law</b>	3	LAW3041	Research Project B*	Spring	<p><i>*Prerequisites may apply. Students may need to show evidence of previous study</i></p>	<p>Students will research an approved legal topic under supervision and present the results as a dissertation or report.</p>

## **QUEENS MANAGEMENT SCHOOL**

### **Semester Two 2020-2021**

Subject	Level	Module Code	Title	Semester	Pre-Requisites	Description
Accounting	1	ACC1003*	Introductory Management Accounting	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	Management Accounting has the purpose of identifying, measuring and communicating information to allow management and employees to make informed judgements and decisions. It is concerned with the provision of both financial and non-financial information to decision-makers. The Module provides an introduction to Management Accounting and reviews: the purposes of Management Accounting; cost terms; cost behaviours and estimation; cost accumulation/assignment techniques; job and process costing; joint and by-products costing; income effects of alternative cost accumulation systems; use of information for decision making (CVP analysis); short-term vs. long-term decision making; a brief introduction to budgeting.
Accounting	1	ACC1004*	Accounting Information Systems	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	The accountant's role is not simply to report on the results of past activities, but to take a proactive role in obtaining and interpreting financial and non-financial information about the organisation's continuing activities. That role includes understanding, developing, maintaining and improving accounting information systems. This course analyses the basic components of accounting information systems and examines how information technology affects the nature of business in general and accounting in particular. In addition to analysing technology-driven changes, the course explores how businesses are responding to an increasingly competitive environment by re-examining every internal activity and the impact that this has for the accountant.
Accounting	2	ACC2005*	Management Accounting	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	The changing environment and the impact on management accounting systems. Traditional planning control & performance measurement: budgeting; feedback and feedforward control; behavioural aspects of control systems; standard costing. Advanced aspects of cost allocation systems. Advanced aspects of short-term decision making: the decision-making process; rational management, logical incrementalism and incrementalism; programmed and non-programmed decisions; relevant costs; limiting factors and linear programming; the learning curve; pricing decisions, profitability analysis and target costing; risk and uncertainty in decision making.

<b>Accounting</b>	3	ACC3011*	Advanced Management Accounting	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	Accounting for management control: decentralisation and control issues; transfer pricing issues. Performance measurement in manufacturing and service businesses. Performance measurement in not-for-profit organisations. Accounting for organisational control and contingency theory. Strategic cost management. Strategic management accounting.
<b>Accounting</b>	3	ACC3012*	Taxation	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	Taxation theory; principles and practice of the UK tax system including: administrative framework, tax avoidance/evasion; personal and business taxation including: computation of an individual's overall tax liability; income tax; value added tax; introduction to corporation tax, capital gains tax; and inheritance tax. measurement and reporting in not-for-profit and public sector organisations.
<b>Economics</b>	1	ECO1003*	Statistical Methods	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.  Cannot be taken with ECO1009	The course covers basic statistics for economics, finance and accounting students and assumes no prior knowledge. The two main areas of statistics covered are descriptive statistics and inferential statistics. The emphasis is on the application of the statistical techniques to problems relevant to these subjects.
<b>Economics</b>	1	ECO1009*	Quantitative Methods	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.  Cannot be taken with ECO1003	This course builds on the Mathematics taught at GCSE level or an equivalent level. The course is taught paying particular attention to the solving of economic problems and relating these to applications to the real world. There are two parts in the module. The first part covers mathematical techniques required to solve applied economic problems. It begins with a revision of basic algebraic methods. These ideas are then further developed to cover more advanced mathematical concepts including linear and non-linear functions; single variable calculus and calculus of several variables. The second part covers basic statistical methods used by economists and other social scientists. This will include data presentation, descriptive statistics, basic regression analysis, time series and elementary probability theory. Students will also be taught how to use Excel to perform basic statistical analysis.
<b>Economics</b>	2	ECO2002*	Macro-economic Policy and Performance	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	The course opens with a brief tour of the global economy. This is followed by a discussion of the meaning and measurement of the main macroeconomic variables: output, unemployment, inflation and growth. The goods and financial markets and the concept of macroeconomic equilibrium are introduced. The IS/LM model is used to analyse the effectiveness of fiscal and monetary policy in the medium term. Aspects of the labour market are then considered followed by the introduction of the aggregate demand and aggregate supply model. The final third of the course is devoted to a discussion of factors contributing to the long run growth of the economy. The topics covered include: the Solow model of economic growth; growth accounting; factors contributing to

						total technological change and total factor productivity and the role and regulation of foreign direct investment.
<b>Economics</b>	2	ECO2008*	Introduction to Econometrics	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	Understanding data is at the heart of economics. Data on different processes or events is often noisy and impossible to predict with complete accuracy. However, most data variables have patterns, and econometrics is about understanding and helping to explain these patterns. Do last year's sales figures help me predict what my sales figures will be this year? Do taller people live longer? Does lecture attendance cause students to achieve better grades? These are the kind of questions that econometrics can answer. First, we will look at data variables in isolation and see how univariate distributions can be used to make inferences. We will then look at how to model relationships between data variables and test for associations. Eventually, we will see how to model individual data variables as functions of several variables in the multivariate linear regression model. Interpretation plays a huge role in econometric understanding. A large part of the module will focus on interpreting econometric results, and being able to identify potential flaws in econometric applications. The course is practical. Throughout the lectures we will see why econometrics helps us model data and also how this is performed in practice. In tutorials you will be given the opportunity to put these econometric skills into practice whilst receiving feedback from the module tutor. The module requires students to submit two projects. Tutorials will teach some introductory statistical programming techniques.
<b>Economics</b>	2	ECO2009*	Managerial Economics	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	Managerial Economics is concerned with the application of economic principles and methodologies to the decision-making process inside corporations and other organisations operating under conditions of risk and uncertainty. Students acquire a solid foundation in key analytical tools: game theory, transaction costs, information asymmetries and the principal-agent problem. These tools are used to understand organisational architecture: the assignment of decision rights within organisations, the methods of incentivising individuals, and the structures and systems used to evaluate the performance of individuals and business units. This module draws on material from allied academic fields, including personnel economics, behavioural economics, financial economics and business history. markets to the general equilibrium context.
<b>Economics</b>	2	ECO2012*	Industrial Organisation	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	This second-year undergraduate course has three parts, the first providing the theoretical grounding for the other two, which are more policy-orientated. The first half of the syllabus provides the basic theoretical underpinning of modern industrial organisation, and tries to answer the positive question: what is competition? It compares and contrasts different paradigms on the relationship between market structure and firm conduct, as well as different theories of the firm. It introduces classic models of imperfect competition, shows how they have been revised in light of new economic thinking, and demonstrates how welfare analysis can be used to understand their social



						implications. Special attention is given to models of product differentiation. The second part of the syllabus looks at why and how public policy influences industrial organisation, and tries to answer the normative question: how do we achieve competition? Starting with a look at the historical origins of antitrust law, the module sets out how competition policy is used today by looking at real competition cases. The last topic covers three controversial areas of public policy as it relates to firms and industries: privatisation and natural monopoly, patents and innovation, and recent government bailouts of banks.
<b>Economics</b>	3	ECO3012*	Public Economics	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	The module concentrates on public expenditure and taxation issues. Following a review of the welfare basis for government intervention, the expenditure section focuses on public goods, externalities, public choice, equity and efficiency aspects of health care and education provision, and fiscal federalism. The taxation section considers issues of tax incidence and the effects of taxation on savings and labour supply. The optimal (direct and indirect) tax literature is reviewed.
<b>Economics</b>	3	ECO3013*	Economics of Corporate Strategy	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	A brief overview of theories of industrial and economic organization, contemporary theories of the firm, agency costs, evolutionary economics, transaction cost economics, incentives, entrepreneurship, mergers, hybrids, corporate governance, strategic management, competitive advantage.
<b>Economics</b>	3	ECO3032*	Economics of Networks and Institutions	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	Topics will cover the role of socio-economic institutions and networks in our contemporary global economy, explaining the financial crisis of 2008 and its consequences from a network-institutional perspective, the theory of wealth generation and allocation through a social division of labour, and the functioning of network economies with an endogenous social division of labour.
<b>Economics</b>	3	ECO3037*	Environmental Economics	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	The field of environmental economics informs policymakers of the policy levers required to efficiently guide society towards sustainable patterns of consumption. This module will provide students with a solid grounding on the theory and practice of environmental economics, focussing on climate change and the sustainable transformation of the energy system. Students will understand the economic rationale for a variety of alternative environmental policies, such as Pigouvian taxes. This module will cover the difference between theory and practice, outlining the policy experience in the UK, Ireland and Europe, and the role political and social constraints have in enacting effective environmental policy. Decarbonisation of electricity forms a central element of tackling climate change. Students will gain an understanding of how the single electricity market on the island of Ireland operates and will critically evaluate various decarbonisation policies. This module will also touch on issues such as behavioural economics when dealing with energy efficiency and consumer behaviour. As many well-meaning environmental policies have had counter-intuitive negative consequences, this module will empower students to fully engage with the costs and benefits of climate change interventions.

<b>Finance</b>	1	FIN1001*	Financial Institutions and Markets	Spring		Theory of money. Monetary Union. The theory of financial intermediation. Operational structure and operations of the Central Bank. Banking regulation. Other non-bank financial intermediaries. An introduction to the stock market. An introduction to the bond market. An introduction to money markets.
<b>Finance</b>	2	FIN1013*	Actuarial Mathematics 1	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	(1) Intro to cashflow modules and using them to describe financial instruments. (2) Time value of money, interest rates and force of interest: discounting single cashflows using simple and compound interest rates (compounded annually and more frequently). (3) Discounting and accumulating a series of cashflows using actuarial annuity functions such as annuity certain (payable in advance, in arrears, continuously), plus increasing and deferred annuities. (4) Equations of value and calculating loan schedules. (5) Project appraisal using Net Present Value, Internal/Money-weighted/Linked-Internal rate of return etc. (6) Introduction to asset classes and simple derivative functions.
<b>Finance</b>	2	FIN2008*	Financial Market Theory	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	Portfolio theory; market efficiency; security analysis: equity, fixed income, and derivatives securities; portfolio management; portfolio performance.
<b>Finance</b>	2	FIN2010*	Investment Analysis	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	Overview of Financial Management and Financial Environment, Review of Financial Arithmetic and Present Values, Investment Decisions, Project Appraisal Applications, Analysing Investment, Risk Portfolio, Theory, The Capital Asset, Pricing Model, Financing Decisions, Capital Structure, Dividend Decisions
<b>Finance</b>	2	FIN2012*	Principles of Actuarial Modelling	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	The course provides grounding in stochastic processes and their application. It also introduces survival models and provides some basic applications. The aims of this module are to: (i) describe the principles of actuarial modeling (ii) describe the general principles of stochastic processes (iii) define and apply a Markov chain and a Markov process (iv) introduce the concept of survival models.
<b>Finance</b>	2	FIN2017*	Actuarial Methods in General Insurance	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	Operation of simple forms of proportional and excess of loss reinsurance. MGFs of loss distributions and aggregate claim distributions. Distribution of claim amounts paid by the insurer in the presence of excesses and reinsurance. Experience rating system based on frequency, calculation of stationary distributions under the system. Introduction to the analysis of delay triangles, including the basic chain ladder method, inflation-adjusted chain ladder method, average cost per claim method, and the Bornhuetter-Ferguson method. Ruin theory for a risk model, defining the probability of ruin in infinite/finite and continuous/discrete time and explaining the cash-flow process for a risk.
<b>Finance</b>	2	FIN2019*	Behavioural Finance	Spring	*Prerequisites may apply. Students may need to show	This module examines financial decision making in light of actual observed behaviour. It examines the use of heuristics and the role that biases play in financial decision making. How biases are identified and incorporated into the investment management process is examined.

					evidence of previous study	The question of whether government policy should be designed to accommodate biases in decision making is considered. The module also discusses anomalies which have been found in financial markets, and how psychology may explain these results.
<b>Finance</b>	3	FIN3013*	Capital Markets	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	Investment under uncertainty; the theory of choice; state-preference theory; portfolio theory; asset pricing models; performance evaluation; capital structure; efficient capital markets; theory and practice.
<b>Finance</b>	3	FIN3016*	Corporate Finance	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	Law and finance, capital structure, dividend policy, IPOs, corporate ownership.
<b>Finance</b>	3	FIN3019*	Actuarial Modelling	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	The course extends the principles taught in actuarial modelling to include the use of the Binomial and Poisson models for mortality modelling. The concept of graduation, including methods and statistical testing, is also covered. The aims of the module are: i. To understand the use of Binomial and Poisson models of mortality and their application in actuarial modelling. ii. To understand how to estimate transition intensities depending on age, both exactly or via the census approximation iii. Describe how to test crude estimates for consistency with a standard table or a set of graduated rates. iv. Describe the process of graduation v. Develop an appreciation of the application of predictive modelling and analytics beyond traditional actuarial work
<b>Finance</b>	3	FIN3020*	Fixed Income Instruments	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	This module examines the theory and the practical operation of bond markets. The course can be broadly divided into six parts. Firstly, we closely examine and analyse the investment environment of bonds and money-market instruments. This includes bond pricing and yield analysis. In the second part we focus on the term structure of interest rates: the empirical properties and theorems and the derivation of the zero-coupon yield curve. Thirdly, we analyse the hedging of interest-rate risk with duration. In the fourth part, we focus on the investment strategies that include passive and active fixed-income portfolio management and portfolio performance measurement. In the fifth part we investigate methods to model the term structure of interest rates and in the last part we are concerned with securitisation, i.e. mortgage-backed securities and asset-backed securities
<b>Finance</b>	3	FIN3021*	Stochastic Processes for Finance	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	1. STOCHASTIC PROCESSES: The Poisson process, the Wiener process; Simulation of stochastic processes; Properties of stochastic processes; OrnsteinUhlenbeck process 2. STOCHASTIC CALCULUS: Stochastic integrals; Stochastic differential equations; The Ito rule 3. INVESTMENT STRATEGIES: Self-financing portfolios; Average returns; Black-Scholes world; Optimal investment in the BS model; Diversification across assets 4. HEDGING STRATEGIES AND OPTION PRICING: The BS equation; The BS formula; The pricing kernel; Risk-neutral pricing; The theorem of Girsanov; Risk management 5. TERM

						STRUCTURE MODELS OF INTEREST RATES: Characteristics of a model for the term-structure of interest rates; The risk-neutral approach to the pricing of zerocoupon bonds and interest-rate derivatives for a general one-factor diffusion model for the risk-free rate of interest; State-price deflators to the pricing of zero-coupon bonds and interest-rate derivatives for a general one-factor diffusion model for the risk-free rate of interest; the Vasicek, Cox-Ingersoll-Ross and Hull-White models; Limitations of these one-factor models
<b>Finance</b>	3	FIN3025*	Financial Bubbles and Crises	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	<ol style="list-style-type: none"> <li>1. Causes of bubbles and financial crises</li> <li>2. Effects of bubbles and crises on the financial system and economy</li> <li>3. How policymakers respond to bubbles</li> <li>4. The antidotes to bubbles and crises</li> <li>5. Timing the market – how investors can ride bubbles and profit from crashes</li> <li>6. Case studies of famous bubbles and crashes – to include Bitcoin, China bubble of 2015, Eurozone crisis, 2008 global financial crisis, dotcom mania, the Asian crisis, the Japanese bubble, 1987 stock market crash, Great Depression, railway mania, and South Sea bubble.</li> </ol>
<b>Business Management</b>	1	MGT1012*	Business, Government and Society	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	The module explores the role of business in its wider environmental context and specifically explores the relationships between business, government and society within and across countries. Businesses do not exist and act in a vacuum but rather have to interact with and oftentimes accommodate the views of a wide range of stakeholders in order to be successful. For example, Multinational Enterprises may decide to shift production into low-cost countries, however, they have to consider the societal and legal challenges that this decision generates, both at home and abroad. Organisational structures and corporate governance frameworks are thus developed to ensure that businesses can engage with these wider social and public policy contexts. As a result, businesses are becoming more deeply rooted in and intertwined with local, national and international communities. Indeed, beyond a narrow profit making focus, there is a growing acceptance that corporate interests can and should converge with societal interests to generate better, sustainable outcomes for the business in the long term. However, balancing the drive to make profits and to satisfy short-term shareholder interests with the long-term needs of society and its environment is tough. Consideration must be given to developing sustainable and responsible businesses. Students will learn about the challenges that businesses but also students themselves face in day-to-day (business) life, and will discuss and develop different solutions to these challenges
<b>Business Management</b>	1	MGT1013*	Marketing	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	Marketing is a key factor in business success. On a daily basis we are exposed to a plethora of marketing messages and actively engage in the marketplace and/or marketplace. Often our purchasing decisions are heavily influenced by organisational marketing efforts. We 'display' our favourite brands through the clothes we wear, the cars we drive and

						the football teams we support. Marketing is everywhere! It is an inescapable feature of our contemporary world.
<b>Business Management</b>	2	MGT2005*	Operations Management	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	This course develops the major themes of Operations Management within both manufacturing and service organisations. The primary objective is to familiarise students with the basic concepts, techniques, methods and applications of operations management. Topics include operations strategy, facility layout, process choice, capacity management, quality management and supply chain management. Contemporary manufacturing philosophies such as World Class Manufacturing (WCM), Lean Production and Mass Customisation will also be covered.
<b>Business Management</b>	2	MGT2008*	Managerial Behaviour	Spring	*Prerequisites may apply. Students may need to show evidence of previous study.	Theory and nature of Management; the organisation and its environment; international business; organisation culture, conflict and negotiation; innovation and the management of change; motivation concepts and applications; organisational leadership; team work and group dynamics; business ethics and corporate social responsibility.
<b>Business Management</b>	2	MGT2018*	The Digital Business	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	Technology continues to transform the way business is conducted. New and emerging technologies such as cloud computing, social media, the internet of things or big data present as many challenges as opportunities for organisations and their stakeholders. This module explores these challenges and opportunities and examines the use of digital business models in enhancing organisational competitiveness
<b>Business Management</b>	2	MGT2019*	Leading for Change	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	The module uses contemporary theories and models of leadership in organization to study how leaders influence organizational effectiveness. Students will learn to apply the theoretical perspectives or models to study how leaders develop future vision, and how they motivate, manage and change people and organization to achieve the vision. The module will provide a wide knowledge on a number of major perspectives on organizational leadership. These perspectives include leadership behaviours, leading and managing organizational change, contingency theories of effective leadership, leading teams, ethical practices, transformational leadership, leading cross cultural activities, strategic leadership and leadership development.
<b>Business Management</b>	3	MGT3011*	Innovation Management	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	Successful innovation in new products and processes is increasingly being regarded as the central issue in economic development. Research has demonstrated that innovating firms grow faster, have higher productivity and are more profitable than non-innovators. Innovation is however a risky process which requires a specific set of management skills and knowledge. This module adopts an integrative view on the management of innovation comprising industrial, organisational and managerial perspectives of innovation.
<b>Business Management</b>	3	MGT3019*	Strategic Management	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	Students will develop an understanding of Strategy and Strategic Management in various contexts. The module will evaluate various theoretical models underpinning strategic management concepts. It will also address more practical issues such as strategic planning, strategic choice and strategic options (including acquisitions, divestments, strategic alliances, growth and retrenchment strategies).

<b>Business Management</b>	3	MGT3027*	Consumer Behaviour	Spring	*Prerequisites may apply. Students may need to show evidence of previous study	Consumer behaviour is the study of how individuals or groups acquire, use and dispose of market offerings. The module adopts a multidisciplinary perspective to understand consumption behaviour and patterns of individuals and groups in contemporary market places and spaces. Themes covered in this module include: an overview of consumer behaviour; marketing decisions and consumer behaviour; consumers and their environments; consumers and social contexts and consumer action

## **ARTS, HUMANITIES AND SOCIAL SCIENCES**

Bespoke modules for study abroad students

<b>Subject</b>	<b>Level</b>	<b>Module Code</b>	<b>Title</b>	<b>Semester</b>	<b>Pre-Requisites</b>	<b>Description</b>
<b>Arts, Humanities and Social Sciences</b>	2	AHS2001*	Research Project (Study Abroad)	Available both semesters	* The module is available to incoming international students attending Queen's as part of an approved 'Study Abroad' programme of study. It is not available to students on International Exchanges or Erasmus programmes.	The Research Project (Study Abroad) module involves students undertaking, with academic supervision, a piece of independent research in fulfilment of the Study Abroad requirements of their home institution. The topic is to be agreed between the student, the supervisor and, as appropriate, the academic coordinator of the home institution.

<b>Arts, Humanities and Social Sciences</b>	3	AHS3001*	Study Abroad Placement	Spring	*The module is available international Study Abroad students on the semester-long AHSS Study Abroad with Placement pathway offered by AHSS. It is not available to students on International Exchanges or Erasmus programmes.	A six-week placement allowing international Study Abroad students on the semester-long AHSS Study Abroad with Placement pathway to obtain work-related experiences, develop effective communication skills, enhance students' employability skills. The placement starts at the end of Semester 2 and students have successful completion of 60 CATS as part of a Study Abroad semester at QUB.
---	---	----------	------------------------------	--------	---	--