**FIRST YEAR 2014-5**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code** | **Module** | **Lecturer** | **Method of Assessment**  ***(In all written examinations all questions are weighted equally)*** |
| **First Year** | | | |
| 08 26060 | POLS 101: Understanding Politics | Dr. Peter Kerr | TBC |
| 08 20889 | POLS 102: Classical Political Thought | Dr. Christopher Finlay | TBC |
|  | POLS 103: Politics as a Vocation | TBC | TBC |
| 08 20890 | POLS 105: Introduction to International Relations | Dr. Marco Vieira | TBC |
| 08 20891 | POLS 107: Introduction to Political Economy | TBC | TBC |
| 08 23570 | Research Skills & literacy: Philosophy and Methods in Social Sciences | TBC | TBC |

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code** | **Module** | **Lecturer** | **Method of Assessment**  ***(In all written examinations all questions are weighted equally)*** |
| **First Year** | | | |
| 08 21903 | Social Divisions  Soc 101 | Dr. Shelley Budgeon | TBC |
| 08 21905 | Social Worlds and the Sociological Imagination  Soc 102 | Dr. Justin Cruickshank | TBC |
| 08 26073 | Sociology of Everyday Life  Soc 103 | Team Taught | TBC |

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code** | **Module** | **Lecturer** | **Method of Assessment**  ***(In all written examinations all questions are weighted equally)*** |
| 08 10718/9 | REES 101 Twentieth Century Russian Politics | David White | TBC |
| 08 15750/1 | REES 102 Outlines Russian History  Not Running 2014/15 | Galina Yemelianova | TBC |
| 08 19190 | REES 104 Introduction to the European Union | Tim Haughton | TBC |
| 08 18495 | REES 105 Understanding European Identities  **Not Running 2014/15** | Richard Connolly | TBC |

LEVEL C

|  |  |
| --- | --- |
| **POLS SD1D Research Skills and Methods** | |
| **08 23570** | |
| **Description** | The two-year Methods training programme aims to provide students with a solid and encompassing training in skills and research methods. Methods 1 represents the first stage of that process. As such, this module uses a variety of forms of teaching delivery (workshops, student-led presentation sessions) to encourage students to develop the skills they will find invaluable to their progression through an undergraduate degree programme. The first of three units focuses on skills for the study of political and social sciences, including referencing and plagiarism, essay planning and structuring, presentation skills and CVs. The second unit introduces students to research methods, beginning with a section on discourse analysis, continuing with methods of face-to-face research (e.g. ethnography, participant observation, interviews and focus groups) in the second term. The final unit gives students an elementary introduction to descriptive statistics (e.g. creation of charts and graphs and basic use of Excel). The module culminates in two research projects that allow the student to explore a topic of choice in more detail, applying the methods they have learned in a creative and engaging manner. |
| **Learning Outcomes** | By the end of this module, students are expected to:   1. Demonstrate reflective awareness of yourself as a researcher in the discipline of political science, broadly conceived. 2. Demonstrate the ability to engage critically with intellectual debates in political science from an informed perspective. 3. Demonstrate the ability to articulate, both verbally and in writing, informed arguments about issues in political science. |
| **Assessment:** | TBC |
| **Key Texts** | Bryman, A. (2012) *Social Research Methods.*  Silverman, D. (Ed.) (2011) *Qualitative Research: Issues of Theory, Method and Practice.*  Salkind, Neil J. (2011) *Statistics for people who (think they) hate statistics.* |

|  |  |
| --- | --- |
| POLS 101 Foundations of Politics | |
| **08 20888** | |
| **Description** | This is an introductory course designed to familiarise students with a broad spectrum of theories, approaches and issues related to the concept of power and contemporary political ideas. The aim is to provide students with a solid foundation of key skills and knowledge upon which they can build their own perspectives on a number of themes and issues which they are likely to encounter over the course of their degree programme. The course is divided into two main parts – the first part looks at different conceptions of politics and power, whilst the second half of the course examines a number of contemporary ideas and political issues. |
| **Learning Outcomes**  Students are expected to: | 1. Demonstrate a familiarity with a broad spectrum of theories, approaches and issues related to the concept of power and contemporary political ideas.  2. Distinguish between major theories of power, politics and the state and link these to issues of contemporary political debate.  3. Identify broad trends in the development of political ideas and analytical approaches to the study of politics and power. |
| **Assessment** | TBC |
| **Key Texts** | Eatwell, R. & A. Wright (1999) *Contemporary Political Ideologies*.  Hay, C. (2002) *Political Analysis*.  Marsh, D. and G. Stoker (2002) *Theory and Methods in Political Science* (2nd ed.). |

|  |  |
| --- | --- |
| POLS 102 Classical Political Thought | |
| **08 20889** | |
| **Description** | The course is an introduction to the development of Western political philosophy from Plato to Rousseau. It is concerned with an examination of the most important ideas and theories concerning the relationship between man, state and society in the political thought of the Ancient Greeks, the early Christians, the later Middle Ages, and the early modern state.  The course is text based. It is expected that students will become familiar with the key texts of political thought. Topics covered will be selected from the following: the nature of political society and of political activity; the relationship between moral, religious and political ideas; the nature of the state, government and authority; justice, liberty and equality; human nature and politics; law and politics; political argument and political deliberation. |
| **Learning Outcomes**  Students are expected to: | 1. Know and be able to discuss the central themes, concepts and ideas in the early development of the central tradition of Western Political thought (from Plato to Rousseau).  2. Understand and assess the structure and significance of particular texts produced within this tradition and be able to illustrate problems involved in their interpretation.  3. Be aware of and illustrate the complexity, difficulty and contention associated with the activity of theorising. |
| **Assessment** | TBC |
| **Key Texts** | Aristotle, The Politics  Hobbes, T. Leviathan  Locke, J. 2nd Treatise of Government  Plato, The Republic  Rousseau, J.J. The Social Contract |

|  |  |
| --- | --- |
| POLS 105 Introduction to International Relations | |
| **08 20890** | |
| **Description** | In this module, you are introduced to the study of international politics and the main approaches, theories and debates in the discipline of International Relations. The main aims of this module are both to introduce you to some of the main issues of international politics, such as war and peace, development, regional integration and security, and to make you familiar with different ways to conceptualise and analyse these issues. This means that a substantial part of this module is devoted to the introduction of the main traditional theories of International Relations and the concepts they use. While I am aware that not everyone's interest in studying international politics is theoretical, one of my central messages throughout the course is that different theoretical approaches generate different images of the world that build on particular assumptions. Therefore, while you may think you know what the current problems of international politics are and how to solve them, one of the aims of this course is to alert you to other ways of seeing things. This should allow you to make a more confident decision about your own stance towards particular issues and to analyse these issues more thoroughly, but it should also make you question both your own as well as others’ representations of the world. |
| **Learning Outcomes** | By the end of this module, you are expected to be able to:   1. Distinguish major theoretical perspectives on international politics and compare their value for the analysis of specific problems of international politics as well as their basic assumptions and the worldviews they generate. 2. Identify main actors in international politics and relate them to the contexts in which they operate. 3. Evaluate analyses of international politics from a theoretically grounded point of view. |
| **Assessment** | TBC |
| **Key Texts** | Baylis, J. and Smith, S. with P. Owens (eds.) (2010) *The Globalization of World Politics: An Introduction to International Relations*, 5th edn, Oxford: Oxford University Press.  Brown, Chris and Ainley (2009) Understanding International Relations, 4th edn, Houndmills: Palgrave Macmillan.  Steans, J. and Pettiford, L. with T. Diez (2010) *Introduction to International Relations: Perspectives and Themes*, 3rd edn, Harlow: Longman.  Dunne, Tim et al. (eds) (2010) *International Relations Theories: Discipline and Diversity*, 2nd edn, (Oxford: Oxford University Press). |

|  |  |
| --- | --- |
| POLS 107 Introduction to Political Economy | |
| **08 20891** | |
| **Description** | Introduction to Political Economy enables students to become acquainted with the style of analysis and the subject matter of the classical political economists. Such work is set within the context of a general introduction to the discipline.  Semester 2 enables students to understand the challenge to classical political economy of neoclassical economics, while also studying twentieth century dissenters to neoclassical orthodoxy. This broadens the students’ knowledge of the language and concepts of political economy, set within the context of contemporary political and policy debates. |
| **Learning Outcomes**  Students are expected to: | 1. Understand the scope and contested nature of the study of political economy.  2 Develop general analytical skills suitable to the subject area. |
| **Assessment** | TBC |
| **Key Texts** | Heilbroner, Robert (2000) *The Wordly Philosophers: The Lives, Times, and Ideas of the Great Economic Thinkers*, revised seventh edition, London: Penguin Books.  Tabb, William (1999) *Reconstructing Political Economy: The Great Divide in Economic Thought.*  Barber, William (1991) *A History of Economic Thought*, revised edition, London: Penguin Books.  Backhouse, Roger (2002) *The Penguin Guide to Economics*, London: Penguin Books. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module Title** | **SOC 101 LC Social Divisions** | | | | |
| **School** | School of Govt and Society | | | | |
| **Department** | Political Sci & Intern'tl Stud | | | | |
| **Short Title** | LC Social Divisions | | | | |
| **Module Code** | 08 21903 | | | | |
| **Descriptor** |  | | | | |
| **Member of Staff** | Shelley Budgeon | | | | |
| **Level** |  |  |  |  |  |
| **Credits** | 20 |  |  |  |  |
| **Semester** | 1+2 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Co-requisites** |  | | | | |
| **Restrictions** | BA Sociology, BA Media, Culture and Society | | | | |
| **Contact hours** | 44 | | | | |
| **Exclusions** |  | | | | |
| **Delivery** | Lectures and seminars | | | | |
| **Description** | The course introduces students to the central issues of inequality and social divisions in modern society and their role in the development of sociological thought. The course will introduce students to the main traditions of sociological thinking about inequality and to key debates about the role of class, gender and ethnicity in modern societies. | | | | |
| **Learning Outcomes** | By the end of the module the student should be able to:   * Understand the importance of inequality in modern societies. * Understand processes of class, gender and ethnicity and the relation among them. * Understand the role of inequality as an issue in the development of sociological thought and research. | | | | |
| **Assessment** | TBC | | | | |
| **Other** |  | | | | |
| **Texts** |  | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module Title** | **SOC 102 LC Social Worlds and the Sociological Imagination** | | | | |
| **School** | School of Govt and Society | | | | |
| **Department** | Political Sci & Intern'tl Stud | | | | |
| **Short Title** | LC Soc World + Sociolog Imagin | | | | |
| **Module Code** | 08 21905 | | | | |
| **Descriptor** |  | | | | |
| **Member of Staff** | Justin Cruickshank | | | | |
| **Level** |  |  |  |  |  |
| **Credits** | 20 |  |  |  |  |
| **Semester** | 1+2 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Co-requisites** |  | | | | |
| **Restrictions** | BA Sociology; BA Media, Culture and Society. The module is a compulsory module in each degree programme | | | | |
| **Contact hours** | 40 | | | | |
| **Exclusions** |  | | | | |
| **Delivery** | Lecture and Seminar | | | | |
| **Description** | This module is designed to introduce students to the discipline of sociology by exploring the questions that define the discipline. The module has three blocks which are: What is Sociology?, What is Society? and The Structure - Agency Problem. In the first block students are introduced to the debates about the purpose of sociology and whether or not it can be a science of society. The second block students are introduced to the way the concept of society developed as a distinctly modern concept discussed by philosophers, political theorists and social scientists. In the third block, students are introduced to the structure - agency problem and the way in which sociologists have focused on the micro level, the macro level and their possible integration. | | | | |
| **Learning Outcomes** | By the end of the module the student should be able to:   * identify and account for major mechanisms in contemporary society; * have a critical sense of sociology as a discipline and its contribution to the understanding of key social issues; * relate sociological argument and empirical evidence. | | | | |
| **Assessment** | TBC | | | | |
| **Other** |  | | | | |
| **Texts** |  | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module Title** | **SOC 103 LC Sociology of Everyday Life** | | | | |
| **School** | School of Govt and Society | | | | |
| **Department** | Political Sci & Intern'tl Stud | | | | |
| **Short Title** | LC Soc of Everyday Life | | | | |
| **Module Code** |  | | | | |
| **Descriptor** |  | | | | |
| **Member of Staff** |  | | | | |
| **Level** |  |  |  |  |  |
| **Credits** | 20 |  |  |  |  |
| **Semester** | 1+2 |  |  |  |  |
| **Pre-requisites** |  | | | | |
| **Co-requisites** |  | | | | |
| **Restrictions** |  | | | | |
| **Contact hours** | 40 | | | | |
| **Exclusions** |  | | | | |
| **Delivery** | Lecture and Seminar | | | | |
| **Description** | This module introduces students to traditions in sociology which seek to understand the development of individual subjectivity and everyday experience in a sociological context. The module explores what is distinctive about *sociological* accounts of individual experience. It identifies and draws on key concepts from the micro-sociological tradition (eg roles, rules, norms) in analysing how individuals come to make sense of and negotiate everyday settings. The question of agency – the extent to which individuals are the active creators of their identity and worldview – is a crucial issue in such debates. Having introduced these analytical concepts, the module pursues them through a series of in-depth substantive case studies focusing on different elements of individual experience. These will be drawn from areas such as the experience of the self in the city, the relationship of the individual to an imagined political community, and the construction of ‘happiness’ in ordered societies. | | | | |
| **Learning Outcomes** | By the end of the module students should be able to:  Identify and critically assess key concepts in the Sociology of the Self and everyday life. Identify what is distinctive about sociological accounts of the Self and everyday life compared to other disciplines and types of account. Apply and evaluate these key concepts in the context of substantive case studies on different aspects of everyday experience | | | | |
| **Assessments:** | TBC | | | | |

**REES 101 TWENTIETH CENTURY RUSSIAN POLITICS**

**08 10718 (A)**

**08 10719 (B)**

## Level C

|  |  |
| --- | --- |
| *Lecturer*: | Dr David White |
| *Contact:* | Room 614, Sixth Floor East, Muirhead Tower. Tel: 414-8237; Email: [D.J.White.1@bham.ac.uk](mailto:D.J.White.1@bham.ac.uk) |
| *Modular value:* | 20 credits |
| *Duration:* | All year |
| *Availability:* | First Year Students |
| *Time* | To be confirmed |
| *Linked Modules:* | This course provides useful background for second and third year courses in Russian and East European Studies. |
| *Course Aims:* | Students will be able to identify socio-political processes which led to the rise of the Soviet regime, its development in power, and its sudden demise; to place distinctives of Soviet government within their global context; to list the major factors behind the collapse of the Soviet system; to identify the constants in Russian politics throughout the twentieth century. |
| *Course Outline:* | The political ideas and problems of pre-Soviet Russia are explored. The central emphases of the first part of the module are the Communists’ rise to power in 1917, the development of the Soviet state and its political distinctives, and the establishment of the USSR’s superpower status. The second part of the module covers the government and ideology of the Soviet Union in its ‘settled state’ and identifies the reasons behind its collapse. The course concludes with a look at the main features of Russian politics in the 1990s. |
| *Assessment:* | TBC |
| *Background:* | G Hosking *A History of the Soviet Union 1917-1991*, London: Fontana 1993; G Ponton *The Soviet Era: Soviet Politics from Lenin to Yeltsin* Oxford: Blackwell 1994; R Sakwa *Soviet Politics in Perspective,* London: Routledge 1998. |

REES 102 OUTLINES OF RUSSIAN HISTORY TO 1900

08 15750 (A)

08 15751 (B)

**Level C**

Not running in 2014-15

|  |  |
| --- | --- |
| *Lecturer:* | Dr Galina Yemelianova |
| *Contact:* | Room 613, Sixth Floor East, Muirhead Tower  Tel: 414-6362; Email: G.Yemelianova@bham.ac.uk |
| *Modular value***:** | 20 credits |
| *Duration:* | All year |
| *Teaching:* | One lecture and one class per week. |
| *Time:* | Thursday 9 am, plus one class either Tuesday at 2 pm or 3 pm |
| *Availability:* | The course is available for first year undergraduate students |
| *Prerequisites:* | None. |
| *Course Aims:* | By the end of the module the student should be able to understand the overall historical development of Russia and the Russian Empire from 1550-1900; understand the structures of Russian society across periods of time; understand differing interpretations of the impact of significant events in Russian history on society |
| *Course Outline:* | The first semester begins with a brief general introduction to pre-Muscovite Russia – the founding and structure of Kievan Rus’ and the nature and impact of the ‘Mongol yoke’. It then proceeds chronologically through the major periods of Russian history, including Ivan IV and the consolidation of the Muscovite State, The Time of Troubles, Developments in Russian Orthodoxy, the reforms of Peter and Catherine the Great, the great peasant rebellions, The Napoleonic Wars and finally the Decembrist Revolt of 1825.  The second semester initially offers a chronological outline of major developments in nineteenth century Russia up until 1900 but also covers topics thematically, including the development of nationalism, the growth of an urban society, the social structure of Russia in this period - the peasantry, the intelligentsia and the gentry and the nobility. It concludes with an assessment of the crucial relationship between government and society at this time. |
| *Assessment***:** | TBC |
| *Key texts:* | P Dukes, A History of Russia: Medieval, Modern and Contemporary 882-1996, 1998  G Hosking, Russia: people and empire, 1552-1917, Fontana, 1997  D Kaiser & G Marker, Reinterpreting Russian History: Readings 860-1860s, OUP 1994  N Riasanovsky, A History of Russia, 1995 |

**REES 104 INTRODUCTION TO THE EUROPEAN UNION: HISTORY, POLITICS AND INSTITUTIONS**

**08 19190**

# Level C

|  |  |
| --- | --- |
| *Lecturer:* | Dr Tim Haughton |
| *Contact:* | Room 621, Sixth Floor East, Muirhead Tower, Tel: 414-6360; Email: T.J.Haughton@bham.ac.uk |
| *Modular value*: | 20 credits |
| *Duration:* | All year |
| *Availability:* | No pre-requisites, no co-requisites, no prohibited combinations |
| *Teaching:* Teaching is by one lecture and one class weekly. 40 contact hours | Teaching is by one lecture and one class weekly. 40 contact hours |
| *Time:* | To be confirmed |
| *Course Objectives:* | The overall purpose of this module is to introduce students to the post-war division of Europe to make them familiar with developments on the two sides of the iron curtain and then assess the prospects for the further development of the EU. |
| *Course Outline:* | The module is divided into five parts. Part 1 introduces Europe and European integration. Part 2 looks at the historical context for western European integration. Part 3 introduces post-war developments in East Central and Eastern Europe under Communism, again developing knowledge of particular states as well as the system as a whole. Part 4 focuses on the historical development of the EC into the EU, bringing this evolution up to date and includes more detailed consideration of the British case and integration theory. Part 5 examines developments in Central and Eastern Europe from the collapse of the communist regimes to EU accession, placing the 2004 enlargement in comparative perspective. The module concludes by assessing the future and limits of EU enlargement. |
| *Assessment:* | TBC |
| *Key texts:* | D Dinan, *Ever Closer Union* Palgrave MacMillan (2005); D Dinan, *Europe Recast,* Palgrave MacMillan *(*2004), I.Bache and S. George *Politics of the European Union* (2006). |

**REES 105 UNDERSTANDING EUROPEAN IDENTITIES**

**08 18495**

# Level C

Not running in 2014-15

|  |  |
| --- | --- |
| *Convenor:* | Dr Richard Connolly |
| *Contact:* | Dr Richard Connolly, Room 620, Sixth Floor East, Muirhead Tower, Tel: 414-8219 Email: [R.Connolly@bham.ac.uk](mailto:R.Connolly@bham.ac.uk) |
| *Modular value*: | 20 credits |
| *Duration:* | All year |
| *Availability:* | No pre-requisites, no co-requisites, no prohibited combinations |
| *Time:* | To be confirmed |
| *Course Outline:* | This module explores the processes of the making and re-making of ‘Europe’ and ‘European Identity’ in relation to current European issues and debates in their historical, cultural, geographical, and political contexts. The module considers how contemporary understandings of what does and does not constitute ‘Europeanness’ and the ways the meanings of ‘Europeanness’ have been formed by their cultural trajectories. In particular, the module looks at themes such as Empire and the rise of the nation state, religion, the Enlightenment, colonialism, authoritarianism/ democracy, post-colonialism, transnationalism, globalization and the processes of ‘othering’. The module also looks at the ways in which competing markers of Europeanness and non-Europeanness are played out in current European debates, with particular reference to the construction of a ‘shared European past’ and a ‘common European identity’. |
| *Course Objectives:* | By the end of the module you should be able to:   * Outline some historical and contemporary understandings of ‘Europe’ and ‘European identity’ in relation to current European issues and debates. * Problematise ‘Europe’ and ‘European identity’ as constructed concepts, which are in constant process and negotiation. * Draw on relevant Cultural Studies theory and analytical techniques to analyse the contemporary construction of a ‘shared European past’ and a ‘common European identity’. |
| *Assessment:* | TBC |
| *Key texts:* | You should **BUY** the following texts:   * Duprat, G., et al. (1995) *European Democratic Culture*, Routledge, London, ISBN 0415124190 * Van der Dussen, W., and Wilson, K., (1995) *The History of the Idea of Europe*, Routledge, London. ISBN 0415124158 * Waites, B., (1995) *Europe and the Wider World*, Routledge, London. * ISBN 0415124212 * Shore, C., (2000) *Building Europe: The Cultural Politics of European Integration*, Routledge, London. ISBN 0415180155 * Pamuk, O., (2005) *Snow*, Faber and Faber: London. ISBN 0571218318. This is a novel – you will need to read it in its entirety by WEEK 8 of Term 2. |