University of Salford

School of English, Sociology, Politics & Contemporary History

MODULE OPTION BOOKLET

LEVEL 3

BA (Hons) Contemporary Military and International History
BA (Hons) East & West European Political Studies
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
Contents Page

GENERAL NOTES ON THE BOOKLET .................................................................3

UNIVERSITY-WIDE LANGUAGE PROGRAMME .............................................4

TEACHING DATES - ACADEMIC YEAR .............................................................6

PERSONAL DEVELOPMENT PLANNING (PDP) ............................................7

MODULE DESCRIPTORS ..................................................................................10
**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 2.00pm 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

<table>
<thead>
<tr>
<th>Period</th>
<th>Dates</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Induction Period</td>
<td>21 September - 27 September 2009</td>
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<tr>
<td><strong>Semester 1</strong></td>
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<td></td>
<td><strong>28 September 2009 - 24 January 2010</strong></td>
<td>(12 weeks)</td>
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<td>28 Sept - 18 Dec</td>
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<td>11 Jan - 24 Jan</td>
<td>(2 weeks)</td>
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<td><strong>Total of 14 weeks</strong></td>
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<tr>
<td>Christmas Vacation</td>
<td>19 Dec 2009 - 10 Jan 2010</td>
<td>(3 weeks)</td>
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<tr>
<td><strong>INTER-SEMESTER BREAK</strong></td>
<td>25 JAN - 31 JAN 2010</td>
<td>(1 WEEK)</td>
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<td><strong>Semester 2</strong></td>
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<td></td>
<td><strong>1 February - 30 May 2010</strong></td>
<td>(8 weeks)</td>
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<td>1 Feb - 26 Mar</td>
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<td>19 Apr - 30 May</td>
<td>(6 weeks)</td>
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<td><strong>Total of 14 weeks</strong></td>
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<tr>
<td>Easter Vacation</td>
<td>27 Mar - 18 Apr</td>
<td>(3 weeks)</td>
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<td><strong>INTER-SEMESTER BREAK</strong></td>
<td>31 MAY - 6 JUN 2010</td>
<td>(1 WEEK)</td>
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<td><strong>Semester 3</strong></td>
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<td><strong>7 June - 12 September 2010</strong></td>
<td>(14 weeks)</td>
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<td>7 June - 12 Sep</td>
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<td><strong>Total of 14 weeks</strong></td>
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<tr>
<td><strong>INTER-SEMESTER BREAK</strong></td>
<td>13 SEPT - 19 SEPT 2010</td>
<td>(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 take 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.
BRITAIN AND THE EUROPEAN RESISTANCE, 1939-1945 (H)  (CRN 27403)
Dr Christopher Murphy
Level 3, Semester 2
This module explores Britain’s role in encouraging and supporting resistance movements in Europe during the Second World War through the Special Operations Executive (SOE), the organisation established in July 1940 and instructed by Churchill to “set Europe ablaze”. The module makes use of surviving SOE documents, now available at the National Archives, and considers their value within the context of official release policy and censorship under Section 3(4) of the Public Records Act. The module also makes use of interviews with former SOE personnel collected by the Imperial War Museum, introducing students to oral history and the problems to be encountered in both its collection and use. Through a combination of these sources, in addition to the wider literature on SOE, students will consider SOE’s relationships with both indigenous resistance movements and governments in exile, along with the organisation’s relationship with the Foreign Office and the impact of its activities upon foreign policy. Students will examine a number of significant episodes in SOE’s history, both successes and failures, including the destruction of the Norsk Hydro heavy-water plant in Norway, the German penetration of SOE’s resistance network in Holland, and the plan to assassinate Hitler.

Recommended Reading
Peter Wilkinson and Joan Bright Astley, Gubbins and SOE (London, 1993).

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

CENTRAL AND EAST EUROPEAN POLITICS (P) (CRN 25203)
Dr Cristina Chiva
Level 3, Semester 1
The module is a comprehensive introduction to the post-communist politics of Central and Eastern Europe. It investigates the collapse of communist systems, the contribution of the European Union to post-communist processes of democratisation, the role of parties, presidents and parliaments, as well as constitutional and administrative reform in the new democracies. It also provides a detailed discussion of several case studies: the Czech Republic, Slovakia, Poland, Hungary and Romania.

Assessment: Essay (40%), Examination (60%)
CONTEMPORARY PRISONS AND IMPRISONMENT (CRN 27420) (CRIMPOL/POLCRIM students only)
Dr Elaine Crawley
Level 3, Semester 1
This Special Option gives you the opportunity to substantially develop your knowledge and understanding of prison life, prison policies and day-to-day prison practices. As we go through the course we will examine not only the character of prison populations in the UK and in other parts of the developed world (particularly USA and the Russian Federation) but also the extent to which prisons are both culturally complex and emotionally-charged institutions, whose practices, routines and purposes are highly vulnerable to shifts in the political and judicial landscape. Finally, we will explore the effects of imprisonment, both on prisoners and on the work and personal lives of uniformed prison staff.

Assessment:
Two essays, each 2,500 words, equally weighted

CORRUPTION IN CONTEMPORARY POLITICS (P) (CRN 17991)
Professor Jim Newell
Level 3, Semester 1
The aims of this module are:
1. To examine the competing definitions and characterisation of political corruption
2. To analyse the growth of corruption in contemporary politics, examining the causes of corruption, the dynamics of corruption and its impact (especially on advanced democracies in the west).
3. To assess attempts to prevent and control the spread of political corruption.
4. To examine a number of countries as case studies of the growth of political corruption.
Upon successful completion of the module students will have acquired a good knowledge of the different meanings of political corruption and the debate over how it is best defined. They will also have acquired an awareness of the spread of corruption in the last 10-15 years (and notably which countries have been most affected), the causes of that growth, how it manifests itself and what attempts there have been to control it and to what effect. They will, finally, have acquired an awareness of the impact of corruption on the functioning of specific democracies and the threat corruption poses to democracy in general.

Recommended reading
J. B. Thompson, Political Scandal. Power and Visibility in the Media Age (Polity, 2000).

Assessment: one 3,000 word essay (35%); one 250-500 word reflective statement (5%); a two-hour exam (60%)

DEMOCRATISATION IN BRITAIN AND ELSEWHERE SINCE 1800 (P/H) (CRN 16315)
John Garrard
Level 3, Semester 2
This module focuses upon one of the major issues and problems in the world today – the attempt to establish liberal democracy. While the central core is the evolutionary development of democracy in Britain, this experience is set against the far more difficult democratisations that have taken place elsewhere in the world since 1918. Britain is seen as typical of other countries located in the first phase of democratisation that took place across much of western Europe and North America between around 1800 and 1918. The module will examine both how British democracy developed and some of the reasons why it was relatively successful – particularly the pro-active and mainly functional role played by political elites and Britain’s vibrant network of civil society. The relative success of democratic development in Western Europe will be compared with the nineteenth-century democratic experience of countries in the rest of the sub-continent. The module will then move on to look successively at the instant
democratisations that have been attempted after Versailles in 1918, after 1945 in Germany and Japan, and after 1989 in Russia.

Introductory reading
John Garrard, *Democratisation in Britain* (London: Palgrave 2001)
Charles Seymour, *Electoral Reform in England and Wales*

Assessment: one 3,000 word essay (35%); one 250-500 word reflective statement (5%); a two-hour exam (60%)

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**DISSEPTION** (CRN 14525)
All PCH staff
**Level 3, Semester 1** COMPULSORY for students taking the degrees: IRAP; CMIH; EWEPS; CHAPS; POL; POLCRIM; PWJ; OPTIONAL for other degrees
Students who have the OPTION of the Politics and/or Contemporary History dissertation (i.e., those students for whom it is NOT compulsory) should bear in mind that in order to choose to present a dissertation in Semester 1, Level 3, they should have taken the appropriate Research Methods module in Level 2. Students for whom the dissertation is compulsory will already have taken a compulsory Research Methods module. Please note: both your supervisor and your topic MUST be confirmed before you submit your module option form or you will be unable to take the dissertation (students for whom a dissertation is compulsory will still have to write a dissertation but may have seriously hampered their chances of finding a supervisor able to work with them on their first choice of topic).

Assessment: 100% double-weighted module

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**E-DEMOCRACY: POLITICS AND THE NEW MEDIA (P)** (CRN 20723)
Dr Stephen Ward
**Level 3, Semester 2**
This module assesses the growing influence of new media technologies (Internet, email, mobile phones) on democracy. Firstly, we consider how far the new media are different from previous media technologies and the extent to which technology can shape democracy. For example, does the Internet promote a thin push-button style of democracy? Can the Internet enhance democratisation and help undermine authoritarian regimes? Does the Internet help widen participation by mobilising younger voters? Can electronic voting increase electoral turnout? Secondly, we compare the ways in which different political actors are using new media tools – does the Internet era undermine the power of established political actors such as mainstream parties? Why have parliaments been apparently so slow to embrace new technologies? Is e-government really transforming public services? Thirdly, we examine some of the policy issues surrounding the rise of the Internet – how far is the Internet undermining privacy and are we seeing the emergence of a surveillance society? Is it possible (or desirable) to regulate harmful content on the Internet?

**Key Texts**

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

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**ETHICS AND INTERNATIONAL RELATIONS (P)** (CRN 25640)
Dr Christine Agius
**Level 3, Semester 2**
There is today an increasing concern that the basic structures of global politics are not what they ought to be - that the world should be organised differently in order to promote an end to war, human rights,
democracy, and a more equitable distribution of wealth between global north and south. This module introduces the key ethical positions in International Relations as they relate to these, and related, concerns. The key questions will be: To what extent do values such as democracy and human rights have universal scope? And what, if anything, should be done to enforce them globally?

Mervyn Frost, Ethics in International Relations: A Constitutive Theory (Cambridge: Cambridge University Press, 1996)

Assessment: one 3,000 word essay (35%); one 250-500 word reflective statement (5%); a two-hour exam (60%)
**EXPLORING HUMAN RIGHTS  (CRN 28566) (CRIMPOL/POL CRIM students only)**
**Dr Jo Milner**
**Level 3, Semester 1**
This module offers an introductory overview of the historical origins and development of the fundamental principles of rights, and outlines the inter-related framework of international and domestic legal mechanisms for defending, promoting and protecting both ‘civil and political’, and ‘economic, social and cultural rights’. It will evaluate the positive and negative dimensions of the corpus of human rights legal systems, and examine their role as a tool for the promotion and improvement of rights, whilst also highlighting the problems posed by the continuing violation of rights, and the uneven and variable means of monitoring and enforcement adopted by different nation states. The module adopts an inter-disciplinary approach which takes into account sociological, anthropological, philosophical, political and legal perspectives, which provide a useful base for the further study of human rights. Key areas covered will include rights relating to anti-discrimination and equality, self-determination, access to medical treatment, torture and slavery.

**Indicative Reading**


**Assessment:** Essay (3000 words, 70%); Oral presentation (30%)

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**INTERNATIONAL POLITICAL ECONOMY AND POSTINDUSTRIAL DIVISIONS OF LABOUR (P)  (CRN 28348)**
**Dr Phoebe Moore**
**Level 3, Semester 2**
The module incorporates studies of the international; radical political theories; and investigations of economies as they are placed in the context of globalisation and the global shifts in work, employment, and everyday lives. An interdisciplinary module, it aims to help develop critical ways of thinking about the contemporary world of work and the political economies of production our postindustrial world. The module looks for example at new interpretations of class struggle within the context of the knowledge-based economy, rising disparities as emerging from the instabilities economies, and the politics of an immanent employment crisis in the context of a global economic recession. Using new Marxist interpretations, we look at local case studies i.e. factory closures such as the recent news that Cadburys will relocate its Bristol factory to Poland from 2009 – 2010 (with stated justification toward supply chain efficiencies), in the context of the international and the implications these types of shifts have for people’s lives.

**Indicative reading list**

Davies M. and M. Ryner Poverty and the Production of World Politics: Unprotected Workers in the Global Political Economy (Palgrave: 2007).


**Assessment:** Research paper 50%; Presentation 10%, two hour examination 40%

**KENNEDY, JOHNSON AND THE WORLD: US FOREIGN RELATIONS, 1961-68 (H/P) (CRN )**

**Dr Jonathan Colman**

**Level 3, Semester 1**

This module explores US foreign policy under the Democratic presidents John F. Kennedy and Lyndon B. Johnson, 1961-68. Kennedy, a ‘charismatic’ leader, was keenly interested in international affairs, and came into office when the United States’ relative power was at its postwar peak. By contrast, Johnson, JFK’s vice-president and then successor from November 1963, was to some observers the archetypal ‘ugly American’, ignorant and inept in foreign policy matters. By 1968 American power had declined significantly – in large part due to the war in Vietnam, which Johnson had escalated substantially. However, the growing availability of government documents in recent years has tended to erode Kennedy’s standing in foreign affairs, while enhancing that of LBJ. The module pays due attention to Vietnam, but also examines topics such as the Cuban Missile Crisis, the Atlantic Alliance, and progress towards East-West détente. Seminar discussions utilise once-secret, high-level government papers.

**Key Texts**


**Assessment:** Primary source analysis (500 words; 10% of the module marks); essay (2,500 words, 50% of the marks); two-hour examination (40%).

**MILITARY ARCHIVE PLACEMENT SCHEME (H) available to CMIH students ONLY (CRN 23755)**

**Dr Jim Beach**

**Level 3, Semester 2**

In the third year of your degree you will have the opportunity of spending the whole of your final semester working in a military archive. This is an excellent way of gaining work experience which can greatly enhance your employment prospects. It is also a great way to culminate your studies by getting your hands dirty in an archive – the “coalface” for any historian. Rather than doing normal modules at Salford, you would get involved in the day-to-day work of the archive, as well as carrying out a special archival project that will result in a written report that will be assessed like a normal essay. Your archive mentor will also write an appraisal of your performance which can be extremely useful when you are invited for a job interview. Placements have been arranged at the Regimental Museum of the Queen’s Lancashire Regiment, the Tameside Local Studies and Archives Centre which houses the archives of the Manchester Regiment, the Liddell Hart Centre for Military Archives, King’s College London and the Imperial War Museum. We are continually expanding the number of archive placement partners and so if you have an idea for a military history archive placement – perhaps one near your home – then let us know and we’ll do our best to arrange it. If you have any further questions, contact the Military Archives Placements Officer, Dr Jim Beach, Crescent House Room 400, j.m.beach@salford.ac.uk.
MODERNITY AND ITS DISCONTENTS (CRN 24585) (CRIMPOL/POLCRIM AND POLITICS students only)
Dr Carlos Frade
Level 3, Semester 2

Theory without tears through films, original texts, critical analyses and informed debates! This course introduces students to a number of key social and political thinkers who have sought to understand the singularity of the modern epoch, its promises and its dark sides. The course consists of three major parts:

i. Individualism, Liberalism and Fascism. It includes film on the living conditions on the cotton mills, visit to the Quarry Bank Mill and Styal Estate, and a fascist propaganda documentary. Key source: Polanyi’s The Great Transformation.

ii. Rationalisation, large metropolis, colonialism, and the possibilities for individuality and self-determination. Film ‘Berlin: Symphony of a City’. Key sources: Weber on the Protestant ethic and on bureaucracy; Simmel on culture.

iii. Modernity, the Holocaust and Nazi’s criminal politics. Film Shoah (survivors’ testimonies and interviews with the greatest holocaust scholar, the late R. Hilberg). Key sources: Hilberg’s The Destruction of the European Jews and Badiou’s Polemics.

The module is expected to help students identify and critically assess some of the major problems and prospects of modern and contemporary capitalist societies.

Assessment: Review Essay (2,000 words) 40%; Coursework Essay (3,000 words) 60%.

POLICE AND THE MEDIA (24617) (CRIMPOL/POLCRIM students only)
Tutor (tba)
Level 3, Semester 2

Police and the Media offers students the opportunity to study the ways in which broadcasters have dealt with the challenge represented by modern policing. The syllabus concentrates on factual and fictional (dramatic) programming. Students are given the opportunity to explore a range of television series and documentaries which are the product of on-going negotiation between journalists, producers and the police. Working through an historical framework, students will note the ways in which this relationship has changed and what these changes mean for broadcasting and, beyond that, to the public’s understanding of the role of the police.

Assessment: Essay on fictional programming (2,000 words) (40%), essay on factual programming (2,000 words) (40%), group presentation and report (1,500 words) (20%) (NOTE: these assessments are provisional and subject to change).

NOTE: Teaching for this module, which is a dedicated module for ESPaCH students, is partly delivered by staff from the School of Music, Media and Performance and is informed by the disciplinary interests of that School.

RACE, ETHNICITY AND IDENTITY (*CRN TBC) (CRIMPOL/POLCRIM students only)
Dr Tina Patel
Level 3, Semester 1 (*TBC)

With a focus on matters relating to Race, Ethnicity and Identity, this module is concerned with developing student's theoretical understanding of racialised social exclusion and modes of resistance, especially in what is known as a post-MacPherson period. In studying this module, you will be considering the concept and use of 'race', including biological reductionism and the social construction of race, as well as race in political discourse. You will then go on to considering modes of resistance in relation to oppressive and discriminatory practices, for example in, education, the criminal justice system, and employment; and, the emergence of resistant identity(ies). In doing so, there will be a consideration of country specific case studies, including the USA, UK and selected European societies and South Africa. This will allow you to develop an examination of the roots and modes of reproduction and contestation of 'racial' inequalities in terms of their specificity and commonalities, focusing upon change and continuity in processes of 'racialisation'. The module also enhances student's writing skills, research techniques and methodological understanding by requiring them to produce a detailed biographical report.

Indicative Texts

Assessment: (I) 2,250 word essay (50% weighting); (I) 2,250 word bibliographical report (50% weighting)

* This module will be available subject to School approval.

**REPRESENTING THE HOLOCAUST (H) (CRN 24402)**
Dr Jane Kilby, Dr Antony Rowland

**Level 3, Semester 2**
Many critics have argued that the Holocaust is beyond representation. Despite this, imaginative responses to the Holocaust have proliferated during the post-war period. This module will explore this paradox across a variety of literary genres, including poetry, the novel, testimony and the comic book. It will help students to understand the connections between literary and non-literary cultural forms in relation to Holocaust representation: the course will also examine film, memorials, art, photographs and cultural theory. It will ask the question as to whether representing the Holocaust produces different narrative strategies for survivors of the camps, as opposed to more recent, 'postmemory' and post-Holocaust writers. Key problems encountered by the various writers and artists will also be discussed, such as the difficulties of representing traumatic history, the dangers of appropriation, and the repercussions for traditional generic forms when engaging with the Holocaust.

**Primary Reading/Viewing List**
Primo Levi, *If This is a Man* (Abacus)
Claude Lanzmann (dir.), *Shoah*
Steven Spielberg (dir.), *Schindler's List*
Art Spiegelman, *Maus II* (Penguin)

Also a course booklet including photocopies from/of the following texts:
Dora Apel, *Memory Effects: the Art of Secondary Witnessing*
James Young, *The Texture of Memory*
Sylvia Plath, 'Lady Lazarus', 'Mary's Song', 'Daddy'
Binjamin Wilkomirksi, *Fragments*
Carolyn J. Dean, ‘Empathy, Pornography and Suffering’

Assessment: 4,000 word project (75%) and a 1,000 word reflective statement (25%)

**SOCIOLUM OF FORENSIC SCIENCES AND TECHNOLOGIES: NOT SO SILENT WITNESS (CRN TBC) (CRIMPOL/POLCRIM students only)**
Prof Alison Adam

**Level 3, Semester 1**
Sociology of forensic sciences offers an understanding of the historical development of forensic sciences in the criminal justice system and a critical sociological analysis of contemporary forensic sciences and technologies, including the considerable debate that surrounds a number of these, as applied within the criminal justice system. This includes biological, physical, statistical, informational and ethical aspects of the subject. The module examines contemporary debates on the use of forensic evidence e.g. the development of the use of scientific evidence in legal cases, the organization of forensic science in the UK and internationally, biometric identification techniques including fingerprinting and DNA profiling, 'junk science', the construction of certainty in scientific and medical expertise, the use and abuse of statistics in legal cases, forensic computing, databases and surveillance and forensic science and the media.

**Indicative texts**

Assessment: 50% 2,500 essay: 50% 2 hour exam

* This module will be available subject to School approval.

THE FIRST WORLD WAR (H) (CRN 28455)
Dr Jim Beach
Level 3, Semester 2
This module will explore the First World War as a Total War. It will alternate between a chronological examination of military operations and thematic coverage of issues such as economics, mobilisation, diplomacy, and revolutions. It will conclude with an examination of the historiography of the First World War. The course will be delivered through compulsory lectures and seminars. A series of additional optional sessions will offer a chance to examine film and documentary representations of the war.

Recommended reading

Assessment: one 3,000 word essay (35%); one 250-500 word reflective statement (5%); a two-hour exam (60%)

THE PACIFIC WAR (H) (CRN 25215)
Dr Douglas Ford
Level 3, Semester 2
This module will explore the origins and conduct of the Second World War in the Asia-Pacific theatres. It will provide students with a firm understanding of the military, diplomatic, economic and political dynamics which gave rise to the origins and course of the conflict. In the process, it will help students to understand the nature of one of the most decisive conflicts of the twentieth century.

Assessment: one 3,000 word essay (35%); one 250-500 word reflective statement (5%); a two-hour exam (60%)

THE POLITICS OF EU ENLARGEMENT (P) (CRN 24596)
Cristina Chiva
Level 3, Semester 2
The module has two interrelated aims: 1) to provide an introduction to the principal theories, issues and developments in the politics of EC/EU enlargements from 1973 to the present day; 2) to offer a comprehensive overview of the history of EU enlargements. The module enables students to acquire an in-depth understanding of successive EU enlargements through country case studies from each enlargement round (the UK, Spain, Sweden, Hungary and Romania), as well as to supply the conceptual and historical equipment for the comparative study of enlargement in Western and Eastern Europe.
Core reading


**Assessment:** one 3,000 word essay (40%); a two-hour exam (60%).

**THE POLITICS OF ISLAMISM (P) (CRN 28349)**

**Dr Lars Berger**

**Level 3, Semester 1**

Islamism, the political activism based on a specific reading of Islamic precepts, currently dominates newspaper headlines and scholarly debate alike. This module therefore attempts a sober assessment of the way we can define “Islamism” and compare it to fundamentalisms in other religions. In doing so, this module takes a closer look at early, i.e. 19th century, Muslim responses to Western modernity as well as the development of modern Islamism from the Muslim Brotherhood to al Qaeda. It discusses the rise and fall of revolutionary Islamism in Egypt as well as the Arab states’ struggle with Islamist terrorism from Algeria to Saudi Arabia. Turning to more recent developments, this module analyzes the transnationalization of Islamism, the image of the West in Islamist thinking, the role of Islamism in Muslim communities in Western countries and attempt an answer to the question of the adaptability of Islamism to democratic practices.

**Introductory reading**


**Assessment:** Two 3,000 word essays (equally weighted)

**SEA POWER (H) (CRN 25407)**

**Dr Eric Grove**

**Level 3, Semester 1**

This module examines the evolution of naval technology and organisation and the impact of this on global political development. It considers the nature of sea power in its widest sense and assesses the various stages of its development. It also evaluates the relationship of naval power with the wider uses of the sea. Topics include the birth of modern navies; the ‘classical’ period of sea power; littoral warfare in the Nineteenth Century; the rebirth of oceanic warfare; the major naval strategists; the First and Second World Wars at sea and the influence of sea power on their outcome; naval technological development and its impact; navies in the Cold War; and sea power today.

**Key texts:**


**Assessment:** one 3,000 word essay (35%); one 250-500 word reflective statement (5%); a two-hour exam (60%)
VIOLENCE AND SOCIETY (CRN 25492) (CRIMPOL/POLCRIM students only)
Dr Neal Hazel
Level 3, Semester 2
“Violence” is a disputed term in our society, sometimes used to cover a wide spectrum of actions from playground name-calling to war-time genocide. Students taking this module will consider several different forms of violence, normative thresholds within our society, issues in policing violence, problems involved in researching violence, and what it all means for the victims of violence.

Topics may include:
The various definitions of violence; theories of violence; violence involving children; violence against women; sexual violence; racist violence; war and war crimes; terrorism; political violence; victims of violence; policing mass violence; profiling of violent crimes; researching violence.

Indicative reading includes:

Assessment: 1) Essay (2,500 words) 50%, 2) Exam 50%

WEST EUROPEAN LEGISLATURES (P) (CRN 15916)
Elena Davidescu
Level 3, Semester 1
(Open to a maximum of 15 students and is COMPULSORY to all Parliamentary Placement students)
The module is designed to introduce students to legislative institutions and the legislative process from a theoretical and comparative perspective. The goal is to provide an in-depth understanding of that role that legislatures play in contemporary democracies and how they perform those functions. Particular emphasis is placed on the UK Parliament and comparisons are drawn with the French, the Italian, and the EU parliament. Issues to be examined include the comparative strength of the UK parliament; how relations between legislative and executive institutions vary across democracies and the consequences of those differences for the efficiency and representatives of policy-making.

Core readings:

Assessment: one 3,000 word essay (35%); one 250-500 word reflective statement (5%); a two-hour exam (60%)