**FINAL YEAR 2014-15**

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| **Course Code** | **Module** | **Lecturer** | **Method of Assessment**  ***(In all written examinations all questions are weighted equally)*** |
| 08 20905 | POLS 301: Dissertation | All Staff | TBC |
| 08 20906 | POLS 302: Contemporary Political Theory | Dr. Richard North | TBC |
| 08 20907 | POLS 306: Power in Britain | Dr. Stephen Bates | TBC |
| 08 20909 | POLS 310: Contemporary US Foreign & Security Policy | Dr. Adam Quinn  Dr. Asaf Siniver | TBC |
| 08 20910 | POLS 311: International Ethics  Not available in 2014/15 | TBC  Not available in 2014/15 | TBC |
| 08 20911 | POLS 312: Contemporary IPE | Dr Huw Macartney | TBC |
| 08 20912 | POLS 315: Topics in British Politics | Dr. Peter Kerr | TBC |
| 08 22555 | POLS 318: Controversies in Contemporary Democracies: Comparative Perspectives | Dr. David Bailey | TBC |
| 08 20916 | POLS 319: European Security | Rita Floyd | TBC |
| 0820918 | POLS 326: Democracy and Democratization in Contemporary Europe | Dr. David White | TBC |
| 08 23488 | POLS 327: Global Governance | Dr. Eleni Vezirgiannidou | TBC |
| 08 19192 | POLS 329: War Torn States and Post-Conflict Reconstruction in the South | Dr. Danielle Beswick | TBC |
| 08 22991 | POLS 330: Critical approaches to Security | Dr C. Moore | TBC |
| 08 19471 | POLS 332: Advanced Modern Asia | Dr. Julie Gilson | TBC |
| 08 20904 | POLS 333: Politics and the Media  Not available 2014/15 | Professor Peter Preston  Not available 2014/15 | TBC |
| 08 18290 | POLS 334: Immigration and Citizenship in Western Europe  Not available 2014/15 | Not available 2014/15 | TBC |
| 08 18287 | POLS 335: Devolution and Territory in Europe  Not available 2014/15 | Not available 2014/15 | TBC |
| 08 20811 | POLS 336: Europe in a Globalised World | Dr. Michelle Pace | TBC |
| 08 22558 | POLS 338: Left Parties and Protest Movements | Dr. David Bailey | TBC |
| 0822556 | POLS 339: Diplomatic History of Arab-Israeli Conflict plus simulation exercise | Dr. A. Siniver | TBC |
| 08 22879 | POLS 341: Gender in World Politics | Dr. Jill Steans | TBC |
|  |  |  |  |
| 08 23878 | POLS 343: Issues in US Domestic Politics | Dr. Robert Watt | TBC |
| 08 25676 | LH Professional Development Module | TBC | 2000 word self-reflective journal 50%  2000 word work-based project 50% |

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| **Course Code** | **Module** | **Lecturer** | **Method of Assessment**  ***(In all written examinations all questions are weighted equally)*** |
| **Final Year Sociology** | | | |
| 08 14572/73 | SOC 301: Dissertation | All Staff | TBC |
| 08 16787/88 | SOC 302: Contemporary Social Theory | Dr. Justin Cruickshank | TBC |
| 08 16781/82 | SOC 304: Environment, Politics and Society | Dr. Emma Foster | TBC |
| 08 16797/8 | SOC 305: Family, Institutions, Relationships and Myth | Dr. Shelley Budgeon | TBC |
| 08 08417/18 | SOC 306: Political Sociology | Dr. Will Leggett | TBC |
| 08 16801/02 | SOC 307: Public Domain  May not be available due to study leave 2014/15 | Dr. Andrew Knops | TBC |
|  |  |  |  |
| 08 21906 | SOC 309: Sociology of Success and Fame | Dr. Gëzim Alpion | TBC |
| 08 26047 | SOC 310: Sociology of Film | Dr. Gëzim Alpion | TBC |
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| 08 23487 | SOC 312: Technology and Society | Dr. Ross Abbinnett | TBC |
| 08 25073 | SOC 315: Sociology of Health and Illness | Dr Kerry Allen and Dr Nicola Gale | TBC |

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| **Course Code** | **Module** | **Lecturer** | **Method of Assessment**  ***(In all written examinations all questions are weighted equally)*** |
| 09 10754/5 | REES 301  Dissertation | All staff |  |
| 08 08436/7 | REES 302  Advanced Cultural Politics of Russia and Eastern Europe | Dr. K. Wolczuk | TBC |
| 08 21882 | REES 303  Advanced Contemporary Russian and East European Politics | Dr. David White | TBC |
| 08 15130/3 | REES 304  The Russian Economy: From Plan to Market | Dr. Richard Connelly | TBC |
| 08 23442 | REES 306  Advanced International Politics and Security in Russia and Eurasia | Dr. D. Averre | TBC |
| 08 15126 | REES 312:  Political History of Central and Eastern Europe in the 20th Century  Not available in 2014/15 | Dr. T. Haughton  Not available in 2014/15 | TBC |
| 08 15129 | REES 313:  ‘Returning to Europe’: Nation, State and Europe in Post-Communist Central and Eastern Europe  Not available in 2014/15 | Dr. T. Haughton  Not available in 2014/15 | TBC |
| 08 26149 | REES 314  Global Capitalism, Migration and the Changing Face of Europe | Dr. D. Kaneff | TBC |
| 08 26043 | REES 315  The Political Economy of Energy and Energy Security | Dr. Richard Connolly | TBC |

Level H

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| **Module Title** | **Dissertation – POLS 301** | | | | |
| **Module Code** | 08 20905 | | | | |
| **Member of Staff** | Dissertation supervisor | | | | |
| **Credits** | 40 |  |  |  |  |
| **Semester** | 1+2 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Restrictions** | None | | | | |
| **Contact hours** | 44 | | | | |
| **Description** | The dissertation is your chance to study a topic of particular interest to you. You decide on the topic which should have some relevance to politics or international studies. The aim is to apply the knowledge (theory and techniques) you have acquired over the past two years. It gives you a chance to demonstrate your ability to work on your own, acquire knowledge about a specialised area of study, use your initiative in the collection and presentation of material, undertake a thorough review of the literature, draw appropriate conclusions and present a clear, cogent argument. The dissertation may involve the presentation of new knowledge or the use of primary sources, but this is not an expectation. | | | | |
| **Learning Outcomes** | On successful completion of these linked modules students will be able to demonstrate an ability to: work on their own; use their initiative in collecting and presenting material; undertake a thorough review of the literature; draw appropriate conclusions from assembled data; present a well-structured dissertation employing the appropriate academic conventions. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** |  |  |  |  |  |

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| **Module Title** | **Contemporary Political Thought -** **POLS 302** | | | | |
| **Module Code** | 08 20906 | | | | |
| **Member of Staff** | Richard North | | | | |
| **Credits** | 20 |  |  |  |  |
| **Semester** | 1+2 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Restrictions** | None | | | | |
| **Contact hours** |  | | | | |
| **Description** | The aim of this module is to examine some of the fundamental issues discussed by contemporary political theorists. We shall approach this by focusing on some of the most pressing political problems facing western societies at present, including: the nature and justification of justice, law and rights; the role of the modern state and citizen; the political significance of religion and multiculturalism; democracy and participation; welfarism, markets and the distribution of wealth; the importance of community, tradition and civic virtue. An examination of these issues through the texts of a number of important political theorists writing over the last thirty years or so will help us to understand and assess many of the complex debates in contemporary political theory as well providing insight into how political theory can clarify important policy issues. | | | | |
| **Learning Outcomes** | At the end of the module the student should be able to:   * Develop capacities for critical reflection upon moral and political problems * Handle theoretical material with confidence. * Understand and critically analyse key bodies of thought, to address challenging questions of method * Develop a deeper grasp of the theoretical issues raised by contemporary politics. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | Rawls, J. *A Theory of Justice*  Rawls, J. *Political Liberalism* | | | | |

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| **Module Title** | **Power in Britain** - **POLS 306** | | | | |
| **Module Code** | 08 20907 | | | | |
| **Member of Staff** | Stephen Bates | | | | |
| **Credits** | 20 |  |  |  |  |
| **Semester** | 1+2 |  |  |  |  |
| **Co-requisites** |  | | | | |
| **Restrictions** | None | | | | |
| **Contact hours** | 44 | | | | |
| **Description** | This module provides students with the opportunity to develop a sophisticated understanding of theories of power and the philosophical, normative and methodological issues involved when analysing the distribution, sources, sites and relations of power in British society. It also offers students the opportunity to take a lead in investigating specific empirical instances of power in Britain which are of interest to them. | | | | |
| **Learning Outcomes** | By the end of the module the student should be able to:   * Demonstrate an in-depth understanding of the normative, meta-theoretical and methodological issues involved in analysing power; * Be able to utilise their knowledge of these theories and associated issues to provide theoretically informed analyses of the distribution, sites, sources and relations of power in the UK; * Present their research to their peers in a comprehensive and accessible manner. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | Clegg, S.R. & Haugaard, M. (2009) *The Sage Handbook of Power*  Foucault, M. (1979) *The Will to Knowledge: The History of Sexuality Vol. One*  Haugaard, M. (2002) *Power: A Reader*  Lukes, S. (2004) *Power: A Radical View* | | | | |

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| **Module Title** | **Contemporary US Foreign and Security Policy – POLS 310** | | | | |
| **Module Code** | 08 20909 | | | | |
| **Member of Staff** | Dr Adam Quinn | | | | |
| **Credits** | 20 |  |  |  |  |
| **Semester** | 1+2 |  |  |  |  |
| **Pre-requisites** | [International Security – (08 20903)](http://cis67.bham.ac.uk:7782/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=20903&pgTerm=002010) | | | | |
| **Restrictions** | See above | | | | |
| **Contact hours** |  | | | | |
| **Description** | This module provides an introduction to and exploration of the foreign and security policy of the United States. The first term includes a survey of the history of US foreign policy, the institutional structure of the US government and its implications for making and implementing foreign policy, and the driving forces behind American national behaviour. The second term covers important issues confronting US policymakers, including terrorism, interventionism, weapons proliferation and the rise of new powers such as China. | | | | |
| **Learning Outcomes** | At the end of the module the student should be able to:   * Demonstrate knowledge of the history and institutions of the United States with respect to foreign policy. * Demonstrate knowledge of the policies of the United States with regard to key areas and show the ability to analyse them critically. * Evaluate the quality and outcomes of those policies. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | Bruce Jentleson, *American Foreign Policy*, 5th ed  Inderjeet Parmar, Linda B. Miller and Mark Ledwidge, *New Directions in US Foreign Policy*, 2nd ed  Bruce Stokes and Michael Cox, *US Foreign Policy*, 3rd ed. |  |  |  |  |

**Students may only choose this module if they have taken POLS 218**

**International Security in their second year.**

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| **Module Title** | **International Ethics - POLS 311 Not running 2014-5** | | | | |
| **Module Code** | 08 20910 | | | | |
| **Member of Staff** | Luis Cabrera | | | | |
| **Credits** | 20 |  |  |  |  |
| **Semester** | 1+2 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Restrictions** | None | | | | |
| **Contact hours** |  | | | | |
| **Description** | This course applies political philosophy to issues in global politics. In particular it examines the following topics: global distributive justice, economic integration and trans-state democracy, global citizenship, immigration, just war and humanitarian intervention. Throughout the course we will address issues of desirability and feasibility, as well as issues concerning the institutionalisation of proposals and the role of nation-states, non-governmental and inter-governmental organisations. | | | | |
| **Learning Outcomes** | At the end of the module the student should be able to:   * Demonstrate an understanding of the cosmopolitan and communitarian traditions in international ethics, and of the key areas in which the modern debate on international ethics is proceeding. * Display some ability to engage in substantive ethical reasoning themselves. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | Beitz, Charles. 1999. *Political Theory and International Relations, Revised Ed*. (Princeton: Princeton University Press)  Cabrera, Luis.2004. *Political Theory of Global Justice: A Cosmopolitan Case for the World State* (London: Routledge)  Chatteriee, Deen K ed 2004 *The Ethics of Assistance: Morality and the Distant Needy* (Cambridge: Cambridge University Press)  Gillian Brock and Harry Brighouse. eds (2005) *The Political Philosophy of Cosmopolitanism* (Cambridge: Cambridge University Press)  Pogge, Thomas. 2002. *World Poverty and Human Rights: Cosmopolitan Responsibilites and Reforms* (Cambridge: Polity Press) | | | | |

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| **Module Title** | **Contemporary International Political Economy – POLS 312** | | | | |
| **Module Code** | 08 20911 | | | | |
| **Member of Staff** | Huw Macartney | | | | |
| **Credits** | 20 |  |  |  |  |
| **Semester** | 1+2 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Restrictions** | None | | | | |
| **Contact hours** |  | | | | |
| **Description** | This course is focused on addressing one overarching puzzle that can be stated as follows: given the severity of the ‘crisis’ we are living through why has so little changed? Prior to the global financial crash of 2008 – and following 9/11 – many students tended to be interested in security studies and terrorist organisations. The study of IPE, as was the case for many informed observers in the ‘real world’, was characterised by what some have called The Great Complacency. Then came the banking collapses and the Eurozone crisis, whereby these economic dimensions further exacerbated an unfolding but longstanding political crisis confronting Western states. In short, governments were struggling not only to kick-start economic growth, but to contain rising social unrest. And yet - puzzlingly - the ideas, actors, practices and institutions that led to the crisis continue – for the most part – to remain to the present day.    In the first half of the course, we will address the theoretical aspect to this lack of change. We will take a fairly comprehensive look at the state of IPE as a discipline to examine what it has or has not had to say as the financial crisis hit. We begin by asking big questions about what theory is, what an academic discipline is, and what role they should or should not play in shaping political and social change.    In the second half of the course we will apply some of these theoretical insights to empirical case studies (the EU and the UK). This part of the course seeks to examine the resilience of neoliberalism, an important factor explaining the type and degree of continuity and change. To re-emphasise, our overarching aim is to explore the role that a political economy analysis has and should have at the current historical conjuncture. | | | | |
| **Learning Outcomes** | At the end of the module the student should be able to:   * Demonstrate a sound theoretical understanding of the key conceptual issues relating to globalisation. * Apply these to current developments within the international economy. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | Woods, Ngaire. 2006 *The Globalizers: The IMF, The World Banks and Their Borrowers*. Ithaca: Cornell University Press  Palan, Ronen. 2006. *The Offshore World*. Ithaca: Cornell University Press | | | | |

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| **Module Title** | **Topics in British Politics – POLS 315** | | | | |
| **Module Code** | 08 20912 | | | | |
| **Member of Staff** | Peter Kerr | | | | |
| **Credits** | 20 |  |  |  |  |
| **Semester** | 1+2 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Restrictions** | None | | | | |
| **Description** | This module will introduce students to the main interpretations of change in British politics during the post-war period. Topics covered will include the post-war consensus, 'Thatcherism', 'Blairism', constitutional reform in Britain and Britain's relationship with Europe.  The second semester will examine in detail broad trends in British politics, contemporary interpretations of change in post-war British politics and key developments in British public policy. | | | | |
| **Learning Outcomes** | At the end of the module the student should be able to:   * Demonstrate a wide-ranging knowledge of recent changes in British Politics. * Develop and pursue their own ideas in areas of interest to them. * Present and defend arguments in seminars. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | Gamble A, *The Free Economy and the Strong State*  Hay C, *Restating Social and Political Change: and The Political Economy of New Labour*  Kerr P, *Postwar British Politics: From Conflict to Consensus* | | | | |

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| **Module Title** | **LH Controversies in Contemporary Democracies – POLS 318** | | | | |
| **Module Code** | 08 22555 | | | | |
| **Member of Staff** | David Bailey | | | | |
| **Credits** | 20 **Semester** 1 and 2 **Restrictions** None |  |  |  |  |
| **Contact hours** |  | | | | |
| **Description** | This module studies a variety of developments that potentially challenge contemporary democracies, including the declining ability of the electoral process, political parties and welfare states to appeal to citizens, and the rise of alternative types of political protest in response. The aim of the course is to provide students with an up-to-date survey of comparative research into these developments, and to enable students to use the comparative method to conduct their own inquiries within this area. Questions to be studied include:   * Do parties still play a role in democracy? * Why is support for far-right parties rising? * Has left-wing politics become redundant? * Is the welfare state in terminal decline? * Can representative democracy survive the rise of `post-materialist’ values? * Why is political protest increasing? What effect does it have? * What role do social movements play in contemporary democracy? | | | | |
| **Learning Outcomes** | By the end of the module students should be able to:   * Demonstrate a thorough knowledge and understanding of the main findings and debates relating to the challenges to contemporary democracies studied on the module. * Analyse and practically assess historical events and developments, patterns of political behaviour, and political outcomes within contemporary democracies. * Demonstrate an ability to engage in political analysis through the adoption of the comparative method. * Demonstrate the capacity to analyse and evaluate relevant explanations and arguments so as to reach a clear and scholarly assessment. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | Dalton, R.J., 2008, *Citizen Politics: Public Opinion and Political Parties in Advanced Industrial Democracies, fifth edition* (Washington DC, CQ Press).  Huber, E. and Stephens, J.D., 2001, *Development and crisis of the welfare state: parties and policies in global markets*, (Chicago, University of Chicago Press).  Dalton, R.J., 2004, *Democratic Challenges, Democratic Choices: The Erosion of Political Support in Advanced Industrial Democracies*, (Oxford, Oxford University Press).  van Deth, J.W. Montero, J.R. and Westholm, A.(eds.), 2007, *Citizenship and Involvement in European Democracies*, (Routledge).  Norris, P., 2004*, Democratic Phoenix: Reinventing Political Activism*, (Cambridge, Cambridge University Press).  Luther, K.R. and Müller-Rommel, F. (eds.), 2002, *Political Parties in the New Europe: Politial and Analytical Challenges*, (Oxford, Oxford University Press). | | | | |

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| **Module Title** | **European Security – POLS 319** | | | | |
| **Module Code** | 08 20916 | | | | |
| **Member of Staff** | Rita Floyd | | | | |
| **Credits** | 20 Level H |  |  |  |  |
| **Semester** | 1+2 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Restrictions** | None | | | | |
| **Contact hours** | Two hours/week, both semesters. 40 contact hours overall. | | | | |
| **Description** | This module will deal with the key concepts and institutions in contemporary European security. The second semester will examine the key contemporary issues in European Security and the national perspectives of the major states. | | | | |
| **Learning Outcomes** | At the end of the module the student should be able to:   * Demonstrate an ability to draw conceptual conclusions from Historical and emerging security challenges in Europe.Drawn upon theoretical insights from the international relations Literature in order to analyse security challenges. * Think about issues in a multi-disciplinary and policy- relevant fashion. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | 1. Cottey, Security in the New Europe (Palgrave, 2077). 2. D. Galbreath, Contemporary European Security (Routledge, 2012). | | | | |

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| **Module Title** | **Democracy and Democratization in Contemporary Europe - POLS326** | | | | |
| **Module Code** | 08 20918 | | | | |
| **Member of Staff** | David White | | | | |
| **Credits** | 20 | **Credits** | 20 | **Credits** | 20 |
| **Semester** | 1+2 | **Semester** | 1+2 | **Semester** | 1+2 |
| **Description** | This module offers a comparative study of the wave of democratisation that set off in the mid 1970s and has swept much of Southern Europe, Latin America and Eastern Europe during the past two decades. The module will analyse the theoretical literatures on contemporary democratisation and regime change and will compare the experiences of countries emerging from different types of non-democratic rule, focusing in particular on the post-authoritarian democracies of Southern Europe and post-communism in East-Central Europe. It provides an overview of the most salient of the democratisation literature, the basic issues at state in the contemporary debates, and explores the concepts of `democracy’ and `democratic consolidation’.  The topics investigated involve the socio-economic, political and international dimensions of democratisation; the different possible paths towards democracy their consequences and the consolidation of democracy; institution building in new democracies; the development of political parties and party systems; and the territorial, economic and cultural aspects transitions to democracy and democratic consolidation. These topics will be approached from a comparative perspective, whereby particular attention will be given to the scope of comparison and concept formation in comparative politics. | | | | |
| **Learning Outcomes** | At the end of the module the student should be able to:   * Demonstrate a thorough knowledge of processes of democratisation, especially in Southern and East-Central Europe. * Use the relevant conceptual frameworks to analyse democratisation situations in various areas of the world. * Understand and explain the problems involved in the emergence and consolidation of a competitive party system in a new democracy. * Demonstrate a sufficient understanding of the core methodological issues and key concepts in comparative politics. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | Diamond, Larry (1999) *Developing Democracy: Toward Consolidation.* Baltimore: Johns Hopkins University Press   * Linz, Juan J. and Alfred Stepan (1996) *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe.* Baltimore: Johns Hopkins University Press * Whitehead, Laurence (2002) *Democratization: Theory and Experience*. Oxford: Oxford University Press * Teorell, Jan (2010) *Determinants of Democratization,.* Cambridge: Cambridge University Press | | | | |

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| **Module Title** | **LH Global Governance – POLS 327** | | | | |
| **Module Code** | 08 23488 | | | | |
| **Member of Staff** | Sevasti-Eleni Vezirgiannidou | | | | |
| **Credits** | 20 **Semester**  1 and 2  **Pre-requisites**  None |  |  |  |  |
| **Contact hours** |  | | | | |
| **Description** | Global Governance is a very salient issue on the international agenda: it refers to the rule making efforts to sustain cooperation in order to address global problems or concerns. Increasingly the world has to deal with security threats, financial breakdown, development concerns and deteriorating environmental conditions. States try to coordinate their efforts to respond to these challenges through the establishment of international institutions like the UN, the WTO and the treaties governing environmental change. However, states have enjoyed a varying degree of success in setting up institutions to govern common problems, and therefore non-state actors have increasingly been involved in providing intellectual and financial resources to deal with international problems. This course reviews both state and non-state structures and efforts to resolve common problems of mankind in the areas of security, economy, human rights, development and environment. The first few weeks will be focused on conceptual and historical issues. How do we understand governance? How do international institutions and other actors contribute to the provision of governance? How can we judge their success in doing so? We then move on to examine specific areas of governance and focus on the drivers of progress and the constraints encountered by relevant stakeholders in the areas of security, economy, human rights, development and ecology. Common themes throughout feature: conflict between North and South; the ability of institutions to contribute to successful cooperation between states; the role of non-state actors in contributing to governance solutions and their relationship to states. | | | | |
| **Learning Outcomes** | By the end of the module the student should be able to:   * To analyse critically debates and issues relevant to the study of global governance and international institutions. * To engage in constructive discussion about contemporary and historical issues in global governance, and contextualise these discussions with reference to the practices of international relations. * To evaluate the efficacy of governance structures and formulate considered proposals for reform. * To critically evaluate the role of states, international institutions and civil society in achieving or constraining effective governance. * To articulate, concisely and persuasively, both verbally and in writing, issues and policy initiatives in global governance. * To facilitate the development of transferable academic skills including the ability to conduct independent research, the ability to communicate ideas effectively, both verbally and in writing, and the ability to present planned research to an audience of peers. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | Bennett A. L. and J. K. Oliver (2002) *International Organizations: Principles & Issues.* Diehl, P. (ed.) (2001) *The Politics of Global Governance: International Organizations in an Interdependent World*. Kennedy, P., D. Messner and F. Nuscheler (eds) (2002) *Global Trends and Global Governance*. Murphy, C. F. (1999) *Theories of World Governance: A Study in the History of Ideas*. Ruggie, J. G. (1998) *Constructing the World Polity: Essays on Institutionalisation*. Pease, K.-K. (2003) *International Organizations: Perspectives on Governance in the Twentieth-First Century*. |  |  |  |  |

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| **Module Title** | **War-Torn States and Post-Conflict Reconstruction in the South**  **POLS 329** | | | | |
| **Module Code** | 08 19192 | | | | |
| **Member of Staff** | Danielle Beswick | | | | |
| **Credits** | 20 |  |  |  |  |
| **Semester** | 1+2 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Restrictions** | Optional for: BA Political Science, BA Political Economy, BA International Relations, BA International Studies with Political Sciences, BA International Studies with Economics, BA International Studies with Language | | | | |
| **Contact hours** |  | | | | |
| **Description** | This module critically investigates interventionary policies for post-conflict reconstruction in war-torn states in the South. We will examine the liberal paradigms of peace-building and post-conflict reconstruction, espoused by international organisations such as the United Nations and the World Bank, their explanations as to the causes of war, and their prescriptions for promoting different conceptions of peace in war-torn states. We will consider critiques of these from neo-Marxist and constructivist positions. We will then go onto investigate the practical implications of these paradigms for politics in post-conflict countries, focusing on the policy areas of security, development, democracy, justice and reconciliation and drawing upon a wide range of case studies, drawn from Africa, Asia and Central America. A particular analytical concern is to address the implications of the `internationalisation’ of local institutions and policy processes for the emergence of a locally responsive politics, capable of maintaining sovereignty, fostering meaningful local participation, and promoting political accommodations to underpin peace. | | | | |
| **Learning Outcomes** | By the end of the module the student should be able to:   * Demonstrate familiarity with key theoretical debates on post-conflict reconstruction. * Articulate a theoretically-informed opinion on the cogency of various policy positions, with reference to contemporary examples. * Critically evaluate primary sources relating to international policy. * Research and write up a case study using electronic and library-based primary and secondary sources. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | Abrahamsen, R. *Discliplining Demoscracy, Development Discourse and Good Governance in Africa*. (London: Zed.2000)  Manor, J (ed). 2002. *Rethinking Third World Politics*. Longman.  Duffield, M., *Global Governance and the New Wars* (London: Zed.2001) | | | | |

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| **Module Title** | **Critical Approaches to Security – POLS 330** | | | | |
| **Module Code** | 08 22991 | | | | |
| **Member of Staff** | Cerwyn Moore | | | | |
| **Credits** | 20 |  |  |  |  |
| **Semester** | 1+2 |  |  |  |  |
| **Pre-requisites** | [International Security - (08 20903)](http://cis67.bham.ac.uk:7782/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=20903&pgTerm=002008) | | | | |
| **Restrictions** | Optional for 3rd year students studying: BA Political Science, BA Political Economy, BA International Relations, BA International Studies with Political Science, BA International Studies with Economics, BA International Studies with Language | | | | |
| **Contact hours** | 40 | | | | |
| **Description** | This module investigates different critical approaches to analysing security dynamics and issues in International Relations. It seeks to encourage students to reflect on the analytical and ethical assumptions that shape the ways in which security is thought about and practiced in contemporary global politics. Furthermore, the module encourages students to think critically about how security functions in global politics. It explores the key concepts of critical security studies (security, community, emancipation and representation), and looks at a variety of critical perspectives on security (including the `Welsh School¿, poststructuralist and feminist approaches). These insights are then examined in light of contemporary security issues (including war, intervention, WMD, environmental change, human rights, poverty and religion). | | | | |
| **Learning Outcomes** | By the end of this module students should be able to:   * Demonstrate an in-depth understanding of key theoretical and conceptual debates about security, particularly from critical perspectives. * Critically evaluate literature addressing the question of security in International Relations. * Demonstrate an in-depth understanding of the ways in which critical theoretical insights might be applied to particular issues and regions. * Use critical insights and approaches to analyse specific empirical issues or case studies. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | Krause, Keith and Michael C. Williams (eds) (1997) *Critical Security Studies: Concepts and Cases*. London: UCL Press.  Fierke, Karin (2007) *Critical Approaches to International Security*. Cambridge: Polity.  Sheehan, Michael (2005) *International Security: An Analytical Survey*. London and Boulder, CO: Lynne Rienner.  Booth, Ken (ed.) (2005) *Critical Security Studies and World Politics.*  London and Boulder: Lynne Rienner. | | | | |

**If you wish to take POLS 330 Critical Approaches to Security there is a pre-requisite of either POLS 218 International Security or POLS 214 International Relations Theory.**

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| **Module Title** | **LH Advanced Modern Asia – POLS 332** | | | | |
| **Module Code** | 08 19471 | | | | |
| **Member of Staff** | Julie Gilson | | | | |
| **Credits** | 20 |  |  |  |  |
| **Semester** | 1+2 |  |  |  |  |
| **Pre-requisites** | Desirable for students to have taken POLS 216 in second year; see Dr. Gilson for further details | | | | |
| **Restrictions** | All degree programmes in POLSIS | | | | |
| **Contact hours** | 22 | | | | |
| **Description** | This module is designed to enable you to gain an advanced understanding of key actors and themes in East Asia. It is broadly divided into the two areas of Development and Insecurity. Development refers both to the economic progress of key states, as well as to general issues pertaining to good governance. | | | | |
| **Learning Outcomes** | Topics related to these will be illustrated through the study of specific countries. Insecurity relates not only to traditional concerns over high security issues, such as nuclear weapons, but also to critical security issues such as post-conflict reconstruction. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | Yahuda, M. (1996) *The International Politics of the Asia-Pacific, 1945-1995* (Routledge)  Mason, Colin ed (2000) *A Short History of Asia* (Macmillan)  Brothwick M ed (1998) *Pacific Century: The Emergence of Modern Pacific Asia* | | | | |

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| **Module Title** | **Politics and the Media – POLS 333 Not running 2014-15** | | | | |
| **Module Code** | 08 20904 | | | | |
| **Member of Staff** | Peter Preston | | | | |
| **Credits** | 20 |  |  |  |  |
| **Semester** | 1+2 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Restrictions** | None | | | | |
| **Contact hours** |  | | | | |
| **Description** | This module aims to provide students with a good understanding of the relationship between the media and politics, and the implications of this relationship upon the democratic process in the light of globalisation. Students are also strongly encouraged to develop and strengthen their critical and analytical skills both in written and verbal forms. | | | | |
| **Learning Outcomes** | By the end of the module students should be able to use theoretical frameworks to be able to discuss the nature of the relationship between different media formations and politics. This will also enable students to offer a comprehensive analysis of the implications of this complex relationship upon those who `consume¿ or `receive¿ the media and political issues. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | Barnett, c. (2003) *Culture and democracy: media, space and representation*.  Briggs, A. and Cobley, P. (1998) *The Media: an introduction*. |  |  |  |  |

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| **POLS 334 Immigration and Citizenship in Western Europe Not running 2014-15** | |
| **08 18290** | |
| **Description** | The module will examine the issues surrounding immigration and citizenship in western Europe today. It has three key aims:   1. To introduce students to current issues of immigration 2. To enable students to develop differentiated analysis of such concepts as asylum, integration and citizenship 3. To identify and analyse the political responses to immigration at both national and supranational levels   The module will first consider types of and norms of immigration and citizenship, and then examine their implementation in four European states (Britain, France, Germany and the Netherlands). The module will also examine political reactions to immigration and the emergence of the EU’s supranational immigration regime. |
| **Learning Outcomes** | By the end of this module, students are expected to:   1. Differentiate between different types of and reasons for immigration; 2. Understand issues such as political asylum, integration, citizenship and naturalisation; 3. Apply their theoretical understanding of immigration and citizenship to analyse and compare Britain, France, Germany and the Netherlands; 4. Contextualise and analyse the nascent European immigration regime. |
| **Assessment** | TBC |
| **Key Texts** | Castles, S. and M. Miller (2009), *The Age of Migration*, 4th edition(London: Palgrave)  Geddes, A. (2003), *Politics of Migration and Immigration in Europe* (London: Sage)  Cornelius, W., T. Tsuda, P. Martin and J. Hollifield (2004) (eds.), *Controlling Immigration: A Global Perspective* (Stanford: Stanford University Press)  Messina, A. (2007) *The Logics and Politics of Post-WWII Migration to Western Europe* (Cambridge: Cambridge University Press) |

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| **Module Title** | **Devolution and the Politics of Territory in the EU – POLS 335 Not running 2014-15** | | | | |
| **Module Code** | 08 18287 | | | | |
| **Member of Staff** |  | | | | |
| **Credits** | 20 **Semester** 1 and 2 |  |  |  |  |
| **Contact hours** | 44 | | | | |
| **Description**  Throughout the Member States of the European Union, regional governments are increasingly finding new opportunities to participate in policy-making and implementation. In part this reflects the changing institutional structure of the EU itself, but it also reflects the changing nature of the relationship between the nation-state and its constituent parts. The form of intergovernmental relations between actors is evolving, not least in response to changing ideas on what constitutes `good governance¿. This module examines the territorial impact of adaptation at the supranational and national levels on regional level actors. This examination draws on the current debate within the UK, where national pressures for devolved administrations in Scotland, Wales and the English regions have impacted on interaction between the central government, the European level and the regional bodies. Comparative lessons for the UK will be drawn by considering the range of territorial structures in other countries such as Belgium, Germany, Italy, Spain and Austria. The overall implications of the growing move to devolution and regionalism will be brought together in assessing the future shape of the EU and the role of regions as multilevel governance actors within it. | | | | | |
| **Learning Outcomes**  By the end of the module the student should be able to:   * To give a broad introduction to issues and ideas concerning devolution, territorial politics and the role of regional actors in EU policymaking * To promote awareness of the development of UK devolution, providing insights and lessons from the territorial politics of the constituent parts of the UK and other EU Member States * On the basis of comparative practical policy analysis, to develop an understanding of the inter-relationships between regional, national and supranational governance structures * To explore the role and significance of regional governments in the UK and elsewhere in the EU on debates about the future of Europe | | | | | |
| **Assessment** | TBC | | | | |
| **Texts**  Adams, J., *Devolution in Practice.* London: Institute for Public Policy Research 2005.  Jeffery, C. *The Regional Dimension of the European Union*. London: Frank Cass. 1997  Greer, S. (ed) *Territory, Democracy and Justice: Territorial politics in advanced industrial democracies.* Basingstoke: Palgrave Macmillan 2005.  Hazell, R. (ed) *Constitutional Futures: A History of the Next Ten Years.* Oxford University Press, 1999.  Hazell, R and Rawlings, R (eds) *Devolution, law making and the constitution.* Exeter: Imprint Academic 2005.  Hooghe, L & Marks, G. *Multilevel Governance in the European Union*. Boulder: Rowan and Littlefield. 2001 Borzel, T. *States and Regions in the European Union.* Cambridge University Press 2002.  Bogdanor, V. *Devolution in the United Kingdom.* Frank Cass, London, 2001.  Adams, J and Schumuecker K. *Devolution in Practice 2006.* London: Institute for Public Policy Research 2006.  Heywood, P and Closa C. *Spain and the European Union.* Basingstoke, Palgrave Macmillan, 2004.  Kerremans, B. *Determining a European Policy in a Multilevel Setting: The Case of Specialized Coordination in Belgium, Regional and Federal Studies*. 10:1 pp 36-61 (2000) | | | | | |

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| **Module Title** | **Europe in a Globalized World – POLS 336** | | | | |
| **Module Code** | 08 20811 | | | | |
| **Member of Staff** | Michelle Pace | | | | |
| **Credits** | 20 |  |  |  |  |
| **Semester** | 1+2 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Restrictions** | None | | | | |
| **Contact hours** | 40 | | | | |
| **Description** | Current international events have intensified focus on the European Union’s role in a globalized world. The standard view presents EU efforts to develop a united and coherent political identity as relatively unsuccessful. A contrasting view has emerged suggesting that the EU has gradually developed a distinctive identity in international affairs, predicated upon an increasing degree of unity on core European norms and values. From this perspective the EU is seen as developing normative power that compares favourably to the US’s soft (and hard) power. The proposed module will explore these debates over the EU’s effectiveness as a normative power in its external relations with a number of strategically important areas of the world. | | | | |
| **Learning Outcomes** | By the end of the module the student should be able:   * To stimulate knowledge and enquiry on Europe’s role as a key player on the international arena * To enhance students¿ appreciation of the complexities involved in Europe’s role in a globalized world. * To enhance knowledge and understanding of the EU’s role in a Globalized World among (traditional & non-traditional European Studies) students * Stimulate enquiry about European political integration and the EU as an international actor. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | Bretherton, Charlotte and John Vogler (2006) *The European Union as a Global Actor, 2nd edition* (Abingdon: Routledge)  Carlsnaes, Walter, Helene Sjursen and Brian White (2006) (eds) *Contemporary European Foreign Policy* (London: Sage)  Hill, Christopher and Michael Smith (2005) *International Relations and the European Union* (Oxford: Oxford University Press)  Keukeleire, Stephan and Jennifer MacNaughtan (2008) *The Foreign Policy of the European Union*, second edition (Palgrave: MacMillan)  Smith, Karen (2008) *European Union Foreign Policy in a Changing World*, second edition (Cambridge: Polity Press) | | | | |

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| **Module Title** | **Left Parties and Protest Movements – POLS 338** | | | | |
| **Module Code** | 08 22558 | | | | |
| **Member of Staff** | David Bailey | | | | |
| **Credits** | 20 |  |  |  |  |
| **Semester** | 1+2 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Restrictions** | none | | | | |
| **Contact hours** | 40 | | | | |
| **Description** | This module focuses on the political ideas, actions and outcomes of parties and movements operating on the left of the political spectrum. This includes social democratic parties, communist parties, trade union movements, new social movements, and protest groups, including the 'anti-globalization movement'. It covers both the theoretical developments of such parties and movements, and their political activities in practice. It aims to provide a broad historical overview of the development of potential agents of social and political change. In doing so, moreover, it places contemporary left-wing political parties and protest movements within their historical context, thereby enabling a critical evaluation of the strengths and weaknesses of such forms of political activity. | | | | |
| **Learning Outcomes** | By the end of the module the student should be able to:   * Demonstrate a thorough knowledge of the historical development of left parties and protest movements. * Critically evaluate the theoretical and strategic positions of various left parties and protest movements. * Demonstrate an ability to draw upon empirical events and theoretical debates in order to analyse developments, opportunities, and constraints, within a given political context. * Demonstrate the capacity to analyse and evaluate relevant explanations and arguments so as to reach a clear and scholarly assessment. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | Tilly, C. 2004. *Social Movements 1768-2004* (Boulder, Paradigm Publishers)  Schecter, D. 2007. *History of the Left from Marx to the Present: Theorectical Perspectives* (London Continuum)  Sassoon, D, 1996 *One hundred years of Socialism: The West European left in the Twentieth Centruy* (London Fontana Press)  Della Porta D (ed) 2007 *The Global Justice Movement: Cross-National and Transnational Perspectives* (London Paradigm)  Tormey, S. 2004 *Anticapitalism: A beginner's guide*. (Oneworld publications)  Bartolini, S., 2000 *The Political Mobilization of the European Left 1860-1980: The Class Cleavage* (Cambridge, Cambridge University Press)  Gilbert, J., 2008 *Anticapitalism and Culture: Radical Theory and Popular Politics*, (Berg Publishers) | | | | |

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| **Module Title** | **Diplomatic History of the Arab-Israeli Conflict – POLS 339** | | | | |
| **Module Code** | 08 22556 | | | | |
| **Member of Staff** | Asaf Siniver | | | | |
| **Credits** | 20 |  |  |  |  |
| **Semester** | 1+2 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Restrictions** | none | | | | |
| **Contact hours** | 40 | | | | |
| **Description** | This module examines the diplomatic history of the Arab-Israeli conflict from 1948 to the present, with a focus on the role of third party mediators to bring about resolution to the conflict between Israel and the Arab world. The first part of the module provide a theoretical review of mediation in international conflicts, and addresses issues such as the role of third parties and the necessary conditions for effective mediation; the various mediation strategies; and the nature of the bargaining process. The second part of the module applies the theory to the rich history of Middle East diplomacy from the first Arab-Israeli war in 1948 to the Oslo Peace Process and the Road Map. The module concludes with a simulation exercise where students assume the roles of the disputants and various mediators to asses the contributions and failings of third parties to promote Arab-Israeli peace. | | | | |
| **Learning Outcomes** | By the end of the module students should:   * Develop knowledge of the key theoretical questions regarding international mediation; show an understanding of key historical developments in the region; analyse the significance of developments in the region’s diplomatic history, and the connections between them. * Be able to think critically about subject matters; identify and address key issues in the modern political history of the Middle East; use both diplomatic and political histories of the region to construct explanations of key developments. * Demonstrate an ability to think critically; be able to select and synthesise data from various primary and secondary sources; identify and compare key arguments; plan, research and write a piece of research. * Communicate effectively both orally and in writing; improve their analytical, Organizational, and inter-personal skills. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** |  |  |  |  |  |

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| **Module Title** | **Gender in World Politics – POLS 341** | | | | |
| **Module Code** | 08 22879 | | | | |
| **Member of Staff** | Jill Steans | | | | |
| **Credits** 20 **Semester**1+2 | |  |  |  |  |
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| **Restrictions** | none | | | | |
| **Contact hours** |  | | | | |
| **Description** | This course is comprised of two inter-linked modules. There are a range of perspectives and related literatures on gender in international politics, which collectively provide novel approaches to and critical insights into a range of issues and areas conventionally regarded as falling within the domain of international relations and international politics. These include the state; citizenship, constructions of identities and boundaries of political community; ethics; war, peace and security; international institutions; political economy and development and human rights. Contemporary constructivist and approaches in IR, including feminist and queer theory have also expanded the field of study to include, for example, the role of emotion in politics and the significance of aesthetics and the visual in understanding the domain of world politics. In this course, an eclectic approach to gender that draws upon out a various strands of contemporary IR scholarship is utilised to interrogate a range of discrete areas and issues within the ambit world politics. There are no lectures on this course. In the first semester, seminars are tutor led. Each week, the tutor will provide a brief overview of the topic under discussion, followed by a focused discussion of key related readings. In the second semester, seminar discussions will be student-led. Each week one or two students (depending on class size) will present a brief introduction and overview of the core readings for that week, followed by focused discussion based around key questions identified by the presenters. | | | | |
| **Learning Outcomes** | By the end of the module the student should be able to:   * Have a deep understanding of the concept of gender and the various ways in which the concept has been employed in the study of international politics * Will be able to distinguish between gender as a category within the study of international relations and gender as an approach to the study of international relations. * Will be able to locate feminist international relations scholarship within a broader range of constructivist and critical approaches to international relations. * Will be able to critically interrogate a range of core concepts employed within the study of international relations and international politics, from the perspective on gender. * Will demonstrate in-depth knowledge on one discrete area of study on the syllabus. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | Chowdhry, G. and Nair, S. (2002) (eds) *Postcolonialism and International Relations: Race, Gender and Class*. London: Routledge  Phillip Darby (1997) *At the Edge of International Relations: Postcolonialism, Gender and Dependency*. London: Continuum  Ackerly, B. Stern, M. and True, J. (2006) *Feminist Methodologies for International Relations*, Cambridge: Cambridge University Press | | | | |

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| **Module Title** | **Issues in Domestic US Politics – POLS 343** | | | |
| **Module Code** | 08 23878 | | | |
| **Member of Staff** | Robert Watt | | | |
| **Credits** | 20 |  |  |  |
| **Semester** | 1+2 |  |  |  |
| **Pre-requisites** | POLS 217 Introduction to United States Politics | | | |
| **Restrictions** | none | | | |
| **Contact hours** |  | | | |
| **Description** | This module surveys the key political issues within domestic United States politics in the competing light of economic and political explanations of the dynamics of U.S. domestic policy. This is accomplished under the framework of Farmer’s concept of US ideologies, Singh’s concept of the Culture War. These issues include: Participation/Non-participation, Campaign Finance, Direct Democracy, Gun Control, Immigration, Affirmative Action, Healthcare, Welfare, Capital Punishment, the role of Religion, Abortion, Drugs, Homeland Security, Drugs and Gay Marriage. | | | |
| **Learning Outcomes** | By the end of the module students should:   * provide an overview of core issues and controversies within U.S. domestic politics * demonstrate, critical understanding of underlying debate over the role of conservative vs. liberal perspectives (the Culture War) on U.S. politics * demonstrate a critical understanding of the role of the economy in the dynamics of U.S. politics * Communicate a detailed understanding of how the system of checks and balances at the centre of its system of government attempts to resolve competing interpretations of the constitution | | | |
| **Assessment** | TBC | | | |
| **Texts** |  |  |  |  |

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| **Module Title** | **LH Professional Development Module** | | | | |
| **Module Code** | 08 25676 | | | | |
| **Member of Staff** | TBC | | | | |
| **Credits** | 20 |  |  |  |  |
| **Semester** | 1 and 2. The placement which forms the basis of the module can take place either in the summer vacation between your penultimate and final year (please see restrictions) or during your final year. |  |  |  |  |
| **Pre-requisites** | None | | | | |
| **Restrictions** | If you wish your placement to take place during the summer vacation, then you must attend 13 hours of pre-placement workshops during the week commencing 9 June. It is not possible to take both the Professional Development Module and a MOMD. | | | | |
| **Contact hours** | 18 hours face-to-face contact time plus a minimum of 40 hours on the professional placement. The 40 hours spent on the placement can flexible and worked out by the student and the organisation. | | | | |
| **Delivery** | Lectures and Workshops | | | | |
| **Description** | The aim of this module, which is based on a placement, is to provide you with a learning experience that will help bridge the gap between your current academic life at Birmingham and your future professional life post-graduation. This module will help you identify your personal and professional skills and strengths, and reflect on the skills you have developed during the placement.  You will need to ensure that you have a placement to be used as the basis of the module, but will get help in this from our dedicated Placements Team. You might use a placement that you have already arranged, such as work experience with a commercial company or public sector organisation, a summer internship, volunteering, or acting as a research assistant to an academic in your department. Alternatively, the Placements Team are sourcing placements from the public, private and voluntary sectors, and you can apply for a placement from one of these organisations.  The Placements Team will help you to prepare for your placement and provide support throughout the module, during term time and the summer vacation, including when you are out on placement. **If you would like to take the module you need to let the Placements Team know whether you have a placement arranged by completing a short online form by the end of Friday 6 June at the latest**. The form can be accessed at [www.intranet.birmingham.ac.uk/pdmform](http://www.intranet.birmingham.ac.uk/pdmform)  If you have any questions about the module please email the Placements Team at [placements@contacts.bham.ac.uk](mailto:placements@contacts.bham.ac.uk) | | | | |
| **Learning Outcomes** | By the end of the module students should be able to:   * Undertake a critical audit of their skills and capabilities for their professional career * Identify the key areas requiring improvement. * Articulate a coherent strategy for closing this ‘skills/capabilities gap’. * Critically evaluate the relative success of this strategy post-placement. * Demonstrate an ability to relate work practices to a body of academic literature. | | | | |
| **Assessment** | 2000 word self-reflective journal 50%  2000 word work-based project 50%  Your assessment for the module will not be based on the employer’s assessment of your performance on placement. | | | | |
| **Texts** | M. Yorke, *Employability in higher education: what it is – what it is not* (2006)  J.A. Moon, *Learning Journals: a handbook of reflective practice and professional development* (2nd edn, 2006) | | | | |

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| **Module Title** | **LH Dissertation (Sociology) A – SOC 301** | | | | |
| **Module Code** | 08 14572 | | | | |
| **Member of Staff** | Dissertation Supervisor | | | | |
| **Level** | Honours Level |  |  |  |  |
| **Credits** | 20 |  |  |  |  |
| **Semester** | 1 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Co-requisites** | [Dissertation B - (08 14573)](http://cis67.bham.ac.uk:7782/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=14573&pgTerm=002010) | | | | |
| **Restrictions** | Restrictions do apply – see Programme Director for further details. | | | | |
| **Contact hours** |  | | | | |
| **Description** | This linked module involves self-directed study under the guidance of a supervisor. Students will be expected to use the research skills and concepts introduced in years one and two to conduct their own research project and to present it in an appropriate style. Supervision will be by a combination of group and individual sessions, as appropriate. | | | | |
| **Learning Outcomes** | By the end of the module the student will be able to: demonstrate an ability to work on his/her own; relate his/her specific research question to the academic and cultural context (including a thorough review of the literature); use his/her own initiative in collecting and presenting appropriate material/data; use the materials/data collected to engage creatively with relevant debates in Cultural Studies and/or Sociology, drawing appropriate conclusions; present a well structured dissertation, employing appropriate academic conventions (including referencing, bibliography etc.). | | | | |
| **Assessment** | TBC | | | | |
| **Texts** |  |  |  |  |  |

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| **Module Title** | **LH Dissertation (Sociology) B SOC 301** | | | | |
| **Module Code** | 08 14573 | | | | |
| **Member of Staff** | Dissertation Supervisor | | | | |
| **Level** | Honours Level |  |  |  |  |
| **Credits** | 20 |  |  |  |  |
| **Semester** | 2 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Co-requisites** | [Dissertation A - (08 14572)](http://cis67.bham.ac.uk:7782/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=14572&pgTerm=002010) | | | | |
| **Restrictions** | A Restrictions do apply – see Programme Director for further details. | | | | |
| **Contact hours** |  | | | | |
| **Description** | This linked module involves self-directed study under the guidance of a supervisor. Students will be expected to use the research skills and concepts introduced in years one and two to conduct their own research project and to present it in an appropriate style. Supervision will be by a combination of group and individual sessions, as appropriate. There will also be some lecture-type sessions. Detailed guidelines will be distributed to students by the Department. The dissertation will be due at the end of the Spring term (precise date to be notified by Department). | | | | |
| **Learning Outcomes** | By the end of the module the student will be able to: demonstrate an ability to work on his/her own; relate his/her specific research question to the academic and cultural context (including a thorough review of the literature); use his/her own initiative in collecting and presenting appropriate material/data; use the materials/data collected to engage creatively with relevant debates in Cultural Studies and/or Sociology, drawing appropriate conclusions; present a well structured dissertation, employing appropriate academic conventions (including referencing, bibliography etc.). | | | | |
| **Assessment** | TBC | | | | |
| **Texts** |  | | | | |

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| **Module Title** | **Contemporary Social Theory A – SOC 302** | | | | |
| **Module Code** | 08 16787 | | | | |
| **Member of Staff** | Justin Cruickshank | | | | |
| **Level** | Honours Level |  |  |  |  |
| **Credits** | 10 |  |  |  |  |
| **Semester** | 1 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Co-requisites** | [Contemporary Social Theory B - (08 16788)](http://cis67.bham.ac.uk:7782/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=16788&pgTerm=002010) | | | | |
| **Restrictions** | SH and relevant JH Sociology programmes | | | | |
| **Contact hours** | 20 | | | | |
| **Description** | This module builds upon Level I Modern Sociological Theory. The module takes a thematic approach to three key areas of contemporary social theory. First, the emergence of postmodernism is analysed in terms of its implications for understanding both the nature of contemporary societies and the enterprise of theory itself. Second, contemporary macro social theories are analysed through key debates such as the character of globalisation and the information society. Finally, the implications for social theory of contemporary debates in the philosophy of social science are examined. | | | | |
| **Learning Outcomes** | By the end of the module the student should be able to identify and examine in critical depth key issues in contemporary social theory, including some cutting edge debates. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | Dodd N. *Social Theory and Modernity*.  Sayer A. *Realism and Social Science*.  Elliot A (ed). *The Blackwell Reader in Contemporary Social Theory*. | | | | |

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| **Module Title** | **Contemporary Social Theory B – SOC 302** | | | | |
| **Module Code** | 08 16788 | | | | |
| **Member of Staff** | Dr Justin Cruickshank | | | | |
| **Level** | Honours Level |  |  |  |  |
| **Credits** | 10 |  |  |  |  |
| **Semester** | 2 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Co-requisites** | [Contemporary Social Theory A - (08 16787)](http://cis67.bham.ac.uk:7782/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=16787&pgTerm=002010) | | | | |
| **Restrictions** | SH and relevant JH Sociology programmes | | | | |
| **Contact hours** | 20 | | | | |
| **Description** | This module builds upon Level I Modern Sociological Theory. The module takes a thematic approach to three key areas of contemporary social theory. First, the emergence of postmodernism is analysed in terms of its implications for understanding both the nature of contemporary societies and the enterprise of theory itself. Second, contemporary macro social theories are analysed through key debates such as the character of globalisation and the information society. Finally, the implications for social theory of contemporary debates in the philosophy of social science are examined. | | | | |
| **Learning Outcomes** | By the end of the module the student should be able to identify and examine in critical depth key issues in contemporary social theory, including some cutting edge debates. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | Elliot A (ed). *The Blackwell Reader in Contemporary Social Theory*.  Dodd N. *Social Theory and Modernity*.  Sayer A. *Realism and Social Science*. | | | | |

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| **Module Title** | **Environment, Politics and Society A – SOC 304** | | | | |
| **Module Code** | 08 16781 | | | | |
| **Member of Staff** | Emma Foster | | | | |
| **Level** | Honours Level |  |  |  |  |
| **Credits** | 10 |  |  |  |  |
| **Semester** | 1 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Co-requisites** | [Environment, Politics and Society B - (08 16782)](http://cis67.bham.ac.uk:7782/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=16782&pgTerm=002010) | | | | |
| **Restrictions** | Sociology | | | | |
| **Contact hours** | 20 | | | | |
| **Description** | This module will develop an understanding of how environmental problems emerge, are constructed and how decisions about them come to be made. The nature of environmental thought and its development will be studied. | | | | |
| **Learning Outcomes** | By the end of the module the student should be able to: Understand how environmental problems emerge and how policy outcomes occur; Understand Green thought. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | Toke D. *Green Politics and Neo-Liberalism*.  Martell L. *Ecology and Society*.  Pepper D. *Modern Environmentalism*. | | | | |

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| **Module Title** | **Environment, Politics and Society B – SOC 304** | | | | |
| **Module Code** | 08 16782 | | | | |
| **Member of Staff** | Emma Foster | | | | |
| **Level** | Honours Level |  |  |  |  |
| **Credits** | 10 |  |  |  |  |
| **Semester** | 2 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Co-requisites** | [Environment, Politics and Society A - (08 16781)](http://cis67.bham.ac.uk:7782/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=16781&pgTerm=002010) | | | | |
| **Restrictions** | None | | | | |
| **Contact hours** | 20 | | | | |
| **Description** | This module will develop an understanding of how environmental problems emerge, are constructed in a series of specific case studies. Key areas of debate such as globalisation, animal rights and eco-feminism will be discussed. | | | | |
| **Learning Outcomes** | By the end of the module the student should be able to: Understand key debates about environment, politics and society; Apply Green thinking to North/South and other conflicts. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | Toke D., *Green Politics and Neo-Liberalism*.  Martell L., *Ecology and Society*.  Pepper D., *Modern Environmentalism.* | | | | |

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| **Module Title** | **Family: Institution, Relationship and Myth A – SOC 305** | | | | |
| **Module Code** | 08 16797 | | | | |
| **Member of Staff** | Shelley Budgeon | | | | |
| **Level** | Honours Level |  |  |  |  |
| **Credits** | 10 |  |  |  |  |
| **Semester** | 1 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Co-requisites** | [Family: Institution, Relationship and Myth B - (08 16798)](http://cis67.bham.ac.uk:7782/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=16798&pgTerm=002010) | | | | |
| **Restrictions** | None | | | | |
| **Contact hours** | 24 | | | | |
| **Description** | This module provides an overview of the theoretical trends in studying the family. Through group and individual work, it encourages critical enquiry into the study of the meaning, role and position of the family in contemporary western society. A range of different theoretical perspectives including feminist theory, queer theory, reflexive modernisation, and postmodernism are applied to areas such as lone motherhood, the family and the state, multiculturalism, same sex relationships and new reproductive technologies. The module is taught through lectures and student led workshops. | | | | |
| **Learning Outcomes** | On completion of this module the student will be able to: demonstrate an understanding of some of the major theoretical trends in the sociological study of the family; demonstrate a critical understanding of family change in contemporary Britain (or US or Europe), particularly as it relates to public representations and debates; demonstrate a knowledge of the sociological (or other humanities and/or social science) literature relevant to a specific topic related to the family; critically analyse a specific topic in a suitable academic style; work effectively in groups. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | None | | | | |

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| **Module Title** | **Family: Institution, Relationship and Myth B – SOC 305** | | | | |
| **Module Code** | 08 16798 | | | | |
| **Member of Staff** | Shelley Budgeon | | | | |
| **Level** | Honours Level |  |  |  |  |
| **Credits** | 10 |  |  |  |  |
| **Semester** | 2 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Co-requisites** | [Family: Institution, Relationship and Myth A - (08 16797)](http://cis67.bham.ac.uk:7782/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=16797&pgTerm=002010) | | | | |
| **Restrictions** | None | | | | |
| **Contact hours** | 24 | | | | |
| **Description** | This module provides an overview of the theoretical trends in studying the family. Through group and individual work, it encourages critical enquiry into the study of the meaning, role and position of the family in contemporary western society. A range of different theoretical perspectives including feminist theory, queer theory, reflexive modernisation, and postmodernism are applied to areas such as lone motherhood, the family and the state, multiculturalism, same sex relationships and new reproductive technologies. The module is taught through lectures and student led workshops. | | | | |
| **Learning Outcomes** | On completion of this module the student will be able to: demonstrate an understanding of some of the major theoretical trends in the sociological study of the family; demonstrate a critical understanding of family change in contemporary Britain (or US or Europe), particularly as it relates to public representations and debates; demonstrate a knowledge of the sociological (or other humanities and/or social science) literature relevant to a specific topic related to the family; critically analyse a specific topic in a suitable academic style; work effectively in groups. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | None | | | | |

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| **Module Title** | **Political Sociology A and B – SOCS 306** | | | | |
| **Module Code** | 08 08417 / 08 08418 | | | | |
| **Member of Staff** | Dr. Will Leggett | | | | |
| **Level** | Honours Level |  |  |  |  |
| **Credits** | 20 |  |  |  |  |
| **Semester** | 1+2 |  |  |  |  |
| **Contact hours** | 40 | | | | |
| **Description** | Political Sociology seeks to understand political ideas, action, identities and institutions in their social context: how do we understand the politics-society relation? **Semester 1** explores core political-sociological concepts such as the nature of power, the state, ideology, ruling elites and violence. **Semester 2** addresses how more recent developments in social and cultural theory are changing the shape of political sociology. It pursues this through contemporary topics such as identity politics; new forms of political participation/apathy; the politics of the internet; new forms of governance; the role of discourse and ideas for a radical democracy. What do these new developments tell us about the scope of politics and the nature of social change, power and resistance in contemporary societies? | | | | |
| **Learning Outcomes** | On completing the module students will be able to:   * Critically assess the major theoretical traditions and debates in political sociology. * Apply these to a range of substantive contemporary topics. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | Eds. Nash, K. and Scott A. (2004) *The Blackwell Companion to Political Sociology*, Oxford: Blackwell.  Nash, K. (2010) *Contemporary Political Sociology: Globalization, Politics and Power* (2nd edn.), Oxford: Blackwell. Faulks, K (2002) *Political Sociology: A Critical Introduction*, NY: NYU Press. | | | | |

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| **Module Title** | **The Public Domain A – POLS 307** May not be available due to study leave 2014/15 | | | | |
| **Module Code** | 08 16801 | | | | |
| **Member of Staff** | Andrew Knops | | | | |
| **Level** | Honours Level |  |  |  |  |
| **Credits** | 10 |  |  |  |  |
| **Semester** | 1 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Co-requisites** | [The Public Domain B - (08 16802)](http://cis67.bham.ac.uk:7782/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=16802&pgTerm=002010) | | | | |
| **Restrictions** | Available: BA Sociology; BA Media, Culture and Society and related Sociology/Cultural Studies JH programmes. MOMD. | | | | |
| **Contact hours** | 20 | | | | |
| **Description** | This module explores the nature and scope of the public domain at the start of the twenty first century. It will consider the concept of the public realm and highlight how the changing boundary between public and private structures large areas of social life. The module will be in two parts. 1) Drawing on social theory, the opening lectures will explore changing definitions of the public sphere and the public realm in modernity; counter-posing them to the notion of the private, and the growth of the market. 2) The second part of the course will explore changing conceptions of the public domain through a number of case studies, for example: public space, forms of media, transport policies, the environment, public-private partnerships, the philosophy underlying the public sector. Whilst centred on a sociological approach, the module will draw on aspects of other disciplines, most notably political theory, social policy, history and philosophy. Whilst centred on a sociological approach, the module will draw on aspects of other disciplines, most notably political theory, social policy, history and philosophy. | | | | |
| **Learning Outcomes** | By the end of the module the student should be able to: Apply relevant conceptual understanding to an extended case study or theoretical/historical investigation of a topic of their choice. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | Weintraub, J & Kumar, K (eds). 1997. *Public and Private in Thought and Practice*. Chicago: Chicago University Press  Habermas, J. 1989. *The Structural Transformation of the Public Sphere*. Cambridge: MIT Press.  Sennett, R. 1978. *The Fall of Public Man*. New York: Vintage | | | | |

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| **Module Title** | **The Public Domain B – POLS 307** May not be available due to study leave 2014/15 | | | | |
| **Module Code** | 08 16802 | | | | |
| **Member of Staff** | Dr Andrew Knops | | | | |
| **Level** | Honours Level |  |  |  |  |
| **Credits** | 10 |  |  |  |  |
| **Semester** | 2 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Co-requisites** | [The Public Domain A - (08 16801)](http://cis67.bham.ac.uk:7782/webhandbooks/WebHandbooks-control-servlet?Action=getModuleDetailsList&pgSubj=08&pgCrse=16801&pgTerm=002010) | | | | |
| **Restrictions** | Available: BA Sociology; BA Media, Culture and Society and related Sociology/Cultural Studies JH programmes. MOMD. | | | | |
| **Contact hours** | 20 | | | | |
| **Description** | This module explores the nature and scope of the public domain at the start of the twenty first century. It will consider the concept of the public realm and highlight how the changing boundary between public and private structures large areas of social life. The module will be in two parts. 1) Drawing on social theory, the opening lectures will explore changing definitions of the public sphere and the public realm in modernity; counter-posing them to the notion of the private, and the growth of the market. 2) The second part of the course will explore changing conceptions of the public domain through a number of case studies, for example: public space, forms of media, transport policies, the environment, public-private partnerships, the philosophy underlying the public sector. Whilst centred on a sociological approach, the module will draw on aspects of other disciplines, most notably political theory, social policy, history and philosophy. | | | | |
| **Learning Outcomes** | By the end of the module the student should be able to: Apply relevant conceptual understanding to an extended case study or theoretical/historical investigation of a topic of their choice. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** | Sennett, R. 1978. *The Fall of Public Man*. New York: Vintage.  Habermas, J. 1989. *The Structural Transformation of the Public Sphere*. Cambridge: MIT Press.  Weintraub, J & Kumar, K (eds). 1997. *Public and Private in Thought and Practice*. Chicago: Chicago University Press | | | | |

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| **Module Title** | **LH Sociology of Success + Fame – SOC 309** | | | | |
| **Module Code** | 08 21906 | | | | |
| **Member of Staff** | Dr Gëzim Alpion | | | | |
| **Credits** | 20 |  |  |  |  |
| **Semester** | 1+2 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Restrictions** | Optional module for Sociology and Media, Culture and Society | | | | |
| **Contact hours** | 42 | | | | |
| **Description** | The module aims to approach the concepts of success and fame from a sociological perspective, provide an introduction to some of the main attitudes and approaches to them since antiquity, and highlight the changes they have gone through since the Industrial Revolution. In the first term the focus is on how success and fame were viewed at in ancient civilizations (e.g. Egyptian, Greek, Roman), and in different social and economic systems, especially in feudalism. In the second term, the attention is on the impact of the capitalist mode of production and consumption on peoples attitudes to success and fame. Among the topics examined in this part of the module are the significance of career, the reasons for the lack of sociological literature on women and success, the role of the nineteenth century Graphic revolution on the emergence of celebrity culture, and the nature of anxiety in modern times and post modernity. | | | | |
| **Learning Outcomes** | By the end of the module the student should be able to:   * Identify different approaches to success and fame, and explain them in sociological terms. | | | | |
| **Assessment** | TBC | | | | |
| **Texts** |  |  |  |  |  |

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| **Module Title** | **LH ‘Sociology of Film’– SOC 310** | | | | |
| **Module Code** | 08 26047 | | | | |
| **Member of Staff** | Dr. Gëzim Alpion | | | | |
| **Credits** | 20 semester 1 and 2 |  |  |  |  |
| **Semester** | 1+2 |  |  |  |  |
| **Contact hours** | 40 | | | | |
| **Description**  The module provides an introduction to some of the main approaches to the study of cinema within the Sociology of Film enabling students to develop an understanding of cinema as a social and cultural institution and the extent to which films allow creative artists achieve sociological insights. Key concepts such as spectatorship, audience, genre and ideology are explored through an analysis of selected filmic texts and critical readings.  In the first term, the focus is on cinematic codes, the studio system, authorship, spectatorship, narrative, characterization, star analysis, and genre criticism (e.g. the Western, the gangster film).  In the second term, the issues covered include representation, social divisions and inequalities (e.g. ‘race’, gender, class, sexuality, religion), relationship between cinema and national identity, ideology, mass culture theory, heritage films, cinematic city, postmodern cinema, and World Cinema (e.g. Bollywood, West Bengal Cinema). | | | | | |
| **Learning Outcomes**  By the end of this module the students should be able to:  • demonstrate an understanding of key themes, issues and debates relating to the study of cinema within the Sociology of Film  • analyse and discuss filmic material in relation to broader social and cultural contexts  • apply key theoretical concepts to a variety of filmic texts | | | | | |
| **Assessment** | TBC | | | | |

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| **Module Title** | **LH Technology & Society – SOC 312** | | | | |
| **Module Code** | 08 23487 | | | | |
| **Member of Staff** | Ross Abbinnett | | | | |
| **Credits** | 20 |  |  |  |  |
| **Semester** | 1+2 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Restrictions** | None | | | | |
| **Contact hours** | 40 | | | | |
| **Description** | In the first semester students will develop a critical knowledge of contemporary theories of the relationship between technology and the evolution of human society. In the second semester these theories will be applied to contemporary questions regarding the relationship between 'the human' and 'the technological' including topics such as the ethics of new genetic technologies; technology and the environment; and new bio-medical technologies. | | | | |
| **Learning Outcomes** | By the end of the module the student should be able to:   * Understand and critically evaluate the concept of technology and its relationship to the development of human society * Conceptualize the ethical and political questions generated by new genetic, mediatic, and cybernatic technolgies and analyse them in depth * To critically apply knowledge about the humanity-technology relationship to a range of substantive topics | | | | |
| **Assessment** | TBC | | | | |
| **Texts** |  |  |  |  |  |

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| **Module Title** | **SOC 315 Sociology of Health and Illness** |
| **School** | School of Govt and Society |
| **Department** | Sociology Dr Kerry Allen and Dr Nicola Gale |
| **Short Title** | SOC 315 |
| **Module Code** | 08 25073 As an optional module: SH and JH Sociology |
| **Contact** | 40 hours - 1 + 2 semesters 20 credits |
| **Member of Staff** | The module will be coordinated and delivered by Dr Jo Ellins (lecturer) and Dr Kerry Allen (research fellow), medical sociologists based at HSMC. |
| **Delivery** | Lectures and seminars |
| **Description** | The Sociology of Health and Illness explores the social causes, consequences and lived experience of health and illness, and investigates the development and organisation of medicine as a major social institution. It is one of the largest and fastest growing applied sub-disciplines in sociology, in the UK and internationally. This optional module would meet the need to extend choice in Sociology options at L3; complement existing areas of focus within the UoB Sociology Programme (e.g. social theory, the family, gender, social divisions) and provide an important substantive area of student teaching and learning in its own right. |
| **Learning Outcomes** | This module investigates the sociological dimensions of health and illness. It looks at changing concepts of health and wellbeing; the social context and consequences of illness; the lived experience of ill health and disability; the rise and expansion of medicine as a major social institution in contemporary societies; and the organisation and delivery of healthcare in formal and informal settings. In addition to exploring the roles of and relationship between patients, professionals and policymakers, the influence of broader interest groups such as the media, science and technology and the transnational pharmaceutical industry will also be considered. Substantive topics include medicalisation and the social construction of illness; citizenship, welfare and health; medicine as an institution of social control; the politics of disability; new medical technologies and the ‘cyborg’ body; the lived experience of chronic illness; and global health issues. |
| **Assessment** | TBC |

**REES 301: DISSERTATION**

**09 10754 (A)**

**09 10755 (B)**

**Level H (also offered as 20 credit course)**

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| *Lecturer:* | All tutors |
| *Module Coordinator:* | Dr Galina Yemelianova, Room 613, Sixth Floor, Muirhead Tower, Tel: 414-6362; Email: G.Yemelianova@bham.ac.uk |
| *Modular Value:* | 40 credits |
| *Duration:* | All year |
| *Availability:* |  |
| *Course Aims:* | By the end of this module students should be able to demonstrate an ability to work on their own; to use their initiative in collecting and presenting material; undertake a thorough review of the available literature; draw appropriate conclusions from assembled data; present an academic essay. |
| *Course Outline:* | Students should starting thinking about a possible topic and supervisor during the summer term before taking this module. Essay topic to be determined in consultation with tutor/supervisor. Plan to be submitted by end of October. Search and review of literature through Semester 1. First draft to be submitted by end of January. Final version submitted at the end of the Spring term. |
| *Assessment:* | TBC |
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**REES 302:** **ADVANCED CULTURAL POLITICS OF RUSSIA AND EASTERN EUROPE**

**08 08436 (A)**

**08 08437 (B)**

**Level H (also offered at Level I)**

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| *Lecturer:* | Dr Kataryna Wolczuk |
| *Contact:* | Dr [Kataryna Wolczuk](mailto:K.Wolczuk@bham.ac.uk), Room 618, Sixth Floor, Muirhead Tower  Tel: 0121 414 6356; Email: K.Wolczuk@bham.ac.uk |
| *Level* | Undergraduate, Third Year |
| *Credit value*: | 20 credits |
| *Duration:* | Semesters 1 and 2 |
| *Teaching:* | To be confirmed |
| *Restrictions on Enrolment:* | The module is available to final year students **but IS NOT** available to students who have taken the level I module ***Cultural Politics of Russia and Eastern Europe*** |
| *Course Outline:* | These linked modules are structured thematically and draw on comparative materials from a range of experiences across Russia, the Soviet successor states and Eastern Europe. The themes covered include: ethnicity, national identity, diaspora and the politics of inclusion/exclusion; popular culture and the media; representation of the East in western Europe, geopolitical identities and the impact of 'westernisation' on post-communist countries. These themes will be prefaced with historical background and discussed in their empirical, discursive and theoretical dimensions. |
| *Course Objectives:* | On completion of these linked modules the student will be able to:  1) employ critically key concepts of western social science to understand empirical realities of Russia and Eastern Europe;  2) have a through understanding of the social and cultural dimensions of current political change in Russia and Eastern Europe;  3) be aware of the cuultural and social differences between Russia and countries of Eastern Europe; 4) have developed generic discussion, presentation and writing skills. |
| *Assessment:* | TBC |
| *Key texts:* | G Smith, *The Post Soviet States,*Arnold, 1999  M Burawoy and K Verder (eds) *Ethnographies of Change in the Post-Socialist World,* 1999  A M Barker (ed) *Consuming Russia,* Duke University Press, 1999 |

**REES 303: ADVANCED CONTEMPORARY RUSSIAN AND EAST EUROPEAN POLITICS:**

**08 21882**

**Level H (also offered at Level I)**

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| *Lecturer:* | Dr David White |
| *Contact:* | Room 614 (DJW) respectively, Sixth Floor, Muirhead Tower  [D.J.White.1@bham.ac.uk](mailto:D.J.White.1@bham.ac.uk). |
| *Modular Value:* | 20 credits |
| *Duration:* | All year |
| *Teaching:* | One weekly two-hour seminar |
| *Time:* | To be confirmed |
| *Availability:* | The module is available to final year students **but IS NOT** available to students who have taken the level I module ***Contemporary Russian and East European Politics*** |
| *Course Aims:* | 1. To understand the key features of the USSR as a political system and the role of nationalist movements in the disintegration of the USSR. 2. To apply and develop broad concepts of ‘transformation’ in the Russian and Ukrainian cases. 3. To identify key political developments facing Russia and Ukraine since the break-up of the USSR. 4. To identify major political forces in Russia and Ukraine and to identify their distinctive features. 5. To conceptualise Europe from an eastern European perspective, and understand the dynamics of regional integration within the former Soviet Union.  * To develop key transferable skills of written and oral communication and group working and the ability to think critically about individuals, processes, events, ideas and institutions. |
| *Course Outline:* | The module focuses on contemporary Russia and Ukraine as the two biggest Soviet successor states. The underlying theme of the module is the progress or otherwise of democracy. The module is split into the following blocks:   * The collapse of the Soviet Union * The Soviet political system, nationality policy, causes of collapse * Institutions, Power and Political Actors * Institutional choice, informal power, party development * Spatial Politics * Centre-regional relations, the Chechen Wars * Foreign Policy * Relations between Russia and Ukraine, relations with former Soviet states and relations with the West and Western institutions * State and Nation Building * Challenges of post-communist nation-building * Developing post-Soviet states * Conceptualising political change * Problems of transition, democratisation, new models of political change |
| *Assessment* | TBC |
| *Key Texts:* | White S, *Understanding Russian Politics* (Cambridge: Cambridge University Press, 2011)  Shiraev E. *Russian Government and Politics* (London: Palgrave Macmillan, 2013)  D’Anieri, P, *Understanding Ukrainian Politics: Power, Politics, and Institutional Design* (Armonk, NY: M.E. Sharpe, 2006)  Wolczuk, K (with others) (2010)*Beyond Colours: Assets and Liabilities of ‘Post-Orange’ Ukraine*  (Stefan Batory Foundation, Warsaw) available for free at: <http://www.irf.ua/files/ukr/beyond%20colours.pdf> |

**REES 304: THE RUSSIAN ECONOMY: FROM PLAN TO MARKET**

**08 15130 (A)**

**08 15133 (B)**

**Level H**

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| *Lecturer:* | Dr Richard Connolly | | |
| *Contact:* | Dr Richard Connolly,Room 620, Sixth Floor, Muirhead Tower,  Tel: 414-8219; Email: [R.Connolly@bham.ac.uk](mailto:R.Connolly@bham.ac.uk) | | |
| *Modular value:* | 20 credits | | |
| *Duration:* | All year | | |
| *Teaching:* | Two one-hour lectures | | |
| *Time:* | To be confirmed | | |
| *Availability:* | The course is open to all final year students. | | |
| *Prerequisites:* | None | | |
| *Course Aims:* | Students will gain an appreciation of the political economy of a non-market economic system and become acquainted with the concepts and theories developed to understand the post-communist transformation of that system into a market economy. Those with a prior knowledge of economics will broaden their range of expertise and understanding of comparative economic analysis; those without economics will gain knowledge of a new discipline in a non-mathematical form. All students will learn much about the Soviet Union and Russia, its development and prospects. Will the former communist superpower succeed in establishing a viable market economy able to compete in an increasingly globalised world economy? Is it too dependent on exports of oil and gas? A partner or adversary of the West? | | |
| *Assessment:* | TBC | | |
| *Key texts:* | P Gregory and R Stuart, *Russian and Soviet Economic Performance and Structure,* 7th edn, Addison-Wesley, 2001; P Hanson, *The Rise and Fall of the Soviet Economy*, Longman, 2003; M Lavigne, *The Economics of Transition,* Macmillan, 2nd edn, 1998. Literature in the Main Library is supplemented by course materials held in the European Resource Centre, ERI building, and numerous handouts. | | |
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**REES 305: ADVANCED RUSSIAN POLITICAL AND INTELLECTUAL THOUGHT FROM 1850 TO 1989**

**Banner Code: 08 22069**

**Level H (also offered at Level I)**

**NOT RUNNING in 2014/15**

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| *Lecturer:* | Dr E A Rees |
| *Contact:* | Dr Arfon Rees,  Tel: 414-6354; Email: E.A.Rees@bham.ac.uk |
| *Modular value*: | 20 credits |
| *Duration:* | All year |
| *Teaching:* | One lecture and one class per week |
| *Time:* | Thursday 11 am (lecture) and Wednesday 12 pm (class) |
| *Availability:* | The module is available to final year students **but IS NOT** available to students who have taken the level I module ***Russian Political and Intellectual Thought from 1850 to 1989*** |
| *Prerequisites*: | None |
| *Course aims:* | By the end of the module the student should be able to understand the main trend in Russian political and intellectual history through the nineteenth and twentieth centuries, and be able to relate these trends to broader social and cultural developments, and to be able to compare the main direction of developments in the tsarist and Soviet eras, and to identify elements of continuity and change between the two periods. |
| *Course Outline:* | The first semester examines the political and intellectual history of the tsarist era from 1850 to 1917. It examines the official ideology of the regime and the challenge posed by various political and intellectual – Nihilism, Populism, Anarchism, and Marxism. It examines the roots of these different movements both domestically and internationally. It looks at the debates between these various currents regarding the future development of Russia.  The second semester examines the political and intellectual history of the Soviet era from 1917 to 1989, and the elaboration of the official state ideology. It analyses the role of ideas in shaping the development of the regime, and the way ideas were adapted to changing circumstances Attention will be paid to the reception of official ideas, from their internalisation to their rejection.  In both semesters students will study political programmes and declarations, as well as selected novels and short stories and their reception. |
| *Assessment:* | TBC |
| *Key texts:* | Andrzej Walicki, A History of Russian Thought: From the Enlightenment to Marxism (Oxford, 1980); Erik van Ree, The Political Thought of Joseph Stalin (London, 2002): E.A. Rees, Political Thought from Machiavelli to Stalin: Revolutionary Machiavellism (Basingstoke, 2004). |

**REES 306: ADVANCED** **INTERNATIONAL POLITICS AND SECURITY IN RUSSIA AND EURASIA**

**Banner Code 08 23442**

**Level H (also available at Level I)**

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| *Lecturer:* | Dr D. Derek Averre |
| *Contact:* | Room 625, Sixth Floor, Muirhead Tower  Tel: 414-6364; email: D.L.Averre@bham.ac.uk |
| *Modular Value:* | 20 credits |
| *Duration:* | All year |
| *Teaching:* | One lecture and one student-led seminar per week. 40 contact hours |
| *Time:* | To be confirmed |
| *Prerequisites:* | Cannot be taken if the level I module International Politics and Security in Russia and Eurasia has previously been taken. |
| *Course Outline:* | This module will examine a range of key issues in the international politics and security of Russia and Eurasia. The course comprises of six thematic blocks, beginning with a survey of the region since the collapse of the Soviet bloc and Cold War and post-Cold War theoretical approaches and current themes in international politics. Other topics covered include: regional security organisations; Russia’s relations with Europe, US and China; US and EU policy in Central Asia and the Caucasus; energy politics; state-building and political regimes; conflicts, new wars and non-traditional security issues. Each theme will be explored in relation to specific cases and events in Russia and Eurasia. The course concludes by returning to the theoretical approaches discussed at the start of the course to examine their utility in understanding and explaining political and security dynamics in the region. |
| *Course Aims:* | By the end of this module, you (the student) are expected to be able to:   1. Demonstrate an in-depth knowledge of key issues in the international politics and security of Russia and Eurasia. 2. Discuss and critically evaluate theoretical approaches to the analysis of international politics and security in Russia and Eurasia. 3. Demonstrate an in-depth understanding of how theoretical approaches can be applied to the study of issues in the international politics and security of Russia and Eurasia 4. Analyse specific empirical issues or case studies in a methodologically rigorous manner. |
| *Assessment:* | TBC |
| *Key texts* | Buzan, B. & Hansen, L. (eds.) (2009) *The Evolution of International Security Studies*  Allison, R. & Bluth, C. (eds.) (1998) *Security Dilemmas in Russia and Eurasia*  Brill Olcott, M. (2005) *Central Asia’s Second Chance* |

**REES 307: EXTENDED ESSAY**

**08 08442 (A)**

**08 08443 (B)**

**Level H (also offered as 40 credit course)**

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| *Lecturer:* | All tutors |
| *Module Coordinator:* | Dr Galina Yemelianova, Room 613, Sixth Floor, Muirhead Tower, Tel: 414-6362; Email: G.Yemelianova@bham.ac.uk |
| *Modular Value:* | 20 credits |
| *Duration:* | All year |
| *Availability:* |  |
| *Course Aims:* | By the end of this module students should be able to demonstrate an ability to work on their own; to use their initiative in collecting and presenting material; undertake a thorough review of the available literature; draw appropriate conclusions from assembled data; present an academic essay. |
| *Course Outline:* | Students should starting thinking about a possible topic and supervisor during the summer term before taking this module. Essay topic to be determined in consultation with tutor/supervisor. Plan to be submitted by end of October. Search and review of literature through Semester 1. First draft to be submitted by end of January. Final version submitted at the end of the Spring term. |
| *Assessment:* | TBC |

**REES 312: POLITICAL HISTORY OF CENTRAL AND EASTERN EUROPE IN THE 20TH CENTURY**

**08 15126 NOT RUNNING in 2014/15**

**Level H**

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| *Lecturer:* | Dr Tim Haughton |
| *Contact:* | Room 621, Sixth Floor, Muirhead Tower, Tel: 414-6360; email: [T.J.Haugton@bham.ac.uk](mailto:T.J.Haugton@bham.ac.uk) |
| *Modular value:* | 10 credits |
| *Duration:* | Semester 1 |
| *Teaching:* | 1 two-hour weekly seminar. |
| *Time:* | To be confirmed |
| *Availability:* | The course is available for final year students in Arts and Social Sciences. |
| *Prerequisites:* | None |
| *Course Aims:* | Students who complete this module will gain a basic understanding of the historical reasons for weak statehood, inter-ethnic tension, and problems of democratic self-government in CEE; will understand the inextricable linkage of internal and external dimensions of politics in CEE, a region chronically vulnerable to imperialist domination by larger powers (Germany and Russia) to the west and east. |
| *Course Outline:* | This module begins with a lecture on the pre-C20 history of the region (the experience of empire and the rise of nationalism), then proceeds to comparative studies of the new states of CEE in the inter-war period. The remainder of the semester focuses on the subordination of the region to Soviet domination, and compares the diverse national responses to communist rule 1945-1989. The main countries covered are: Poland, Hungary, and Czechoslovakia, Romania and Yugoslavia may be included according to student demand. The main themes are: national identity versus external domination; the linkage between internal (national) and external (international) dimensions of politics in CEE; the relationship between economic backwardness, ethnic conflict, weak statehood and the problems of building democracy in CEE. |
| *Assessment:* | TBC |
| *Key Texts:* | R Crampton, *Eastern Europe in the Twentieth Century*, 1994/7, first or second edition. |

**NOT RUNNING in 2014/15**

**REES 313: ‘RETURNING TO EUROPE’: NATION, STATE AND EUROPE IN POST-COMMUNIST CENTRAL AND EASTERN EUROPE**

**0815129 NOT RUNNING in 2014/15**

**Level H**

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| *Lecturer:* | Dr Tim Haughton |
| *Contact:* | Room 621, Sixth Floor, Muirhead Tower;  Tel: 414-6360; Email: [T.J.Haughton@bham.ac.uk](mailto:T.J.Haughton@bham.ac.uk) |
| *Modular value:* | 10 credits |
| *Duration:* | Semester 2 |
| *Teaching:* | 1 two-hour weekly seminar. |
| *Time:* | To be confirmed |
| *Availability:* | The course is available for final year students in Arts and Social Sciences. |
| *Prerequisites:* | 08 15126 Political History of Central and Eastern Europe in the Twentieth Century |
| *Course Aims:* | By the end of the module students should be able to apply historical understanding gained from the prerequisite module (Political History of CEE in the Twentieth Century) to the analysis of post-communist transformation in CEE; understand the connections between weak statehood, inter-ethnic tension and conflict, radical economic transformation, and problems of ‘democratic transition’ in CEE; understand the interconnections between external and internal dimensions of change in post-communist CEE. |
| *Course Outline:* | Building on the semester 1 module (Political History of Central and Eastern Europe in the Twentieth Century), this module introduces undergraduate students to the politics of state transformation, identity and ‘returning to Europe’ in post communist Central and Eastern Europe. It begins with a comparative analysis and interpretation of the 1989 revolutions, followed by thematic sessions on ‘democratic transitions’; economic transformation; re-integration into pan-European institutions; and questions of identity and statehood. Thereafter students follow case studies of specific countries (Czechoslovakia, Yugoslavia and their successors; Hungary, Poland, Romania, the Baltic Republics, according to student interest) and comparative analysis of key issues (building new states, the politics of citizenship, minorities and regionalism.) The module concludes with analysis of the impact of EU enlargement on domestic political transformation and inter-state relations in the region. |
| *Assessment:* | TBC |
| *Key Texts:* | S White, J Batt and P Lewis (eds) *Developments in Central and East European Politics, 4*, 2007. |

**NOT RUNNING in 2014/15**

**REES 314 GLOBAL CAPITALISM, MIGRATION AND THE CHANGING FACE OF EUROPE**

**Banner Code: 08 26149**

**Level H**

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| *Lecturer:* | Dr Deema Kaneff |
| *Contact:* | Room 623, Sixth Floor, Muirhead Tower;  Tel: 414-7339; Email: [D.Kaneff@bham.ac.uk](mailto:D.Kaneff@bham.ac.uk) |
| *Modular value:* | 20 credits |
| *Duration:* | All Year |
| *Teaching:* | 1 two-hour weekly seminar. |
| *Time:* | To be confirmed |
| *Availability:* | The course is available for all final year students |
| *Prerequisites:* | None |
| *Course Aims:* | By the end of the module students should be able to apply historical understanding gained from the prerequisite module (Political History of CEE in the Twentieth Century) to the analysis of post-communist transformation in CEE; understand the connections between weak statehood, inter-ethnic tension and conflict, radical economic transformation, and problems of ‘democratic transition’ in CEE; understand the interconnections between external and internal dimensions of change in post-communist CEE. |
| *Assessment:* | TBC |
| *Key Texts:* |  |

**REES 315 THE POLITICAL ECONOMY OF ENERGY AND ENERGY SECURITY**

**Banner Code 08 26043**

**Level H**

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| *Lecturer:* | Dr Richard Connolly |
| *Contact:* | Room 620, Sixth Floor, Muirhead Tower  Tel: 414-8219; email: R.Connolly@bham.ac.uk |
| *Modular Value:* | 20 credits |
| *Duration:* | All year |
| *Teaching:* |  |
| *Prerequisites:* | None |
| *Course Outline:* | This module aims to provide an understanding of the role of energy and energy security in global political economy. It will consist of two parts. The first part will explore energy and energy security at the international level. The second part will examine how energy resources shape the domestic political economy of energy suppliers. The module will be available to 3rd year undergraduates from the School of Government and Society, and the Business School.  ***COURSE CONTENT***  The module will introduce students to the basic theoretical, historical and geopolitical contours of the political economy of energy today as an essential dimension of contemporary international political economy. The module will be split into two parts.  The first part will explore energy and energy security at the international level. Because energy is critical to economic growth, this module will explore issues related to the supply of energy, energy markets, environmental impacts of energy use, and prospects for energy transitions. Energy security refers to questions of risk and security of supply as well as volatility in energy prices, and to supplies that are dependable and not subject to unexpected disruptions. Global Energy Security is concerned with the interests of both supplier and producer countries, even though the preferences (for example, on the terms of energy trade) of the two groups are often different.  Taking energy security as the starting point, the first part of the module explores not only how countries shape their strategies to meet their energy needs, but also how such actions have implications for other countries and the international system. It looks at new technologies and innovations – such as those making the extraction of shale gas economical – and how they are changing patterns of trade and could shape new alliances. Finally, while acknowledging that oil and gas will be dominant for the next 20-40 years, the course considers the consequences of a successful shift away from petroleum based economies to anticipate how a new energy order might fundamentally alter the nature of global politics.  The second half of the module will be concerned with the role of energy in shaping the political economy of energy suppliers. Questions to be discussed include: What are economic rents, and why are they so high in energy production? Why has resource nationalism risen again in recent years? Is expropriation a cyclical phenomenon in the resources industries? Why are national companies (NOCs) so prevalent? What explains the huge disparities among NOCs? Who captures the rents? How are energy rents captured by states and other actors? Are independent regulatory agencies a good option to provide government credibility? Why is there such a significant variation in domestic pricing policies? What are the impacts of resource extraction on local development and the environment?  The module also focuses on the consequences of resource dependence and resource wealth management for domestic political economy. Questions to be discussed include:What are the political and macroeconomic consequences of volatile resource prices? What can be done to mitigate them? What is the so-called “Dutch disease”? Is there a “resource curse”? Do energy rents hinder democracy and development? What is the effect of energy dependence on institutions and vice versa? Do energy rents promote a culture of corruption and complacency? Which institutions can help to make energy wealth a blessing? Do natural resource funds work? What are the implications of resource production for national/sub-national policymaking?    Developing countries in all the main resource producing regions of the world are discussed, with a special focus on the Middle East, Africa, Latin America, and Eurasia (Russia, China and Central Asia). Canada, Norway, and Alaska serve to contrast resource policies in developed regions. Although the main focus is on oil and gas, other mineral resources (e.g. copper, gold, and diamonds), are also considered and compared to renewable natural resources  Given its focus on an area of critical importance to global politics and the world economy, the main attraction of this module is its relevance to current events; students will be encouraged to follow the press and other media outlets for related topics in addition to reading scholarly work and discuss these in seminars. In addition, it will provide an important optional module that should link well with other third year optional modules (e.g., Plan to Market: The Russian Economy; Contemporary IPE; Europe in a Globalized World; Global Governance). |
| *Course Aims:* | This module will aim to provide an understanding of the role of energy and energy security in global political economy. Having successfully completed the module, students should be able to:  *Knowledge and Understanding:*   * Demonstrate knowledge of the key features of the role of energy within the broader context of international political economy and different analytical/theoretical frameworks used to understand it.   *Cognitive thinking:*   * Critically assess debates about the role of energy in the global economy and synthesise academic materials from different sources. * Demonstrate appropriate cognitive and communicative skills, including understanding complex concepts and theories, exercising critical judgement, problem-solving skills; making effective oral and written presentations and deepening the capacity for independent learning. * Write scholarly essays that are referenced in accordance with established academic practice. |
| *Assessment:* | TBC |
| *Reading Material:* | Barma, N; K. Kaiser; T. Minh Le; and L. Vinuela (2012) *Rents to Riches? The Political Economy of Natural Resource-Led Development.* World Bank.  Luft, G. and A. Korin (eds.) (2009), *Energy Security Challenges for the 21Century,* Santa Barbara, CA: Praeger Security International.  Karl, T. L. (1997) *The Paradox of Plenty*, Cambridge University Press  Luong, P. and E. Weinthal (2010) *Oil Is Not a Curse: Ownership Structure and Institutions in*  *Soviet Successor States.* Cambridge University Press.  Pascual, Carlos, and Jonathan Elkind (2009) (eds.), *Energy Security: Economics, Politics,*  *Strategies, and Implications*, Washington, Brookings Institution Press.  Ross, M. (2012) *The Oil Curse****.*** Princeton University Press.  Victor, D., D. Hults, and M. Thurber (2012) *Oil and Governance*. Cambridge University Press.  Yergin, D. (2008) *The Prize: The Epic Quest for Oil, Money, and Power*, Free Press.  Yergin, D. (2012) *The Quest. Energy, Security, and the Remaking of the Modern World*, Penguin |