

Code	Name	Credits		Teaching Block	Unit Coordinator	Subject Area	Synopsis	Assessment
U20633	INTRODUCTION TO HISTORICAL RESEARCH (20 CREDITS)	20	5	2 (Jan Start)	Dr Maria Cannon	History	This module employs a range of teaching strategies and assessments to enable students to appreciate the diverse range of sources and resources used in the study of history, and the different techniques employed to undertake historical research. Students are also given the opportunity to enhance their skills through independent learning, engaging with topics of their own choice supplemental to structured activities. This module explores the ways in which historians identify and engage with primary sources as part of their broad research agenda. It raises questions about the nature of historical evidence and how to begin to identify the kinds of sources available to historians. It focuses on the need for evaluation, interpretation, contestation and contextualisation in the research process. Students will be required to work with a range of historical source materials and to recognise the kinds of issues involved in using such evidence. The module will be divided into a number of themes, based on the use of particular types of sources and will require students to explore both specific types of material and the broad methodologies employed by historians working with these kinds of sources.	Essay: 60% - 2000 Words & Presentation: 40% - 20 Minutes
U20843	INTERNATIONAL POLITICS OF THE MIDDLE EAST	20	5	2 (Jan Start)	Mr Fergus Carr	Politics & International Studies	This unit analyses the interrelationship of domestic, regional and international politics in the Middle East. It examines; sub-state, inter-state and regional conflict, the politics of religion, the politics of resources and the role of the great powers in the region. It does so through a number of themes including: • Islam and the history of Islamist movements from the birth of the Saudi Kingdom to the Iranian revolution and onto the origins of ISIS and the contemporary Sunni Shia divide; • Oil and the region, the role of Western multinational companies, the impact of OPEC, war and intervention;• The impact of empire, Britain and France shaping the region, Arab nationalism and the development of Zionism; • War and conflict between the Arab states and Israel from 1948, and the role of the Soviet Union/ Russia and the United States and in conclusion the Middle East peace process, Oslo and beyond, external powers, security, terrorism, settlements, and the status of Jerusalem. Hamas, the PLO and Israel in stalemate today. The course is assessed by two means. First the production of a group power-point presentation on one of the above themes. The presentation complete with images and sound is submitted on line not live in class. The second element is an open examination in which the questions are circulated in advance of the formal event.	Group Power Point: 40% & Open Examination: 60%
U20850	RUSSIAN AND EURASIAN POLITICS	20	5	2 (Jan Start)	Dr Paul Flenley	Politics & International Studies	The module begins by examining the reasons for the collapse of the Soviet Union. It looks at the long-term problems in the post-Stalin period as well as the effects of Gorbachev's reforms and the rise of nationalism. It then considers the problems faced by Russia in the post-soviet transition. The operation of the political system in the 2000s under Vladimir Putin will be looked, as will areas such as the Russian economy, the media and human rights. Regionalism and nationalism in Russia are also key themes. The module also considers Russian foreign policy and external relations. Russia's relations with the West, NATO and the EU as well as with the former soviet states will be looked it – e.g. the causes and consequences of the Ukraine crisis. While most of the attention will be on Russia consideration will also be given to parallel developments in the former soviet states of Eurasia – the Caucasus, Central Asia, Ukraine and Belarus.	Essay: 50% - 2000 Words & Dossier: 50% - Media Reports commentary 100150 words + analysis 1500 words
U22555	INTERNATIONAL COMMUNITY DEVELOPMENT	20	5	2 (Jan Start)	Prof Tamsin Bradley	Politics & International Studies	In this module, we will explore the concept of 'community development' and its related approaches. Theoretically, the module explores what is meant by the term 'community', assuming it to be heterogeneous and constantly evolving. There is also specific emphasis on the definitions and values of community development practice. Furthermore, the difficulty in tailoring development programmes to meet the needs of everyone in a community will be explored. We will be looking at the range of techniques employed, from participatory approaches to development planning and implementation through to social enterprise initiatives, which receive substantial focus. The differences between community organisations and intermediary and international NGOs will be considered, as will the difference between non-profits, social enterprises and commercial ventures. You will be trained in the key approaches to designing and maintaining a social enterprise for community development.	Social Enterprise Project: 100% - 4000 Words
U23780	PURITANS TO POSTMODERNISTS: AMERICAN LITERATURE	20	5	2 (Jan Start)	Dr Maggie Bowers	English Language & Literature	This module provides a survey of American Literature from the beginnings of the United States through to the present day. Each section of the unit focuses upon a key theme, topic or movement in the development of American Literature as a distinct and influential national literature. The primary texts have been chosen for their significance as well as to enable the identification of connections and influences between different texts across American literary history. Concepts such as religion, race, gender and national mythologies will be important throughout	Oral Presentation: 50% - 7 Minute with PowerPoint & Essay: 50% - 2000 Words
U24214	BLOODY SHAKESPEARE	20	5	2 (Jan Start)	Dr Bronwen Price	English Language & Literature	This module examines some of Shakespeare's most fascinating plays: Richard II, Henry IV Part One, Henry IV Part Two, Henry V. These are indeed bloody plays in their inclusion of war, violence and murder. But the module also explores issues of blood in the sense of blood ties; that is, family connections, honour and inheritance, as well as oaths and bonds to friends, family and state. It will investigate how the conflict between various loyalties often produces bloodshed and examine the symbolic significance of blood. In addition, the module will explore the means by which history and different concepts of power and social order, such as those to do with blood ties, inheritance and gender, are represented within the plays, together with the plays' use of language, imagery, dramatic structure and form, stage spectacle and genre.	Essay 1: 40% - 1500 Words & Essay 2: 60% - 2000 Words
U24257	IDEOLOGY AND POLITICS	20	5	2 (Jan Start)	Dr Paul Flenley	Politics & International Studies	The module examines the role and nature of political ideologies in the modern world. It examines the factors which determine the significance of ideologies at particular times and in specific contexts such as social and economic changes and the role of elites. It focuses on the development of key ideologies such as conservatism, liberalism, socialism and nationalism and the status of variants such as the neo-liberalism, social democracy. It also examines challenges to the mainstream coming from fascism and the extreme right, ecologism, feminism and religious fundamentalism. It looks at these ideologies in a global context considering also non-western political thought such as Confucianism. The module considers ideologies in terms of political and social movements as well as the contribution of individual thinkers. Finally, such themes as radicalisation, end of ideology and the politics of identity are considered.	Formative Essay: 10% - 750 Words, Comparative Essay: 30% - 1000 Words and Project Essay: 60% - 2000 Words
U24341	GLOBAL ENVIRONMENTAL ISSUES AND CONCERNS	20	5	2 (Jan Start)	Prof Andy Thorpe	Area Studies	The challenge of creating – and maintaining – a sustainable environment is probably the single most pressing issue that confronts us today, with concerns over environmental pollution and accelerating ecosystem and species destruction proliferating in both the academic and popular press. This unit addresses this challenge head-on. It commences with a general overview as to why we should be concerned with the environment. It then traces the emergence of environmental thinking and shows how the environmental movement has grown and splintered over time so that today there exists a myriad of organisations addressing a myriad of environmental issues in a myriad of different ways. It then moves on to introduce students to a number of the key environmental problems – the scale of the problem, the science behind, and the solutions on offer – to reduce anthropogenic impacts. Topics addressed include climate change, the growing incidence and cost of natural disasters, the water and sanitation challenge, pollution and toxic waste, food safety issues and species loss – and the role aid can play in seeking to redress such challenges.	Report: 30% - 4 side of A4 & Exam: 70% - 90 Minutes
U25004	BENDING THE TRUTH A LITTLE: RESEARCHING POLITICS AND INTERNATIONAL RELATIONS:	20	5	2 (Jan Start)	Miss Nora Siklodi	Politics & International Studies	How do we know what we read is the 'truth'? Students of (and those interested in) Politics and International Relations (IR) are frequently confronted with opposing ideas and arguments about a variety of issues linked to the current state of political affairs. Even during their studies, different units pose different questions. Some units are concerned with whether globalisation has undermined national sovereignty. Others ask if there is a crisis of democracy and participation. Again, others probe the link between conflict and religious, ethnic, and social differences. Even the answers to these questions may vary from one unit to the next and also depending on the source considered by students – be it academic, political, or journalistic. In this context, students are facing inconsistent and contradictory arguments, which make it difficult to know who to believe or who to trust. Solid training in research skills and methods can help students in their attempts to distinguish between these arguments – some of which may appear relatively sound and robust, while in practice they are unsubstantiated or rely on misleading interpretations. This unit introduces students to the scientific study of Politics and IR, and, more specifically, to a range of practical research approaches and methods commonly used in these fields of study. The unit has two main purposes in mind. The first is to provide students with the analytical skills and resources to evaluate, appreciate, and criticise research findings in Politics and IR. The second is to provide students with the practical skills to carry out their own independent research project, produce high quality dissertations and develop the transferable skills that will help them get a job after graduation.	Research Design: 50% - 2000 Words & Research Report: 50% - 2000 Words

U26131	CHINA AND EAST ASIAN ECONOMIES	20	5	2 (Jan Start)	Dr Isabelle Cheng	Politics & International Studies	This unit aims to provide students, who may or may not have acquired knowledge of East Asia, a dynamic understanding of East Asian development with an emphasis on the interaction within the region. The unit begins with an introduction to the concept of ‘developmental state’ as the foundation on which to examine how the development experiences of Japan, particularly after WWII, provide a prototype for this concept. It then moves on to investigate how the trajectories of the development of Asian Tigers - South Korea, Taiwan, Hong Kong and Singapore - embody the variation of this concept in their national context. After taking this close look at the development strategies of Asian Tigers, this unit critically evaluates the impact of their success on the discourse of ‘Asian Values’. This paves the way in which to understand the development of China after 1978, including how Chinese economy is linked with other economies in the region and the impact of development on the socio-political life and China’s self-identity.	A2 Poster: 40% - 1000 Words & Essay: 60% - 2000 Words
U26134	FRANCE IN THE WORLD: GLOBAL ACTOR OR GLOBAL MAVERICK?	20	5	2 (Jan Start)	Miss Janet Bryant	Politics & International Studies	This module explores the spheres of French influence in the contemporary global context. It has often been suggested that, like the US, France acts as if it has a 'right' to a global presence; it may even feel that it has an international 'mission' to fulfil. Where do these assumptions come from? And to what end? The positions adopted by France on international questions frequently give rise to mixed or contradictory interpretations - some favourable; others critical. So how should we view France's relationship with the rest of the world? This module explores the notion of France as a global actor and the notion of France as a global maverick, and investigates France's relationship with the rest of the world in the twin contexts of Europeanisation and globalisation.	Oral Presentation: 30% - 15 Minutes & Essay: 70% - 2500 Words
U26135	GERMANY IN THE AMERICAN CENTURY	20	5	2 (Jan Start)	Dr Brigitte Leucht	Politics & International Studies	The 20th century has often been called the “American century”, referring to the increasing influence of the United States in the world. Starting with its rise as a major industrial power at the end of the 19th century, competing with Britain and the German Reich in the struggle for global markets and national prestige, the American (economic) empire both appealed to and penetrated the politics, (mass) cultures and economies of European countries. This process – sometimes described as Americanization, sometimes as the cultural transfer of American ideas, norms, practices, and values to Europe – also affected Germany, in particular in the aftermaths of the two world wars. The idea of continuing American influence on German policymakers, businesses and citizens alike begs the question of just how Americanized Germany has become. This question is the starting point for a systematic exploration of American influence on Germany in the 20th century, which we will undertake in this module.	Oral assessment and Presentation: 25% - 15 Mins, Essay: 25% - 1000 Words and Exam: 50% - 90 minutes
U26137	POLITICS AND CULTURE OF THE HISPANIC WORLD IN 20TH CENTURY LITERATURE AND FILM	20	5	2 (Jan Start)	Dr Monica Riera	Politics & International Studies	This module explores at 20th century society and politics in the Hispanic world through the looking glass of literature and film. Through works like Federico García Lorca’s <i>The House of Bernarda Alba</i> , Clarice Lispector’s <i>The hour of the star</i> , Roberto Arlt’s <i>The seven madmen</i> , Pedro Almodóvar’s <i>What have I done to deserve this?</i> , Manu el Rivas’ <i>The carpenter’s pencil</i> , and Roman Polanski’s <i>Death and the maiden</i> , the module examines topics like legitimacy, gender and class relations, alienation at the modern metropolis, and the impact of political violence and repression in contemporary Spain and Latin America.	Presentation: 30% - 10 Minutes & Essay: 70% - 2000 Words
U26381	SPACE, PLACE AND BEING	20	5	2 (Jan Start)	Prof Julian Wolfreys	English Language & Literature	This module examines the differing ways in which a range of early twentieth-century texts make use of the representation of place in their exploration of identity. So, for example, thinking about place and space whilst reading Rebecca West’s <i>The Return of the Soldier</i> (1918) allows us to assess the relationships between place and memory, gender and class in the work, and offers us many powerful metaphors for ‘mapping’ the cultural changes of the day. Reading Townsend Warner’s <i>Lolly Willows</i> (1926) makes use of an opposition between life in the city and life in the country, to focus attention on the values and opportunities associated with each. In especial, the cultural tensions that they represent, particularly for female characters. We shall trace and examine the ways in which the representation of architecture, landscape, interior and exterior spaces are used to illustrate and critique the cultural frameworks which individuals must negotiate. This gives us an engaging way of reflecting on the construction of individual identity in the changing context of early twentieth-century literature.	Close Textual Analysis: 40% - 1500 Words & Discursive Analysis: 60% - 2000 Words
U26426	INTERNATIONAL THOUGHT	20	5	2 (Jan Start)	Dr Aishling Mc Morrow	Politics & International Studies	This unit further develops students’ knowledge and understanding about theoretical approaches adopted to understand the international order. It surveys a range of approaches including, mainstream International Relations Theory, International Political Thought, and Post-Colonial Theory. The diverse concerns of mainstream canonical thought are considered and contrasted with historically marginalised critical approaches, with respect to their diverse understandings of the nature of the intentional order as well as how it should be studied. Students will be encouraged to think critically about the contested purpose of theory as well as more practical concerns about how they can employ various modes of thought to address contentious issues in international politics and enhance their own scholarship.	Dialogue: 20% - 750 words, Essay: 50% - 2000 Words & Research Proposal: 30% - 1000 Words
U30312	US FOREIGN POLICY: FROM THE GREAT WAR TO 9/11	20	5	2 (Jan Start)	Mr Lee Sartain	History	This module enables students to analyse the major issues in contemporary US politics. The module examines the US Constitution, American federal institutions, political parties, and controversial policies and issues. The first four weeks examines the political institutions of the federal government: the US Constitution, the presidency, Congress, and the US Supreme Court. The remaining weeks we look at specific policies and ideas that reflect on contemporary America: affirmative action, abortion, the death penalty, gun control, the welfare & healthcare debate, and the rise of the Tea Party (and Trump). These issues will include examination of pressure groups, media, cultural & religious issues, and the effects of lobbying on American democracy. The teaching is one lecture and one seminar per week. There are two assessments for this module: 1. Writing a political speech for a political candidate (and report), 40%, 1,500 words; 2. An issue based political report, 60%, 2,500 words.	Essay 1: 40% - 1500 Words & Essay 2: 60% - 2500 Words
U30409	THE MAKING OF AMERICA: FROM REVOLUTION TO CIVIL WAR	20	5	2 (Jan Start)	Dr Thomas Rodgers	History	The period from the American Revolution (1776) to the Civil War (1861-65) encompassed the most dramatic and traumatic growing pains of the United States of America. Starting in the late colonial era, this module will survey the political, social, and economic themes that led the Thirteen Colonies to renounce their connection with Britain and embark upon an experiment in republican government. It will explore the forces that united the disparate states in the form of the Constitution and national ambitions over westward expansion. It will also explore the forces of disunity – especially of slavery - that sundered, but did not in the end destroy, the Union in the Civil War. This module will encompass the following Hallmarks of a UoP Graduate: 1. Have a critical and reflective knowledge and understanding of their subject, with both the ability and readiness to question its principles, practices and boundaries. 2. Think independently, analytically and creatively, and engage imaginatively with new areas of investigation within and across discipline boundaries. 4. Be intellectually curious, embrace challenges and seize opportunities for development.	Essay 1: 40% - 1000 Words & Essay 2: 60% - 2000 Words
U30465	RESEARCH IN PRACTICE	20	5	2 (Jan Start)	Dr Elodie Rousselot	English Language & Literature	This module engages students in the processes of research through case studies exhibiting a variety of approaches (e.g. interdisciplinary, archival, etc.) and exercises building towards the dissertation. Emphasis will be placed on how research develops from seeds of ideas through to the “finished” product, and students will be encouraged to review and develop the ways in which they use resources and construct arguments. Students will also be encouraged to view their academic skills and progress in relation to transferrable skills and career pathways. Work towards the dissertation proposal and literature review will be conducted through supportive group work, and feedback opportunities will foster peer-to-peer review skills. The module's focus on research practices, combined with its fostering of intellectual curiosity, independent and collaborative critical approaches and review, ensures that it supports the development of a wide range of Hallmarks of a Portsmouth Graduate, in particular that students will: have a critical and reflective knowledge and understanding of their subject, with both the ability and readiness to question its principles, practices and boundaries (HM1); think independently, analytically and creatively, and engage imaginatively with new areas of investigation within and across discipline boundaries (HM2); be intellectually curious, embrace challenges and seize opportunities for development (HM4); be able to locate, access and critically engage with information, using current and emerging digital technologies (HM5); be effective team players, able to provide leadership and to support the success of others (HM7); be able to communicate clearly and effectively, in a range of forms and to different audiences (HM8); have an enterprising spirit, bringing innovation and productivity to the groups and communities to which they belong (HM9); and be able to work in a range of environments, responding positively to new situations by being aware, flexible, adaptable and realistic in their expectations (HM10).	Oral Presentation: 30% - 5 Minutes & Portfolio: 70% - 2500 Words
U30472	DANGER! CENSORSHIP, POWER AND THE PEOPLE	20	5	2 (Jan Start)	Dr Robert James	History	Why do you wait for the green man to cross the road? Or do you cross on the red? Why do you have to be a certain age to smoke, drink alcohol, or watch particular types of film? This module explores these and many other questions in their historical context – all of them probing issues surrounding power, control and resistance. We will consider who defines what is and isn’t acceptable, how those standards have changed over time, and how people have resisted the restrictions placed upon them. In particular, we will examine different aspects of the history of censorship and state control in Britain between approximately 1850 and 2000. A key aspect of this will be to consider the agency of individuals and groups and think about the ways they have upheld or circumvented restrictions. As the history of film censorship shows us, whether officially sanctioned or banned, people will find ways to work around any prescribed curbing of desired behaviours. Similarly, in a very physical sense, our everyday actions – like where we might or might not cross the road – have been controlled in ways that reflect particular values and ideologies; yet people have also found ways to resist. By considering issues of religion, mobility, morality, the policing of people’s health and safety, and leisure time, this module encourages students to examine ideas of control and agency as a basis for engaging critically with notions of power, both in times of stability as well as in periods of national emergency.	Documentary Commentary: 40% - 1000 Words & Document Essay: 60% - 2000 Words

U30474	IMAGINED COMMUNITIES: ETHNICITY AND NATIONAL IDENTITY	20	5	2 (Jan Start)	Dr Mathias Seiter	History	How are national identities constructed? How do they change over time? Who is considered part of a national or ethnic community and who is excluded? This module will offer students the chance to explore the construction of national and ethnic identities using post-war Britain as a case study. We will explore some of the key events and issues that have helped to define a British national identity in the second half of the twentieth century. We will also explore some of the ways this national identity has been contested, for example, along lines of class, gender, age, race and nation (Scottish, Welsh and Irish).	Documentary Commentary: 40% - 1000 Words & Document Essay: 60% - 2000 Words
U30475	THE EXTRAORDINARY AND THE EVERYDAY: PEOPLE, PLACES AND POSSESSIONS	20	5	2 (Jan Start)	Dr Katy Gibbons	History	What can an animal's skeleton, hidden behind a fireplace, tell us about how early modern people used their houses or thought about life and death? What do the movement of objects and goods across 'national' borders reveal about interpersonal interactions in times of sweeping global change? Who gets to inscribe, or re-inscribe meaning on an object, in the past or the present? On this module you will consider how every day and extraordinary objects help us to think about the past in new ways, and to engage directly with flourishing scholarship on history and material culture. Drawing on the expertise of the two module tutors (Katy Gibbons and Maria Cannon), it will explore a series of case studies from the 15th century onwards, and consider issues such as: the relationship between private and public; the emergence of a culture of consumerism in Europe; the encounters and interactions that formed part of European colonial projects; and the ways in which objects are interpreted and understood in a heritage context. It is anticipated that the module will offer students access to some of the rich historical collections within the city, including the Mary Rose Museum, and a field trip will form part of learning on this module.	Object Biography: 40% - 1000 Words & Essay: 60% - 2000 Words
U20296	AFRICAN AMERICAN HISTORY AND CULTURE	20	6	2 (Jan Start)	Mr Lee Sartain	History	This module examines key concepts of the African American civil rights struggle and race relations in the US through the theme of cultural and social history, rather than a traditional chronological approach. The module will reflect on African American cultural history and social changes over the twentieth century and early twenty-first century. The topics will reflect on thematic and historiographical issues related to the long civil rights struggle, such as the analysis of cultural campaigns and the civil rights movement that pushed a citizenship agenda. The themes will include the campaigns that utilised images of lynchings for civil rights campaigns; poetry, the Blues and historical evidence; protest music from spirituals to gangsta rap; movies and evolving stereotypes; television and representation; sport and civil rights; and African American comedians and language. There will be a focus on black autobiography for the first assessment that will critically engage with cultural changes and historical evidence – such texts represent an extension of slave narratives from the nineteenth century (you can choose a relevant black American autobiography from 1901 to the present for the presentation – for example Booker T. Washington, Nina Simone, Maya Angelou, Malcolm X or Barack Obama).	Presentation: 30% - 20 Mins & Essay: 70% - 3000 Words
U20347	TRANSITIONAL JUSTICE AND HUMAN RIGHTS	20	6	2 (Jan Start)	Dr Ann Matear	Politics & International Studies	This module focuses on the struggle for justice and human rights in selected countries in the aftermath of military rule, civil war, armed conflict, or other repressive regimes such as apartheid. From the 1980s to the present day, we cover controversial issues including the use of truth commissions, trials, reparations, memory cultures and education to promote transitional justice.	Group Presentation: 20% - 15 Minutes & Essay: 80% - 2500 Words
U20350	CHINA AND EAST ASIAN ECONOMIES	20	6	2 (Jan Start)	Dr Isabelle Cheng	Politics & International Studies	This unit aims to provide students, who may or may not have acquired knowledge of East Asia, a dynamic understanding of East Asian development with an emphasis on the interaction within the region. The unit begins with an introduction to the concept of 'developmental state' as the foundation on which to examine how the development experiences of Japan, particularly after WWII, provide a prototype for this concept. It then moves on to investigate how the trajectories of the development of Asian Tigers - South Korea, Taiwan, Hong Kong and Singapore - embody the variation of this concept in their national context. After taking this close look at the development strategies of Asian Tigers, this unit critically evaluates the impact of their success on the discourse of 'Asian Values'. This paves the way in which to understand the development of China after 1978, including how Chinese economy is linked with other economies in the region and the impact of development on the socio-political life and China's self-identity.	A2 Poster: 40% - 1000 Words & Essay: 60% - 2000 Words
U20512	FRANCE IN THE WORLD: GLOBAL ACTOR OR GLOBAL MAVERICK?	20	6	2 (Jan Start)	Miss Janet Bryant	Politics & International Studies	This module explores the spheres of French influence in the contemporary global context. It has often been suggested that, like the US, France acts as if it has a 'right' to a global presence; it may even feel that it has an international 'mission' to fulfil. Where do these assumptions come from? And to what end? The positions adopted by France on international questions frequently give rise to mixed or contradictory interpretations - some favourable; others critical. So how should we view France's relationship with the rest of the world? This module explores the notion of France as a global actor and the notion of France as a global maverick, and investigates France's relationship with the rest of the world in the twin contexts of Europeanisation and globalisation.	Oral Presentation: 30% - 15 Minute & Essay: 70% - 2500 Words
U21046	CONSUMING FICTIONS: FOOD AND APPETITE IN VICTORIAN CULTURE	20	6	2 (Jan Start)	Dr Charlotte Boyce	English Language & Literature	On this module, we'll explore representations of food, consumption and bodily appetite in a range of Victorian literature, including novels, children's stories and cookery books. Taking as our point of departure the idea that 'you are what you eat,' we'll examine the complex relationship that emerges between food and identity in Victorian culture, paying particular attention to the ways in which ideologies of gender, race, nation and class influence and intersect with representations of bodily consumption. We'll also think about the links between eating and sexual desire in Victorian literature, and consider the significance of themes such as hunger, taste, gluttony, food refusal/ anorexia, and cannibalism in the primary texts. Typical texts to be studied on the module include Charles Dickens's <i>Oliver Twist</i> (1837-39), Christina Rossetti's 'Goblin Market' (1862), Lewis Carroll's <i>Alice's Adventures in Wonderland</i> (1865) and Bram Stoker's <i>Dracula</i> (1897).	Essay 1: 40% - 1500 Words & Essay 2: 60% - 2500 Words
U21047	HOLOCAUST LITERATURES	20	6	2 (Jan Start)	Dr Christine Berberich	English Language & Literature	The Holocaust has become part of a common cultural consciousness. Each year, the Holocaust is commemorated, and new books about as well as films depicting it are released. This unit aims to familiarise you with the growing field of Holocaust Studies, with a particular focus on literary presentations of the Holocaust. It deals with writing on and about the Holocaust, both from a first-person perspective as well as from the contemporary 'post-memory' point of view. In the process, the unit will discuss the idea of cultural memory and its formation. We will be looking at survivor accounts, second-generator narratives, Holocaust fiction and also look at the relatively new genre of perpetrator writing. In the process, we will be discussing a number of interlinking questions: What is the role of literature in shaping cultural memory? what role does Holocaust commemoration play in contemporary society? what are the ethical concerns in the context of Holocaust commemoration? how does Holocaust commemoration and its literary presentation differ in various countries?	Group Presentation/Portfolio: 40% - 500 Group & 1000 Individual Words & Critical Essay: 60% - 2500 Words
U22556	ANTHROPOLOGY OF DEVELOPMENT	20	6	2 (Jan Start)	Prof Tamsin Bradley	Politics & International Studies	This module explores a key applied field of social anthropology – international and community development. The module will begin by exploring how the anthropology of development emerged as a distinct sub-field within the discipline. It will then focus on the methodological and professional contributions anthropologists make to grassroot practices and the international policy making contexts of development. The module will cover key themes researched by anthropologists including food security, tourism, activism and human rights. This module will also provide students with ethnographic research skills training. Students will then be supported through the process of applying these techniques in researching and presenting a case study of a development project. With regard to the Graduate Hallmarks, this module will contribute to: 1, 2, 3, 4, 6, 11	Essay: 100% - 4000 Words
U23922	POLITICS AND CULTURE OF THE HISPANIC WORLD IN 20TH CENTURY LITERATURE AND FILM	20	6	2 (Jan Start)	Dr Monica Riera	Politics & International Studies	This module explores at 20th century society and politics in the Hispanic world through the looking glass of literature and film. Through works like Federico García Lorca's <i>The House of Bernarda Alba</i> , Clarice Lispector's <i>The hour of the star</i> , Roberto Arlt's <i>The seven madmen</i> , Pedro Almodóvar's <i>What have I done to deserve this?</i> , <i>Manu</i> el Rivas' <i>The carpenter's pencil</i> , and Ro man Polanski's <i>Death and the maiden</i> , the module examines topics like legitimacy, gender and class relations, alienation at the modern metropolis, and the impact of political violence and repression in contemporary Spain and Latin America.	Presentation: 30% - 10 Mins & Essay: 70% - 2000 Words
U24211	TIME, TEMPORALITY AND CONTEMPORARY FICTION	20	6	2 (Jan Start)	Dr Ben Davies	English Language & Literature	This module explores and analyses concepts of time and temporality in contemporary literature, culture and theory. Through close readings of both contemporary novels and theory, we shall consider the nature of time, with particular emphasis given to the role of time in narrative - what time is and how it underpins and affects narrative structures. Areas covered on this unit will include: Beginnings (what they are, how and when narratives begin); Temporal Direction (how time 'flows' and the possibility of redirecting time's 'arrow'); Prequels (think <i>The Godfather Part II</i> , <i>Star Wars</i>); Time and Sexuality (the interrelationship between time, sexuality and gender); Time and Race (particularly 'Afrofuturism'), End Times (how texts end, representations of death, and post-apocalyptic narratives). The study of time and temporality will open up new theoretical and formal ways to think about contemporary fiction and the importance of narrative structures more broadly. Typical texts to be studied include <i>After Dark</i> , <i>10:04</i> , <i>Time's Arrow</i> , <i>Room</i> , <i>Binti</i> .	Essay 1: 40% - 1500 Words & Essay 2: 60% - 2500 Words

U24264	SECURITY CHALLENGES IN THE TWENTY-FIRST CENTURY	20	6	2 (Jan Start)	Dr Patricia Shamai	Politics & International Studies	This unit examines new security challenges and modes of conflict in the 21st Century and introduces students to some of the most pressing security challenges currently facing policy makers today. The unit reflects on new debates related to the future of conflict and security, whilst critically examining the enduring relevance of strategic thought in the face of contemporary challenges. The unit considers a range of current issues facing the world. We consider the relevance and significance of new technologies of war, such as drone warfare and cyber security. We also consider the implications of the Arab Spring, piracy, terrorism and religious fundamentalism, energy security, the changing nature of warfare - hybrid war, territorial threats within in the South China Sea region, as well as the ongoing threat of nuclear and chemical war. This collection of topics focuses on sources and types of contemporary global threats and the options and responses of those security actors tasked to deal with them.	Outline: 20% - 1000 Words & Essay or Policy Paper: 80% - 3000 Words
U25045	GERMANY IN THE AMERICAN CENTURY	20	6	2 (Jan Start)	Dr Brigitte Leucht	Politics & International Studies	The 20th century has often been called the “American century”, referring to the increasing influence of the United States in the world. Starting with its rise as a major industrial power at the end of the 19th century, competing with Britain and the German Reich in the struggle for global markets and national prestige, the American empire both appealed to and penetrated the politics, (mass) cultures and economies of European countries. This process – sometimes described as Americanization, sometimes as the cultural transfer of American ideas, norms, practices, and values to Europe – also affected Germany, in particular in the aftermaths of the two world wars. The idea of continuing American influence on German policymakers, businesses and citizens alike begs the question of just how Americanized Germany has become. This question is the starting point for a systematic exploration of American influence on Germany in the 20th century, which we will undertake in this module.	Group Presentation: 30% - 15 Minutes & Exam: 70% - 90 Minutes
U25761	AFRICA REVISITED: NATION BUILDING AND 'STATE FRAGILITY' IN POST COLONIAL AFRICA	20	6	2 (Jan Start)	Dr Olivia Rutazibwa	Politics & International Studies	This is a team taught, interdisciplinary unit on Africa as a geographic (the continent, borders and physical), embodied (people-centred, in Africa and the diaspora) and ideational (bedrock of ideologies of unity, communalism, anti-colonialism, Pan-Africanism, black liberation, black consciousness) space. It presents the students with a series of disciplinary approaches to study the continent, ranging from History, IR & Politics, Philosophy, Sociology to Area studies. The particular focus is on state- and society building beyond western-centric understanding of these in the past and present and all this entails (culture, land/space, borders, political philosophies, home-grown and international institutions, ...)	Reflective Summary: 30%, Group Presentation: 20% & Case Study: 50%
U26429	AUTOCRACY AND DEMOCRACY	20	6	2 (Jan Start)	Dr Paul Flenley	Politics & International Studies	This module examines the nature of authoritarianism, the causes of collapse and transition and the problems of democratic consolidation in the late twentieth and twenty first centuries. It involves the discussion and application of key theories of authoritarianism and democratisation and the factors which promote both. It looks at these factors and theories from the perspective of a range of contrasting regions such as Latin America, the Middle East, South East Asia, Central and Eastern Europe; Russia and Eurasia. In addition, the module examines key cross-cutting themes and compares how they are affected by the contexts of authoritarianism, transition or democratic consolidation – e.g. human rights, media, religion and identity, globalisation. It also considers variations in the nature and responses of democracies and authoritarian systems to challenges such as security, terrorism, corruption, populist movements and protest.	Essay: 80% - 2000 Words & Group Presentation: 20% - 20 Minutes
U26434	STRATEGIC MANAGEMENT AND LEADERSHIP	20	6	2 (Jan Start)	Mrs Susan Roberts	Politics & International Studies	This unit develops your skills, knowledge and ability to undertake strategic organisational planning in both public and private sectors. As these sectors become ever more business-oriented, you will acquire the skills needed to lead and manage strategic organisational planning. The unit is part of the existing Masters in Public Administration and students will have the opportunity to interact with those undertaking a business-level qualification, learning from others in professional organisations. You will be supported in creating a workable organisational vision. You will also develop an organisational mission statement with strategic outcomes as part of an overarching strategic plan. Skills such as business planning, will be explored including an understanding of the relationship between planning and resources in an organisational setting. As part of the assessment for this unit, you will create a strategic plan in the form of a 2,000 word structured report and develop an understanding of a leadership role in implementing your plan, taking into account leadership and management theories and their application in the workplace. You will also deliver a ten-minute presentation on your plan.	Plan: 65% - 2000 Words & Evaluation: 35% - 1500 Words
U30466	INDEPENDENT PROJECT (INTERNATIONAL RELATIONS)	20	6	2 (Jan Start)	Dr Robert Frith	Politics & International Studies	This module enables students to demonstrate the capacity for sustained independent and high-quality work in the field of International Relations. They are required to initiate and carry out an independent project, applying the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding. In this regard, they will design and complete an extended academic or work based study which has clear and specific aims and is based on their own inquiry, research, original thought, and personal learning, of a specialised topic of study. While it is necessary for students to undertake personal, independent research for this module, this research can take many forms depending on the aims and focus of the project.	Proposal: 10% - 500 Words & Written Project: 90% - 4500 Words
U30467	INDEPENDENT PROJECT (POLITICS)	20	6	2 (Jan Start)	Dr Robert Frith	Politics & International Studies	This module enables students to demonstrate the capacity for sustained independent and high-quality work in the field of International Relations. They are required to initiate and carry out an independent project, applying the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding. In this regard, they will design and complete an extended academic or work based study which has clear and specific aims and is based on their own inquiry, research, original thought, and personal learning, of a specialised topic of study. While it is necessary for students to undertake personal, independent research for this module, this research can take many forms depending on the aims and focus of the project.	Proposal: 10% - 500 Words & Written Project: 90% - 4500 Words
U30469	SPECIAL SUBJECT: GROUP PROJECT 2	20	6		Dr Robert James	History	Each strand is taught by a specialist. Please choose your strands in order of preference, by numbering them 1 (1st choice) to 4 (last choice). Strand 1: Mike Esbester- Everyday Slaughter? Accidents and Safety in Britain, c.1850-1970 How did the coming of the railway democratise industrial dangers? Why was it once deemed acceptable to send postcards showing scenes of accidents to friends and families? What do accidents say about the societies in which they occurred? Accidental death and injury was been a common feature of daily life in Britain for much of the recent past. Some incidents are well-known: disasters such as the 1912 sinking of the Titanic were spectacular events that were widely reported in Britain. However, less newsworthy incidents – such as road traffic collisions or casualties at work – killed and injured greater numbers of people, but were (and still are) often dismissed as ‘accidents.’ By examining everyday deaths and injuries in Britain in the nineteenth and twentieth centuries, this strand will explore how ‘accidents’ have been understood, constructed and contested. Who had accidents and why? How were they represented in British culture? What did they mean for those who had them? Using a range of primary sources (including cartoons, newspapers, government reports, posters, films and ephemera), the unit will consider how attitudes to accidents might have changed, how attempts have been made to prevent accidents, and the ways in which the government has responded to accidents. The strand tackles big historiographical issues including modernity, the ‘risk society’, notions of responsibility, and governance in British society. Strand 2: Rob James - Cinema-going in Wartime Britain, 1939-1945 The leisure habits of British society during the Second World War have generated much interest among historians. Cinema-going, as one of the most popular activities, has come under intense scrutiny. In this strand we will explore the wide-ranging debates about British film and society’s cinema-going habits in this key historical period. We will deal with patterns of film production, and with the forces which determined the distribution and consumption of some of the key films of the period, including The Lion Has Wings (1939), 49th Parallel (1941), In Which We Serve (1942), San Demetrio London (1943) and The Wicked Lady (1945). We will consider the role of the Ministry of Information, particularly its Films Division, and examine the often-strained relationship between the organisation and filmmakers. In addition, we will evaluate the ways in which the war affected society’s cinema-going habits and the social function of popular film. The overall aim is to consider the relationship between British culture and society in this period of great social upheaval. Our primary sources will include films, government records, newspapers, promotional material, film fan magazines and trade papers, along with box-office reports and the findings of the Mass-Observation research group. Throughout the strand we will draw on the work of the most important film production companies, such as Ealing, Gainsborough, and Powell and Pressburger, and use them to explore the following themes: economic, censorship and legislative constraints; the representation of class, gender and national identity; advertising and audience reception. Strand 3: Rudolph Ng - The Opium War, 1839-1842 Focusing on the first major Sino-Western trading dispute, this strand will examine the events in China, India, Great Britain, and the wider world that led to the Opium War. We will critically study the primary sources written by merchants, diplomats, parliamentarians, and missionaries, who all joined the debate about the opium trade and about British decision to go to war. Of note are Lin Zexu’s letter to Queen Victoria (1839), William Gladstone’s speech to the House of Commons (1840), and the Treaty of Nanking (1842). The primary objective of this strand is to discuss the reasons behind the war and the immediate legacy of this Sino-British hostility in the nineteenth century. Furthermore, the strand shall examine the diverging historiographies of the Opium War in China and the West in the twentieth century. As China and the West are becoming increasingly interconnected, the history and historiography of the Opium War give us a good opportunity to understand international relations and conflicts, which remains relevant today. Strand 4: Natalya Vince - Women, colonialism and anti-colonialism In Africa, Asia and the Middle East in the nineteenth and twentieth centuries, colonial rule did not only function through violence, dispossession and winning over small sections of local populations, it also worked through the creation of representations of ‘the Other’. These representations provided both tools to govern with and justifications for the imperial ‘civilising mission’. In India in 1829, the British proudly declared themselves the saviours of Hindu women, by banning the practice of widows throwing themselves on their husbands’ funeral pyres. By the turn of the nineteenth century, feminists were using what they saw as British men’s disinterest in the condition of colonised women as an argument in favour of British women being given the right to vote (the argument being they would be ‘better’ colonisers). In Algeria in 1865, the French state excluded Muslim men from full French citizenship on the grounds that Muslim family law was too far removed from the French civil code, using cultural difference as a means of exclusion from political rights. Ninety years later, in the middle of a ferocious anti-colonial struggle, the French would be desperately trying to win over Algerian Muslim women through legal reform, healthcare and educational opportunities, to try and	Group Presentation: 30% - 20 Minutes & Essay: 70% - 3000 Words

							prevent Algerian independence. Colonised women have thus been the focus of much imperial attention - as objects of fantasy, victims to be saved, targets of emancipatory projects and pretexts for proxy debates. Colonised women have been equally important to anti-colonial, nationalist movements: as guardians and transmitters of tradition, symbols of national resistance, mothers of soldiers - and also as politicians and fighters. Labouring under the weight of both colonial and nationalist stereotypes about how they should look and behave, it has not always been easy for these women to make their voices heard.	
				2 (Jan Start)				
U30471	SPECIAL SUBJECT: INDIVIDUAL RESEARCH 2	20	6	2 (Jan Start)	Dr Jodi Burkett	History	<p>Each strand is taught by a specialist. Please choose your strands in order of preference, by numbering them 1 (1st choice) to 4 (last choice). Strand 1: Dr Brigitte Leucht - Europe in the American century The 20th century has often been called the 'American century', referring to the increasing influence of the United States in the world. Starting with its rise as a major industrial power at the end of the 19th century, competing with Britain and the German Reich in the struggle for global markets and national prestige, the American empire both appealed to and penetrated the politics, (mass) cultures and economies of European countries. Once the foundations for the integration of Europe's economies were laid following the end of World War II, this process – sometimes described as Americanization, sometimes as the cultural transfer of American ideas, norms, practices, and values to Europe – also affected Europe as a region. The idea of continuing American influence on Europe begs the question of just how Americanized the old continent has become. This question is the starting point for an exploration of American influence on European states (Britain, Germany, France, the Scandinavian countries) and EU(ropa), which we will undertake in this unit. Strand 2: Dr Lee Sartain - African American History & Culture This strand examines key concepts of the African American civil rights struggle and race relations in the US through the theme of cultural and social history, rather than a traditional chronological approach. The module will reflect on African American cultural history and social changes over the twentieth century and early twenty-first century. The topics will reflect on thematic and historiographical issues related to the long civil rights struggle, such as the analysis of cultural campaigns and the civil rights movement that pushed a citizenship agenda. The themes will include the campaigns that utilised images of lynchings for civil rights campaigns; poetry, the Blues and historical evidence; protest music from spirituals to gangsta rap; movies and evolving stereotypes; television and representation; sport and civil rights; and African American comedians and language. There will be a focus on black autobiography for the first assessment that will critically engage with cultural changes and historical evidence – such texts represent an extension of slave narratives from the nineteenth century (you can choose a relevant black American autobiography from 1901 to the present for the presentation – for example Booker T. Washington, Nina Simone, Maya Angelou, Malcolm X or Barack Obama). Strand 3: Dave Andress - The French Revolution, 1789-1799 Does society exist to serve the rulers, or the individual citizen? What are 'rights', do they come from universal values, or particular histories and traditions? Who can claim to have 'rights', and why? Can such rights be enforced, even to the detriment of others? General questions, with continuing resonance, but ones which were asked in a very specific way at the end of the eighteenth century. The French Revolution destroyed an absolutist monarchy, created a culture of individual rights, but also sank through civil war into Terror, dominated by the bloodthirsty machinery of the guillotine. In this strand we will study the events and individuals that drew France into the great Terror of 1793-94, assess the political ideals and social goals that brought such deadly conflict, and consider the complex question of the Terror's legacy to the politics of radicalism and revolution throughout the nineteenth and twentieth centuries. Strand 4: Katy Gibbons - Conflict, Conspiracy and Consensus? Religious Identities in Elizabethan England This strand explores the impact of religious change in later 16th century England, from the perspective of a range of individuals and communities. Rather than focusing on the 'winners' of the Reformation or those deciding official policy 'at the top', attention will be paid to a number of different groups: Puritans hoping for more radical reform; Catholics facing a Protestant Church and Crown; Protestants from overseas seeking refuge in England; men and women in parishes and households. Whilst Elizabeth's church insisted on conformity, there was division amongst her subjects about what 'true' religion was. This was a period of instability, from revolt against the Crown and the persecution of non-conformists, to everyday tensions between neighbours. These issues had impacts which were local, national and international. This strand will give students the opportunity to study some key historical debates in depth, with the aid of a variety of primary source material, including: visitation records, letters, diaries, sermons, and printed propaganda. Questions to be explored include: what impact did religious change have on popular culture? What options were open to those dissatisfied with the state church? How did those of opposing religious sympathies relate to each other on an everyday basis? The unit will thus provide an opportunity to study an exciting and controversial period through a range of primary source material.</p>	Individual Presentation: 30% - 10 Minute presentation + 10 minute discussion & Essay: 70% - 3000 Words