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How to choose your modules

All undergraduate students currently in Level 4 and Level 5 must now choose their module options for next year. This booklet gives you a brief description of the modules. If you require any further details, please contact the module tutor specified.

Please read this booklet carefully, then fill in the module options form that you can find on Blackboard/ UG Politics Programmes / About Your Programme and return it to the School office either electronically (by email to Tessa Pettit, T.R.Pettiit@salford.ac.uk) or in paper format to Room 843, Maxwell Building. The deadline is 27 April 2015. If we do not hear from you by the deadline, you will be automatically enrolled on your options by the School Office.

Module information for students going into Level 5

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.

International Exchanges for Students going into Level 5

You can spend one or two semester(s) of Level 5 at one of our partner universities (but see below for the Placement conditions). For further information on exchanges, please contact Professor James Newell.

Module information for students going into Level 6

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.

A note on the Parliamentary Placement at Level 6

The Parliamentary Placement, which enables Level 6 students to spend their final semester working for an MP at Westminster or in the constituency office, will be offered in 2015-16 as usual. Please note that the Placement is not, strictly speaking, an option and therefore is not included among the module options. Instead, going on placement is subject to a selection process, which includes the following conditions: (1) no re-sits in your first year; (2) an Upper Second Class (or 2.1) level mark in your second year; (3) having been on exchange in your second year for a maximum of one semester; (4) successfully passing an interview with the selection panel. Furthermore, we do not guarantee placements, not in the least because these are voluntary and MPs can pull out at any moment. This is why we must have your module options in place, just in case.

An advertisement for the Placement will go out in due course, with applications to be made in May 2015, i.e. after the General Election. In the meantime, please choose your module options as you would normally do. If you are selected for the Placement, the School Office will change your student record accordingly. For any queries about the Placement, please contact the Parliamentary Placement Officer, Dr Cristina Chiva.
Semester 1 Module Options

Level 5

Core modules

THEORIES AND ISSUES IN INTERNATIONAL RELATIONS II (CRN 26254)

Dr David Maher

This module introduces core theories of International Relations and covers a range of issues in global politics, including globalisation, global economic integration, international conflict, the global environment, human rights and humanitarian intervention, amongst others. This module thus gives a deeper context to theories studied in Level 4 and will cultivate your research interests in particular aspects of global politics.

Introductory Reading:


Assessment: One 2500 word essay (50%); One two-hour exam (50%)

Optional modules

All modules are worth 20 credits each. Please choose 2 modules from the list below.

THE ARAB-ISRAELI CONFLICT (CRN 28447)

Dr James Corum

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. You 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 will 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 and among Palestinian organizations from the PLO to Hamas, as well as examine the role of the United States, Egypt, Jordan, Saudi Arabia, Syria and Iran. The module also features a computer-based simulation where you 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:**

- Two 2,500 word essays each worth 50% of the module mark (the second essay is the final component);

**INTERNATIONAL HISTORY 1789-1914 (CRN 30682)**

*Dr Daniel Lomas*

This module is core at second year level to all students on the Contemporary Military and International History and Contemporary History and Politics programme. It will provide a detailed analysis of most of the major themes and issues in British and continental European history between the start of the French Revolution in 1789 and the outbreak of the First World War in 1914. Its main focus will be on the political and diplomatic development and consequences of the European alliance system, the emergence of Germany and Italy as new states, industrialisation as well as the major revolutions of the period. In addition to the French Revolution, the module will also examine the revolutions in France in the 1820s and 1830s, as well as the more widespread revolutions of 1848. The module will also examine the major developments in cultural and social international history and will demonstrate how it is impossible to have an adequate grasp of the events of the twentieth and twenty-first centuries without first understanding the ‘shape‘ of the century that preceded both of these.

**Introductory reading:**

**Assessment:**
- one 3000-word essay (35%) and one two-hour exam (65% - final component).

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**POLITICAL COMMUNICATION: MEDIA AND DEMOCRACY (CRN 30723)**

Dr Stephen Ward

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 and power of the media in 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.


**Assessment:**
- one 2500 word essay (50%); one two-hour exam (50% - final component)
UTOPIAS AND DYSTOPIAS (28773)

Dr. Carson Bergstrom

Tutors: Carson Bergstrom, Karl Dayson, John Callaghan, Muzammil Quraishi

Idealised human societies--utopias--have played an important role in the development of literature, sociology, and politics. These Brave New Worlds have envisaged societies where economic and gender divisions are eliminated, and/or where science and rationalism rule. But authors have also been interested in what happens when these societies go wrong, when dystopian nightmares dominate. The authors covered in the module include Thomas More, William Morris, H. G. Wells, Jack London, Anthony Burgess, and George Orwell.

Indicative Readings:


Assessment: 2,500-word essay (50%) and a two-hour exam (50%).

UNIVERSITY-WIDE LANGUAGE PROGRAMME

Please see the final section of this booklet on p. 17..
**Semester 1 Module Options**

**Level 6**

**Core modules**

**DISSERTATION *(CRN 14525)***

All PCH staff

Students for whom the dissertation is compulsory will already have taken a compulsory Research Methods module.

Assessment: 100% double-weighted module

**Optional modules**

All modules are worth 20 credits. Please choose 1 module from the list below.

**BRITAIN AND THE EUROPEAN RESISTANCE, 1939-1945 *(CRN 27403)***

Dr Christopher J. Murphy

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 extensive 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 British 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 (Operation GUNNERSIDE), the German penetration of SOE’s resistance network in Holland (the ‘Englandspiel’ affair), and the plan to assassinate Hitler (Operation FOXLEY).
Recommended Reading


Assessment: Two essays - Essay 1, 2000 words (40%); Essay 2, 3000 words (60% - final component)

**BRITISH COUNTER INSURGENCY SINCE 1945 (CRN 30805)**

Dr Samantha Newbery

This module will allow students to examine Britain’s varied involvement in counter-insurgency operations since 1945 in depth. After an initial engagement with the theories and principles of insurgency and counter-insurgency, the module will cover the cases of Kenya, Malaya, Northern Ireland, Britain’s continuing involvement in Iraq and Afghanistan, and some lesser known cases. Students will develop an understanding of the evolution of the British approach to counter-insurgency since 1945, including, notably, the roles played by political, military, policing, intelligence and local administration forces in the success or failure of the module’s case studies. The module will also demand an engagement with the literature that proclaims success in British counter-insurgencies and that belonging to the newer, more critical, school of thought.

Recommended reading:


Frank Kitson (1977) *Bunch of Five.*

Thomas Mockaitis (1990) *British Counterinsurgency, 1919-60.*


Assessment:
CORRUPTION IN CONTEMPORARY POLITICS (CRN 17991)

Professor Jim Newell

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

- Della Porta, D. and Meny, Y. Democracy and Corruption in Europe (Pinter, 1997).
- Holmes, L. Terrorism, organised crime and corruption: networks and linkages (Elgar, 2007)
- Nicholls, C. Corruption and Misuse of Public Office (OUP, 2006)
- Thompson, J. B. Political Scandal. Power and Visibility in the Media Age (Polity, 2000).

Assessment:

2000-word essay (40%); a 3000-word essay (60% final component);
analyse the impact of new information communications technologies on current political practice. By the end of the module, you will have developed a sophisticated understanding the historical antecedents of the Internet and the impact on politics, be able to critically evaluate the impact of new communications technology on democracy and participation, to demonstrate a detailed knowledge of the response of political actors/institutions to the new media and an advanced understanding of the unique nature and problems of regulating or controlling the Internet, to confidently locate debates and theories about the Internet and politics into specific theoretical perspectives. The topics covered may include: political participation and the impact of the new media; governments in the information age; surveillance society; parties, elections and the new media; e-voting; mobilisation and protest on-line; authoritarian regimes and the new media; and democratising the media: the rise of citizen journalism.

Recommended reading:


Assessment: 3,00-word essay 1 (50%), 3,000-word essay 2 (50%)

**UNIVERSITY-WIDE LANGUAGE PROGRAMME**

Please see the final section of this booklet on p. 17.
Semester 2 Module Options

Level 5

Core modules

RESEARCHING IN POLITICS AND INTERNATIONAL RELATIONS (CRN 26346)

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.

Introductory Reading:

- R. Berry. The Research Project: How to Write it (Routledge, 1995)

Assessment: one 2,000 word initial proposal (25%); one 4,000 word dissertation proposal (75% - final component)

Optional modules

All modules are worth 20 credits each. Please choose 2 modules from the list below.
THEORIES OF POWER AND DOMINATION (CRN 28457)
Dr David Maher

This module examines theories of power and their application to the analysis of the political and social world. The module begins by looking at the way power was analysed in the work of figures in the Western tradition of political thought and those foundational to modern sociology such as Max Weber and Karl Marx. It then proceeds to the more recent contributions of twentieth century thinkers 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.

Introductory Reading:

Assessment: one 2500 word essay (50%); one two-hour exam (50% final component)

INTELLIGENCE, SECURITY AND POLITICS IN BRITAIN, 1909-1994 (CRN 27416)
Dr Daniel Lomas & Dr Chris Murphy

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 explores the impact of security scandals, such as the Profumo Affair and the revelations surrounding the activities of the Cambridge Spy Ring.

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

Introductory Reading:

Assessment:

- Two essays - Essay 1, 2000 words (40%); Essay 2, 2500 words (60% - final component).

**US FOREIGN POLICY SINCE 1945 (CRN 32980)**

Dr David Maher

For better or for worse, the United States has been the single most important actor in world affairs since the Second World War. It is therefore not too much of exaggeration to say that to understand international relations since 1945 one must understand the American contribution. This module will begin by exploring thematic issues such as how foreign policy is made in the United States, the American ‘style’ of diplomacy, and the influence of ideology. It will then provide students with the chance to examine historical topics such as the rise of the national security state after 1945, crises such as those over Berlin and Cuba, the involvement of the CIA in US foreign policy including covert involvement abroad, US military intervention in Korea and Vietnam, ‘Nixinger’ and the rise and fall of détente, the ‘Second Cold War’, post-Cold War challenges to American global interests, and the ‘war on terror’. The module will build on some of the topics introduced in International History II to provide a deeper and broader appreciation of the history of US foreign relations. It will emphasise presidential decision-making, so that the respective personal inclinations and contributions of US presidents to the country’s foreign policy will become apparent.

**Introductory Reading**


Assessment: one 2500 word essay (50%); one two-hour exam (50% - final component).

**UNIVERSITY-WIDE LANGUAGE PROGRAMME**

Please see the final section of this booklet on p. 17.
Semester 2 Module Options

Level 6

Core modules

There are no core modules this semester. You should therefore choose three options from those listed below. All modules are worth 20 credits each.

Optional modules

THE FIRST WORLD WAR (H) (CRN 28455)

Dr Brian Hall

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 3000 word essay (50%); a two-hour exam (50%)

INTERNATIONAL POLITICAL ECONOMY (CRN 30579)

Dr David Maher

This module introduces students to the academic study of international political economy (IPE). A relatively new field, IPE has two predominant strands: that of the American school and that of the British school. A branch of International Relations (however, for some, IPE is now said to rival standard International Relations), IPE became a particularly prominent subject with the rise of “globalisation” and has been further bolstered by interest in the 2008 global economic crisis. It is worth noting that this module does not teach formal economic modelling inherent to so-called “neo-classical” economics and students are not required to have a background in economics. In
fact, many IPE scholars are highly critical of such economic modelling which, for instance, overlooks the importance of politics. Instead, the focus of this module is to understand how the marriage of the political and economic spheres bolsters our ability to analyse global issues and developments. These issues include poverty, inequality, international development, trends in transitional production and trade, international conflict, global governance, globalisation, neoliberalism, and the global economic crisis, amongst others. As an emerging and dynamic field, IPE thus helps us to think about the major issues that affect our world today.

**Introductory Reading:**


**Assessment:** One 3000 word essay (50%); One two-hour exam (50%)

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**THE HISTORY AND POLITICS OF SOCIALISM (CRN 31514)**

Professor John Callaghan

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 centralised planning 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?

**Introductory Reading**


**Assessment:** one 2,750 word essay (50%); one two-hour exam (50% - final component)
THE POLITICS OF ISLAMISM (CRN 28350)

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

Roy, O., Globalized Islam: The Search for the Ummah, London 2006
Roy, O., The Failure of Political Islam, Cambridge 1994

Assessment: 3000 word essay 1 (50%); 3000 word essay 2 (50% - final component)

UNIVERSITY-WIDE LANGUAGE PROGRAMME

Please see the final section of this booklet on p. 17.
SALFORD LANGUAGES

University-wide Language Programme (UWLP)

Students in Level 5 and Level 6 may wish to take a foreign language module in place of one of their usual options. Salford Languages delivers these modules.

All UWLP language modules are 20-credit modules. The mark obtained will contribute towards your level mark and also your degree classification.

**NOTE:** Each language module runs as a ‘long-thin’ 20-credit module across both semesters of the academic year, with assessments falling in both semesters. This will cause a credit imbalance (50/70 or 70/50) but for students wishing to study a UWLP module, this imbalance has been allowed by the university.

In order to accommodate this, you must drop one of your optional SAM modules in one semester. **This means that in one semester you will be effectively taking 2.5 modules, and in the other 3.5 modules.**

Why should I choose a language module?

**Employability:** Language learning enhances graduate employability as businesses increasingly compete on a global scale, and employers place more and more value on language skills alongside another specialism. Language skills can improve your career prospects by opening up your options, making you more employable and giving you the potential to earn a higher salary.

**Globalisation** has led to a growing demand for language skills from employers and research shows that rates of unemployment are lower amongst graduates with knowledge of a second language, even at a basic level. It will help you stand out from the crowd!

**What language can I study?**

- French, German, Spanish, Italian, Mandarin Chinese or Japanese

Language modules are taught at four different levels (called Stages). You can pick up a language you have studied previously or start a new one entirely from scratch.

**Stage 1** – Beginners: No previous experience or Grade D or below at GCSE (or equivalent)
**Stage 2** – CEFR A1+/UK Grade A*-C at GCSE (or equivalent), or a pass at stage 1
**Stage 3** – CEFR A2/UK Pass at AS level up to grade C (or equivalent), or a pass at stage 2
**Stage 4** – CEFR A2+ or B1/UK Pass at AS level at grade A or B (or equivalent), pass at A2 level up to grade D (or equivalent), or a pass at stage 3

If you have grade A – C at A2 (or equivalent) or have already completed Stage 4 in a particular language, you are deemed to have enough knowledge of that language to cope quite well abroad, so please choose a different language.
Please note that you cannot do the same Stage twice. For example, if you complete Stage 1 (b) in Level 5 and wish to carry on studying the same language, you must continue to Stage 2 (c) in Level 6.

**How will I learn?**

- The module content is very practical, preparing you for using the language in your future career. The lower Stages will help you cope with everyday situations abroad or when dealing with visitors to this country; the higher Stages aim to develop your ability to use the language more widely in professional contexts.
- Class contact is 2 hours a week, plus a further hour each week of directed self study in the Language Resource Centre (in the Maxwell Building).
- Assessment is by means of short, practical tests based on your coursework (two per semester).

**Which Stage should I join?**

That will depend on what experience you already have (if any) of learning the language. As a general rule, even if you last studied the language a long time ago, you should join the Stage that matches any qualifications you have.

**Are all languages available at all Stages?**

Whether or not a language module is available will depend on how many students have signed up for it. If there are insufficient numbers for a particular module to run, you will be informed in Week 1 and offered an alternative module option.

**I’m not sure which language I want to do or which Stage I should be in. Can someone advise me?**

For further advice, please contact the UWLP coordinator or UWLP administrator:

- **Magda Szadkowska**
  Programme Administrator, Salford Languages
  Room 827, Maxwell Building, University of Salford, Salford M5 4WT
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  Email: salfordlanguages@salford.ac.uk

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