LEVEL 2

BA (Hons) Contemporary Military and International History
BA (Hons) International Relations & Politics
BA (Hons) Politics
BA (Hons) Contemporary History & Politics
BSc (Hons) Criminology & Politics
BSc (Hons) Politics with Criminology

Academic Year
2009 – 2010
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General Notes on the Booklet

FOR ALL STUDENTS

All undergraduate students currently in Level 1 and Level 2 must now choose their module options for next year. This booklet gives you a brief description of the modules, given in level, semester and then alphabetical order.

Please be sure to hand in your completed option form to the ESPaCH School office by the time stipulated. This year, some modules will be ‘capped’ at a maximum number of students, so unless otherwise stipulated, these will operate on a ‘first come, first served’ basis. There are also strict deadlines to which the School must adhere, so please decide quickly.

All forms must be returned by 2.00 pm, on Friday 27 March 2009. You may submit your form within School Office opening hours.

Modules in this booklet are provisional, and may be subject to change. Students will be notified if this happens and will be given their next module choice.

University-Wide Language Programme
The University runs a scheme which allows all students in Level 2 and Level 3 to take a foreign language module in place of one of their usual options (excluding core modules). These are taught in the School of Languages (with no extra fee involved for students). A language module will carry the full twenty credits and the mark obtained will contribute (as is the case with all other modules) towards your Level mark and, finally, your degree classification.

Some languages are taught from complete beginner’s level; others will develop students from GCSE or ‘A’ level standard. All will involve approximately two hours of teaching per week. Days and times will be confirmed in the summer.

NOTE: Because of the nature of language learning, each language module is run as a ‘long, thin’ module across both semesters of the academic year. Assessments will fall in both semesters. To accommodate this module, you must drop one of your usual ESPaCH modules in one semester. Please note that this means that in one semester you will be effectively taking 2.5 modules, and in the other, 3.5 modules.

The languages taught are listed towards the start of this booklet. If you wish to take a language the process is simple: you should number your ESPaCH modules, according to your preference, on your module option form in the usual way. Then, enter the name of the language module you wish to take (including the stage) in the appropriate box on your form. You must also specify in which semester you wish to drop an ESPaCH module in order to take the language. Provided there are no timetabling clashes, you will take the language module in place of your least preferred option module in that semester (this may not include core modules).

We will contact you in August to say which modules you will be taking next year.
SCHOOL OF LANGUAGES  
University-wide Language Programme

- Why learn a language?

**Businesses operate on a global scale**
Graduates from abroad – with whom you are in competition for jobs – already speak two languages, and sometimes more! People are increasingly *multilingual* these days – don’t get left behind!

**To increase your job opportunities at home and abroad**
Many employers are more likely to want you if you can speak another language besides English. Even if you don’t need a foreign language at work, the fact you have studied one means you will have acquired a range of useful skills, such as communication, negotiation, self-discipline, teamwork – all vital in the world of work.

**To broaden your horizons**
Learning a language also gives you a flavour of the culture of the countries where it is spoken. This will help you to understand how other people operate. Even if you only have a smattering of the language, your efforts to speak it will be much appreciated – it is a step in the other person’s direction.

- Did you learn a language at school?

If so, don’t let the language skills you acquired go rusty. Pick the language up again on the University-wide Language Programme – or learn another one from scratch.

- You didn’t like languages at school?

How about giving it another try with all the interesting new multimedia materials available?

- So you might be interested?

Here are the languages you can choose from (*subject to availability*):

- French
- Spanish
- Italian
- German
- Japanese
- Mandarin Chinese
- English for non-native speakers

All language modules are long and thin, i.e., spread over two semesters, and are worth 20 credits. They are assessed by coursework only. They consist (per week) of two hours of taught classes, plus one hour of non-timetabled self-access in the multimedia Language Resource Centre.

With the exception of English (which starts at Stage 4), all languages are offered at the following Stages (*subject to sufficient student numbers*):
• Stage 1
  *Pre-requisite:* beginners or less than D at GCSE, or equivalent
  *Content:* social/survival skills (e.g., talking about yourself, ordering food and drink, buying tickets etc.)
  *Skills:* reading/listening/speaking/writing all equally weighted

• Stage 2
  *Pre-requisite:* B, C, or D at GCSE, or equivalent
  *Content:* social/survival skills (e.g., talking about yourself, finding out about others, writing a letter etc.), starting with some revision of work covered at GCSE
  *Skills:* reading/listening/speaking/writing all equally weighted

• Stage 3
  *Pre-requisite:* A or A* at GCSE, Grade C or below at AS Level, or equivalent
  *Content:* topics such as work, travel, writing letters; some work related to your main programme of study (in self-access), starting with some revision of work covered at GCSE/AS Level
  *Skills:* reading/listening/speaking/writing all equally weighted

• Stage 4
  *Pre-requisite:* Grade A or B at AS Level, grade C or below at A level or A2, or equivalent
  *Content:* topics such as society, work, current affairs; some work related to your main programme of study (in self-access); writing letters and short reports. Starting with some revision of work covered at AS/A2
  *Skills:* reading/listening/speaking/writing all equally weighted

• Stage 5
  *Pre-requisite:* Grade A or B at A level or A2, or equivalent
  *Content:* topics such as work, current affairs, society; work related to your main programme of study (in self access); writing letters and short reports. Starting with some revision of work covered at A2
  *Skills:* reading/listening/speaking/writing all weighted equally.
## Teaching Dates – Academic Year 2009/2010

### Academic Year 2009-10

<table>
<thead>
<tr>
<th>Period</th>
<th>Dates</th>
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<tbody>
<tr>
<td><strong>Induction Period</strong></td>
<td>21 September - 27 September 2009</td>
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<tr>
<td><strong>Semester 1</strong></td>
<td><strong>28 September 2009 - 24 January 2010</strong></td>
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<td></td>
<td>28 Sept - 18 Dec (12 weeks)</td>
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<td>11 Jan - 24 Jan (2 weeks)</td>
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<td>Total of 14 weeks</td>
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<td><strong>Christmas Vacation</strong></td>
<td>19 Dec 2009 - 10 Jan 2010 (3 weeks)</td>
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<tr>
<td><strong>INTER-SEMESTER BREAK</strong></td>
<td>25 JAN - 31 JAN 2010 (1 WEEK)</td>
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<td><strong>Semester 2</strong></td>
<td><strong>1 February - 30 May 2010</strong></td>
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<td>1 Feb - 26 Mar (8 weeks)</td>
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<td>19 Apr - 30 May (6 weeks)</td>
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<td>Total of 14 weeks</td>
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<td><strong>Easter Vacation</strong></td>
<td>27 Mar - 18 Apr (3 weeks)</td>
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<tr>
<td><strong>INTER-SEMESTER BREAK</strong></td>
<td>31 MAY - 6 JUN 2010 (1 WEEK)</td>
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<td><strong>Semester 3</strong></td>
<td><strong>7 June - 12 September 2010</strong></td>
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<td>7 June - 12 Sep (14 weeks)</td>
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<td>Total of 14 weeks</td>
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<tr>
<td><strong>INTER-SEMESTER BREAK</strong></td>
<td>13 SEPT - 19 SEPT 2010 (1 WEEK)</td>
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**Personal Development Planning (PDP) in PCH.**

From the beginning of academic year 2007-8, all students in the School of English, Sociology, Politics and Contemporary History will be required to pursue Personal Development Planning (PDP) as part of their course. PDP is part of the University of Salford’s response to the Dearing Report on Higher Education which recommended that all university degree courses be made as vocationally relevant as possible. Your PDP work will focus on such issues as your IT skills, communication skills, time management and your ability to put together an effective CV. The form that your PDP work will take will vary from Subject Group to Subject Group. If you are pursuing a degree course taught by two Subject Groups (for example Journalism and War Studies) you will be asked to follow the PDP programme of just one of the Subject Groups, not both.

Further information about how PDP will work in PCH, including a PDP handbook, will be given to you at induction at the beginning of the academic year in September. But in general it will work in the following way. In Level 1 (first year), all PDP work will be embedded in the voluntary Applied Study Skills sessions that will be led by Professor Jim Newell in Semester 1 and in the curriculum of *Issues in Contemporary History* (semester 1) and in *Issues in Politics* (semester 2). At Levels 2 and 3 (second and third year), your PDP work will be led by your Personal Tutor. If you are unsure who your personal tutor is, please ask in the School Office (third floor, Crescent House). Your Personal Tutor will arrange regular times with you for you to do this work.
Politics & Contemporary History Information

Information regarding the modules on offer is contained in the following pages. If you require any further details, please contact the module tutor specified.

Please consider your options carefully as once you have submitted your form you will be unable to change them.

As you are not necessarily guaranteed your preferred modules, please indicate your preferences for each semester in rank order (number them 1, 2, 3, etc.). Modules which under-recruit will not run, and some modules will operate with restricted numbers. If you are not able to take your preferred modules due to ‘caps’, you will default to the next module on your list.

BA (Hons) Contemporary History & Politics

- Module information for students going into Level 2:
  Next year you must take three modules in each of the two semesters. In Semester 2, you must take the compulsory module Researching in Politics and International Relations. You are required to choose at least two designated History and two designated Politics modules over the course of the year.

- Module information for students going into Level 3:
  Next year you must choose four modules: one module in Semester 1 and three in Semester 2. You will also complete a dissertation during Semester 1 which counts as two modules of 20 credits each. A meeting for this is held separately. You are also required to choose at least two designated History and two designated Politics modules over the course of the year.

BA (Hons) East and West European Political Studies

Module information for student going into Level 3
In Semester 1 you take the dissertation (double-weighted) and one option module. In Semester 2 you choose three option modules.

BA (Hons) Politics

Single honours Politics students may choose only those option modules designated ‘P’ or ‘P/H’, NOT those designated ‘H’.

- Module information for students going into Level 2:
  In Semester 1 you choose three optional modules. In Semester 2, you must take the compulsory modules Researching in Politics and International Relations and Theories of Power and Domination and choose one other module.

- Module information for students going into Level 3:
  In Semester 1, you must take the dissertation (double weighted – 40 credits) and one other optional module. In Semester 2, you must take three optional modules.

BA (Hons) Contemporary Military & International History

- Module information for students going into Level 2:
  In Semester 1 all students take three optional modules. In Semester 2, you must take the compulsory modules Researching in History and Theories of War, and one other option module.

- Module information for students going into Level 3:
  In Semester 1, you must take the dissertation (double weighted – 40 credits) and one other option module. In Semester 2 all students take three option modules.
BA (Hons) International Relations and Politics

- Module information for students going into Level 2:
  In Semester 1, you must take the compulsory module Theories and Issues in International Relations II and choose two other modules. In Semester 2, you must take the compulsory module Researching in Politics and International Relations and choose two other optional modules.

- Module information for students going into Level 3:
  In Semester 1 you must take the dissertation (double weighted – 40 credits) and one other option module. In Semester 2 all students take three option modules.

BSc (Hons) Criminology & Politics
All students take three modules per semester and over the academic year must take equal numbers of Criminology and Politics modules. Level 2 students must take the following compulsory modules: Theoretical Criminology (Semester 1) and Researching in Politics and International Relations (Semester 2). Level 3 students take three modules per semester including three Criminology and three Politics modules over the course of the year.

BSc (Hons) Politics with Criminology
All students take three modules per semester: two Politics modules and one Criminology module per semester. Level 2 students must take the following compulsory modules: Theoretical Criminology (Semester 1) and Researching in Politics and International Relations (Semester Two). Level 3 students take a Politics dissertation (40 credits) in Semester 1.
THE ANGLO-AMERICAN SPECIAL RELATIONSHIP (P/H)  (CRN 27547)
Dr Jonathan Colman
Level 2, Semester 2

The module aims to provide students with:

- Knowledge and understanding of the development and functioning of the Anglo-American diplomatic, defence and economic relationship, to include areas of tension and discord as well as cordiality and cooperation.
- A familiarity with the key debates among historians and political scientists concerning the nature of the relationship and the effects of some of the most important episodes therein.
- An appreciation of the range of political, personal and institutional influences that have shaped the relationship.
- The opportunity to develop transferable skills such as the interpretation of primary documents and the ability to defend a point of view in seminars.

Upon successful completion of the module will be able to:

- Show knowledge and understanding of the development of the Anglo-American relationship from 1776 to the present, especially in the post-1945 period.
- Evaluate the accuracy of the expression ‘special relationship’ as a description of the bonds between London and Washington during the years in question and the present-day.
- Discuss how far the ties between the two countries derive from the influence of key personalities, and/or from institutional factors such as diplomatic and military cooperation.
- Demonstrate knowledge and understanding of the extent of Anglo-American collaboration in intelligence and nuclear matters.
- Explain the effects upon the relationship of major episodes such as the Suez Crisis, the Vietnam War and the Falklands War.

Indicative texts:

Assessment: a 2,500 word essay (40%); a two-hour exam (60%)

AIR POWER & MODERN WARFARE (H)  (CRN 26117)
Tutor: Dr Douglas Ford
Level 2, Semester 1

This Level 2 module will cover the evolution of air power since its conception in the early twentieth century. The course will commence by examining the implications which air power has born for warfare and military practice, and will then trace its development during the First World War and the interwar years, focusing on strategic bombing, tactical air support, and naval air warfare. It will then explore the extent to which air power shaped the conduct and outcome of the Second World War, which was the first conflict in which air power was used on a massive scale. The course will then move on to explore the role of air power during the Cold War, with particular attention being paid to
the arms race between the US and USSR, and their respective strategies for using air power to deliver their nuclear arsenals. It will also examine the role which air power has played in so-called ‘low-intensity’ conflicts such as Vietnam, the Arab-Israeli Wars, and the recent Gulf Wars, examining both the limits and uses. The module will conclude by exploring some of the implications of the most recent Revolution in Military Affairs, brought about by the development of ‘information-based’ weapons, and the implications which it holds for air power. The question of whether space-based weapons systems can be used on a large scale in future wars will also be examined.

Indicative reading:

Assessment: a 2,500 word essay (35%); a 250-500 word reflective statement (5%); a two-hour exam (60%)

**ARAB-ISRAELI CONFLICT (P/H) (CRN 28447)**
Tutor: Dr Lars Berger
Level 2, Semester 2
This module offers an introduction into the Arab Israeli conflict since the beginning of the 20th century by examining the main events and actors that have helped shape its course. Participants will gain familiarity with the key debates and narratives concerning the nature of Israel’s relationship with its Arab neighbours; the policies adopted by the main participants of the conflict; as well as the prospects and limits of regional and international attempts to reach peace. During the course of the module we discuss the historical context and ideological currents of Zionism and Arab nationalism, the impact of European Colonialism on the emerging Arab state system, the era of Intra-State wars 1948-1973, and the following quests for peace. We also critically assess the political and policy-making processes in Israel, the evaluation of Palestinian organizations from the PLO to Hamas, the policies of the United States, Russia and the EU as well those of regional actors such as Egypt, Jordan, Saudi Arabia, Syria and Iran. The module also features a computer-based simulation where students can decide on issues of war and peace from the perspectives of the Israeli Prime Minister and Palestinian President.

Introductory reading
Fawcett, L. (ed.), *International Relations of the Middle East*, Oxford 2005

Assessment: a 2,500 word essay (30%); a 250-500 word reflective statement (5%); a two-hour exam (65%)

**ARMOURED WARFARE (H) (CRN 26153)**
Dr Alaric Searle
Level 2, Semester 1
The course will aim to introduce students to the technical characteristics of tanks and other armoured fighting vehicles (AFVs), their development and the uses to which they have been put in ‘big wars’. In particular, an examination will be undertaken of the significance of armoured forces during both world wars, in the Vietnam War, in the Cold War, the Iran-Iraq War, and the Gulf Wars of 1990-91 and 2003. At the same time, it is equally important that the military ideas which have driven the development of armoured warfare be understood. In the interwar period, tanks represented a major challenge to existing ideas, military structures and tactical concepts. The effect which the introduction of the tank into military organizations had in the course of twentieth century cannot be underestimated. Moreover, tanks have taken on a remarkable political symbolism when they are employed on the streets of cities, suggesting that there is much more to tanks than their use on the battlefield where they attempt to destroy other tanks.

Introductory Reading
Assessment: a 2,500 word essay (30%); a 250-500 word reflective statement (5%); a two-hour exam (65%)

**CONTEMPORARY SECURITY STUDIES (P/H) (CRN 24141)**

Sarah Leonard  
Level 2, Semester 1

This module examines the concepts and themes pertinent to the study of international security in the contemporary world. It introduces the ‘traditional’ and ‘new’ approaches to defining and conceptualising security. Then, it analyses several of the most pressing issues on the contemporary international security agenda such as the proliferation of weapons of mass destruction, terrorism, resource wars and energy security, the privatisation of warfare, peacekeeping, pandemics and health security, and environmental degradation.

**Core reading**


Assessment: a 2,500 word essay (30%); a 250-500 word reflective statement (5%); a two-hour exam (65%)

**INTELLIGENCE, SECURITY AND POLITICS IN BRITAIN, 1909-1994 (P/H) (CRN 27416)**

Dr Christopher Murphy  
Level 2, Semester 1

This module examines the British intelligence community from the birth of the Security Service (MI5) and the Secret Intelligence Service (SIS or MI6) in 1909 through to the 1994 Intelligence Services Act, exploring its activities primarily within the context of British domestic policy, while considering the links between the worlds of intelligence and politics. The module considers the reaction of the intelligence community to the Russian revolution, and its subsequent battle against the Soviet Union and Communism from the inter-war years through to the end of the Cold War. The module also considers the involvement of the intelligence community in significant episodes of post-1945 British history, including the End of Empire and the Troubles. The module concludes by exploring the challenges that face the intelligence community in the post-Cold War world.

**NB:** This module does not focus on the activities of the British intelligence community during the First or Second World Wars.

**Recommended Reading**


Assessment: Two essays, 2,500 words each, constituting, respectively, 40% and 60% of the module mark.

**INTERNATIONAL POLITICS AND THE MEDIA (P/H) (CRN )**

Dr Cristina Archetti  
Level 2, Semester 1

The development of communication technologies is changing politics at both the domestic and the international level. The ability of individuals to communicate instantaneously across borders through the internet or mobile phones is having a variety of consequences: they range from making national boundaries less relevant, to allowing the organization of global social movements. The 24/7 live broadcasting of events from the most remote corners of the world, according to some, has the potential to affect the way foreign policy is conducted, even changing how wars are fought and international crises managed. This module explores the claims and evidence about the impact
of global media on international politics, particularly on the dynamics of international affairs, power relations among governments, foreign policy-making, conflict, security, diplomacy, development, and civil society. What difference do global media make? Are states becoming irrelevant in a “borderless world”? Are the media driving foreign policy decisions? Are conflicts being fought on TV screens and the internet as much as on the battlefield? Are the media a new arena for international relations?

Some useful texts:

Assessment: a 2,500 words essay (50%); a two-hour exam (50%)

POLICE AND POLICING (CRN 25623) (CRIMPOL/POLCRIM students only)
Dr Megan O’Neil
Level 2, Semester 2
This module explores the historical and contemporary significance of policing within national and international contexts. Students will explore issues such as:
- The history and birth of the modern police service
- The influence of police occupational culture on police work
- Current issues in policing such as Neighbourhood Policing and Police Reform
- Racism, homophobia and sexism in the police
- Private policing, surveillance and their relationships with the public police.
This module takes a theoretical perspective on policing studies, and students will be encouraged and expected to discuss policing critically, comparing and contrasting the available research on the police.

Indicative Texts

Assessment
Essay (2,500 words) (45%), Exam (45%), Seminar portfolio (10%). (NOTE: these assessments are provisional and subject to change).

POLITICAL COMMUNICATION: MEDIA AND DEMOCRACY (P) (CRN 28609)
Tutor: Dr Stephen Ward
Level 2, Semester 1
This module explores the relationship between the media and politics in liberal democracies (especially, but not exclusively, in the UK and the US). It focuses on four main areas: Firstly, the changing nature of the political media and the way that politics is reported. Hence, we examine: the structure and regulation of the press; the problems of public service broadcasters such as the BBC; the rise of so called “celebrity-politics” or “infotainment” and whether this has led to a “dumbing-down” of political debate. Secondly, the influence of the media on politics – to what extent does the media set the political agenda on major political issues and influence voter behaviour? Thirdly, we assess the media strategies of political actors including governments, parties and pressure groups. Here we look at topics such as the rise of spin and political marketing and the apparent “Americanisation” of electioneering. Finally, we
analyse the rise of internet and new media technologies and examine whether the internet is democratising the media and opening up politics or simply allowing people to avoid politics altogether.

Key Texts

Assessment: a 2,500 word essay (35%); a 250-500 word reflective statement (5%); a two-hour exam (60%)

POLITICAL ECONOMY (P) (CRN 28456)
Tutor: Dr Phoebe Moore

Level 2, Semester 1
Political Economy has referred to many things over the years. Through much of the 18th and 19th centuries it was the general term used to refer to the study of the production and distribution of wealth; what most would now refer to as ‘economics’. Key figures in this tradition included John Locke, Adam Smith, and David Ricardo (Karl Marx is often included in this context but, as anyone who bothers to read the titles of his books knows, Marx viewed his work as a critique of political economy). Through much of the 20th century, ‘political economy’ referred to the study of the interactions between politics and economics (in academic circles during the cold war, it was frequently used as a code word for Marxism). Today, and in addition to the foregoing, it is often used to refer to the application of the methods of economics toward the study political phenomena; the main example being rational choice theory. In this module, we will mostly be examining two interrelated sets of questions. Firstly, we will be examining how politics and economics came to be considered separate spheres of society. This includes examining the history of ideas as well as the struggles, laws, and institutions that were fundamental in separating the ‘market’ from ‘politics’. Toward this end, we will spend a fair amount of time reading key books from Louis Dumont and Karl Polanyi. Secondly, we will be examining the contemporary dynamics and vicissitudes of capitalism. This will include a review of key Marxist concepts and theories as well as related insights by such key thinkers as Joseph Schumpeter, Antonio Gramsci, and Immanuel Wallerstein. On completion of the module you should be able to: explain how ‘economics’ and ‘politics’ came to be understood as separate spheres; identify the main criticisms against classical political economy; identify key dynamics behind crises in contemporary capitalism; and understand the capitalist dimensions of globalization.

Indicative reading list
Harvey, David. Limits to Capital (Verso 2007). [for week 5, chapters 1-7; for week 6, chapters 8-13]

Assessment: a 3,000 word essay (40%); a two-hour exam (60%)
POLITICAL SOCIOLOGY: PEOPLES, REGIMES, STATES, GOVERNMENTS AND SOCIETIES (P) (CRN 26150)
Dr Carlos Frade and Dr Peter Bratsis
Level 2, Semester 1
This module examines a number of sociological and political thinkers and problems fundamental for understanding contemporary forms of rule. The module moves from political philosophy and political sociology to social theory and its precursors, from Machiavelli to Weber, from the liberals to Tocqueville, from Marx to contemporary thinkers such as Clastres, Žižek, Badiou and Bourdieu.

In so doing the module will analyse major concepts and theories about the nature of the political in modern society and of the political regime in its main modern manifestations (modern democracy and bureaucracy, modern forms of despotism, etc.); the character of the modern state and of modern democracy, and the liberal regime and its main consequences. All throughout the issues of authority, domination and obedience, liberty and subjection, hegemony, conformity and resistance will be a regular focus of attention.

Assessment: a review essay (2,000 words) 40%, and a coursework essay (3,000 words) 60%

POWER AND SOCIETY IN BRITAIN I: 1880-1939 (P/H) (CRN 14416)
John Garrard
Level 2, Semester 1
The period that begins around 1880 is in many respects the start of British contemporary history, ie the point at which our own world recognisably begins to take shape. We see the emergence of many of the themes that are central to the world in which we live – for example, feminism; the replacement of a ruling class based upon birth and station with one based primarily upon expertise; the emergence of the media, particularly the tabloid press and later radio and television, deliberately aimed at a mass market; the emergence of liberal democracy; and the start of a party system apparently resting upon class. In other respects, we are looking at the starting point of a world that has only recently faded – for example one in which class conflict was central to social and political life.

To explore these themes, this module combines the concerns of the political scientist with those of the social and political historian. The central concerns are with power and who had it, and with how people articulated themselves in political terms. The module will explore the following themes in succession: political elites and the aristocracy; the middle classes; the working classes; pressure groups; parties, and the press/radio, and will make use of film as well as documentary evidence.

Introductory reading
Martin Pugh, The Making of Modern British Politics 1867-1939
Martin Pugh, State and Society in Britain 1870-1980
Harold Perkin, The Rise of Professional Society
David Cannadine, The Decline and Fall of the British Aristocracy

Assessment: a 2,500 word essay (30%); a 250-500 word reflective statement (5%); a two-hour exam (65%)

RESEARCHING IN HISTORY (CRN 25211)
COMPULSORY for students taking the degree in Contemporary Military & International History
Dr Jim Beach
Level 2, Semester 2
The primary purpose of this module is to prepare you to write a successful 12,000 word undergraduate history dissertation at Level 3. It will also give you a wider insight into the historical research methods appropriate to military and/or international history. The module will enable you to: identify an appropriate historical subject; articulate manageable historical questions related to that subject; utilise appropriate historical finding aids; evaluate academic secondary sources; identify appropriate primary sources (printed and/or archival); obtain an appropriate supervisor and understand their role; identify key milestones; articulate an appropriate historical structure; utilise appropriate historical referencing conventions. The course will be delivered through a series of lectures and individual weekly tasks. It will be assessed by essays in Weeks 4 and 8. Documents to support the course and details of the weekly tasks will be placed on BlackBoard.

Introductory reading
**Assessment:** two pieces of coursework, weighted 25% and 75%

**RESEARCHING IN POLITICS AND INTERNATIONAL RELATIONS (CRN 26346)**

**COMPULSORY** for students taking: Politics with Journalism; Contemporary History & Politics; Politics; International Relations and Politics; Politics with Criminology

**Tutor:** Professor James Newell

**Level 2, Semester 2**

The module prepares students for writing an undergraduate dissertation by identifying various strategies and training requirements the students will need to complete the dissertation successfully and on time. It also aims to make students aware of the different methodological approaches to the study of politics and international relations; to develop students’ ability competently to formulate a research question; to develop their hypotheses and the structure of their dissertation topics and to understand what is expected of a literature review. Students will also gain training on the types of sources their research requires, as well as standard presentation skills with regard to referencing and compiling a bibliography. Students will aim to consider whether they may need to use specific types of data and whether or not they may need to conduct interviews as part of their research project.

**Indicative texts:**


**Assessment:** two pieces of coursework, weighted 25% and 75%

**SURVEILLANCE, PRISONS AND SOCIAL CONTROL  (17985)** *(CRIMPOL/POLCRIM students only)*

**Dr Muzammil Quraishi**

**Level 2, Semester 2**

The module seeks to examine surveillance and social control as features of the constitution of modern societies. It aims:

1. To enable a sound sociological understanding of surveillance systems and their constituent social processes, and their contribution to the nature and effect of social control
2. To understand the historical growth of prisons and their role in modern systems of surveillance and social control
3. To enable an in-depth knowledge of the role of surveillance in the constitution of modern societies and the condition of postmodernity.

**Indicative readings**

- Foucault *Discipline and Punish* 1975 Allen Lane
- Lyon *Surveillance Society* 2001 Open University Press
- Bergalli and Sumner *Social Control and Political Order* 1997 Sage

**Assessment:** Two 2,500-word essays (50% each)

**TECHNOLOGY, WARFARE AND STRATEGY (P/H)  (CRN 24592)**

**Dr Eric Grove**

**Level 2, Semester 2**

This module explores the impact of rapidly developing technologies on the preparation for and conduct of war from the mid-19th century to the present. It examines the relationship between evolving military technology, including naval weaponry, airpower and nuclear weapons, and the strategies and doctrines developed by military and political leaders. It also analyses the impact of wider ‘non military’ technologies, especially those of transport and communications, on warfare and strategy.
THEORETICAL CRIMINOLOGY (CRN 17979) COMPULSORY for CRIMPOL//POLCRIM students
Dr Alex Dennis
Level 2, Semester 1
Theoretical Criminology provides a critical analysis of the key theories within criminology. It will also provide a history of ideas about crime and justice. Through this critique and history, students will go deep below the surface of popular ideas of what crime is, why people commit it, and what penalty they should receive in return. Examples of the subjects we will cover include the Chicago School's sociological explanation of juvenile delinquency as a product of subcultural activity, the history of psychiatric concepts of deviant behaviour, the theory that social control amplifies deviance, explanations of male violence and female victimhood, New Left ideas of deviance as revolt against authority, and how each of these are relevant to contemporary policy and practice.

Textbooks:

Assessment: Essay (50%), Examination (50%)

THE RISE AND FALL OF THE SOCIALIST INTERNATIONALS (P/H) (CRN  )
Professor John Callaghan
Level 2, Semester 2
This module examines the rise and fall of the main socialist traditions from their origins in nineteenth-century Britain and France to their global spread in the twentieth century. It seeks to explain their most important national examples and ideological variations by examining key aspects of the course of socialism in Germany, Britain, Sweden, Russia, and China. Why did socialism spread across Europe and into the colonial world? Why did social democracy and Communism become rivals? Why was Stalin’s Soviet Union thought to be a success? How did the Five-Year Plans work and why did it ultimately fail? What did the communist and socialist traditions mean in different countries? Why were they both unsuccessful in the USA? What role did industrialism, imperialism, fascism and war play in their development and apparent defeat? What lasting difference have they made? Have we witnessed the end of an epoch begun by the industrial revolution and the French Revolution of 1789?

READING
D. Sassoon, One Hundred Years of Socialism: The West European Left in the Twentieth Century (London: I. B. Tauris, 1996)

Assessment: Essay (40%), Examination (60%)
THEORIES AND ISSUES IN INTERNATIONAL RELATIONS II (P)  (CRN 26254)  
(Core module for students studying International Relations and Politics and offered to IRAP students ONLY)  
Dr Christine Agius  
Level 2, Semester 1  
This module is a continuation of Theories and Issues in International Relations 1 (Level 1). Going beyond the dominant theories in the field of International Relations, this module covers 'post-positivist' approaches, such as critical theory, postmodernism, feminism, and normative analysis. The module examines globalisation, new wars and the war on terrorism, and other contemporary topics.  
Assessment: a 2,500 word essay (30%); a 250-500 word reflective statement (5%); a two-hour exam (65%)  

THEORIES OF POWER AND DOMINATION (P)  (CRN 28457) COMPULSORY FOR POLITICS students  
Dr Peter Bratsis  
Level 2, Semester 2  
There is a vast multitude of topics and questions that students of politics and related disciplines may examine. If there is any single concept that is key to addressing all of these potential questions and topics, it is the concept of power. In this module, we examine contemporary theories of power, beginning with the foundational positions of those like Max Weber and Karl Marx and extending to the more recent contributions of those such as Antonio Gramsci, Michel Foucault and Louis Althusser. Substantive questions that will be examined include: the social foundations of political power, political power and the formation of the individual, and political power and the role of organization and bureaucracy.  
Indicative Texts:  
Assessment: a 3,000 word essay (40%); a two-hour exam (60%)  

THEORIES OF WAR (H)  (CRN 25189)  
Dr Jim Beach and Dr Alaric Searle  
Level 2, Semester 2 COMPULSORY for CMIH students and offered to CMIH & JAWS students ONLY  
Throughout the history of conflict, soldiers have developed theories in an attempt to understand the nature of wars and how to fight them. Today, many of these theories inform the decisions of military and political leaders. This module examines the ideas of several of the most influential theorists of war, including Sun Zi, Carl von Clausewitz, Antoine Henri Jomini, Alfred Thayer Mahan, and Sir Basil Liddell Hart. It also encourages students to use these theories as tools to enhance their study of historical and contemporary conflicts.  
Introductory reading  
Assessment: a 2,500 word essay (30%); a 250-500 word reflective statement (5%); a two-hour exam (65%)  

TWENTIETH CENTURY EUROPEAN FASCISM (P/H)  (CRN 27549)  
Dr Gaynor Johnson  
Level 2, Semester 2  
This module provides an overview and a detailed analysis of the fascist and right wing movements that developed and held office in Europe in the twentieth century. There will be heavy focus on the period between the world wars as the regimes of Mussolini, Hitler, Salazar and Franco are examined. But the module also examines other less ‘successful’ right wing parties such as Mosley's British Union of Fascists. In the post 1945 period, the module
examines the relationship between the popularity of fascism and Cold War politics and the links that the ideology has with racism, economic factors and religious extremism. The module also includes a substantial analysis of the origins and make up of fascism as an ideology.

**Key texts:**
M. Knox, *Common destiny: dictatorship, foreign policy, and war in Fascist Italy and Nazi Germany* (Cambridge: Cambridge University Press, 2000).

**Assessment:** a 2,500 word essay (35%); a 250-500 word reflective statement (5%); a two-hour exam (60%)

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**VOTERS AND VOTING (P) (CRN 25191)**
Tutor: Dr Jocelyn Evans
Level 2, Semester 1
This module gives a broad overview of psephology (the study of voting behaviour). It starts by considering the original voting models developed in the United States in the 1950s and 1960s, which looked at people's social profile and used party identification as the explanation for their vote. It will then move on to look at spatial models of voting which use economics and voters' material self-interest as the point of departure for which party they choose. It will also look at the rise of issue voting and its challenge to the traditional class-based explanations. Lastly, it will consider accompanying elements to the voting equation – abstention, extremist and protest voting, the psychology of political attitudes, and the dynamics of voter defection (ie why people change from one party to another across elections). By the end of the module, you will have a good overall knowledge of the different explanations of voting; of how they apply to different Western democracies; and of how political scientists and opinion pollsters predict election outcomes.

**Core Reading**

**Assessment:** a 2,500 word essay (30%); a 250-500 word reflective statement (5%); a two-hour exam (65%)

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**YOUTH AND CRIME** (CRN 23147) (CRIMPOL/POLCRIM students only)
Dr Neal Hazel
Level 2, Semester 1
The relationship between youth and crime has been presented by politicians and the media as a major social problem. New Labour has brought in a plethora of policies to try and tackle this perceived problem. This module explores the concepts of 'youth' and 'crime' and the links between them in society, theory and policy. The module considers two key questions: What are the causes of youth crime? What are the mechanisms by which youth crime has become seen as a major social problem.

**Indicative Reading**

**Assessment:** One essay of 2,000 words; one two-hour examination. The essay is weighted at one-third of the marks and the examination at two-thirds.

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**WOMEN, VIOLENCE AND VICTIMISATION** (CRN 27507) (CRIMPOL/POLCRIM students only)
Dr Jane Kilby
Level 2, Semester 1
The aim of this module is to explore the relationship between gender, violence and victimisation and as such it will introduce students to the most significant and provocative theoretical debates concerning masculinity, femininity, violence and victim experience. Specifically students will interrogate the reality of male violence and female victimisation via discussion of domestic violence, rape and femicide. They will also explore the women’s own acts of violence, including discussion of battered women who kill, infanticide and female serial killers.
Indicative Reading:

Assessment: Two 2,000-word essays each worth 50%