



QUEEN'S UNIVERSITY BELFAST

Being located in the North of Ireland but also a part of the UK means that Queen's University Belfast offers a unique blend of Irish and UK cultures.

This interesting dynamic is explored in a range of modules throughout the Faculty of Arts, Humanities and Social Sciences with the modules listed within this document being available for study abroad students during the 2020-21 academic year. At Queen's we support study abroad students to study modules outside of their major to enhance their experience while visiting us. A full list of modules available for study abroad students is listed on our [website](#).

The [Faculty](#) has almost 10,500 students and over 700 academic and support staff who work in and across our five Schools – Arts, English and Languages; History, Anthropology, Philosophy and Politics; Law; Management; and Social Sciences, Education and Social Work, and in the Senator George J. Mitchell Institute for Global Peace, Security and Justice.

Please make note of the module code and the module title of the modules that you are interested in for when you fill out the [online application form](#). The level of study typically refers to the year of study a student would usually take the module in, though all modules listed are available for study abroad students. Higher level modules will sometimes require evidence of previous study.

If you have any questions about the modules available or the selection process please email AHSSabroad@qub.ac.uk and we will be happy to help.

Contents

Semester One

- | | |
|---|--------|
| 1. School of Arts, English and Languages | Page 2 |
| 2. School of History, Anthropology, Philosophy and Politics | Page 4 |
| 3. School of Social Sciences, Education and Social Work | Page 8 |

Semester Two

- | | |
|---|---------|
| 1. School of Arts, English and Languages | Page 9 |
| 2. School of History, Anthropology, Philosophy and Politics | Page 11 |
| 3. School of Law | Page 14 |
| 4. School of Social Sciences, Education and Social Work | Page 15 |

School of Arts, English and Languages

Representing the Working Class

English Literature – ENG3064 – Level 3 – Students may need to show evidence of previous study.

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.

Uses of the Past

Liberal Arts – LIB2001 – Level 2

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.

Troubles Drama 1961- 1998

Drama – DRA2015 – Level 2

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.

Postconflict Drama: Performing the NI Peace Process

Drama – DRA3042 – Level 3 – 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. It 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 state.

British Cinema: Nation, Identity and Industry

Film Studies – FLM2026 – Level 2 – 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.

Creative Enterprise in Film and Digital Media

Film Studies – FLM2031 – Level 2 – Students should have a suitable background in Film Studies.

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. 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. 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 required to create a business plan and produce a written or video essay.

School of History, Anthropology, Philosophy and Politics

Comparative Politics

Politics and International Studies – PAI1009 – Level 1

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.

The Politics of Deeply Divided Societies

Politics and International Studies – PAI2011 – Level 2

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.

The Politics of Irish Literature

Politics and International Studies – PAI3005 – Level 3 – 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, historywriting, 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.

Northern Ireland: A Case Study

Politics and International Studies – PAI3064 – Level – Students may need to show evidence of previous study.

This module will explore the dynamics of the Northern Ireland conflict with reference to its wider political context, and examine the peace process with consideration of its international and comparative dimensions. Accordingly, it will consider the Northern Ireland problem as a residue of the historic conflict between Britain and Ireland, and a failure to resolve political relationships in these islands. The module will reflect on how these relationships have evolved in recent decades, and how international factors have played an ultimately positive part in this. For example, it will examine the role of European integration in facilitating a more co-operative relationship between London and Dublin over Northern Ireland, and how the White House was able to overcome unionist suspicions of Irish-American interference to play a highly constructive supporting role in the peace process. It will also attempt to evaluate critically the success of the peace process, both in terms of relations between the two communities in Northern Ireland, and more broadly between Britain and Ireland. Finally, the module will consider debates as to whether the Northern Ireland peace process and Good Friday Agreement provide a “model” for ending conflict in regions such as the Basque country, or an influence on developments such as the creation of a power-sharing constitution in Iraq.

Politics and Society in 19th Century Ireland

History – HIS2011 – Level 2

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.

Life, Love and Death in England and Ireland, c.1350-c.1700

History – HIS2052 – Level 2

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.

Uniting Kingdoms

History – HIS2064 – Level 2

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.

Working Class Communities in the UK 1900-1970

History – HIS3012 – Level 3 – 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.

Evangelical Protestantism in Ulster: From the United Irishmen to Ian Paisley

History – HIS3046 – Level 3 – 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.

The Irish Revolution 1917-1921

HIS3073 – Level 3 – 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 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?

Crime and Punishment 19th Century Ireland

History – HIS3118 – Level 3 – Students may need to show evidence of previous study.

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.

Cultures of Knowledge in Eighteenth-Century Britain and Ireland

History – HIS3135 – Level 3 – 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.

Diaspora: Irish 19th-century migration

History – HIS3137 – Level 3 – 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.

The Northern Ireland Conflict and paths to peace

History, Anthropology, Philosophy and Politics – HAP2001 – Level 2 – 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.

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.

School of Social Sciences, Education and Social Work

Modern Families: Intimate and Personal Relationships

Sociology & Social Policy – SOC3028 – Level 3 – Students may need to show evidence of previous study and will be determined on a case-by-case basis.

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.

Disability and Society

Sociology & Social Policy – SPY3014 – Level 3 – 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.

Introduction to Social Work

Social Work – SWK1005 – Level 1 – 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.

Law for Social Workers

Social Work – SWK2003 – Level 2 – 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.

School of Arts, English and Languages

Modernism and Modernity

English Literature – ENG2060 – Level 2

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.

Irish Literature

English Literature – ENG2081 – Level 2

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.

Contemporary Irish and Scottish Fiction Devolutionary Identities

English Literature – ENG3060 – Level 3 – 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 Tiger'), the Peace Process in Northern Ireland, and the movement towards the reconstitution of the Scottish Parliament.

Irish Gothic

English Literature – ENG3330 – Level 3 – 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.

Celtic Mythology

Celtic Studies – CEL1033 – Level 1

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.

Traditional Irish Music: Form, Style and Development

Music – MUS3069 – Level 3 – 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.

The Theatre of Brian Friel

Drama – DRA3010 – Level 3 – 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.

School of History, Anthropology, Philosophy and Politics

Understanding Northern Ireland: History, Politics and Anthropology

Anthropology – ANT1006 – Level 1

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.

Us and Them: Why do we have ingroups and outgroups?

Anthropology – ANT1007 – Level 1

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.

Ireland and Britain: People, Identity, Nations

Anthropology – ANT3151 – Level 3 – Students may need to show evidence of previous study.

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.

Irish Politics

Politics and International Studies – PAI2013 – Level 2

An examination of the Politics of Ireland (North and South) since 1920.

Peace and Conflict Studies

Politics and International Studies – PAI2065 – Level 2

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.

Politics in Diverse Societies

Politics and International Studies – PAI2066 – Level 2

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.

Scotland and N Ireland: Points of Political Comparison

Politics and International Studies – PAI3014 – Level 3 – 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.

Political Parties and Elections in Northern Ireland

Politics and International Studies – PAI3058 – Level 3 – Students may need to show evidence of previous study.

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.

Politics and Society in 20th Century Ireland

History – HIS2012 – Level 2

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.

Recording History

History – HIS2063 – Level 2

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.

That Vast Catastrophe

History – HIS3033 – Level 3 – 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 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 longerterm economic, social and political consequences of the Great Famine. This is a tutorial-led module and will employ a purpose-designed tutorial handbook.

The War of Ideas in 17th Century Ireland

History – HIS3121 – Level 3 – 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.

Culture, Politics & Policing of Identity in Medieval Ireland

History – HIS3136 – Level 3 – Students may need to show evidence of previous study.

Debates about the nature of the relationship between the Irish and the English of Ireland, whose residence on the island began with the arrival of mercenaries in the company of Diarmait Mac Murchadha, king of Leinster, in the 1160s, have been at the heart of Irish medieval history for centuries. In this module students will be introduced to these debates, and their lectures will provide them with the necessary context to assess them knowledgably, outlining the events that led to the founding of the English colony, tracking how it expanded, examining its administrative and political structure, and how English society in Ireland evolved as a result of interaction with the Irish. The lectures will then trace the colony's eventual contraction in the face of the so-called 'Gaelic revival', examine the influx of Irish immigrants into the colony, and comment upon how these developments influenced the interaction of the two communities on the island. Particular attention will be paid to the ways in which the colonial administration, based at Dublin, attempted to control the interactions between the English and Irish, and preserve English cultural traits in the face of extensive assimilation. Each of the two hour seminars will focus on a set of primary sources from medieval Ireland, including administrative, legal, and literary materials, and allow students analyse these sources critically, with due attention to their authorship, form, and the circumstances under which they were created. This close source analysis will provide a platform for students to come to their own conclusions, supported by their interpretations of the historical evidence, and prepare them for their written assessments in the module.

School of Law

Land Law

Law – LAW2045 – Level 2

The basic structures of Northern Irish and English Land Law in a critical and comparative context. 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.

Evidence

Law – LAW3002 – Level 3 – 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.

Contemporary Issues in British and Irish Human Rights

Law – LAW3056 – Level 3 – 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.

School of Social Sciences, Education and Social Work

Crime and the Media

Criminology – CRM2006 – Level 2 – 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.

Issues in Contemporary Irish Society

Sociology & Social Policy – SOC3005 – Level 3 – 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.

Sociology for Social Work

Social Work – SWK1006 – Level 1 – 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.