

Code	Name	Credits	Level	Teaching Block	Unit Coordinator	Subject Area	Synopsis	Assessment
U20858	FROM REVOLUTION TO DICTATORSHIP: RUSSIA AND THE SOVIET UNION 1917-1941	20	5	1 (Sept Start)	Dr Paul Flenley	Politics & International Studies	The module examines the development of Russian and Soviet society from the Revolution of 1917 to the Stalinist dictatorship just after the Great Purges. The emphasis will be on historiographical debate and the applicability of different models of analysis such as totalitarianism through the Cold War and post-Cold War period. The debate on the causes of the February 1917 Revolution will be looked at followed by the debate on the status of the October Revolution. The discussion of the causes of the degeneration of the revolution into Stalinism will be examined via studies of the Party and state apparatus and social class and economic changes. The role of individuals such as Lenin and Stalin will be contrasted with wider social forces when considering topics such as the Terror and institutional change. The complexities of the soviet state and society in the 1930s will be assessed via key case studies such as industrial relations, the degree of 'emancipation' of soviet women and the fate of national minorities. The module will also consider the role played by ideology and realpolitik in determining soviet foreign policy.	Essay: 50% - 2000 Words & Themes Analysis Essay: 50% - 1500 Words
U30476	UNDERWORLDS: CRIME, DEVIANCE & PUNISHMENT IN BRITAIN, 1500-1900	20	5	1 (Sept Start)	Dr Fiona McCall	History	This module explores the control of crime, popular behaviour, and perceived social deviancy between 1500 and 1900. It explores the legal framework for control, prosecution and punishment, what was considered a crime at this period, the observed patterns in criminal behaviour recorded in criminal statistics and legal records, and how these compare with contemporary perceptions of crime appearing in cheap print, newspapers, novels and other sources. Alongside petty or serious crimes, it will consider how behaviours now considered a private matter or a medical concern, such as sexuality and gender roles, were formerly monitored and controlled, and the role of religious ideas, and the participation of neighbours in this process. It will consider changes to criminal justice over time, from a period when corporal and capital punishment were considered acceptable, through the period of the eighteenth-century 'bloody code', towards Enlightenment ideas of punishment and the development of modern policing. We shall explore how through industrialisation, traditional forms of popular culture were challenged by the state and philanthropists who wanted to guide working-people into 'safer' forms of leisure. A consistent theme throughout the period was the fear of social disorder and crime and the formation of an underworld which was breeding dangerous criminal classes.	Documentary Commentary: 40% - 1500 Words & Essay: 60% - 2500 Words
U30473	FEAR AND FUN: POPULAR CULTURES AND ELITE ANXIETIES	20	5	1 (Sept Start)	Dr Karl Bell	History	Why were traditional fairs and bare-knuckle boxing banned? What was wrong with reading Gothic horror stories or watching video nasties? Why has popular culture often been seen as dangerous? In this module we will explore the history of popular culture in Britain and the USA between c.1780-2000. We explore a rich and diverse range of topics through looking at important themes such as cultural anxiety, aspirations and agency. By examining the often violent popular customary culture inherited from the early modern period, and the moral panics caused by Gothic literature and penny dreadful novels, horror and gangster movies, video nasties, Rock and Roll, Rap, and Hip Hop, we will consider the ways popular culture has repeatedly been a source of anxiety for social elites. Yet as science-fiction films of the 1950s show, popular culture could serve as a collective means of talking about and dealing with cultural fears in periods of change or tension. More positively, it was also a means of social improvement for some, and this module will explore the way the history of rational leisure and self-improvement, consumer aspirations and holidays enhanced peoples' lives. In reflecting on both anxieties and aspirations, this module will encourage students to see how popular culture has served as a form of agency, enabling both the marking out and opposition to respectable 'norms', and a way of envisioning a better society. This module gives students the opportunity to explore one of the most exciting and challenging concepts in social and cultural history.	Documentary Commentary: 40% - 1000 Words & Documentary Essay: 60% - 2000 Words
U30434	SLAVERY AND ANTI-SLAVERY IN THE ATLANTIC WORLD	20	5	1 (Sept Start)	Dr Thomas Rodgers	History	The rise and fall of plantation slavery in the Atlantic World was a fundamental process in the creation of the modern world. Slavery, which had existed in various forms across the continents of Europe, Africa, and the Americas, was transformed by the processes of European conquest and colonization into a trans-oceanic system of labour control. The forced transportation of some 12.5 million Africans across the Atlantic from the early modern period until well into the nineteenth century created new societies, transformed the global economy, and generated racialised ideologies of hierarchy and control. As race-based chattel slavery expanded within the Atlantic World the institution was challenged by those who were, or had been, enslaved, and also by those inspired by the ideals of religion, political liberty, and revolution which were affected by the Enlightenment.	Documentary Commentary: 40% - 1000 Words & Documentary Essay: 60% - 2000 Words
U30313	US POLITICS	20	5	1 (Sept Start)	Dr 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: Political Speech Writing and Report: 40% - 1500 Words & Essay: Issue Based Political Report: 60% - 2500 Words
U26428	POLICY AND POLITICS IN ACTION	20	5	1 (Sept Start)	Prof. Karen Heard-Laureote	Politics & International Studies	This module provides students with opportunities to apply politics and IR discipline knowledge, principles and concepts acquired at FHEQ Level 4 to: Practice; Think critically, creatively and reflectively; Access, evaluate and synthesise information; Communicate effectively; Recognise and apply international perspectives; Demonstrate cultural awareness and understanding and; Apply professional skills such as working independently and in teams. These are all key, advanced employability skills that will stand students in good stead for their future careers by providing them with practical work-based examples to draw on in applications, assessment centres and interviews. It will train students in skills they will use in work and to get work. The module requires students to apply discipline knowledge, principles and concepts applicable to civil society and social mobilisation to engage in the analysis of policy and the development of an ensuing campaign or lobbying strategy to effectively influence policy. Students are expected to use creative thinking and problem solving skills, strategic planning skills, teamwork and delegation skills and to be able to deliver to a brief. In so doing, they will develop their capacity for group work, their independence, interpersonal skills and time-management – all key Hallmarks of a Portsmouth Graduate.	Campaign outline - Identification of campaign idea (Goal & Audience): 20% - 750 Words, Personal professional skills audit and individualised strategy for building personal skills: 0% (Pass/Fail) - Tick Box Exercise, An online reflective journal comprising a number of entries which include: Rationale for choice of policy area and campaign Team management: roles and responsibilities within the team Final campaign strategy :Reflection on the personal professional skills audit; how have skills been developed and plans for future development: 40% - 2750 Words & Campaign Poster or Campaign Video (Pitch): 40% - Campaign Pitch
U26425	ANALYSING FOREIGN AND SECURITY POLICY	20	5	1 (Sept Start)	Dr Zara Ramsey	Politics & International Studies	This module introduces the key perspectives and concepts used in international politics, with specific reference to the domains of foreign policy and security policy. Students will consider the sources of change and continuity within such policy-making through a range of detailed case studies. The unit explores contending models and theories that seek to explain why policy makers make the decisions that they do, and the various ramifications that their decisions can have.	Briefing Paper: 50% - 1500 Words & Open Exam: 50% - 90 Minutes
U26424	BRITISH POLITICAL LEADERSHIP	20	5	1 (Sept Start)	Dr Graham Heaney	Politics & International Studies	Events in British politics are currently presenting difficult challenges for our political leaders so it is worth considering if the origins of some of this can be found in the politics of the post- World War Two period. The unit considers a number of key issues that have had a significant impact on British politics in the post-war period from 1945. This includes, for example, considering the idea that there was a post war consensus between the main political parties, the relationship with Europe and the impact of immigration. It examines how political leaders have responded to these issues over time. Consideration of the practices of political leaders will open up an examination of different theories of leadership and how applicable they are to British politics in this period.	Report: 30% - 1000 Words & Essay: 70% - 2000 Words
U26367	DYSTOPIAN AND APOCALYPTIC ENVIRONMENTS: ECOCRISIS IN THE LITERARY IMAGINATION	20	5	1 (Sept Start)	Dr Mark Frost	English Language and Literature	On this module, students study a number of absorbing apocalyptic and dystopian texts from an environmental angle. This means paying attention to their representations of environment and of human relationships with the non-human, and involves investigating the anxieties generated by our impacts on the natural world in an era of climate change and ecological upheaval. We will consider why literature from the late-nineteenth century onwards becomes preoccupied with extinction and catastrophe; why it tends to take a dim view of human nature and civilisation; and how they respond to particular environmental, social, and political crises. The module includes canonical works, including <i>Brave New World</i> , <i>The Death of Grass</i> , <i>The Chrysalids</i> , and <i>Children of Men</i> , but also introduces some fascinating but obscure texts, from late-Victorian environmental disaster tales to contemporary ecofeminist short stories. The module introduces you to key ideas and debates from the vibrant new school of literary theory, ecocriticism, and invites you to join in its ongoing debates. It asks you to consider why thinking about literature and environment is valuable in this age of ecological crisis, and invites you to consider your own environmental perspectives and relationships. These are dark materials but the module is underpinned by hope	Critical, Research-Based Essay 1; 40% - 1500 Words & Critical, Research-Based Essay 2: 60% - 2500 Words
U26297	MORTALS AND IMMORTALS: MAN, GOD AND THE DEVIL IN EARLY MODERN LITERATURE	20	5	1 (Sept Start)	Dr Rosamund Paice	English Language and Literature	This unit focuses on the ways in which early modern texts represent man, God and the devil, and the earthly, heavenly and demonic communities they are aligned with. We'll consider these representations individually but also investigate how the relationships between the mortal and immortal are characterised. For example, we will look at developments in the representation of devils (especially in Marlowe's <i>Doctor Faustus</i> and Milton's <i>Paradise Lost</i>), as well as how human characters have been constructed to echo those representations as a way of indicating their actual or potential sinfulness. We will also engage with the theologically more problematic matter of the representing God (or indeed his absence), for instance in apocalyptic writing of the Civil War period. Set texts will include: Christopher Marlowe, <i>Doctor Faustus</i> (A-Text, c. 1592, pub. 1604), Philip and Mary Sidney, <i>The Sidney Psalter</i> (1599) & John Milton, <i>Paradise Lost</i> (1674 version). A good introduction to the context and concerns of this unit can be found in: Oldridge, D. (2012). <i>Light from darkness: the problem of evil in early modern England</i> . Seventeenth Century, 27(4), pp. 389-409. DOI: 10.7227/TSC.27.4.1	Coursework: 40% - 1500 word task: choice of (a) essay, (b) 'real world' task (e.g. annotated and introduced edition of a text or texts) or (c) creative piece plus critically-informed discussion & Coursework: 60% - 2000 word task: choice of (a) essay, (b) 'real world' task (e.g. newspaper article) or (c) creative task plus critically-informed discussion.
U26140	THE FRENCH EXCEPTION: CONTEMPORARY FRENCH POLITICS AND SOCIETY	20	5	1 (Sept Start)	Mr Emmanuel Godin	Politics & International Studies	This module immerses students in contemporary French politics and society, covering the latest developments, debates and controversies in France, such as religion and secularism, the persistence of radical politics (such as "yellow vest " movement) , gender politics, and the ambiguous relations between France, the EU and the US. Whilst the events the module focuses on are mostly drawn from the contemporary period, including the Macron presidency, students will also develop the knowledge and comparative skills to contextualise current affairs. They will evaluate the extent to which France is an "exceptional" country, often at odds with her closest neighbours, such as the UK.	Oral Presentation: 30% - 20 Minutes & Essay 70% - 2000 Words

U26136	NAZI GERMANY	20	5	1 (Sept Start)	Dr Brigitte Leucht	Politics & International Studies	Our evaluation of Nazism cannot be relegated to the dusty corridors of academic history but continues shaping Germany’s political identity <i>and</i> its political future in Europe and beyond. This rationale informs this module, which explores conflicting interpretations of Nazism – its rise, its ideology and its implementation as a regime in power focusing in particular on the question of who held power in the ‘Third Reich’ as well as key policy areas. We will compare and contrast contentious interpretations available in the secondary literature and explore why there have been major shifts in the debate since the end of World War II. The module also addresses debates into the origins and nature of the Holocaust as well as the impact of the Nazi period on German politics and society from 1945	Essay 1: 50% - 2000 Words & Essay 2: 50% - 2000 Words
U26132	EAST ASIAN STATES AND SOCIETIES	20	5	1 (Sept Start)	Dr Isabelle Cheng	Politics & International Studies	This unit provides an understanding of the dynamics between the states and societies in East Asia, including Japan, South Korea, China, Taiwan and Hong Kong. This critical knowledge is delivered by three components: one of regional overview, one of case study of four countries, one of regional comparisons. These three components are embedded in four theoretical themes: colonialism, nationalism, developmentalism, and multiculturalism. The theme of colonialism is explored not only from the perspective of European expansion to East Asia beginning in the mid-19th century but more from the ambition of Japanese imperialism. This paves the foundation on which to examine the rise of nationalism in East Asia. Developmentalism is placed in the context of women’s growing labour participation and the reluctant opening of immigration to these societies. Immigration facilitates a critical lens from which to understand the multiculturalist discourse in Japan and South Korea. For China and Taiwan, multiculturalism is particularly explored in the relationship between the majority Han Chinese and the ethnic minority in China and Taiwan. This unit aims at providing students with an overview of modern East Asian history with an emphasis on contrasting the divergent routes of modernisation undertaken by them. By doing so, students will be able to compare the similarities and differences amongst East Asian societies in their political, economic and social development and explore the impact of colonialism, nationalism and globalisation on the social, political, economic and cultural dynamics of East Asian societies.	A2 Poster: 40% - 1000 Words & Essay: 60% - 2000 Words
U26138	REVOLUTION AND REPRESSION IN SPAIN	20	5	1 (Sept Start)	Dr Monica Riera	Politics & International Studies	This module examines Spanish society from the Spanish-American War (1898) to the end of Franco’s rule (1975). It explores the cultural, political and social processes that led to the radicalisation of Spanish politics and society in the late-19th and early part of the 20th century; the unfolding of the Spanish Civil War; the ways in which society and culture developed in the post-Civil War period and how the Franco regime responded to any emerging challenges to the authority of the state.	Group Presentation: 30% - 10 Minutes & Essay: 70% - 2500 Words
U24335	DEMOCRATISATION IN LATIN AMERICA	20	5	1 (Sept Start)	Dr Ben Garner	Politics & International Studies	This module explores development and democracy in Latin America from the 1960s to the present day, examining in particular the region’s experience with democracy in the recent era. The material is conceptually organised into two parts. The first part deals primarily with the period of military rule in the region from the 1960s to 1990, where we consider the reasons for the emergence of these regimes (both internal and external factors); the nature of these regimes; the reasons for military regimes coming to an end. The second part covers the transitions to democracy; how nations deal with the aftermath of military rule; the particularities of democracy in Latin America; how democracy has related to development objectives such as poverty, inequality and gender equality; and examples of countries whose path towards democracy is somewhat uncertain. Throughout the unit, we look at a series of case studies as a way of exploring these themes, and relate the continent’s turbulent political history to current and contemporary developments in the region. Students are given scope to identify case studies of particular interest in their assessments for the unit.	Presentation: 30% - 15 Minutes & Essay: 70% - 2500 Words
U23898	ECONOMICS AND POLITICS OF DEVELOPMENT	20	5	1 (Sept Start)	Dr Ben Garner	Area Studies	The aim of this unit is to build upon our current understanding of ‘development’ and use these ideas to explore some of the major global challenges faced today. The unit commences by offering a critical review of the strengths and weaknesses of different developmental paradigms pursued across the globe. The role of migration and aid in impacting upon these developmental paradigms is discussed and interactive seminars immerse students in taking/making policy decisions that affect different socio-economic groups. This provides a basis for the examination of various sectoral policies - health, education, environment, housing - and the principles which underlie state and private provision of each.	Report: 50% - 2000 Words & Exam: 50% - 90 Minutes
U23397	MASSES & MODERNITY, 1750-1914	20	5	1 (Sept Start)	Dr Michael Esbester	History	This level 5 unit is intended as a key transitional course in developing students from the introductory nature of level 4 units to the greater intellectual and conceptual sophistication required by the start of level 6. It is based around a spine of fortnightly lectures that will provide broad historical context and highlight historiographical controversies relating to eighteenth and nineteenth century european society. The central part of the unit are 2 hour workshop sessions with will run every third week. These sessions will provide students with the oppoerunities to develop their presentation skills, their ability to engage in rigorous and detailed debate, and to enhance their interpretative and analytical skills. The integration of an online element will allow carrying debates arising from the workshops forward, linking phrases and topics.	Essay: 50% - 2000 Words & Oral Assessment: 50% - Individual contributions to workshop sessions. An averaging of marks over 8 seminars.
U22554	GENDER IN THE DEVELOPING WORLD	20	5	1 (Sept Start)	Prof Tamsin Bradley	Politics & International Studies	This unit will explore the theoretical and practical ways in which gender informs international development. The course begins by considering gender as a unit of analysis that is vital in helping development researchers and practitioners understand the differences between groups of people in any context. The unit will also highlight how specific gender ideologies have shaped global and national policies in relation to a range of key areas including reproductive rights, violence against women, the environment and sustainable livelihoods.	Powerpoint Slides: 20% - 5 Slides & Literature Review and Blog Narrative: 80% - 2500 Words
U21031	CRIME WRITING	20	5	1 (Sept Start)	Dr Christopher Pittard	English Language and Literature	This module focuses on popular representations of crime and criminality from the early Victorian period of the 1840s to the interwar ‘golden age’ of detective fiction in the 1930s. It begins with Edgar Allan Poe’s creation of the modern detective story, explores the Victorian sensation novel, examines the popularity of Sherlock Holmes, before reaching Agatha Christie’s whodunnits. Over the course of the module we will read these fictions in historical and theoretical context to raise questions about the formation and definition of popular genres, the interaction of text and reader, the questions of crime and justice, and the politics of popular fiction.	Coursework: 40% - 1500 Words & Research Based Essay: 60% - 2000 Words
U21028	LITERARY PRIZES AND PUBLIC ACCLAIM	20	5	1 (Sept Start)	Dr Diane Warren	English Language and Literature	This unit considers a variety of literary prizes by studying winning texts and the judgements that are made to make these awards. A broad range of literary prizes are available to be studied such as the Baileys Prize for women’s fiction, the Commonwealth Writers Prize, the Man-Booker Prize, the Nobel Prize for literature, the Pulitzer Prize for American writers, among others. Each prize brings with it a wealth of questions that can be asked regarding the terms of literary value that are being applied. These questions relate to the debate concerning the criteria guiding publishers when deciding upon the marketability and profile of a manuscript for possible publication. The aims of this unit are to examine and debate these questions in relation to award-winning texts	Essay 1: 60% - 2000 Words and Essay 2: 40% - 1500 Words
U20346	NAZI GERMANY	20	6	1 (Sept Start)	Dr Brigitte Leucht	Politics & International Studies	Our evaluation of Nazism cannot be relegated to the dusty corridors of academic history but continues shaping Germany’s political identity <i>and</i> its political future in Europe and beyond. This rationale informs this module, which explores conflicting interpretations of Nazism – its rise, its ideology and its implementation as a regime in power focusing in particular on the question of who held power in the ‘Third Reich’ as well as key policy areas. We will compare and contrast contentious interpretations available in the secondary literature and explore why there have been major shifts in the debate since the end of World War II. The module also addresses debates into the origins and nature of the Holocaust as well as the impact of the Nazi period on German politics and society from 1945.	Essay 1: 50% - 2000 Words & Essay 2: 50% - 2000 Words
U21038	MAGICAL REALISM	20	6	1 (Sept Start)	Dr Maggie Bowers	English Language and Literature	This module introduces the concept of magical realism as an example of a literary genre that is under scrutiny and revision by critics and writers alike. The module will consider how the term magical realism has developed, what it has come to mean, why it is used as a narrative technique in so much contemporary fiction, and ultimately to identify its limitations. Discussion will examine central conceptual terms such as ‘realism’, ‘fantasy’, ‘cross-culturalism’, ‘postcolonialism’. Texts are drawn from differing cultural contexts such as African America, Latin America and India. and is assessed through an in-class test and a poster presentation (guidance will be given for preparing these in class and also via tutorial).	In-Class Test: 40% - 90 Minutes & Research Poster Presentation: 60% - 1000 Words

U21049	US MASCULINITIES	20	6	1 (Sept Start)	Dr Paraic Finnerty	English Language and Literature	On this module, students will use concepts and theories in contemporary masculinity studies to interpret a range of literary and cinematic representations of American men. In class, we will explore changing concepts of manliness and manhood from the nineteenth century to the present day, and trace the origins of toxic masculinity and its connections with aggression, domination and violence. We will also focus on a range of archetypal US figures such as the self-made man, the businessman, the cowboy, the soldier, the breadwinner, and the gangster, but also consider the ways in which masculinity has been produced and enacted by both male and female bodies. A central concern throughout this module is the diverse ways in which masculine identity is constructed, and how it relates to and is affected by other cultural and social factors such as race, ethnicity, nationality, religion, age, homosociality, femininity and sexuality	Essay 1: 40% - 1500 Words & Essay 2: 60% - 2500 Words
U23900	ETHNICITY, CLASS AND CULTURE IN THE DEVELOPING WORLD	20	6	1 (Sept Start)	Dr Ben Garner	Politics & International Studies	This unit explores the complex relationships between ethnicity, “race”, culture and inequality in processes of development through a series of regionally based case studies. Inequality is becoming an increasingly important factor to take into consideration in the design, implementation and evaluation of development policies and interventions, evident in the new Sustainable Development Goals (SDGs) that define the international development agenda from 2015 to 2030. Addressing the role of inequality in development effectively however means much more than addressing inequalities based simply on dimensions such as class or income, but will also mean addressing dimensions related to “race” (racism), ethnicity and culture, which continue to influence inequalities between groups at both international and national levels. These themes are explored in a series of case studies focussing on Latin America and the Caribbean, East/Southern Africa and the “First Nations” of Canada and Australia. These regional case studies are also considered alongside developments at the international level regarding cultural and indigenous rights. Students have the opportunity to specialise in a region of their choice for their major assessment for the unit. Skills and knowledge you will gain on this unit. This unit aims to provide you with critical awareness of recent developments in an emerging field of international development, and to give you the opportunity to extend your knowledge of particular themes and dynamics at regional/country levels. It will build your critical awareness, teamwork, research and presentation skills, and also give you experience in understanding international treaties and their application.	Portfolio: 100% - 4000 Words
U24259	STRATEGIC STUDIES	20	6	1 (Sept Start)	Mr Fergus Carr	Politics & International Studies	The unit explores the role and interrelationship of four elements in war and strategy: Leadership, Society, Technology and Logistics. We examine the key relationships Leaders have with the military over strategy e.g. Hitler and his Generals. Leaders also determine investment in technology and logistics. Leaders seek to manufacture consent and secure societal support for their strategies and we analyse their use of charisma, propaganda and the media in both total war and today's conflicts. The 'home front' is also critical to production and technology in orthodox war. We examine how all sectors of society have been mobilised and the consequences including the targeting of civilians. The 'home front' is the real front line in guerrilla war. Guerrilla war and counter insurgency strategies are studied from Malaya to Afghanistan. Technology is also critical to warfare and logistics and its impact is analysed from the bow and arrow to the drone. Finally deploying the right forces in the right place and time i.e. logistics, is a huge challenge for strategic analysis. The unit is assessed by a project chosen on one of the four elements of war and examined in a case study chosen by the student. The project is supported by a proposal which is first reviewed in draft form in a tutorial and then formal feedback is given after submission. This has proven an effective guide for the final project.	Proposal: 20% - 500 Words & Project: 80% - 3500 Words
U25003	LOOKING FOR UTOPIA, FINDING DYSTOPIA? IDEAS AND IDEOLOGIES IN THE NEW MILLENNIUM	20	6	1 (Sept Start)	Dr Robert Frith	Politics & International Studies	Political ideas and ideologies from ancient beginnings to the present day have been driven by a sense of discontent with the present and desire to improve or even perfect the human condition. Realising these imagined utopias has been less than straightforward, however, and the pursuit of progress within human societies has led to the emergence of new anxieties, fears, confrontation and conflict. In short, in our pursuit of utopian dreams we have encountered dystopian nightmares. This module examines utopian ideas, ideologies, and practices as a basis for engaging critically with the notion of human progress at the beginning of a new millennium.	Written Assignment: 30% - 1000 Words, Oral Presentation: 30% - 10 Minutes & Essay : 40% - 1500 Words
U25033	THOMAS JEFFERSON AND THE MAKING OF THE AMERICAN REPUBLIC	20	6	1 (Sept Start)	Dr Thomas Rodgers	Politics & International Studies	Thomas Jefferson remains a figure of intense scrutiny for historians approaching the complex and transformational history of the American Revolution and Early Republic. As a politician and statesman Jefferson left an indelible mark on the development of the United States of America. As an intellectual reformer he left one of the most significant written legacies of the era. And as a slave owner and racist he upheld one of the gravest faults of a republican society predicated upon a belief in liberty. This special subject will use the life of Jefferson as a lens through which to explore the wider history of North America in an era of Revolution. Consequently, the principal focus will be on Jefferson's own writings and his involvement in the events and ideas of the period.	Group Presentation: 30% - 20 Minutes & Essay: 70% - 3000 Words
U25046	RETHINKING AID AND DEVELOPMENT	20	6	1 (Sept Start)	Dr Olivia Rutazibwa	Politics & International Studies	In this unit, we explore some of the fundamental theoretical critiques that have been formulated on Aid and Development and link them to contemporary practices and public debates on how societies are trying to contribute to the well-being of people elsewhere. Is the Aid and Development business a continuation of a colonial relationship between the Global North and the Global South? If so, how does it work and what are its effects? Is the knowledge we produce and take seriously about Aid and Development fundamentally Eurocentric? Is the Aid and Development system, as it exists today, involved in the continuation of poverty, dependency and conflict? In this unit we explore the theories that have engaged with these propositions, and reflect on how these critiques are seen to operate in practice and thinking. Through in-depth analysis of selected canonical critical texts, we explore how these issues and questions have been dealt with in Post- and Decolonial, Post-liberal, Post-development, Feminist and Indigenous cosmologies and literatures. We apply these insights to concrete examples of current trends and practices in Aid and Development such as ownership and partnership, the local turn, aid effectiveness, resilience, humanitarian interventions and good governance. The aim is to develop tools and skills to fundamentally rethink international solidarity in our contemporary globalised world.	Reflective Summary: 30% - 1000 Words, Group Presentation: 20% - 15 Minutes & Critical Case Study: 50% - 1500 Words
U26141	THE FRENCH EXCEPTION: CONTEMPORARY FRENCH POLITICS AND SOCIETY	20	6	1 (Sept Start)	Mr Emmanuel Godin	Politics & International Studies	This module immerses students in contemporary French politics and society, covering the latest developments, debates and controversies in France, such as religion and secularism, the persistence of radical politics (such as “yellow vest” movement), gender politics, and the ambiguous relations between France, the EU and the US. Whilst the events the module focuses on are mostly drawn from the contemporary period, including the Macron presidency, students will also develop the knowledge and comparative skills to contextualise current affairs. They will evaluate the extent to which France is an “exceptional” country, often at odds with her closest neighbours, such as the UK.	Oral Presentation: 30% - 20 Minutes & Essay: 70% - 2500 Words
U26430	COMPARATIVE PUBLIC POLICY AND ADMINISTRATION (L6)	20	6	1 (Sept Start)	Mr Mark Field	Politics & International Studies	Comparative Public Policy and Administration examines the relationship between power, politics and people, and considers how these affect the formulation and delivery of public policy. Students taking this module will consider the role of the policy-maker, taking decisions around the allocation of scarce resources to deliver public services. This is absolutely <u>not</u> an economics unit, however. Rather it is about how ‘real world’ policy-making is shaped by factors such as political ideology, the competing demands of pressure groups, a campaigning and critical media, the tempo of the electoral cycle and - quite simply - unforeseen events. We will consider the tension between the political and non-political actors involved in the formulation and delivery of policy. Students are encouraged to discuss ideas freely, and use examples from their own experience or knowledge to inform our understanding of how the complex workings of different political and administrative systems system have an impact on the everyday experience of citizens.	Group Policy Activity: 20% - 20 Minute & Essay: 80% - 2500 Words
U26431	GLOBAL CAPITALISM: PAST, PRESENT AND FUTURE	20	6	1 (Sept Start)	Dr Angela Crack	Politics & International Studies	‘We live in Capitalism. Its power seems inescapable’. In this unit we explore the power of capitalism and its impact on our lives. We focus on the post-war era (past), globalization, models of capitalism, austerity and Brexit (present), the de-growth alternative and the post-liberal world (future). Through documentaries, podcasts and texts we tackle questions such as, in whose interests does global capitalism work? What is globalisation; does it exist? Does it encourage or inhibit development? Has anything changed since the Global Financial Crises? How do global institutions such as the IMF and World Bank operate and, who benefits? Considering such questions opens up debates about power, multinational capital, relations between rich and poor, inequality, alternatives and revolution.	Presentation: 30% - 10 Minutes & Essay: 70% - 2500 Words

U26432	NGOS AND SOCIAL MOVEMENTS	20	6	1 (Sept Start)	Dr Angela Crack	Politics & International Studies	How can we be sure that the money that we donate to NGOs is received by people in need? How can we hold NGOs responsible for misconduct? Can social movements such as Black Lives Matter and #MeToo lead to lasting change? What are the reasons why mass protests suddenly emerge on the streets? These are some of the questions that we grapple with in this module. The themes of the sessions are illustrated through contemporary case studies, such as the Oxfam sexual exploitation scandal and the anti-FGM movement. The module also includes a historical perspective, drawing upon case studies such as the founding of MSF and the anti-footbinding movement in China. It is ideal for students with a general interest in humanitarianism, international development and activism. It is also a perfect choice for students who intend to pursue a career in the NGO sector, not least because it includes an optional session that provides expert advice on how to secure NGO internships and jobs.	Essay: 50% - 2500 Words & Test: 50%
U30468	SPECIAL SUBJECT: GROUP PROJECT 1	20	6	1 (Sept Start)	Prof Bradley Beaven	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: Dr Tom Rodgers - Thomas Jefferson and the Making of the Early American Republic - Thomas Jefferson remains a figure of intense scrutiny for historians approaching the complex and transformational history of the American Revolution and Early Republic. As a politician and statesman Jefferson left an indelible mark on the development of the United States of America. As an intellectual reformer he left one of the most significant written legacies of the era. And as a slave owner and racist he upheld one of the gravest faults of a republican society predicated upon a belief in liberty. This special subject will use the life of Jefferson as a lens through which to explore the wider history of North America in an era of Revolution. Consequently, the principal focus will be on Jefferson's own writings and his involvement in the events and ideas of the period. Strand 2: Prof. Brad Beaven - The Imperial City: Popular Culture, Slums and Scandal in Britain 1870-1939. - This strand explores how contemporaries began to fear how the modern city was spiralling out of control. Slums, crime, class and racial tensions in Britain's domestic cities were perceived a threat to civil order and had the potential to destabilise the Empire itself. We shall examine how the city became a place of contestation over popular forms of 'scandalous' entertainment and how the pioneers of social research attempted to categorise and contain the 'people of the abyss'. Other themes include how urban elites attempted to foster local and imperial loyalty through schools, pageantry and civic architecture while we shall also explore how slums were represented in popular literature during this period. Strand 3: Prof. Tony Chafer - Decolonisation in Africa - This special subject explores the processes that led to the rapid decolonisation of Europe's African empires after World War II. Focusing on the British and French empires, we will contrast the violent ends of empire in, for example, Algeria and Kenya with the relatively peaceful transition in much of the rest of British and French Africa. The special subject traces the relative significance of British and French domestic politics, international factors and African political movements in the decolonisation process. It concludes with an exploration of neo-colonialism, evaluating the legacy of colonial rule in both Europe and Africa and debates around post-colonialism. In many ways this history has continued to resonate through to the present day: for example, with fresh revelations in the 2000s about the use of torture and terror tactics by the British and French states during the 'Mau-Mau uprising' in Kenya and the Algerian War of Independence respectively. Extensive use will be made of primary sources, including UN and other documents available online, photographs and posters, British newspaper archives, the Chatham House online archive and Empire Online. Strand 4: Dr Fiona McCall - Britain in Revolution: the impact of the British Civil Wars, 1637-1662 - The Civil Wars were a defining event in the history of the British Isles: a violent and traumatic struggle which affected the lives of everyone who lived through them and unleashed ideas which transformed British society and had a profound influence worldwide. They were followed by an eleven-year period in which England was, for the only time in its history, a Godly republic, which overthrew religious tradition, made adultery a capital offence and attacked many social pleasures now a fundamental aspect of British culture including the alehouse, the theatre and, famously, Christmas. We will explore the social, religious, cultural and gender history of this period using contemporary sources, including political tracts, official publications, diaries, letters, memoirs and pamphlet propaganda. We will investigate the conflict, disruption and destruction of these times. We will chart the collapse in censorship and the huge rise in printed news and opinion and its relationship to the emergence of radical religious and political ideas and religious pluralism. We will look at how women began to speak out yet also found themselves under attack due to a resurgence of beliefs in witchcraft and the supernatural. We will look at how the Civil Wars and interregnum impacted the relationship between England and Scotland, and resulted in three centuries of Protestant hegemony over Catholic Ireland. We will see how British society in Britain was riven by factional hatred, then transformed for good by the first modern revolution.	Group Presentation: 30% - 20 Minutes & Essay: 70% - 3000 Words
U30470	SPECIAL SUBJECT: INDIVIDUAL RESEARCH 1	20	6	1 (Sept Start)	Dr Mathias Seiter	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: Karl Bell - Magic and Modernity: Supernatural Britain, 1800-1920 Why was the nineteenth century marked by an interest in the supernatural and a love of ghost stories? What role did magic play in Victorian society? This module explores the fascinating cultural and social history of witchcraft, magic, and ghosts in Britain in the period c. 1800-1920. By reassessing the relationship between magic and our ideas of modernity, it seeks to challenge and change how you think about the Victorian era. Rather than simply considering the supernatural and the occult as leftovers from an earlier age, a view Victorian critic were often keen to promote, this module will examine the way magical beliefs and practices shaped a sense of modernity in the nineteenth century. Topics covered include the persistence of witchcraft and popular magic, the development of illusions and magical entertainment, the rise of mesmerism and Spiritualism, psychical research and the cultural history of ghosts, the late nineteenth-century development of occult societies, fin-de-siècle Gothic literature, and the role of supernatural beliefs in the First World War. Strand 2: Jodi Burkett - Racism and Anti-Racism in Postwar Britain The United Kingdom has, for many centuries, been a destination for immigrants from around the world. The scale of immigration into the UK increased in the period after the second world war as did discussions about how this immigration would change the 'character' of British society. Underpinning these concerns is the assumption that Britain is a homogenous nation of white people. This special subject strand will explore issues around 'race' in Post-war Britain. In particular it will focus on how ideas of the white 'character' of Britain manifested itself in attitudes and behaviours of discrimination based on ideas of racial hierarchies. It will examine a wide range of ways in which people experienced racism and the myriad ways in which people have fought against racism. Strand 3: Maria Cannon - Marriage, Birth and Death: The Family and Life Cycle in Britain c.1450-1700 Family units were the building blocks of early modern society and studying them opens up debates on many aspects of everyday life. Investigation into the varied experiences of families raises questions about power, emotions, and the nature of human relationships in the past. Why and when would you choose to get married? How should children be brought up? Who managed the income of the household? What was a 'good death'? In this special subject we will explore family life in early modern England, Wales, and Scotland during a period of transition where families both adapted to and shaped major processes of change in religion, consumption, and the economy. We will take a life cycle approach and focus on major events and phases in the lives of individuals and families. Topics include courtship and marriage, birth and baptism, childhood, the spaces and objects of the household, old age and death, 'staying single', and stepfamilies. Historians have approached the study of the family from a variety of perspectives and continue to debate their findings. We will see that the social and cultural history of everyday life is complicated – it does not fit into a simple narrative of 'progress' to a 'modern' society, and many of our 'modern' concerns about family life have roots in the past. Strand 4: Mathias Seiter - The Making of the German Nation What – and who – is Germany? Changing ideas about what constitutes a German nation and who is part of a national community are important to understanding the course of modern German history. During the last two centuries, the geographical boundaries of Germany shifted dramatically. After the dissolution of the first German Empire in 1806, a second was established in the wake of the war against France in 1870/71. The republic which emerged from the empire's defeat in the First World War lasted only fifteen year before the Nazi regime plunged Germany and Europe again into war. As a result, the map of Central Europe was redrawn once more. Historians have pointed out that the many changing faces of Germany were matched by a fluidity of its national identities. This unit will examine the emergence of the idea of nation during the early nineteenth century through to the rise of racial Nazism and the difficult task of constructing national identities in divided and morally bankrupt post-war Germany.	Group Presentation: 30% - 10 Minute Presentation + 10 Minute Discussion & Essay: 70% - 3000 Words