Queen’s University Belfast

Faculty of Arts, Humanities and Social Sciences

Level 3 SINGLE HONOURS OPTIONAL MODULES 2024-25

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

Single Honours Degrees – Optional Modules outside your degree programme

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

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

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

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

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

I wish you well in Level 3.

Robin Hickey

Professor Robin Hickey

Dean of Education – Faculty of Arts, Humanities and Social Sciences

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| **SCHOOL** | **MODULE** | **SEMESTER** | **DESCRIPTION** |
| Arts, English and Languages | AEL3007 Adaptation as Interdisciplinary Practice | Autumn | This module asks students to examine the process and challenges of adapting works, either within the same medium in a different time or place, or between different media, with staff from across the school collaborating to offer students an understanding of how different media work, and how the differences between those media impact the process of adaptation.  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, drama, film, or any other form, adapted from a prior work. |
| Arts, English and Languages | DRA3042 Post-Conflict Drama: Performing the NI Peace Process | Spring | This module will investigate a selection of key canonical and contemporary works of Northern Irish drama produced over the past 30 years of the Troubles through an examination of the work of Brian Friel and Frank McGuinness, Martin Lynch, Marie Jones, Gary Mitchell and others.  It will investigate how the Troubles posed particular ideological/aesthetic challenges for playwrights.  The module will explore how different authors/theatre companies creatively and critically responded to the Troubles and will examine the complex interrelationships between theatre, politics, performance, society and the state. |
| Arts, English and Languages | ENG3064 Representing the Working Class | Autumn | This course aims to explore the writing and culture of the working class, to ask how socio-economic distinctions inflect judgements of ‘taste’, and to develop an understanding of the historical role of class in shaping identities across ethno-nationalist lines. A good deal of scholarship in recent decades has signalled a growing awareness of British working-class writing, though Irish Studies, by comparison, has tended to neglect issues of social class. We will therefore engage the more substantial body of scholarship on British working-class literature to inform our discussion of Irish working-class writers, signalling new and exciting possibilities for future scholarship. |
| Arts, English and Languages | ENG3069 Televising the Victorians | Autumn | This module aims to raise questions about the relation between works of fiction set in the Victorian period, and made-for-TV reappropriations of these texts. It considers the way that we ‘read’ the Victorian period through visual image, and the impact of technologies of the visual on the written word. It introduces different theoretical approaches to film, and explains, by means of example, the differences between cinema and television. It explores connection between cinematic practice (montage, the shot, editing, sound, space and mise-en-scène) and notions of writing. It will ask questions about the nature of genre, spectatorship, and issues of ideology and effect. The module will concentrate on identifying the range of different resources required to understand the flow of images on the TV screen, and will examine how ‘adaptation’ is conceptualised, particularly the ways in which the comparison of book and film is haunted by notions of faithfulness and the ‘original’ primacy of the literary work. |
| Arts, English and Languages | ENG3060Contemporary Irish and Scottish Fiction | Autumn | When Britain voted in June 2016 to leave the European Union, both Scotland and Northern Ireland voted to remain by a clear majority. Does this shared resistance to Brexit gesture towards other affinities and shared concerns? This module explores the numerous historical, political and economic crosscurrents between Scotland and both parts of Ireland through the lens of contemporary Irish and Scottish fiction. Both sides of the Irish Sea witnessed a remarkable literary renaissance since the 1980s, which can be related to the (d)evolutionary processes of cultural and social change in the Atlantic archipelago, concerning in particular the rise and fall of the Irish Republic’s ‘Celtic Tiger’, the Peace Process in Northern Ireland, and the movement towards independence in Scotland. We will examine how these changes and the issues that they raise are reflected in an indicative selection of Irish and Scottish novels, focusing on the relationship between the formal and stylistic experiments often found in these writings and the concepts of identity, society, the nation, history, and gender that they draw on, resist, and/or give rise to. In this respect, we will pay due attention to ideas about the role of literature, gender, sexuality, class, race, and religion in the (re)construction of national identity; questions of power, authority and authenticity; the impact of globalization on cultural production; the politics of place and the rural/urban divide; revisions and representations of history, and issues of trauma and memory; the literary use of non-standard English; narrative tropes, techniques, and typographic experiments. |
| Arts, English and Languages | ENG3011 Marvels, Monsters and Miracles in Anglo-Saxon England | Spring | The very nature of marvels insists on their subjectivity: they are defined by the experience of their viewer.  To marvel from the Latin mirari or to wonder from the Germanic wundar is to be filled with awe, surprise, admiration or astonishment.  When we try to generalise about the meaning of marvels and the use of wonder in the Middle Ages, we are confronted with multiplicity.  How do we read marvels? What’s their role in medieval texts?  Are monsters and miracles to be read as marvels?  One of the most critical tools for discussing the nature of difference that is central to the marvellous is the idea of the ‘Other’ which offers both psychological and political means of analysing the experience of wonder.  The Anglo-Saxons were fascinated by the idea of encounters with strangeness and difference – a fascination that expressed itself in a rich and diverse range of textual, artistic and geographical representations of such imaginings.  Difference was considered both marvellous and monstrous; terrifying and fascinating; disgusting and desirable. This module examines the perceptions of the marvellous and monstrous in the literature of the Anglo-Saxons.  It investigates the nature of those phenomena which the Anglo-Saxons experienced as marvels, how they interpreted their experiences of astonishment and how they recreated them for others.  It analyses the importance of ‘marvellous difference’ in defining ethnic, racial, religious, class and gender identities, as represented in different genres including historiography (i.e. The Anglo-Saxon Chronicle), travel narratives (Wonders of the East, Alexander’s Letter to Aristotle etc), hagiography (i.e. The Life of St Christopher) and other literary texts including Beowulf, Judith, Genesis B. Texts in Latin, Old Norse and Middle English may be used for comparative purposes.  Modern English translations will be provided for all the texts.  Students are also expected to be able to engage with texts in Old English. |
| Arts, English and Languages | ENG3087 Shakespeare on Screen  | Spring | This module looks at Shakespeare in television and cinema and at the work of directors such as Michael Almereyda, Kenneth Branagh, Baz Luhrmann, Thea Sharrock, Roman Polanski, Oliver Parker, Michael Radford and Franco Zeffirelli. Debate will include the following: the relationship between playtext and film, the malleability of Shakespeare as a cultural icon, the relevance of Shakespeare to a modern audience, and the shifting status of Shakespeare as a signifier of gender, race, class, sexuality, violence and technology.  |
| Arts, English and Languages | ENG3181Renaissance Performance, Gender, Space | Spring | This module will examine gendered dimensions of performance from the late sixteenth century to the Restoration. It will introduce students to ways of reading performance via a range of playwrights, genres and theatrical contexts. Topics will include Shakespeare’s boy actors, the children’s playing companies, female performance, shifting dramatic practices and theatrical innovation. It will raise questions about performance spaces and traditions and the representation of gender, location, status, cross-dressing, the body and the actor on this stage. |
| Arts, English and Languages | ENG3330 Irish Gothic | Spring | This module explores Ireland’s unique contribution to the Gothic through an extraordinary range of texts that encompasses classics of the genre (such as Bram Stoker’s Dracula) alongside lesser-known writers such as Gerald Griffin and James Clarence Mangan. Whilst the reading for the module exemplifies the formal diversity of the genre, particular emphasis is placed on the accelerating use of the short story as a literary vehicle for terror (notably in the work of Sheridan Le Fanu and Elizabeth Bowen). The module pursues several interrelated lines of intellectual inquiry: the longstanding perception of Ireland as a site of Gothic horror; the role of Gaelic folklore and myth in creating supernatural terror; the reception and development of Gothic themes in Irish writing; and current critical debates in the field. In tracing the widespread prevalence of Gothic motifs and themes, the module seeks to delineate the contours of a distinctive aesthetic, and reflects on questions of colonial and gender politics, as well as dilemmas of national and sexual identities as they appear in the dark glass of Irish Gothic writing. |
| Arts, English and Languages | LIB3001 Arts and Humanities in the Contemporary World | Autumn | The role of the arts and the humanities in the twenty-first century, and how they are intrinsic to the shaping of society, are the central concerns of this module. It examines the multiple historical, practical, and theoretical applications of the arts and humanities disciplines in a range of public fora. Practitioners from relevant arts sector institutions will share theory and praxis experience in their current roles while creative practitioners (e.g. artists, broadcasters, musicians, photographers, writers) will also contribute to the students’ developing conceptions of the public roles of their disciplines. Students will debate questions such as the value of the arts and of the humanities, social, economic and personal benefit, the importance of outreach activities, civic responsibility and citizenship, and the increasing role of impact in terms of a University’s research and education agendas.The module will both showcase the value of our subjects in the Arts, Humanities and Social Sciences and assess how what we do in our various disciplines will be fundamental to social, cultural and economic recovery in the wake of the pandemic. Understanding how social and cultural policies are formed and can inform current debates in contemporary society will be key aspects of this module’s work. |
| Arts, English and Languages | MUS3055 Politics in Popular Song from the French Revolution to Punk | Autumn | This module will look at how music and song have functioned as vehicles for promoting political ideas or as reflectors of cultural philosophies or developments. Themes include: The expression of democracy in the Enlightenment; “Utility songs” in 19th-century revolutionary movements; Berlin Cabaret communication techniques; Eisler’s political song theory; song in Opera of our Time and Epic Theatre; American Civil Rights protest song; politics of folk; the 1960s, youth and counter culture; postmodernism, gender-crossing and pop as artifice; late-1970s punk rock; protest pop in the Thatcher years; techno from Kraftwerk to the Love Parade; 1990s hedonism and rejection of ideology. |
| Arts, English and Languages | MUS3069 Traditional Irish Music: Form, Style and Development | Spring | This course is about the formal and stylistic characteristics of Irish traditional music and song. It explores the styles which have evolved on various instruments, the regional variations in styles, and some of the main aesthetic developments within the tradition since the early twentieth century. The styles of pipes, fiddle players, and singers are examined in detail in successive lectures. The course then examines the major aesthetic changes that have taken place over that last century: the introduction of new instruments, the increasing sophistication of ensemble performance and harmonic texture, and the resurgence in composition in the second half of the twentieth century. |
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| History, Anthropology, Philosophy and Politics | ANT3150 In Gods We Trust: The New Science of Religion | Autumn | Drawing on new scientific advances, this religion course examines foundational questions about the nature of religious belief and practice. The course is based on the idea that religion is a naturalistic phenomenon — meaning it can be studied and better understood using the tools of science. Religious belief and practice emerge naturally from the structure of human psychology, and have an important impact on the structure of societies, the way groups relate to each other, and the ability of human beings to cooperate effectively. Topics to be covered will include traditional and contemporary theories of religion, with a special emphasis on cultural evolutionary models, as well as how scientific and humanistic scholarship can benefit from mutual engagement. The module will have an emphasis on contemporary issues in the study and practice of religion (e.g. new scientific theories of religion, the current debates between atheists and theists, and the role of religion in violent conflicts). |
| History, Anthropology, Philosophy and Politics | ANT3152 Remembering the Future: Violent Pasts, Loss, and the Politics of Hope | Spring | The module will draw on social theory and ethnographic case studies to examine the role of memory in conflict and post-conflict contexts. Most inter-group conflicts involve contestation over competing pasts and losses. Such contestation plays an important role in how and whether societies can move forward, recover from violence, and deal with reparations. Memory therefore is instrumental not only in how the past is mobilized but also how the future is imagined and constructed -as equal or unequal, shared or divided. By looking at relevant concepts such as loss, nostalgia, remembering, forgetting, expectation, and hope, the module will investigate on one hand how memory politics operate in our post-truth era and in phenomena of nationalism, populism, racism, and exclusion. On the other hand, we will look at how social movements, groups, and communities use memory across the world to build sustainable and inclusive futures.    Topics covered in the module will include: The politics of memory and forgetting: ‘Official’ Histories and ‘Voices from the Edge’; Transnational Narratives of Violence and Justice; Nostalgia, Competing Losses, and the Rise of Populism on both sides of the Atlantic; Displacement as Space and Time; On ‘Speaking Out’: Truth Recovery, Transitional Justice and Human Rights; Social Movements, Alternative Futures, and the Politics of Hope. This is a Faculty-funded international module, bringing together staff and students in HAPP at QUB and in Liberal Arts at Grinnell College to study these issues in ethnographically diverse contexts, including the rise of white supremacy in the US, post-Brexit UK and xenophobia, migrant solidarity movements and environmental protest.  Students will get separate lectures on the weekly topics, but will connect virtually for selected sessions, which will facilitate inter-group discussions and exchanges. The teaching staff will give at least one virtual lecture for both classes and, if possible, spend a week each in the partner institution engaging students and delivering lectures.  |
| History, Anthropology, Philosophy and Politics | ANT3153Anthropology and Roma | Spring | The aim of this course is to offer students a comprehensive introduction to key themes and issues emerging from the anthropological study of Roma, Gypsies and Traveller communities. We will start by critically examining some of the main ideas through which Roma communities have been imagined and represented in popular discourse and academia. We will do this by engaging with key anthropological studies of Roma, highlighting the connection between the study of Roma and central anthropological themes: such as kinship, exchange, personhood and cosmology. We will then look at what happens when broader processes of globalisation and Europeanisation take place, with a focus placed on migration and political mobilisation. Finally, we will engage with new approaches to the anthropological study of Roma, with a focus placed on the analysis of representation, misrepresentation and collaboration between anthropologists and Roma communities. Some of the key themes the course will explore are: cosmology and personhood, marginality and identity, migration and borders, politicisation of Roma issues and religious mobilisation, hybridity and collaboration. |
| History, Anthropology, Philosophy and Politics | ESA3002Politics of Performance | Autumn | In this module we ask, what is the relationship between performance, power and passion? What kinds of power persist in performance? The module examines performance cross-culturally as a dynamic arena of music and dance in which political, aesthetic and ritual forms are produced. |
| History, Anthropology, Philosophy and Politics | ESA3013Music, Power and Conflict | Autumn | From national anthems to Hip-Hop, and from K-Pop to the Proms, music is a means of performing and contesting power. Drawing on perspectives from ethnomusicology, sound studies, and the anthropology of music, this module provides students with the opportunity to work intensively on a series of topics related to music, power, and conflict in both historical and contemporary contexts. We will explore a range of key themes, including sounds of protest and resistance; music, conflict, and reconciliation; and the performance of race and gender. This will be carried out through interactive class sessions and innovative assignments, as well as listening to and reflecting upon music itself. As anthropologists, we are less concerned about the ‘notes on the page’. Instead, we will focus on music as a social and cultural practice, as a site of contestation, and a source for ways of (re)imagining, (re)conceptualising and (re)organising society. In this module, we will use music as a window into the lives of others (and ourselves), which will help us understand different social, cultural, and political agendas and the issues that matter most to people in society. In so doing, we will grapple with a range of questions, including: how does music reflect the cultures that produce it? How is music used to represent a nation or group of people? Can music play a role in conflict transformation? How does musical performance intersect with identity? Can music be used as a tool for social justice? Should some music be banned? Does music need to be decolonised? Our classes will engage with diverse case studies such as: western classical music and the legacy of white supremacy; musical populism in Latin America; nationalism and identity politics in the Eurovision song contest; soundscapes of torture and detainment; and rap, drill, and moral panic. |
| History, Anthropology, Philosophy and Politics | HIS3011The Peasants' Revolt 1381 | Autumn | 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. |
| History, Anthropology, Philosophy and Politics | HIS3022The Origins ofProtestantism | Spring | The module will examine the rise of Protestantism in the early modern period (1517-1740), from the onset of the Reformation in Germany and Switzerland to the spread of the movement throughout Europe and America to the eve of the mainstream Enlightenment. |
| History, Anthropology, Philosophy and Politics | HIS3023Wolf Children and Baby Boomers: The Family in European History 1945-1970s | Autumn | The Second World War caused enormous upheaval to families across Europe, separating parents and children as well as couples and resulting in an estimated 11 million children having lost one or more parents by 1945. The reconstruction of the so-called traditional family became a central preoccupation in post-war Western Europe. As the Cold War took hold, the idea of the ‘traditional’ – nuclear, Christian – family also came to be seen as a bulwark against the threat of Communism. However the return to traditional family life after 1945 was in large part an illusion, since the impact of war for many Europeans was so deep that there could be no return to normal. By the 1950s, Western European society was also being transformed in new ways, through migration and the growth of cities, and prompting new moral panics about women and youth. By the late 1960s, it was clear that the ‘traditional family’ of conservative, Christian rhetoric was deeply out of touch with reality. The ‘sexual revolution’ of the 1960s gave way to wide-scale youth revolt in the 1968 protests. The second-wave feminist and gay liberation movements of the 1970s continued their radical critique of the family, suggesting new communal forms of living were the answer.This module will examine the political importance of the family in post-1945 and Cold War Europe, setting the rhetoric of political and religious leaders against the reality of changing family life, while exploring how new ideas of family life emerged in the 1960s and 1970s. We will draw on the history of the emotions to discuss changing family relationships. We will also examine how ideas about children, childhood and adolescence changed over the late twentieth century from the fears about feral ‘wolf children’ playing in the rubble of bombed cities to the emergence of the teenager in the 1960s. While the focus will be on Western Europe, with case studies drawn from France, Britain, Italy and West Germany, we will also examine the alternative ways of thinking about the family that emerged from communism. Tutorials will focus on source analysis and discussion: primary sources will be drawn from newspapers, political posters, novels, memoirs and films as well as manifestos and oral history interviews. |
| History, Anthropology, Philosophy and Politics | HIS3033 That Vast Catastrophe: The Great Irish Famine | Spring | To understand the most terrible historical moment in modern Irish history.  This single-semester module is concerned with one of the great climacteric episodes in Irish history.  The demographic, economic, social and political events of the period 1845-49 will be studied in detail.  Considerable attention will also be paid to the decades preceding the Great Famine, in an attempt to answer the question: "was the Great Famine inevitable?"  Similarly, consideration will be given to the longer-term economic, social and political consequences of the Great Famine.  This is a tutorial-led module and will employ a purpose-designed tutorial handbook. |
| History, Anthropology, Philosophy and Politics | HIS3035The American Civil War and Reconstruction, 1860-1877 | Spring | Against the backdrop of increasing tensions over slavery, Abraham Lincoln posed the question in 1855 of whether the United States could “as a nation, continue together permanently—forever—half slave and half free.” The answer came in 1861, when war broke out between the federal government at Washington and the newly seceded Confederacy. The American Civil War and the period of Reconstruction that followed are sometimes referred to by historians as a “Second American Revolution”: together they constitute one of the most dramatic social upheavals of the nineteenth century world, and their outcome established the foundations upon which—for better or worse—the modern United States would be built.Making use of a range of primary sources and some of the best recent scholarship in the vibrant field of Civil War & Reconstruction historiography, we will approach the events through close examination of key historical problems: sectionalism and the causes of war; Lincoln, war and emancipation; slavery and grand strategy, North and South; and Reconstruction & the limits of black freedom. |
| History, Anthropology, Philosophy and Politics | HIS3039 The Soviet Union 1921-1991 | Autumn | The political, social, economic and international conditions leading to Bolshevik success after 1917; the nature of the Soviet state as evolving under Lenin; the evolution of Stalin's personal rule and the Stalinist system; the nature and limits of de-stalinization under Kruschchev. |
| History, Anthropology, Philosophy and Politics | HIS3046United Irishmen and Unionists: the religion and politics of Ulster protestants | Autumn | This course considers the religion and politics of protestants in Ulster from the eighteenth to the twentieth century. It examines the interplay of religious, social, and political developments by considering a number of themes. These include, the formation of the United Irishmen and the 1798 rebellion, the rise and significance of evangelicalism, the response of churches to urban growth and industrialisation, religious revivalism and missionary activity, the development of unionist politics, and church-state relations in Northern Ireland. Students will be encouraged to place Irish developments in a broader context. They will encounter a range of primary source material including pamphlets, newspapers, sermons, and official reports. |
| History, Anthropology, Philosophy and Politics | HIS3071 The Rise of Christianity 2: The Conversion of the Roman Empire | Autumn | A study of the growth of the Christian community within the Roman world from the destruction of the Temple in Jerusalem (AD 70) to the death of Constantine the Great (AD 337).  Students will assess the variety and character of early Christian teaching; the appearance and definition of heresies; the literary interaction between the upholders of Roman religion and Christians; the nature and extent of persecution within the Roman empire; the conversion of Constantine the Great (c. AD 312) and its significance for the Roman empire. |
| History, Anthropology, Philosophy and Politics | HIS3073 The Irish Revolution 1917-1921 | Autumn | The module will explore revolutionary politics in Ireland between 1916 and 1921.  Key themes will include the rise of Sinn Fein following the Easter Rising, the establishment of Dail Eireann, the Irish Volunteers' military campaign and the British government's response to these political and military challenges.  The course will make use of a wide range of local and thematic studies to investigate controversial questions relating to the Irish revolution: what factors motivated republicans, how important was sectarianism in revolutionary violence, why did some areas of the country see little fighting and how important a factor was the north? |
| History, Anthropology, Philosophy and Politics | HIS3099 Religion and Empire: Christian Missions to Africa, Asia and Middle East | Autumn | Christian missions are often seen as old fashioned, but for long they were at the forefront of modernity. They carried modernity overseas and brought back fresh ideas which helped shape new societies. This course investigates when and how Christian overseas expansion happened; how missionaries related to empire and indigenous peoples; why and how Africans or Asians chose to convert; what they did with the Christianity with which they were confronted; and how missionary activities contributed to the elaboration of new ideas of race, class and scientific knowledge at home. |
| History, Anthropology, Philosophy and Politics | HIS3118Crime & Punishment 19th Century Ireland | Autumn | This module will focus on various crimes and different forms of punishment in nineteenth-century Ireland. It will consider offences against property and the person, including political offences, arson, murder, infanticide, domestic and child abuse, prostitution and sex offences. The punishment of criminals changed significantly during the nineteenth century and included execution, transportation, and imprisonment. Other suspects were deemed to be insane and were transferred to the so-called lunatic asylum. Much attention was devoted to the ways in which criminals could be punished and reformed before being safely released back into society. In this module, students will explore how female and male suspects, criminals and convicts were treated during this period. Emphasis will also be placed on the interpretation of primary source material relating to crime and punishment in nineteenth-century Ireland. |
| History, Anthropology, Philosophy and Politics | HIS3127Thatcher's Britain | Autumn | An examination of the Thatcher era (1979-1990) from political, cultural, social, intellectual and international perspectives. The module will also consider the longer-term, post-1945, development of Thatcherism and its legacy in the 1990s. Topics to be considered include: race and national identity; Britain and the wider world; devolution and local government; economics; party and identity politics; urban unrest; and debates over the nuclear deterrent. |
| History, Anthropology, Philosophy and Politics | HIS3128Sin Cities? Everyday Life in the Modern Metropolis | Spring | 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 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, Anthropology, Philosophy and Politics | HIS3129 The Ancient City | Spring | This module considers the ancient Greco-Roman city as a dynamic form of settlement, from its origins in archaic Greece to its demise (or transformation) in the late antique West. Our readings will include ancient discussions of the political and economic roles of cities and of urban architecture and design, as well as depictions in prose and poetry of everyday life in imperial Rome and classical Athens. We will also examine the material remains of these two ancient “mega-cities” and of the smaller but well-preserved cities of Pompeii and Herculaneum. We will attempt to formulate our own definition(s) of the ancient city, and we will trace changes in the organization and uses of urban space, and in ancient writers’ conceptions of the political, social, economic, and religious roles of cities, over the course of classical antiquity. |
| History, Anthropology, Philosophy and Politics | HIS3132 Twentieth-Century China | Spring | This module examines the last century for the most populous country in the world. During that period China experienced far-reaching changes and after a long submission period to the Western powers reaffirmed its central role on the global stage. In terms of political structures, there was a move from empire to republic, and then from a right wing to a left wing mono party rule. In that regard, the century can be split into before and after World War Two, when the leadership of the country was first in the hands of the Chinese Nationalist Party led by Sun Yatsen and then Chiang Kaishek, and since 1949 by the Chinese Communist Party led by Mao Zedong, then Deng Xiaoping and his successors. The twentieth century for China also witnessed epochal changes regarding society and culture, including the New Cultural Movement, the May Four Movement, the emancipation of women, and opposition to Confucian values. The course also presents the intricate foreign policy, which passed from a tributary system, to Japanese occupation, to a central player of the Cold War in Asia, and to a central player in the globalized world of today. |
| History, Anthropology, Philosophy and Politics | HIS3137 Diaspora: Irish Migration in the Nineteenth Century | Autumn | This module investigates the making of the Irish diaspora; explores factors that led unprecedented numbers of Irish migrants to permanently leave the country of their birth in the course of the 19th century and comparatively assesses the often challenging experiences of Irish migrants in the leading host societies of Britain, the United States and Australia. It also assesses the Irish migrant outflow against the backdrop of European migration to ascertain the distinctive features of Irish 19th-century migration. Course contents: Week 1 Introduction to migration history Week 2 The Scattering: the Irish case study Week 3 The key features of a diaspora Week 4 Pre-famine migratory patterns Week 5 Famine migration Week 6 Post-famine migration Week 7 Women and Irish migration Week 8 Host society analysis I: Britain Week 9 Host society analysis II: The United States Week 10 Host society analysis III: Australia - convict migration Week 11 Host society analysis IV: Australia - free settler migration. |
| History, Anthropology, Philosophy and Politics | HIS3139 Extermination: The History and Memory of the murdered Jews of Europe | Autumn | This is a final-year UG taught module devoted to the destruction of European Jewry during the Second World War. The module will treat separately the following components of the history and memory of an event often referred to as the Holocaust or Shoah, but here called “the Extermination”: 1. The origins of the Jewish peoples some 5,000 years ago and their eventual settlement in North Africa and Europe near the end of the Ancient period. 2. The flowering of Jewish culture in the Middle Ages and Early Modern periods. 3. The growth of antisemitism and anti-Jewish pogroms across Europe from the late 19th C., spawning successive waves of emigration. 4. The peculiar qualities of Nazified antisemitism in Germany from 1933, included the piecemeal and soon wholesale denial of civil rights for German Jews. 5. Wartime escalation of the persecution of Jews, both in Germany and across occupied Europe. 6. The transition to ghettoization, and then extermination, resulting in the murder of six million Jewish persons by spring 1945. 7. The implication in the Extermination of a wide array of collaborators beyond Nazi Germans, including bystanders, neighbors, neutral governments and the Allies. 8. Post-1945 memory wars, stalled attempts at reparations and restitutions, and the creation of public history research centers and memorials. 9. The struggles to represent the Extermination, on the stage, in the cinema, on the page and in other media. 10. The more recent biological imperative for historians to reinvent Holocaust Studies as the last wartime survivors and eyewitnesses die out. |
| History, Anthropology, Philosophy and Politics | HIS3143 War, Politics, and Identity in Late Medieval Ireland, c.1166-c.1521 | Autumn  | This module explores the politics and culture of Ireland during the later medieval period. The module begins by assessing the state of Irish politics on the eve of the Anglo-Norman (or English) invasion of 1169. The course then charts the expansion and consolidation of English power during the later twelfth and thirteenth centuries before investigating the political and military recovery of the Gaelic Irish aristocracy during the fourteenth and fifteenth centuries. The module pays close attention to the themes of ethnicity and identity formation. It examines how growing interaction between the Irish and English (as well as interactions with the Scots and Welsh) shaped attitudes towards being ‘Irish’ and being ‘English’ in late medieval Ireland. Students will also consider key events such as King John’s expedition of 1210, the Bruce invasions, the Black Death, Richard II’s expedition, the Wars of the Roses, and the impact of the Renaissance. The module concludes by examining the advent of the Tudors and the beginning of early modernity in Ireland. During the course, students will engage with a range of debates on the history and culture of late medieval Ireland. They will also be introduced to a rich meld of primary source material including Irish annals, bardic poetry, genealogical material, as well as English sources such as governmental records and chronicles. |
| History, Anthropology, Philosophy and Politics | HIS3144African and Irish Relations in the Americas | Autumn | There is a complicated and academically understudied history between African-descended peoples and Irish immigrants in the Americas. Both populations experienced the effects of colonization and displacement in their native lands and discrimination and exploitation in the “New World.” The web of relations between Africans and Irish people, however, was multifaceted. There are numerous examples of Irish-descended individuals who fell along the spectrum from enslavers to overseers to anti-slavery advocates to allies and countless other roles.  This module will employ a comparative lens and will be particularly focused on two Deep South cities in North America, New Orleans and Natchez, and a Caribbean island (TBD), all with vibrant Black and Irish populations. New Orleans contained the largest slave market in the 19th century US and a robust free Black population. Natchez, Mississippi held the second-largest slave market during the same period and the biggest population of free Black people in that state, although much smaller than New Orlean’s. All three places also had Irish immigrant communities. We will explore the linkages between Irish-descended immigrants and free and enslaved Africans and African Americans in these places to flesh out some of the intertwined dimensions of their relationships. The module will be informed by the growing historiography of this pointed topic while being grounded in the rich literature of studies of slavery and freedom in the regions. Students will heavily engage in rich and relevant primary source materials. |
| History, Anthropology, Philosophy and Politics | PAI3004 Contemporary Critical Theory | Spring | This module provides a framework for understanding contemporary critical theory by exploring some key thinkers in the minor canon (e.g. Spinoza, Hume, and Nietzsche) before turning to exploration of contemporary debates and positions such as the critical theory of the Frankfurt School, poststructuralism, and radical liberalism. |
| History, Anthropology, Philosophy and Politics | PAI3008 Gender and Politics | Autumn | This module discusses the relationship between women and politics in the contemporary period. It approaches the topic from three perspectives – feminist political thought; women and nationalism; and women’s political representation. The course encourages students to make comparisons in political thought and practice. It emphasises the relationship between women and politics in established democracies in Europe, North America and Australia and New Zealand, though other country cases are also addressed. Lectures cover radical and liberal feminism, the women’s liberation movement, political parties and gender quotas, nationalist conflicts and gender, and women in parliament. Students taking this module are encouraged to read widely and to take an active part in class and tutorial discussions. |
| History, Anthropology, Philosophy and Politics | PAI3011Middle Eastern Politics | Autumn | This module is built around a problem-aware approach to the study of the Middle East and Politics affecting the region. It looks at the enduring issues and problems associated with perspectives on statebuilding and sectarian divisions in societies across the region and poses critical questions around issues that pertain to state-society relations. Discussion of the role of religious, language, ethnic and gender identities play up in societal and political conflicts in the region, alongside issues of political economy and security in the region are also approached to illuminate the relationships in societies and politics of the region, but also refracted in interstate competition in the Middle East. The module identifies factors that characterise the region as a unique geopolitical playground yet highlights parallels in the Middle East to other parts of the world where the role of state in delivering good governance is taken for granted. |
| History, Anthropology, Philosophy and Politics | PAI3025 Contemporary Political Philosophy | Spring | This module examines problems in contemporary normative political philosophy. Topics may vary from year to year, but will typically include questions about the interpretation of values such as freedom, equality, and welfare, principles of distributive justice, equal respect and social recognition, pluralism, toleration, and democracy. |
| History, Anthropology, Philosophy and Politics | PAI3026 Earth, Energy, Ethics and Economy: The Politics of Unsustainability | Autumn | The continuing problematic relationship between key dynamics of modern economic and social systems and the non-human world is one of the most pressing issues of the 21st century and will continue shape the political agenda both nationally and globally.  This module will examine some of the key debates of the politics of sustainable development, including: green ethical and political theory; the role of the environment and nature in political theorising; the economic and policy alternatives to unsustainable development and the normative underpinnings of a sustainable society. |
| History, Anthropology, Philosophy and Politics | PAI3027 European Cultural Identities | Spring | An examination of the range of concepts related to the notion of identity in modern and contemporary Europe. The module offers an interdisciplinary survey of the construction of identity in localities, regions, and states of Western Europe, with a particular emphasis on the role of identity in cultural integration and diversity. |
| History, Anthropology, Philosophy and Politics | PAI3038 US Foreign Policy | Spring | Understanding the nature and sources of the world’s pre-eminent superpower is indispensable in analysing global security arrangements and the liberal international system. Using international relations theoretical perspectives and approaches in security studies, this module introduces students to a number of themes and debates concerning the central role of the United States in the international system and the contemporary global order.  More specifically, it critically engages students with US foreign policy during the Cold War, US grand strategy, the purposes of US global military presence and its influence in the contemporary liberal global order, the “Pax Americana”, and other pertinent issues, placing these in historical context from the Cold War up until the current challenge of the rise of China. The course uses various historical cases to elucidate central dynamics in US foreign policy, from US involvement in Latin America during the Cold War to US counter-terrorism strategies in the War on Terror.  In this sense, the course is designed to provide substantive content regarding US foreign policy and its dynamics as well as critically evaluate the role of US power in the international system. |
| History, Anthropology, Philosophy and Politics | PAI3041Asylum and Migration in Global Politics | Autumn | Down many routes for asylum seekers, turning attention to security and border control concerns. Bilateral and multi-lateral relations are imbued with concerns about controlling the movement of people as states work with and respond not only to each other, but to non-governmental and international organizations. These dynamics are imbued with global power relations, with changing notions of security and with age-old questions of sovereignty, citizenship, and belonging. The dominant policy direction favours solutions that emphasize either preventative protection or repatriation, both practices of containment and conflict resolution and management. We are witnessing a decline in the traditional category of refugees, but a rise in the number of internally displaced persons. Economic deprivation and poverty continues to pair with conflict to drive migration that muddies the waters between “forced” and “voluntary” categories. Increasing incidents of human smuggling and human trafficking, and a failure in many circles to effectively distinguish between the two, are demanding new policy innovations that are linking international criminal law to diplomatic relations – and migrants are caught in the middle. Finally, emerging categories such as “environmental refugees” are challenging the current refugee regime, which remains rooted in the 1951 Convention.  |
| History, Anthropology, Philosophy and Politics | PAI3044 War and Visual Culture and Surveillance | Autumn | This module will examine the different ways that war and conflict are produced and represented across both historical and contemporary visual culture. It will examine specific examples of how war and conflict are represented in visual art (e.g. photography, photojournalism, museums and memorials), but also how visual technologies enable conflicts and reconcile citizens to permanent war (e.g. Surveillance, drone warfare). It will draw on interdisciplinary research in Visual Culture, International Relations, Cultural Studies and War Studies, and ask students to reflect on their own assumptions about, and engagements with, how war and visuality intersect. |
| History, Anthropology, Philosophy and Politics | PAI3058Political Parties and Elections in Northern Ireland | Spring | This module analyses political parties and elections in Northern Ireland. The module is motivated by the following simple question: What drives citizens’ party choice in Northern Ireland elections? The module situates the Northern Ireland case in the context of the international literature on political and electoral institutions. Specifically, given the consociational institutional context of Northern Ireland, what expectations should we have of how citizens choose parties at election time? The module assesses the relative importance of ‘conflict’ and ‘non conflict issues’ in determining voting behaviour. Note that there will be an element of quantitative statistical analysis in this module. Students should be prepared for this. |
| History, Anthropology, Philosophy and Politics | PAI3059 National and Ethnic Minorities in European Politics | Autumn | Often trapped between the competing logics of nation and state, minority groups in Europe have played an important role in the twentieth century's bloodiest tragedies and have been targeted in many conflicts. However, contemporary Europe offers a substantial institutional approach to put minority issues on an entirely novel footing. This course looks at the role of minority groups in Europe addressing their competing claims over political representation, economic resources and cultural rights that persist throughout the Union. The course will examine minority issues from a comparative perspective to shed light on challenges that face specifically postcommunist European societies and will address issues pertaining to recognition of minority rights in the ‘older’ EU member states. We start with the analyses of the origins of minority rights, the establishment of the European minority rights regime, and the relationship between national minorities and majorities in contemporary Europe. The module will engage with issues on European minority rights agenda moving beyond the perspective of nation-state, and will focus upon the impact of both, social processes domestically and geopolitical considerations regionally to enhance understanding of complicated relationship between the human rights and non-discrimination agendas globally. It engages literature on postcommunist Europeanisation, minority rights regime and accommodation of rights of migrants during the complex path of building European institutions. Taking its starting point in theoretical debates of post-cold War minority protection in Europe, the module is focused empirically on European cases, East and West, where tensions between groups have been identified and examined in terms of ethnic and/or national identities. By contrasting the issue relevant for national minorities throughout Europe the course will allow greater understanding of consequences going in hand with the recognition of national minority rights for European societies with growing numbers of old and new minority communities. |
| History, Anthropology, Philosophy and Politics | PAI3063Politics of the Global Economy | Autumn | This module examines how politics conceived as relations between governments and with and between various socio-economic interests and groups shapes the global economy and the power relations it represents. Various issues addressed in the module include: how to think about power and authority in the global economy; contrasting national models of capitalism; the United States as a global economic hegemon in the post 9/11 era; the political economy of the rise of BRIC; the Doha Round of trade talks; Credit Crunch (causes, implications and responses); the geo-politics of currency rivalry; the global governance of oil; and a new global economic order to replace the old order? |
| History, Anthropology, Philosophy and Politics | PAI3067 Challenges to Contemporary Party Politics | Autumn | This module focuses on two themes: party system change and the contemporary challenges that affect political parties. Why and how do new parties emerge? Why do old parties survive crises and new party challenges? Who joins political parties and how can we explain the decline in party membership? How can parties and their representatives be more representative of society at large? Should parties be funded through our taxes or private money? Do political parties make a difference in terms of public policy? These are some of the questions that will be addressed in this module.The module is comparative in nature, with a focus on European and North American countries, but discussions of other cases are welcome. Assessment is designed to hone the students’ presentation, writing, critical and knowledge-transfer skills: students make a presentation that is partly assessed through student peer evaluation, write a case-study report and a book review, and write a policy paper in which they advise a (fictional) political party on addressing a contemporary challenge (representation of women and minorities, party finance, or membership).Past students on this module have enjoyed the presentations and the advantages of peer assessment (making the presentation to the whole class, more focus on content and making a good presentation, and getting to exercise their critical skills through marking), as well as the relaxed style of the seminars and the ability to write a policy paper instead of an academic essay. |
| History, Anthropology, Philosophy and Politics | PAI3068 Politics, Public Administration and Policy Making | Spring | The study of public administration and policy has witnessed resurgence in political and other social sciences in recent years, as scientists in these fields seek to better understand a) how political preferences are translated into action, or otherwise, and b) the role played by contemporary bureaucratic systems and international organisations in shaping public policy. The recent financial, economic and political crises across the OECD have also renewed popular interest in key aspects of governing, including the regulation of markets, the organisation and role of the public service, the interplay between institutions and policy choices, and the politics of reform – all of which require analysis that moves beyond the political sphere. This module, addresses these and other questions by drawing on a new generation of scholarship with which the Convenor is closely involved. In combining theoretical learning with real-world practice, it will provide students with high-quality competence in respect of the dominant theories and schools of thought concerning the organisation and management of contemporary government.  The module provides students with the opportunity to develop a more detailed understanding of modern governing by exploring the interplay between politics and public administration in the process of policy making. For the last three decades, the disciplines of public administration and policy-making have been predominantly taught in business schools (under such titles as public sector management) but without recourse to concepts or theories which political science usefully offers and which are now in much demand. This Module thus presents an excellent opportunity for graduate students to gain proficiency in public administration and policy, and to develop detailed knowledge of modern governing in and beyond the political arena.  Topics to be covered could include:  • Understanding politico-administrative relationships • The role of public administration in public policy • Comparing systems of policy making and administration • Autonomy and control in public administration and policy • The policy process in theory and practice • Regulatory governance • The role of politico-administrative culture • Public policy development and network forms of governing • Public policy and administration at the sub-national level • The role of international organisations in national public policy and administration • The politics of administrative reform  In all cases, students will be exposed to theoretical approaches to these issues with a view to mastering them, and also expected to apply their learning to real-world practice of policy-making in a political environment. The module will also involve engagement with statistical datasets and publications produced by international organisations such as the OECD, IMF and EU which have become of increasing importance in understand the motivations of national governments. The module will be presented by means of 11 seminars, including some with invited practitioners, and assessed by means of written assignments and reflective learning logs. |
| History, Anthropology, Philosophy and Politics | PAI3073 Security and Technology | Autumn | Security politics has long been associated with the development, use and regulation of new technologies, from the ‘nuclear revolution’ to contemporary practices of cyber-security and surveillance. This module focusses on the inter-relationships of technology and security, and seeks to develop advanced understanding of the complexities of the “technopolitics” of security. This includes both novel technologies and the mundane materialities of security (fences, walls, guns). It introduces students to the role and political significance of science and technology from different theoretical perspectives, from political realism to the contemporary ‘material turn’ in critical security studies. It seeks to engage students in contemporary political debates and practices that entangle science and technology and security politics which may include issues such as cyber-security, UAVs/Drones, disarmament, nuclear terrorism, critical infrastructure protection, technologies of killing, biotechnology, biometrics, surveillance, border control, food security, health and medical technologies, and technologies of (military) bodies, among others. The module incorporates both theoretical perspectives (including IR/Security theory, and wider philosophy of technology and Science, Technology and Society approaches) and in-depth empirical material. |
| History, Anthropology, Philosophy and Politics | PAI3100 Radical Hope: Inspiring Present-day Sustainability Transformations through an Examination of Our Past | Spring | Indicative module content: • Listening Carefully (Carsten Wergin)• Looking at the ordinary – a tender practice of forging relationships (Tania Katzschner) • Radical Hope in Turbulent Times: sources of inspiration from politics to poetry (John Barry)• The Rise of Optimism in the Conservation Movement (Elin Kelsey) • Expecting the Unexpected—The Role of Art in the Dissemination of Radical Hope (Patrick J. Reed) • The Art of Protest: Radical Hope Envisioned and Embodied (Amy Hay) • Recurring Earthquakes and the Rebirth of Hope (Sophia Kalantzakos) • Infrastructures of Hope (Erika Bsumek) • Air Pollution: Issues and Solutions (Hal Crimmel) • Thrifty Science (Simon Werrett) • Planting seeds of hope: Environmental Education for the Present & future (Kieko Matteson) • Environmental Security:  The Courage to Fear and the Courage to Hope (Allan W. Shearer) • Look Down for Hope – Phytoremediation in an Italian Steel Town (Monica Seger) • Living In Good Relation with the Environment: A Syllabus of Radical Hope (Alina Scott) • On Love and Property (Kara Thompson) • Design, Hybridity and Just Transitions (Damian White) • The Answer is Blowing in the Wind: Grassroots Technological Networks of Wind Energy (Kostas Latoufis; Aristotle Tympas )  |
| History, Anthropology, Philosophy and Politics | PHL3064Applied Ethics | Autumn | This module explores some of the major issues in contemporary applied ethics. The precise themes discussed may vary from year to year, but examples of topics which may be discussed include: the badness of death, the wrongness of killing, abortion, euthanasia, population ethics, genetic engineering, climate ethics, and intergenerational justice. |
| History, Anthropology, Philosophy and Politics | PHL3068 Philosophy for Children | Spring | This module introduces students to the principles and practice of philosophy for children.  At the beginning of the module, students undertake an intensive two-day training course where they consider what makes a good philosophical stimulus, how to structure a philosophy for children enquiry, and how to use their philosophical expertise to develop suitable learning resources for children.  On successful completion of this training course, they will be assigned a placement in a local primary school where they will be expected to facilitate 8x1hour philosophical enquiries.  As part of the module, they will also be expected to attend a number of seminars where they will consider the philosophical underpinnings of the Socratic method of enquiry that is at the heart of philosophy for children and compare it with other styles of doing philosophy. |
| History, Anthropology, Philosophy and Politics | PHL3070 Philosophy of Technology and Environment | Spring | This module engages critically with major issues in the philosophy of technology and environmental philosophy through analysis of historical and contemporary texts and arguments. The module may include discussion of the following questions: Ought we to enhance ourselves and future generations? What is artificial intelligence, and how does it affect knowledge? How should we be responding to the climate crisis? How should humans understand their relationship with nature? In what ways does climate justice intersect with refugee justice? How can we best address epistemic issues involved in understanding climate change? The module incorporates attention to epistemological and metaphysical issues as well as to ethical and political issues, and will encourage students to appreciate the interconnections between these. The precise issues covered in the module may vary from year to year, but are likely to include philosophy of enhancement, artificial intelligence, algorithm bias, digital privacy and surveillance, land and urban philosophy, animal philosophy, the global climate crisis, climate justice and refugee justice. |
| History, Anthropology, Philosophy and Politics | PHL3071 Aesthetics and the Philosophy of Art | Autumn | This module addresses aesthetics and the philosophy of art from a historical perspective. It begins by examining the invention of the discipline of aesthetics and of the notion of ‘taste’ in the eighteenth-century. It then focuses on Edmund Burke’s and Immanuel Kant’s treatment of the key aesthetic categories of beauty and the sublime. The module follows the development of aesthetic themes in post-Kantian thinking by examining Friedrich Schiller’s notion of aesthetic education, and G. W. F. Hegel’s history of art, with its claim that that history had essentially come to its end. After examining Martin Heidegger’s 20th-century attempt to think beyond Hegel’s pronouncements concerning the ‘death of art’, the module will examine some contemporary discussions in the philosophy of photography and cinema. |
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| Law | LAW3056 Contemporary Issues in British and Irish Human Rights | Spring | This module will allow students to explore in some depth a variety of issues that raise important and difficult questions in the UK and/or Ireland concerning the extent to which certain claims should be legally protected as human rights claims. It will build on knowledge and skills already transferred to students through their Constitutional Law in Context and Rights and Accountability modules. The content of the module will vary from year to year depending on the issues that are most topical at the time and the staff available to teach on the module, but it is likely that in most years at least two or three weeks of teaching will be devoted to each of the following: (a) the prevention of terrorism, (b) the right to freedom from Torture, (c) the right to education, (d) the right to freedom of expression, and (e) the right to fair trial. The focus will be on how legislative and judicial institutions the UK and Ireland and the European jurisprudence have addressed these matters, with particular emphasis on case law. |
| Law | LAW3073 Sentencing | Autumn | • Theories of Punishment • Sentencing and Human Rights • Pre-Sentence Decisions • The Sentencing Process • Custodial Sentences • Non-Custodial Sentences • Sentencing the Young Offender |
| Law | LAW3149 Current Issues in EU Internal Market Law | Spring | This module focuses on the EU’s internal market which remains of relevance for Northern Ireland even after Brexit in at least two different ways: First, NI remains closer linked to the internal market of the EU than the rest of the UK (Protocol and Windsor Framework); having a good understanding of the functioning of the EU’s internal market remains therefore important especially for students here in NI. Second, firms wishing to trade with the EU, this includes relationships with the Republic of Ireland, need to comply with the laws of the EU’s internal market.While this module focuses on challenges the EU’s internal market may face, i.e. in relation to risk, human rights, rights of workers, the environment etc, the UK’s own internal market faces the same challenges; and politics and law makers need to find answers. By studying how the EU deals with these challenges, students may discover, in a comparative discourse, how the EU deals with these problems; and this allows students to reflect on the appropriateness of the responses their own legal and political system produces. |
| Law | LAW3140 Climate Emergency and the Limits of Environmental Law | Spring | This module is a critical introduction to law and society’s responses to the climate emergency and calls for ‘system change’, focusing on socio-economic and ecological transitions. The module will aim to enhance the ecological literacy of students to assist critical thinking about the origins and meaning of law, the changing role and demands on law, and the role of legal pluralism (the pluriverse (Escobar) in navigating societal transitions.* Ecology and the history of our legal traditions
* The scope and limits of Environmental Law
* Planetary Boundaries (Rockstrom et al. 2009)
* Law, Systems and System Change: Sustainable Development Goals
* Law and the pluriverse
* Negotiating just transitions: climate negotiating skills
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| Social Sciences, Education and Social Work | SPY3014 Disability and Society | Autumn | This module examines the different positions of disabled and non-disabled men and women in Britain and Ireland in relation to social rights and public services. Students will consider how social protection systems, (social security and labour market policies) and other social policies produce these different outcomes. Students will also examine institutional responses to existing forms of disability discrimination, disadvantage and inequality. Students will be introduced to the social model of disability and consider its implications for policy and practice.  |
| Social Sciences, Education and Social Work | SPY3019 Gender, Family and Social Policy: Comparative Perspective | Spring | The module aims to explore the critical study of the gendered distribution of welfare. It reviews the welfare systems and institutions in the UK and elsewhere, and assesses their capacity to meet the welfare needs of women in diverse circumstances. The module also considers the position of women in relation to welfare states, as citizens, workers, carers and clients from international and comparative perspective. |
| Social Sciences, Education and Social Work | CRM3007 Criminology Beyond Borders | Spring | This module will touch upon some supranational criminological issues in contemporary societies. It aims to consider how crime and justice unfolds outside the remit of the sovereign state. In particular, it will cover the following topics:-Crime and Justice Beyond the state: Globalization, and state sovereignty, challenges for crime and justice.-Transnational threats: from the emergence of international crime, to contemporary issues such as terrorism, migration and organised transnational crime as current international threats. -War and its framing: crime, justice or new forms of war; and responses to conflicts. --International Policing: the raise of Interpol, Europol and Frontex; their role and functions; data mining and technology; drones as policing tools; the continuum between war and the re-structuring of the security sector.-International Criminal Courts and the crimes of Genocide, Crimes against Humanity; War Crimes; Rape as a Weapon of War. |
| Social Sciences, Education and Social Work | SOC3050 Norms and Social Change(pre-requisite SOC2001 The Development of Social Theory) | Autumn | This module explores some of the central concerns of sociology, namely the interplay between social norms, institutionally anchored social roles, and complex and contested identities. The focus is on theoretical approaches and debates as they address a number of social phenomena, including the dynamics of social stigma, gender, family life, work, collective/cultural identities, honour codes and rationales for punishment (the precise range of topics may vary from year to year). |
| Social Sciences, Education and Social Work | SOC3053 Emotion Power Politics | Autumn | The module will introduce and give students a firm understanding of a new, and increasingly important, sub-field that operates at the intersection of political sociology, and the sociology of emotion: the political sociology of emotion. The approach is interdisciplinary, deploying concepts and literature from various areas across the social sciences, including social and political theory, sociology and the sociology of emotion, political psychology, and political science. The module examines the ‘politics-emotion nexus’ in various ways, and shows how an understanding of emotion has become increasingly salient in and vital for the explanation of the contemporary world. There will be seminars addressing the relationships between emotions and: social movements; nationalism; affective and/or emotional citizenship; war and conflict; the emotional state; the increasing importance of emotions in and for party politics; the rise of populism, Trump, and Brexit; and emotions in post-conflict and divided societies. This is a research-led module, arguing for the importance and distinctiveness of the sociological approach to understanding and explaining these issues, and introducing work and case studies at the very cutting edge of the discipline. Teaching will combine a lecture and seminar/discussion format. |
| Social Sciences, Education and Social Work | SOC3054 Cultural Politics of Memory | Spring | This module provides students with an in-depth understanding of memory studies as an interdisciplinary field through a discussion of contemporary theoretical debates and case studies from across the globe. The module will cover key themes such as: memorial sites and commemorative objects; national memory and national identity; long-term impacts of conflict, terrorism, war, and genocide; transnational and diasporic memories, and contemporary legacies of Empire and colonialism. The module is designed to equip students with theoretical and methodological tools for undertaking data collection and analysis of social processes surrounding memory and commemoration. |
| Social Sciences, Education and Social Work | SOC3055 Sociology of Protest and Revolution | Autumn | This module covers the sociology of revolution and protest. It encourages students to examine the structural causes of protest and revolution and the agential factors involved in carrying out dissent and revolutionary change around the world. The module will be concerned with a range of historical and contemporary case studies internationally. Students will be stimulated to engage with a wide range of conceptual frameworks and social theories in relation to revolution and protest. The course will additionally seek to outline approaches to measuring and understanding the effects of protest and revolution. Students will further examine forms of counter-protest and counter-revolutionary action, such as the policing of dissent. Case studies will include the Arab Spring, decolonisation, LGBTQ rights. African American Civil Rights, the Peasants Revolt, the French Revolution. The course will further encourage students to consider a wide range of forms through which dissent is expressed: e.g. street demonstrations, violence, art and culture, and political mobilisation. |