



# **Module Offerings for International Students 2021 / 2022 Programme**

## **Faculty of Arts BA Arts**

**(offered in conjunction with our partner institution, University of Limerick)**

*Please note all BA Arts modules are worth 6 ECTS (unless otherwise stated).*

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## DRAMA & THEATRE STUDIES

MODULE CODE	MODULE TITLE	BRIEF DESCRIPTION	PRE-REQUISITES [IF ANY] / COMMENTS
<b>Autumn Semester – Year 1</b>			
DT4711	<b>Introduction to Drama, Theatre &amp; Performance</b>	This module will serve as an introductory module to the themes, ideas and content of the degree programme. It will offer students a broadly-based overview of the traditions, texts, movements and practices of drama and theatre studies.	1 x 2hr lecture, 1 x 1hr tutorial Very good module as an introduction to the subject
DT4721	<b>Movement, Voice &amp; Body in theatre</b>	This module will provide students with an introduction to the use of the body in dramatic work and form. It will explore the fundamentals of movement, dance & physical theatre. It will facilitate the exploration of the body in space, and the connection of the body and voice to the creation of character and the successful portrayal of a role in theatre.	1 x 3hr workshop
DT4731	<b>Production &amp; Technical Theatre</b>	This module will serve as an introduction to the technical elements of theatre production. It will provide students with an introductory theoretical and practical engagement with the running of a theatre, including vocational aspects such as stage management, lighting, sound, scenography, costume, make-up and hair. It will also introduce participants to the administrative, programming, educational, financial and marketing functions of theatres and theatre companies.	1 x 3hr workshop Introduction to stagecraft and theatre skills
DT4741	<b>Modern Irish theatre</b>	This module will explore the presence and nature of theatre in contemporary Ireland, giving an overview of the development of a theatrical tradition since the Gaelic revival, and looking in greater detail at the form and output of Irish theatre in early part of the twentieth century.	1 x 2hr lecture, 1 x 1hr tutorial
DT4751	<b>Introduction to Ensemble &amp; Devising Theatre</b>	This module will give students a theoretical and practical introduction to the theatrical concept of ensemble through experiencing a series of workshops aimed at exploring the process of creating theatre. It will introduce the practices of improvisation and of devising theatre work and allow students the opportunity to experience a process whereby they shape and create their own performances. It will focus particularly on the development of working practices essential to the theatrical form: creativity, collaboration, self-expression, trust, innovation and teamwork.	1 x 3hr workshop Very good module as a practical introduction to the subject
<b>Autumn Semester – Year 2</b>			

<b>DT4713</b>	<b>Theatre for Young Audiences</b>	This module will explore, largely through workshop, practical engagement, and the viewing of theatre, the historical origin, tradition and current state of live theatre performance for young audiences (TYA) in the Republic of Ireland and internationally. Theatre for young audiences is a vital component of the programme of contemporary Irish venues and an increasing part of the work of contemporary theatre makers. In this module students will gain a practical, critical and philosophical understanding of theatre for young audiences and its role in the lives of young people.	1 x 2hr workshop/lecture, 1 x 1hr tutorial
<b>DT4733</b>	<b>Contemporary Irish Theatre</b>	This module will explore the presence and nature of theatre in contemporary Ireland, looking back across the twentieth century up to the present day, with particular emphasis on the latter half. It will dwell in particular on the plays, festivals, companies and individuals of the last fifty years, and seek to give participants a strong understanding of the most current and innovative contemporary theatre in Ireland.	2 x 1hr lectures, 1 x 1hr tutorial
<b>DT4743</b>  <b>NB – this is a 12 credit (double-weighted module)</b>	<b>Ensemble Performance 2</b>	<p>This practical module will involve the students taking part in a full ensemble theatre production, which will be led by Faculty and industry professionals in all departments. All students will be assigned by Faculty to a performance or a production (technical/administrative) role in the production, which will be produced in a professional manner and according to industry norms and standards. The finished piece will be performed publicly in a professional theatre space, with appropriate costuming, set, lighting and stage properties.</p> <p>Access to this module is restricted to suitably experienced students who have a performing arts background. Please contact <a href="mailto:Michael.Finneran@mic.ul.ie">Michael.Finneran@mic.ul.ie</a> directly if interested.</p>	Two days per week 10am-6pm + additional time commitments TBC
<b>Autumn Semester – Year 4</b>			
<b>DT4747</b>	<b>Directing &amp; Writing for Theatre</b>	This module will deal with two of the most prominent and advanced skills of theatre production: directing performances and writing scripts. In contemporary theatre, the boundaries between these roles is often blurred. This is particularly the case in devised and collaborative work, where either or both sometimes do not exist. An understanding of both is essential, however. The new and contemporary role of the Dramaturg will also be examined.	1 x 2hr lecture / 1 X 1hr workshop

## DRAMA & THEATRE STUDIES

MODULE CODE	MODULE TITLE	BRIEF DESCRIPTION	PRE-REQUISITES [IF ANY] / COMMENTS
<b>Spring Semester – Year 1</b>			
DT4712	<b>The History of Theatre &amp; Performance</b>	This module will give students an overview of the historical origins and development of the theatrical form. It will contextualise theatre as a socially oriented art-form that reflects the political and cultural values of the society in which it is made and presented. It will dwell upon those historical movements and individual practitioners who have left an indelible mark upon the development of dramatic form.	1 x 2hr lecture, 1 x 1hr tutorial
DT4722	<b>Applied &amp; Social Theatre</b>	This module will introduce to students the broad idea of applied theatre, an understanding of which is core to the nature of the degree programme. It will examine the social function and origins of applied drama and theatre and contextualise their place within contemporary theatre. The module will examine where applied theatre and theatre for social change can be found in contemporary practice.	1 x 2hr lecture, 1 x 1hr tutorial
DT4732	<b>Masks &amp; Puppetry in performance</b>	This module will provide a practical and theoretical introduction to the place and importance of puppetry and masks across centuries of dramatic form. Students will have a workshop-based experience of designing, constructing and manipulating puppetry and masks. They will also use the puppets and masks in dramatic improvisation and devising work.	1 x 3hr workshop
DT4742  NB – this is a 12 credit (double-weighted module)	<b>Ensemble Performance 1</b>	<p>This practical module will involve the students taking part in a full ensemble theatre production, which will be led by Faculty and industry professionals in all departments. All students will be assigned by Faculty to a performance or a production (technical/administrative) role in the production, which will be produced in a professional manner and according to industry norms and standards. The finished piece will be performed publicly in a professional theatre space, with appropriate costuming, set, lighting and stage properties.</p> <p>Access to this module is restricted to suitably experienced students who have a performing arts background. Please contact <a href="mailto:Michael.Finneran@mic.ul.ie">Michael.Finneran@mic.ul.ie</a> directly if interested.</p>	Two days per week 10am-6pm + additional time commitments TBC

<b>Spring Semester – Year 2</b>			
<b>DT4714</b>	<b>Contemporary European &amp; World Theatre</b>	This module will explore the significant play-texts, performance styles, practitioners and theatre companies in contemporary World and European theatre. In doing so, it will first look back across the developments of the twentieth and early twenty-first century. It will dwell in particular on those movements and people whose theatrical work has had a significant relationship with societal and cultural movements and/or those which have had an impact beyond the walls of the theatre.	1 x 2hr lecture, 1 x 1hr tutorial
<b>DT4734</b>	<b>Storytelling &amp; Poetry in Performance</b>	The centrality of storytelling to the Irish oral, communal dramatic tradition and performance culture will lie at the heart of this module. It will examine, largely in practical and experiential ways, the manner in which both poetry and stories can be utilised both as performative entities in their own right, but also the ways in which both can be the inspiration and starting point for dramatic performance.	1 x 3hr workshop
<b>DT4744</b>	<b>Community Theatre</b>	In this module students will spend time engaging both practically and theoretically with the variety of approaches and theories that inform the broad area of community theatre. The significance of community theatre to the theatrical heritage of Ireland will be explored, as well as contemporary forms of community and amateur theatre in Ireland and abroad. Students will take part in field-trips to engage with and explore best practice in community theatre.	1 x 2hr lecture, 1 x 1hr tutorial
<b>DT4754</b>	<b>Performance and Music</b>	This module will overview and explore the broad intersection of dramatic and musical forms. It will focus upon four distinct areas of that territory: opera, musical theatre, live music in dramatic performance, and soundscape/soundtrack in the theatre. The course will consist of both an historical overview with the place and ideas of music in theatrical settings, but also facilitate a practical exploration of that engagement.	1 x 2hr lecture, 1 x 1hr tutorial
<b>Spring Semester – Year 4</b>			
<b>DT4718</b>	<b>Drama Education</b>	This module will extend students' knowledge and understanding of the aims, content, practices and procedures of drama, and will frame them in an educational and pedagogical context. It will give students and understanding of the teaching of drama in the formal school sector, both primary and secondary, but also in the informal educational sector. It will look particularly at the role of the teaching artist, and at best collaborative practice involving artists and teachers working alongside each other in school settings.	1 x 3hr workshop

<b>DT4728</b>	<b>Contemporary Theories of Performance</b>	Performance studies explores the nature of performance of any kind, ranging from the artistic to the ritualistic to the communal. This module enables students to engage with the full range of meanings of performance, exploring the benefits of understandings drawn from a range of interdisciplinary areas such as anthropology, literature, sociology, folklore and linguistics. This module is central to understanding the function, nature and place of contemporary and applied theatre in Ireland and the world.	1 x 2hr lecture, 1 x 1hr tutorial
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## ENGLISH LANGUAGE & LITERATURE

MODULE CODE	MODULE TITLE	BRIEF DESCRIPTION	PRE-REQUISITES [IF ANY] / COMMENTS
<b>Autumn Semester – Year 1</b>			
EH4711	<b>Introduction to Literature 1</b>	Introduction to the skills needed for responding to poetry, drama and prose fiction with pleasure and insight.	
<b>Autumn Semester – Year 2</b>			
EH4713	<b>The Development of Modern Drama</b>	Emergence of modern drama; innovatory trends and developments in 20th century theatre; Theatre of Realism; Theatre of the Absurd; modern tragicomedy; Irish dramatists.	
EH4734	<b>The Novel in the 20th Century</b>	A study of the development of different aspects of the modernist and postmodernist novel form in the 20th century. Selections from Irish, European and American authors.	
<b>Autumn Semester – Year 4</b>			
EH4717	<b>Literary Modernism</b>	An investigation into the nature of the major formal technical innovations in the twentieth century literature through an analysis of some notable primary texts: Modernism and the form of the novel; the gender of Modernism; Modernism and the poetic voice.	
EH4727	<b>Interpreting Literature</b>	The practice of literary criticism and the principal features of literary theory from classical to modern times: the classical debate: renaissance neo-platonism and neo-classicism: the Enlightenment: European romanticisms: New Criticism: Structuralism: Marxism: Feminism: Post-Structuralism and after. Applications of theoretical models to different texts and generic structures.	



## ENGLISH LANGUAGE & LITERATURE

MODULE CODE	MODULE TITLE	BRIEF DESCRIPTION	PRE-REQUISITES [IF ANY] / COMMENTS
<b>Spring Semester – Year 1</b>			
EH4712	<b>Introduction to Literature 2</b>	Expansion and deepening of the knowledge of poetry, drama and fiction developed in EH4711.	
<b>Spring Semester – Year 2</b>			
EH4724	<b>Irish Poetry and prose</b>	The development of Irish poetry and prose, with special focus on the novel from before the Act of Union to the present day: cultural nationalism and romanticism: the retrieval of the Celtic past and the invention of Ireland: poetic and political mythologies and ideologies: the crises of identity: the language question.	
EH4754	<b>Literature and Society</b>	This module will introduce students to a range of historical and contemporary issues, including: gender and sexuality; race; imperialism; memory; technology; globalization and environmentalism. Through a selection of poetic, dramatic, prose literary texts the module will highlight the formal and thematic ways in which literary studies engages with and critiques the emerging and dominant value systems that contour its contemporary context.	
<b>Spring Semester – Year 4</b>			
EH4718	<b>Elizabethan-Jacobean Theatre: Shakespearean Drama and its Contexts</b>	Drawing on selected texts, attention will be given to a range of the following: drama and society in the 16th and 17th centuries: Shakespeare as an Elizabethan-Jacobean playwright: Shakespeare and tragedy: dynamics of the comic form: presenting the female: patriarchal structures: political Shakespeare: power, ideology and theatrical representations: critical approaches, readings and interpretations of the plays and the formal properties of Shakespeare's dramatic art.	
EH4728	<b>Romantic Literature in English</b>	Selections from the literary and critical works of the principal writers of the Romantic movement, e.g., Wordsworth, Coleridge, Blake, Keats, Shelley, etc.	

## ENGLISH LANGUAGE

MODULE CODE	MODULE TITLE	BRIEF DESCRIPTION	PRE-REQUISITES [IF ANY] / COMMENTS
<b>Offered in Both Semesters</b>			
<b>EF4721</b> [Autumn]  <b>EF4722</b> [Spring]	<b>English as a Foreign Language</b>  <b>English as a Foreign Language</b>	The English as a Foreign Language [EFL] modules aim to provide students with the opportunities to develop their communication skills more accurately and fluently in both oral and written expressions of English.	Interested students are assessed at Orientation.
<b>EA4721</b> [Autumn]  <b>EA4722</b> [Spring]	<b>English for Academic Purposes</b>  <b>English for Academic Purposes</b>	The English for Academic Purposes [EAP] modules will assist students in improving their academic reading and writing skills in terms of structure, register and accuracy of expression in addition to developing their communication skills.	Interested students are assessed at Orientation.
<b>TL4715</b>	<b>Teaching English as an Additional Language</b>	This module focuses on teaching English as an additional language at primary and secondary level, including classroom management and pedagogy	This module is offered depending on demand

## FRENCH STUDIES

MODULE CODE	MODULE TITLE	BRIEF DESCRIPTION	PRE-REQUISITES [IF ANY] / COMMENTS
<b>Autumn Semester – Year 1</b>			
<b>FR4721</b>	<b>French Language &amp; Civilisation</b>	One weekly lecture will aim at providing first-year students with an overview of the main historical events and figures which have contributed to the shaping of France as a nation throughout the centuries. A second weekly lecture will focus on France's current social and political organisation. The acquisition of formal grammatical skills will be the focus of a third weekly lecture which will be complemented by a weekly small-group tutorial dedicated to grammar and translation exercises.	No pre-requisites. Limited places available depending on the number of students registered. <b>Not suitable for international students coming from a French-speaking country.</b>
<b>FR4731</b>	<b>French for Beginners I</b>	One weekly lecture will provide first-year <i>ab initio</i> students with an overview of the main historical events and figures which have contributed to the shaping of France as a nation throughout the centuries. A second weekly lecture will focus on France's current social and political organisation. The acquisition of the basics of French grammar and vocabulary will be the focus of three weekly tutorials.	No pre-requisites. Limited places available depending on the number of students registered. Students who took French as one of their Leaving Certificate subjects [or equivalent] and who obtained at least a C3 [or equivalent] in French are not permitted to take any of the modules entitled 'French for Beginners'. <b>Not suitable for international students coming from a French-speaking country.</b>

## FRENCH STUDIES

Autumn Semester – Year 2			
<b>FR4743</b>	<b>The French &amp; Love</b>	Cultural approaches to love differ significantly from one country to another. France is often described as the country of love and seduction par excellence. This second-year module offers to explore the origins and evolution of this stereotypical perception of the French lover through the study of a number of literary texts representative of different historical periods. The key role of art in general and literature in particular in the formation and/or transmission of social codes will be studied along with the complex mechanisms involved in the constitution of cultural stereotypes.	None.
<b>FR4734</b>	<b>French Expression I</b>	Translation from and into French and development of practical language skills. Discussion of a range of subjects relevant to social and cultural trends in contemporary France as exemplified in appropriate articles taken from French magazines and newspapers; general conversation.	No pre-requisites. Limited places available depending on the number of students registered. <b>Not suitable for international students coming from a French-speaking country.</b>

## FRENCH STUDIES

<b>Autumn Semester – Year 4</b>			
<b>FR4767</b>	<b>Intellectuals &amp; Decolonisation in France</b>	<p>Lectures will focus attention on the involvement of intellectuals in the French political sphere. We will discuss the importance of the figure of the public intellectual in France, and the manner in which prominent members of the intelligentsia became involved in crises of decolonization that transformed the country's social and political landscape. Thus, students will be encouraged to interrogate the role played by the intellectual elite in the reconstruction - both figurative and literal - of the Republic in the years immediately following the Second World War, and, more specifically, throughout the process of decolonization. Seminars will focus on the analysis and translation of texts written by intellectuals during the period of decolonisation. This will consolidate students' linguistic and translation skills while also drawing attention to the concept of discourse analysis, power and manipulation of language.</p>	<p>No pre-requisites. Limited places available depending on the number of students registered.</p> <p><b>Not suitable for international students coming from a French-speaking country.</b></p>
<b>FR4746</b>	<b>Reason &amp; Sensibility</b>	<p>The 18th and 19th centuries in France were a period of rapid modernisation, aggravated social tensions, and literary and artistic innovation. This module sets out to explore the two defining pillars of the Enlightenment – reason and sensibility – as expressed through the literature of the age. The course will focus on a selection of works by leading thinkers and writers, each of whom brings a different vision of life.</p>	<p>None.</p>

## FRENCH STUDIES

Spring Semester – Year 1			
<b>FR4732</b>	<b>French Language &amp; Culture</b>	<p>This module is comprised of a cultural and a language component. The team-taught, cultural component is divided into two strands: Introduction to the History of Art and Literature and Children’s Literature. A weekly hour-long lecture will be dedicated to each strand, which, together, will introduce students to essential cultural reference points from the past, a selection of famous children’s literature as well as broad overview of the evolution of French art and literature from the Renaissance to the present. The language component will combine one lecture hour per week with written language and laboratory classes which will alternate weekly. The focus in the language lecture will be on French grammar and essay writing skills in French and English, while in tutorials students will hone their skills of comprehension, composition, and translation through group work on short texts drawn from a variety of media that relate to French culture.</p>	<p>No pre-requisites. Limited places available depending on the number of students registered.</p> <p><b>Not suitable for international students coming from a French-speaking country.</b></p>
<b>FR4742</b>	<b>French for Beginners II</b>	<p>This module is comprised of a cultural and a language component. The team-taught, cultural component will introduce students to the history of French art and literature. The language component will combine two weekly written language tutorials and two weekly laboratory classes to strengthen and further develop the students’ knowledge of French grammar and idiom through intensive translation, comprehension and pronunciation exercises.</p>	<p>No pre-requisites. Limited places available depending on the number of students registered. Students who took French as one of their Leaving Certificate subjects [or equivalent] and who obtained at least a C3 [or equivalent] in French are not permitted to take any of the modules entitled ‘French for Beginners’.</p> <p><b>Not suitable for international students coming from a French-speaking country.</b></p>

## FRENCH STUDIES

### Spring Semester – Year 2

FR4753	<b>Writing the Modern Self</b>	This course studies the tortuous relationships between fact and fiction as famous French writers focus on their own lives. We will study how identities are constructed through gender, class and race, and will discuss identity formation [and its breakdown] through certain literary and philosophical theories [existentialism, modernism, Marxism, postmodernism]. After considering passages from Rousseau's model autobiography, <i>Les Confessions</i> , we turn our attention to twentieth-century authors such as André Gide, Nathalie Sarraute, Jean-Paul Sartre, Marguerite Duras, and Patrick Modiano.	None.
FR4783	<b>Trials &amp; Traumas of Wartime France</b>	This module combines literary, political, social and cultural history approaches in order to explore the nature of the French experience of Occupation during the Second World War and to examine the ways in which such experience has been commemorated in the years since Liberation in 1944. The lectures will provide students with a comprehensive overview of the historical events leading up to and including the Occupation and thus explore the various trials and traumas of wartime France. This will be complemented in seminars through close reading, discussion and translation of excerpts from key journalistic and other non-fictional/fictional texts dating from the period in question. Selected literary and cinematic retrospective representations of these 'dark years' will also be studied with a view to introducing students to ongoing debates concerning the historiography of wartime France. Students will acquire background knowledge of the history of the Second World War in France. They will analyse a range of cinematic and literary responses to the Occupation in order to understand the different, often conflicting, ways in which the Occupation has been remembered in France. In addition to the two weekly lectures, students will attend three weekly tutorial hours dedicated to conversation, language lab and translation.	No pre-requisites. Limited places available depending on the number of students registered. <b>Not suitable for international students coming from a French-speaking country.</b>

## FRENCH STUDIES

### Spring Semester – Year 4

FR4726	French Expression II	An advanced course in French grammar and translation; investigation of language registers; analysis of literary style. Discussion of a range of subjects relevant to social, political and cultural trends in contemporary French society; reading of short unseen passages in French; general conversation based on extracts taken from a selection of French newspapers and magazines.	No pre-requisites. Limited places available depending on the number of students registered. <b>Not suitable for international students coming from a French-speaking country.</b>
FR4777	French Production & Performance	This module aims to introduce students to the history of French theatre and will give students an opportunity to perform a whole play and/or passages of famous plays. Live performance will enable students to develop their communication and pronunciation skills while, at the same time, enabling them to acquire more vocabulary and improving their translation skills.	Limited places might be available depending on the number of students already registered for this module, please speak to the module coordinator.



**GAEILGE ab INITIO**  
**[IRISH LANGUAGE FOR BEGINNERS]**

MODULE CODE	MODULE TITLE	BRIEF DESCRIPTION	PRE-REQUISITES [IF ANY] / COMMENTS
<b>Autumn Semester</b>			
<b>GA4001</b>	<b>Gaeilge ab Initio</b>	Gaeilge ab Initio is an Irish language course for beginners, concentrating on the spoken language. The emphasis is on the basic communication skills and grammar of the language, allowing the students to converse in Irish on matters concerning themselves and their interests. Course content includes: background and history of the Irish Language; Irish Language today; Irish mythology; Introduction to Irish place-names and Gaeltachtaí [Irish-speaking areas].	None.
<b>Spring Semester</b>			
<b>GA4001</b>	<b>Gaeilge ab Initio</b>	Gaeilge ab Initio is an Irish language course for beginners, concentrating on the spoken language. The emphasis is on the basic communication skills and grammar of the language, allowing the students to converse in Irish on matters concerning themselves and their interests. Course content includes: background and history of the Irish Language; Irish Language today; Irish mythology; Introduction to Irish place-names and Gaeltachtaí [Irish-speaking areas].	None. Repeat of module offered in Autumn semester.

## GEOGRAPHY

CODE	MODULE TITLE	BRIEF DESCRIPTION	PRE-REQUISITES [IF ANY] / COMMENTS
<b>Autumn Semester – Year 1</b>			
<b>GY4741</b>	<b>The Dynamic Earth</b>	The module aims to demonstrate the dynamic nature, and inter-relationships through time, within and between the Earth's four physical systems, namely the atmosphere, the geosphere, the hydrosphere and the biosphere. The topics to be covered will therefore include the following: continents and oceans; climate and weather; water resources and management; soils and ecology. Lectures will be accompanied by a series of laboratory classes providing an introduction to relevant geographical skills and techniques.	
<b>Autumn Semester – Year 2</b>			
<b>GY4703</b>	<b>Evolution of the Irish and British Landscapes</b>	The geological time scale; plate tectonics; the Grampian, Caledonian, Variscan and Alpine Orogenies; the closure of the Iapetus Ocean; the formation and disintegration of supercontinents; the Tertiary Period; the Quaternary Period, glacial and interglacial phases, the Last Glacial Maximum, glacial sediments and landscapes; fluvial geomorphology; the formation of karstic landforms; periglacial processes and landforms; coastal geomorphology, changing coastlines, causes and effects of relative sea level change.	
<b>GY4733</b>	<b>Political Geography: Geopolitics and Governance</b>	Power, space and political geography; geopolitics, places, politics and international relations; geopolitical structure and agency; geopolitical codes and representations; geopolitics and national identities; boundary geopolitics; geopolitical metageographies, internationalisation of terror; state processes and patterns; making states work, the variety of local state systems; state bureaucracy; institutional and political cleavages; state and civil society; territorial and multi-level governance; nations and nationalism; multiculturalism; nationalism and conflict; future of the nation-state.	
<b>GY4743</b>	<b>Economic Geography: Globalisation and Uneven Development</b>	Approaches to the study of economic geography; techno-economic paradigm shifts and the changing geographies of production; from Fordism to flexible production, the spatial impact of technological change; transnational corporations, foreign direct investment and economic globalisation; de-industrialisation and the growth of the service economy; the transformation of work and employment; new information and communication technologies and the changing geographies of services; innovation, industrial clusters and the knowledge economy.	

## GEOGRAPHY

<b>Autumn Semester – Year 4</b>			
<b>GY4707</b>	<b>Reconstructing Past Environments</b>	The nature of climate and climatic variation over geological time; climate system feedback mechanisms; Quaternary environmental change; reconstructing vegetation and landscape history; reconstructing environmental pollution; lithological evidence, glacial and periglacial sediments, palaeosols, lake and peatland sediments, marine sediments, wind-blown sediments, cave deposits, ice cores; biological evidence, terrestrial, marine and freshwater macro- and microfossils; dating and chronological techniques, stratigraphical correlation; field methods and techniques.	Module may incorporate up to one day of fieldwork.
<b>GY4777</b>	<b>Political Ecology</b>	Through the interdisciplinary framework of political ecology, this module will query the relationship between economics, politics and nature. Drawing on case studies from around the world, the module will explore such themes as: the unequal distribution of environmental resources, risks and vulnerabilities; environmental ideology and discourse; environment, livelihoods and politics; energy and natural resource management; nature conservation; agricultural production; environmental justice; and urban political ecologies.	
<b>GY4747</b>	<b>Tourism and Heritage Management</b>	Understanding tourism, concepts and methods of analysis; prospects and challenges for tourist provision, global, national and local issues; rethinking tourism impacts; economic impacts; physical impacts; social impacts; tourism planning and policy at the international and supranational level; tourism planning and policy at the national and sub-national level; sustainable tourism; understanding heritage, concepts and methods of analysis; heritage landscapes; heritage management; heritage providers; heritage representation in areas of conflict; heritage interpretations; future role of the heritage industry.	
<b>GY4787</b>	<b>Natural Hazards</b>	This module will examine the nature, extent, frequency, risk, and potential for mitigation against a range of natural hazards, including volcanic eruptions, earthquakes, tsunamis, storm surges, flooding, wildfires, extreme weather, the climate crisis, magnetic reversals, and extraterrestrial hazards. Drawing heavily on case studies, including both media coverage and the academic literature, students will explore these hazards from both physical and human geographic perspectives. They will consider the causes and geographic distribution of these natural events, as well as examining how risks and consequences vary in different geographic areas due to geology, geomorphology, hydrology, population, socioeconomic factors, and more. They will develop the	

		skills necessary to assess the hazardousness of particular geographic areas, and how to cartographically illustrate risk by creating hazard maps.	
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## GEOGRAPHY

<b>Spring Semester – Year 1</b>			
<b>GY4742</b>	<b>Processes and Patterns in Human Geography</b>	The module will explore the interactions between environmental and human processes at the global, national, regional, and local levels. Topics include: worlds in the past; political geographies, geopolitics and governance; cultural systems and identity; society, settlement and land use; population, resources and the environment; development and urban and regional geographies. In addition, the module will contain a skills-based component providing an introduction to map reading and cartography.	
<b>Spring Semester – Year 2</b>			
<b>GY4704</b>	<b>Geographical Research Methods and Mapping</b>	Nature and types of geographical research; using databases and electronic journals to find previous work; secondary data sources; theory and methods of sampling; methods and instruments for social surveys; introduction to the use of basic field equipment and instrumentation; coding and inputting data; exploratory data analysis; measuring relationships; analysing qualitative data; use of topographical maps; creating thematic maps; writing a research proposal.	
<b>GY4744</b>	<b>Biogeography</b>	Biogeographical theory; historical biogeography; island biogeography; domestication and agriculture; coastal biogeography; ecosystems; biodiversity; environmental change; conservation and habitat management; human impact on ecosystems.	Module may incorporate up to two days of fieldwork.
<b>GY4754</b>	<b>Reading the Irish Cultural Landscape</b>	The study of Irish historical geography, concepts and methods of analysis; primary and secondary sources; pre-historic Ireland, geography and archaeology; ‘Celtic’ landscapes; society and settlement in the iron age; early medieval Ireland, Vikings, proto towns, the development of the early Irish church; medieval landscapes in Ireland, from Gaelic to feudal power; 17th century landscapes, the civil and down surveys; plantation landscapes; society and settlement in 18th century Ireland; landlords, enclosures and famine, the changing nature of the 19th century landscape.	Module may incorporate up to one day of fieldwork.
<b>GY4764</b>	<b>Field Studies in Geography</b>	This module aims to provide intensive training in a wide range of geographical techniques through the format of a residential field course at an appropriate location. In addition students will engage in the planning and execution of individual and group research projects. The module will focus on interpreting both the human and physical landscapes of an appropriate location (either on the island of Ireland or overseas) and will cover some of the fundamental aspects associated with field work such as, but not exclusive to: field observations and accurate recording in a field notebook; qualitative	This module incorporates a week-long (6 days) fieldtrip, the destination for which will be

		and quantitative data collection techniques (e.g. archives, census data, interviews, survey questionnaires, photography, transects, surveying) and data analysis, interpretation and presentation. The topics that are covered in any given year will vary according to the staffing arrangements within the department	confirmed at the start of semester. <b>Module enrolment is capped at 30 students.</b>
<b>Spring Semester – Year 4</b>			
<b>GY4708</b>	<b>Global Environmental Change</b>	Global climate change; past climates, air quality, air pollution, biological response to climate change; human impact on the earth's surface, agriculture, deforestation, desertification, irrigation, biodiversity loss, coastal zone issues; water resources and pollution, demand for water, marine and freshwater pollution, groundwater abstraction.	
<b>GY4758</b>	<b>Geography of the Developing World</b>	Development theories and concepts; sustainable development issues, principles and practices; causes of under-development; global development trajectories and patterns; manifestations of under-development; economic, socio-cultural and ecological consequences of under-development and inequality; natural hazards, earthquakes, volcanoes, tsunamis, coastal and river flooding, cyclones, and wildfires; resource distribution and allocation; conservation and environmental protection; individual, political, social and institutional responses, roles and responsibilities; development approaches and strategies; exogenous and endogenous development.	
<b>GY4767</b>	<b>Marine Geography</b>	This module will investigate the broad-scale features and dynamics of the Earth's oceans, emphasising the role of basic scientific principles in helping to understand the geological, chemical, physical, and biological processes that occur in ocean environments. The module will explore the origin and history of the oceans, and examine a range of global processes such as ocean chemistry and circulation, ocean currents and marine ecosystem dynamics, and their impacts on local and regional issues such as coastal erosion and management of fisheries. The effects of human activity due to increasing global population and consumption will also be discussed in the context of climate change and ocean resources.	
<b>GY4768</b>	<b>Urbanisation, Urban Geography and Planning</b>	Contemporary patterns of urban growth and development; differential urbanisation and the cycle of urbanisation; the size distribution of urban settlements; specialisation and diversity in the urban economic base; the distinctive city; world cities and transnational urban networks; models and patterns of land value and land use; household location and the socio-spatial structure of urban areas; social polarisation and residential segregation in the post-Fordist city; the urban role of	Module may not be offered in 2021/22

		government; land use planning, zoning and development control; urban renewal and regeneration; the sustainable city; governance and jurisdictional fragmentation in the contemporary metropolis.	
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## GERMAN STUDIES

MODULE CODE	MODULE TITLE	BRIEF DESCRIPTION	PRE-REQUISITES [IF ANY] / COMMENTS*
<p><b>Autumn Semester – Year 1</b></p> <p><b>NB:</b> For further information or queries regarding your suitability for a particular module, contact Dr Christiane Schönfeld, the Head of the Department of German Studies (<a href="mailto:christiane.schonfeld@mic.ul.ie">christiane.schonfeld@mic.ul.ie</a>) or speak to your Erasmus supervisor.</p>			
GE4711	<b>Deutsche Sprache, Kultur und Literatur 1</b>	<p>An introduction to German-language culture, history and literature of the twentieth century through the discussion of film, fictional and non-fictional texts and intensive language practice. The grammar lecture in the language element focuses on the reflection and extension of existing (second level) grammatical knowledge and new approaches to language learning. In the accompanying communication skills tutorial, conducted in small groups, students apply grammatical structures in oral and written communication at A2/B1 level (Common European Framework of Reference for Languages). Classes in <i>Kultur</i> and <i>Literatur</i> consist of one lecture in English (<i>Kultur</i>) and one interactive workshop in German (<i>Literatur</i>). In the culture lecture, sources from various media are used to highlight aspects of German-speaking cultures. The literature class involves the reading and discussion of a literary text to provide students with further access to these topics and to develop their reading and analytical techniques. Please note: The focus on Germany or Austria/Switzerland/ Liechtenstein in ‘culture’ may alternate between S1 and S2.</p> <p>The module consists of 4 contact hours in total.</p> <p>Textbook for the language element of the module: Studio 21 [A2]</p>	<p><b>CEFR level A2.</b></p> <p>Limited places available depending on the number of students registered.</p>
<b>OR</b>			
GE4701	<b>Ab Initio 1</b>	<p>This module is aimed at beginners in German. In the culture lecture, which is held in English, sources from various media are used to highlight aspects of German-speaking cultures (1 hour, see GE 4711). The main focus of this module is on acquiring German language skills at A1 level, which includes the introduction to grammatical structures and their application as well as the development of oral and written communication skills in intensive language tutorials, conducted in small groups (4 hours). In this semester <i>ab initio</i> students have 5 contact hours in total. This module is aimed at students without or with very basic German language skills.</p> <p>Textbook for the language element of the module: Studio 21 [A1]</p>	<p><b>No pre-requisites.</b></p> <p>Limited places available depending on the number of students registered.</p> <p><b>Not suitable for students with a considerably higher level of German.</b></p>



## GERMAN STUDIES

Autumn Semester – Year 2			
<b>GE4713</b>	<b>Deutsche Sprache und Linguistik 1</b>	<p>The module consists of classes in grammar, linguistics, writing and oral communication skills. The grammar lecture explores grammatical structures at level B1. Communication skills are further developed through written and oral discussion of topical issues in specific writing skills and communication skills tutorials. The linguistics lecture introduces students to the history and development of the German language, looks at both contemporary language debates and the variety of the German speaking areas, and provides a practice-oriented overview on phonology and phonetics. The module consists of 4 contact hours in total.</p> <p>Textbook for the language element of the module: <i>Studio 21</i> [B1]</p>	<p><b>CEFR level A2/B1.</b></p> <p>Limited places available depending on the number of students registered.</p>
<b>OR</b>			
<b>GE4723</b>	<b>Deutsche Literatur und Kultur 1</b>	<p>This module provides an insight into the history of German literature, culture and society of the 20<sup>th</sup> century. Classes consist of one lecture in English (Kultur) and one interactive workshop in German (Literatur/Film). Students are introduced to the literature and other products of the modern culture industry within their wider socio-political contexts, providing an overview of the history of German literature and society from the late 19<sup>th</sup> century to the present. Students are introduced to avant-garde movements such as expressionism, Dadaism, New Objectivity, the culture industry under National Socialism, post-1945 rubble film and “Kahlschlag”-literature, concrete poetry etc. This module provides an opportunity to develop further research, literary/film analysis and presentation skills while improving competency in the German language. The module consists of 3 contact hours in total.</p> <p>Contact <a href="mailto:christiane.schonfeld@mic.ul.ie">christiane.schonfeld@mic.ul.ie</a> for further information.</p>	<p>Working knowledge of German required (<b>CEFR level B1</b> minimum).</p> <p>Limited places available depending on the number of students registered.</p>

## GERMAN STUDIES

Autumn Semester – Year 4			
<b>GE4717</b>	<b>Deutsche Sprache und Linguistik 3</b>	<p>The final year language components continue work on complex grammatical structures with the aim of developing a high degree of fluency and correctness in spoken and written German. Particular emphasis is placed on stylistic improvement and language awareness in translation and writing skills classes as well as in the oral communication skills tutorial. In the linguistics lecture students will be introduced to applied linguistics to allow them to explore specific aspects in further depth in GE4718. The module consists of 4 contact hours in total.</p> <p>Textbook for the language element of the module: <i>Studio 21</i> [B2.1]</p>	<p><b>CEFR level B2.</b></p> <p>The content of the linguistics element in GE4717 and GE4718 may be vice versa in a particular year.</p>
<b>GE4727</b>	<b>Deutsche Literatur und Kultur 3</b>	<p>This module explores selected movements within literature and the arts during specific periods and against the backdrop of social change.</p> <p>Autumn 2021: The topic will be “The Discourse on <i>Bildung</i> in German Culture and Literature” and it will explore various texts on education from the age of enlightenment up to the present time with a focus on the 20<sup>th</sup> century. The module is of particular importance for those who aspire to the teaching profession and consists of 3 contact hours in total.</p> <p>Contact the lecturer of the module for further information and level of German required at <a href="mailto:helmut.grugger@mic.ul.ie">helmut.grugger@mic.ul.ie</a></p>	<p><b>CEFR level B2.</b></p> <p>Good working knowledge of German required.</p> <p>Limited places available depending on the number of students registered.</p>

## GERMAN STUDIES

### Autumn Semester

<b>GE4747</b>	<b>Teaching German as a Foreign Language</b>	<p>This module will focus on the teaching of German as a Foreign Language based on relevant concepts of applied linguistics, CLIL, literature and area studies as part of German Studies for FL learners. While observing the teaching and learning at MIC, students will have to systematically examine their observations of both German tuition at ab initio and advanced level. Students will learn to analyse types of interaction in the language classroom and will be introduced to planning, implementation and evaluation of classroom activities, including guided elaboration, application and revising of lesson plans. In consultation with the lecturer students will gain experience as classroom assistants in selected tutorials (where applicable). Any teaching practice will take place under the full guidance and supervision of the respective lecturer who will also be responsible for the evaluation of these units and for professional debriefing. In this context, students will be introduced to a wide range of teaching methods to make them familiar with best practise in teaching of German as a foreign language.</p> <p>Contact the lecturer of the module Helmut Grugger at <a href="mailto:helmut.grugger@mic.ul.ie">helmut.grugger@mic.ul.ie</a> for further information and queries regarding suitability for the module.</p>	<p>Suitable for Erasmus students (native speakers of German or those Erasmus students with excellent German language skills) who are interested in becoming German as a Foreign Language teachers.</p>
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## GERMAN STUDIES

Spring Semester – Year 1			
<b>GE4712</b>	<b>Deutsche Sprache, Kultur und Literatur 2</b>	<p>This module continues all aspects of the work begun in 4711 within a similar course structure. The language element, consisting of a grammar lecture and a communication skills tutorial, continues the analysis and practice of grammatical structures and vocabulary work on A2/B1 level begun during the autumn semester. In the culture lecture, film and other media are used to highlight aspects of contemporary German culture. Particular emphasis is given to the political and cultural division of Germany after 1945 and the situation after unification in 1990. The literature/film workshop also allows participants to practise their reading techniques, principles of textual and/or film analysis and writing skills. Please note: The thematic focus on Germany or Austria/Switzerland/ Liechtenstein in 'culture' may alternate between S1 and S2. The module consists of 4 contact hours in total.</p> <p>Textbook for the language element of the module: <i>Studio 21</i> [A2.2]</p>	<p><b>CEFR level A2/B1.</b></p> <p>Limited places available depending on the number of students registered.</p> <p>Students should contact the Department of German Studies directly <b>in advance</b> to enquire about their suitability for this module.</p>
<b>OR</b>			
<b>GE4702</b>	<b>Ab Initio 2</b>	<p>In the culture lecture, held in English, film and other media are used to highlight aspects of contemporary German culture. Particular emphasis is given to the political and cultural division of Germany after 1945 and the situation after its unification in 1990. Students gain an insight into political and social structures, such as the education system or the situation of migrant communities, and learn how these are reflected in aspects of everyday life, youth cultures and other subcultures (see GE4712). The grammar lecture and language tutorials continue the intensive practice of grammatical structures, vocabulary work, written and oral language skills begun during semester 1. Students should obtain a minimum grade of B2 at the end of this semester, if they wish to continue with German in second year. The module consists of 5 contact hours in total.</p> <p>Textbook for the language element of the module: <i>Studio 21</i> [A1.2]</p>	<p>Prerequisite: GE4701 / Ab Initio 1 [or similar introduction to the German language].</p> <p>Limited places available. Students <b>are required</b> to contact the Department of German Studies directly <b>in advance</b> to discuss their suitability for this module and the content of the course for the semester.</p> <p><b>Not suitable for students with a substantially higher level of German.</b></p>

## GERMAN STUDIES

### Spring Semester – Year 2

<b>GE4714</b>	<b>Deutsche Sprache und Linguistik 2</b>	<p>An extended survey of grammar at CEFR level B1 / B2. Improvement of students' oral, aural and writing skills in German through the discussion of a wide range of familiar and relevant topics. The linguistics lecture continues work begun in the autumn semester, focusing this term on different structural elements of the German language. In addition to concepts of morphology, syntax, and semantics, the lecture will introduce students to the realm of pragmatics. The module consists of 4 contact hours in total.</p> <p>Textbook for the language element of the module: <i>Studio 21</i> [B1.2]</p>	<p><b>CEFR level B1.</b></p> <p>Students should contact the Department of German Studies directly <b>in advance</b> to enquire about their suitability for this module.</p>
<b>GE4724</b>	<b>Deutsche Literatur und Kultur 2</b>	<p>The module provides an insight into the history of modern German literature and society from the late eighteenth to the late nineteenth century. Classes consist of one lecture in English (Kultur) and one interactive workshop in German (Literatur). Students are introduced to the literature and ideas of a particular period of this time within its wider cultural context. The main focus in an academic year may be one or more of the following: the Enlightenment, Storm and Stress, Weimar Classicism, Romanticism, Vormärz, Realism and Naturalism. At the same time, students gain an insight into the German culture(s) of this time in a wider sense, including the structures of society and in how far "German" is a useful term here. Selected topics for exploration may include the rise of the middle classes in the eighteenth and nineteenth centuries, the situation of women and ethnic minorities, the development of nationalism and the founding of the German nation state. The module consists of 3 contact hours in total.</p>	<p>Working knowledge of German required (<b>CEFR level A2/B1 minimum</b>). Incoming international exchange students are required to contact the Department of German Studies <b>in advance</b> to enquire about their suitability for this module.</p>

## GERMAN STUDIES

Spring Semester – Year 4			
<b>GE4718</b>	<b>Deutsche Sprache und Linguistik 4</b>	<p>The module continues the language work of GE4717 and revises important grammatical structures. The linguistics lecture will focus on one of the aspects of applied linguistics discussed in GE4717, such as pragmatics, contrastive linguistics, sociolinguistics / anthropological linguistics, second language acquisition, translation or intercultural communication for further in-depth analysis. The module consists of 4 contact hours in total.</p> <p>Textbook for the language element of the module: <i>Studio 21</i> [B2.2]</p>	<p>Working knowledge of German required (<b>CEFR level B2</b>). Students should contact the Department of German Studies directly <b>in advance</b> to enquire about their suitability for this module.</p> <p>The content of linguistics in GE4717 and GE4718 may be vice versa in a particular year.</p>
<b>GE4728</b>	<b>Deutsche Literatur und Kultur 4</b>	<p>This module examines aspects of regional, national, and ethnic identity in the German-speaking world, and how these are reflected in literary texts, film and other media. Classes normally consist of one lecture in English (culture) and a workshop in German (literature), which are thematically linked. The focus varies from year to year, and has included themes such as multiculturalism in contemporary German society and German-Irish relations. The module consists of 3 contact hours in total.</p> <p>The topic of this module in Spring 2020 will be “The Literary Discourse on Education”, including the notion of “Bildung” from late enlightenment to the present.</p> <p>Contact the lecturer of the module Helmut Grugger at <a href="mailto:helmut.grugger@mic.ul.ie">helmut.grugger@mic.ul.ie</a> for further information and queries regarding suitability for the module.</p>	<p>Working knowledge of German required (<b>CEFR level B2</b>).</p>

## GERMAN STUDIES

<b>Spring Semester</b>			
<b>GE4747</b>	<b>Teaching German as a Foreign Language</b>	<p>This module will focus on the teaching of German as a Foreign Language based on relevant concepts of applied linguistics, CLIL, literature and area studies as part of German Studies for FL learners. While observing the teaching and learning at MIC, students will have to systematically examine their observations of both German tuition at ab initio and advanced level. Students will learn to analyse types of interaction in the language classroom and will be introduced to planning, implementation and evaluation of classroom activities, including guided elaboration, application and revising of lesson plans. In consultation with the lecturer students will gain experience as classroom assistants in selected tutorials (where applicable). Any teaching practice will take place under the full guidance and supervision of the respective lecturer who will also be responsible for the evaluation of these units and for professional debriefing. In this context, students will be introduced to a wide range of teaching methods to make them familiar with best practise in teaching of German as a foreign language. Contact the lecturer of the module Helmut Grugger at <a href="mailto:helmut.grugger@mic.ul.ie">helmut.grugger@mic.ul.ie</a> for further information and queries regarding suitability for the module.</p>	<p>Suitable for Erasmus students (native speakers of German or those Erasmus students with excellent German language skills) who are interested in becoming German as a Foreign Language teachers.</p>

For further information, refer to the German Studies website (at <https://www.mic.ul.ie/faculty-of-arts/department/german-studies?index=0>) and/or contact the Department of German Studies (details at: <https://www.mic.ul.ie/faculty-of-arts/department/german-studies?index=2>)

## HISTORY

MODULE CODE	MODULE TITLE	BRIEF DESCRIPTION	PRE-REQUISITES [IF ANY] / COMMENTS
<b>Autumn Semester – Year 1</b>			
<b>HI4721</b>	<b>Power, Belief &amp; Culture in Europe, 1500 – 1750</b>	This module will explore the rise of the nation state; the Habsburg-Valois wars; the Renaissance; humanism; late medieval Christianity; the Reformation; the Catholic Reformation; the 'rise of capitalism'; European exploration and the 'New World'; the development of political Absolutism; Louis XIV's France; the Glorious Revolution in England, Scotland and Ireland; the Witchcraft trials of the seventeenth century; Non-Christian populations; the Scientific Revolution; the early / radical Enlightenment; proto-industrialisation; early eighteenth century European trade and global contacts.	
<b>Autumn Semester – Year 2</b>			
<b>HI4733</b>	<b>Ireland in the 'Three Kingdoms', 1500-1660</b>	Historians have increasingly recognised that traditional concentration on the national histories of England, Wales, Scotland and Ireland has impaired our understanding by ignoring the interactions between their populations. This module assesses the usefulness of this more comparative approach, and considers the relationships between the peoples of these islands, allowing students to understand how the sixteenth and seventeenth centuries set the scene for subsequent conflicts. Topics include: an introduction to the New British and Irish History; Centralisation and Union? Scotland, England, Wales and Cornwall; Ireland in the sixteenth century; Ireland in the seventeenth century; the challenges of composite monarchy: The Wars of the Three Kingdoms; Gaelic cultures; the Reformations; religion and belief; languages and histories; migration and plantation; economies and material culture; How successful was the making of Britain?	
<b>HI4771</b>	<b>From Revolution to Integration: Europe, 1789–2000</b>	The module will introduce students to the major themes in European history over the past two centuries. The first half of the module examines the period from the start of the French Revolution in 1789 to the eve of the First World War in 1914. The module will address a number of key subjects: the French Revolution and Napoleonic Europe; the nature of the post-Napoleonic settlement and the challenges to it; social, economic and cultural changes, particularly the impact of industrialisation; the development of	



		nationalism, to include specific case studies (for example, Germany and/or Italy); European engagement with the rest of the world, particularly the 'new' imperialism of the post-1870 period; the diplomatic and other factors leading to the outbreak of the First World War. The second half of the module will examine the 'short twentieth century', or what Eric Hobsbawm described as the 'Age of Extremes'. Topics covered will include, the First World War and post-war violence in Europe; the Russian Revolution; Fascism and Stalinism in the interwar years; the Second World War and the Holocaust; the Cold War and the collapse of European Empires; the rise and fall of Communism in Eastern Europe; and European integration after 1945.	
<b>Autumn Semester – Year 4</b>			
<b>HI4725</b>	<b>Union and rebellion: politics, culture and society in nineteenth-century Ireland</b>	Nineteenth-century Ireland offered, at once, the possibility of the integration of the island within a wider union with Britain and, ultimately, the failure of that union to win adherence across the country. This module traces the complex political, economic, social and cultural histories which inform that failure paying particular attention to issues of political mobilisation, state intervention, agrarian resistance, religion and sectarian conflict, poverty and famine, migration and political radicalism, cultural revival, nationalism, unionism and rebellion. By combing political, social and cultural history, the course introduces students to a variety of different approaches to the history of the period and offers a broad and nuanced understanding of developments in pre- and post-Famine Ireland. It also situates the Irish experience within wider comparative and transnational histories of the nineteenth century and investigates notions of Irish exceptionalism.	Not all these courses can be taken due to timetabling constraints.
<b>HI4748</b>	<b>The Irish Diaspora in the United States, 1845-1920</b>	Focusing on the period 1850-1920, this module will investigate the lived experience of Irish immigrants in the United States of America. It will deal with key issues such as the notion of diaspora, the concepts of assimilation and integration, and the evolution of an Irish American identity. While examining areas of commonality, the module will explore differences in the immigrant experience between male and female, urban and rural, east and west, north and south and between first, second and third-generation Irish. Significant changes over time, such as changes in representation, attitudes to Ireland, and labour practices will be evaluated. Students will examine and analyse a diverse array of primary and secondary sources including documentary, newspaper, and visual sources as well as historical documentaries and scholarly articles.	To be confirmed

<b>HI4773</b>	<b>Exiles, Migrants Refugees? The Irish in Europe, 1500-1815</b>	This module assesses the history of Irish migration to early modern Europe. The module introduces students to key themes: the causes and geography of Irish migration; the context of political-diplomatic alliances; military migration and the development of Irish regiments abroad; religious and educational migration and the development of Irish colleges; economic migration and the development of merchant houses and networks. The module assess migration in the context of poverty, gender, family migration, assimilation, integration, cultural exchange and identity formation. The module will also examine Irish migration within the imperial networks of Catholic European powers, such as France and Spain. The module will conclude by examining the impact of the French Revolution on Irish migration and its re-orientation in the nineteenth century.	Not all these courses can be taken due to timetabling constraints.
<b>HI4772</b>	<b>Unconventional Warfare in the Twentieth Century</b>	Using three case studies of British counterinsurgency in the twentieth century – Ireland, 1919-1921; Palestine, 1936-39; and Kenya, 1952-56 – this module will chart the evolution of unconventional warfare since 1900. Having studied each individual case, students will then think more broadly about a series of themes and issues: unconventional warfare on film; popular support; harming civilians; and the lessons of unconventional war. The module will explore how guerrillas relate to their communities and the often-uncertain boundaries between the guerrilla and the bandit, fanatic, or terrorist. It will also examine the diverse strategies that conventional forces have developed to meet the very particular problems posed by unconventional war. Students will engage with key debates on the nature of violence, its practitioners, and its victims. They will also engage with relevant primary sources, reflect on historiographical trends, and discuss current controversies on the use of terror and counter-terror.	Not all these courses can be taken due to timetabling constraints.
<b>HI4760</b>	<b>Special Topics in History</b>	This module is designed to enable students to investigate a topic that is of particular relevance to the research area of the lecturer/s. Further information will be available at orientation.	To be confirmed
<b>Spring Semester – Year 1</b>			
<b>HI4716</b>	<b>Controversies in History</b>	This module explores key controversies in the history of the western world, specifically in Ireland, Europe and the United States. Structured around three case studies, it offers a pathway for students to understand alternative positions, contrasting viewpoints, and the absence of a certain answer. Case studies can include historiographically contentious issues in the history of politics, gender, social movements, culture, war and conflict. Using large online document collections, it returns students to primary sources and to the perspective of the historical past. It focuses on historians' interpretations of the past and informs students of ways to challenge established narratives and historical beliefs.	

**Spring Semester – Year 2**

<b>HI4784</b>	<b>Kingdom and Colony: Ireland, 1660-1800</b>	This module will introduce students to the major developments of eighteenth century Ireland and allow them to engage with current debates about how to understand them. A strong emphasis will be placed on reading and discussing primary source documents pertaining to the period. Topics include: the Restoration; the 'War of the Two Kings'; the post-1691 settlement and the development of the Protestant Interest; debates about Ireland's constitutional status and the development of Patriotism; the Penal Laws, Jacobitism and Irish Catholic migration overseas; the Presbyterian community; the Irish economy in the eighteenth century; Improvement and Enlightenment; the position of women and children; Catholic politics; the Volunteers and Legislative Independence; the Whiteboys and agrarian violence; radicalism and reaction in the 1790s; the Rebellion of 1798; the Act of Union.	
<b>HI4742</b>	<b>Major themes of American history, 1850-1975</b>	This module will focus on the broad themes and developments of American History 1850-1975. It will be framed around essential questions such as slavery; the struggle for civil and political rights; the Civil War; industrialization, urbanization and immigration; the role of government; race, class, and gender relations and America's role as an imperial or global power. Key crises such the Civil War, the Civil Rights movement, McCarthyism, Vietnam and Watergate will be highlighted. Students will examine and analyse a diverse array of primary and secondary sources including documentary, newspaper, and visual sources as well as historical documentaries and scholarly articles.	

**Spring Semester – Year 4**

<b>HI4757</b>	<b>The High Kings of Early Ireland, AD 600-1014</b>	The purpose of this course is to introduce students to the medieval history of Ireland prior to the year 1000; Genetic influxes during the late prehistoric and early medieval periods – Celts and Vikings; The arrival of writing and Christianity; Sources for Irish political history: annals; Sources for Irish political history: genealogies; Sources for Irish political history: wisdom literature and the law; High-kingship of Tara and the provincial kingdoms; The role of the Church in promoting political hierarchy; The <i>Eóganacht</i> rulers of Munster: Cashel Vs Killarney; Feidlimid mac Crimthann and the <i>Céili Dé</i> ; Viking mercenaries and the establishment of the coastal cities; The origins of Thomond and the rise of the <i>Dál Cais</i> ; Conclusions.	Not all these courses can be taken due to timetabling constraints.
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<b>HI4759</b>	<b>Death and the Afterlife in Early Modern Ireland and Britain</b>	This module will deal with death and the dead in early modern Ireland and Britain, considering the process of dying; ideas about 'good' and 'bad' deaths; the preparation of dead bodies; funeral rituals; expressions of grief; the location of burial; reasons for the exhumation of corpses; the uses of funerary commemoration; people's expectations of the afterlife; and their ideas about the returning dead (ghosts and revenants). It will engage with the changes brought about by the Reformations in Irish and British Isles, and the ways in which the treatment of the dead can throw light on interactions within communities and between members of different religious and political groups. While the focus is primarily on the period 1450-1750, the ideas and issues encountered will be relevant to other times and places as well.	Not all these courses can be taken due to timetabling constraints.
<b>HI4782</b>	<b>Society, Culture and Politics in Twentieth-Century Ireland</b>	This module will chart the history of modern Ireland from the final decades of the Act of Union, through revolution and partition, to the creation of two new states and the challenges that followed in the Irish Free State (later the Republic of Ireland) and in Northern Ireland. The module will explore how ordinary people lived in this period, and how family, social, and working lives were impacted by political and cultural change. Topics covered will include sectarianism; the border; political and economic challenges in the two states; religion; class and gender; emigration; the 'Emergency' and neutrality; and the Troubles (c.1968–1998). Students will analyse and evaluate current debates among historians. They will also engage directly with a host of relevant primary source collections (many of which are now available online) including census returns, newspapers, pamphlets and posters, parliamentary debates and reports, letters, diaries, memoirs, and more.	Not all these courses can be taken due to timetabling constraints.
<b>HI4735</b>	<b>Film, history and the long nineteenth century</b>	The course explores, through the medium of film and written history, central themes in the history of the western world in the long nineteenth century, namely: politics, revolution and war; urbanisation and migration; slavery and race; industry, capitalism and labour; and frontiers and empire. It looks at how filmmakers have represented these central themes in history and how their representations relate (or don't relate) to the work of historians on the nineteenth century. It uses cases studies of specific films related to these themes to explore how we present, represent and understand the past and the limitations and possibilities of varying approaches to the past. The students will engage not simply with film history but also innovative approaches to the past pioneered by academic historians.	Not all these courses can be taken due to timetabling constraints.

## MATHEMATICS

MODULE CODE	MODULE TITLE	BRIEF DESCRIPTION	PRE-REQUISITES [IF ANY] / COMMENTS*
<b>Autumn Semester – Year 1</b>			
<b>MH4731</b>	<b>Elementary Number Theory</b>	Representations of numbers; The binomial theorem; Mathematical induction; Divisibility of integers; Prime Numbers and The Fundamental Theorem of Arithmetic; Euclid's algorithm; Congruence; Linear Diophantine equations; Fermat's Little Theorem; Using congruences to solve more complex problems; Pythagorean Triples.	Given the varying levels of ability of incoming international exchange students, they are required to contact the HoD directly in advance to enquire about their suitability for relevant modules.
<b>Autumn Semester – Year 2</b>			
<b>MH4713</b>	<b>Linear Algebra</b>	Vectors and vector spaces, inner products, matrices, games of strategy, linear equations, linear programming, linear mappings, linear transformations.	Given the varying levels of ability of incoming international exchange students, they are required to contact the HoD directly in advance to enquire about their suitability for relevant modules.
<b>MH4763</b>	<b>Calculus 1: Differentiation</b>	Functions and graphs, slope, Newton quotient and derivative limits, differentiation rules for sums, products, quotients, composite functions, trigonometric functions, logarithms, exponential functions, and their derivatives, continuous functions nested intervals, completeness of the real numbers Intermediate Value Theorem, inverse functions and their derivatives.	Given the varying levels of ability of incoming international exchange students, they are required to contact the HoD directly in advance to enquire about their suitability for relevant modules.

## MATHEMATICS

Autumn Semester – Year 4			
<b>MH4754</b>	<b>Multivariable Calculus</b>	Real vector spaces of dimension $n$ , lines and planes, curves and surfaces. Calculus of several variables, continuity and derivative. Double and line integrals, surface and volume integrals. Introduction to ordinary and partial differential equations.	Given the varying levels of ability of incoming international exchange students, they are required to contact the HoD directly in advance to enquire about their suitability for relevant modules.
<b>MH4757</b>	<b>Geometry Euclidean and Non Euclidean Geometry</b>	Basic notions and theorems of Euclidean geometry; analytic geometry; geometric constructions; transformations and symmetry; vectors and dot product; non-Euclidean geometry.	Given the varying levels of ability of incoming international exchange students, they are required to contact the HoD directly in advance to enquire about their suitability for relevant modules.

## MATHEMATICS

<b>Spring Semester – Year 1</b>			
<b>MH4722</b>	<b>Introduction to Geometry</b>	Angle, distance, length, area; coordinates; lines, triangles and circles; geometric constructions; congruence and similarity.	Given the varying levels of ability of incoming international exchange students, they are required to contact the HoD directly in advance to enquire about their suitability for relevant modules.
<b>Spring Semester – Year 2</b>			
<b>MH4724</b>	<b>Introduction to Statistics</b>	Description of sample data, probability theory, random variables, probability distributions, sampling theory, estimation, hypothesis testing, correlation and regression, testing methods.	Given the varying levels of ability of incoming international exchange students, they are required to contact the HoD directly in advance to enquire about their suitability for relevant modules.
<b>MH4764</b>	<b>Calculus II: Integration</b>	Maxima and minima, boundedness of continuous functions on closed intervals, Rolle's Theorem, Mean Value Theorem, increasing and decreasing functions antiderivatives, indefinite integrals, integration by parts, substitution area, Riemann sums, definite integrals, least upper bound, greatest lower bound Fundamental Theorem of Calculus, Taylor's Formula infinite series, convergence.	Given the varying levels of ability of incoming international exchange students, they are required to contact the HoD directly in advance to enquire about their suitability for relevant modules.

## MATHEMATICS

### Spring Semester – Year 4

<b>MH4738</b>	<b>Computational Mathematics</b>	Introduction to a computer algebra system. Calculations in number theory, linear algebra, calculus and in statistics.	Given the varying levels of ability of incoming international exchange students, they are required to contact the HoD directly in advance to enquire about their suitability for relevant modules.
<b>MH4728</b>	<b>Abstract Algebra</b>	Groups, subgroups, Lagrange's theorem. Binary codes. Conjugacy, normal subgroups, permutation groups. Rings, subrings. Integral domains, congruences. Fields.	Given the varying levels of ability of incoming international exchange students, they are required to contact the HoD directly in advance to enquire about their suitability for relevant modules.



## MEDIA & COMMUNICATION STUDIES

MODULE CODE	MODULE TITLE	BRIEF DESCRIPTION	PRE-REQUISITES [IF ANY] / COMMENTS
<b>Autumn Semester – Year 1</b>			
MC4722	<b>Introduction to Broadcasting Studies</b>	To introduce students to the critical analysis of media texts, to develop in the student active critical viewing habits.	Please contact Dr. Tony Langlois if you intend to study this module ( <a href="mailto:Tony.Langlois@mic.ul.ie">Tony.Langlois@mic.ul.ie</a> )
<b>Autumn Semester – Year 2</b>			
MC4714	<b>Sociology of the Media</b>	To provide students with a critical understanding of the media from a sociological point of view. To introduce students to key aspects of the debate amongst social scientists about the workings and influence of the media.	Please contact Dr. Tony Langlois if you intend to study this module ( <a href="mailto:Tony.Langlois@mic.ul.ie">Tony.Langlois@mic.ul.ie</a> )
MC4712	<b>Introduction to Basic Media Pre-Production and Production</b>	This module will introduce students to the pre-production and production stages of programme-making in different media.	Only if places are available. Please contact Mr. Nicky Fennell if you intend to study this module ( <a href="mailto:Nicky.Fennell@mic.ul.ie">Nicky.Fennell@mic.ul.ie</a> )
<b>Autumn Semester – Year 4</b>			
MC4747	<b>Contemporary Film &amp; Television Drama</b>	This module examines aspects of the historical differences and linkages between forms of film and television drama. Concentrating principally on British and Irish film and television, the module situates form and meaning in selected film and television texts in their industrial, social, cultural and political contexts.	Please contact Dr. Marcus Free if you intend to study this module ( <a href="mailto:marcus.free@mic.ul.ie">marcus.free@mic.ul.ie</a> )
MC4723	<b>Dramatic Art &amp; Communication</b>	A practical course in scriptwriting. To give students an understanding of the process of communication through drama and develop their skills in writing for film, television and radio. Students will develop their skills through a series of exercises and workshops.	Only if places available. Please contact Dr. Susan Liddy if you intend to study this module ( <a href="mailto:Susan.Liddy@mic.ul.ie">Susan.Liddy@mic.ul.ie</a> )

## MEDIA & COMMUNICATION STUDIES

<b>Spring Semester – Year 1</b>			
<b>MC4711</b>	<b>Introduction to Media and Communication Theory</b>	To develop a critical awareness of the major theoretical concepts and problems in the media and communications fields; to foster an understanding of the need for, and nature of, interdisciplinary approaches to these fields, and of the points of convergence and divergence-conceptual, methodological, and normative-implicit in such interdisciplinary approaches.	Contact Kathy Cush if you intend to study this module ( <a href="mailto:Kathy.Cush@mic.ul.ie">Kathy.Cush@mic.ul.ie</a> )
<b>Spring Semester – Year 2</b>			
<b>MC4713</b>	<b>Film Studies</b>	To introduce students to the aesthetic and narrative codes of cinema and consider these codes in the wider context of the film industry and the relation between cinema and economics in an international form.	Please contact Dr. Marcus Free if you intend to study this module ( <a href="mailto:Marcus.Free@mic.ul.ie">Marcus.Free@mic.ul.ie</a> )
<b>MC4724</b>	<b>Journalism</b>	To examine the current debates surrounding the process of communication and the exchange of messages. To permit the student to explore the potentialities of the print, radio and television media and to master the skills and disciplines necessary for effective preparation of material for presentation in the context of these media.	Only if places available. Please contact Dr. Tony Langlois if you intend to study this module ( <a href="mailto:Tony.Langlois@mic.ul.ie">Tony.Langlois@mic.ul.ie</a> )
<b>Spring Semester – Year 4</b>			
<b>MC4727</b>	<b>Media, Culture &amp; Society</b>	To provide an integrated study of the diverse relationships between media, culture and socio-political structures by situating the media in their broad historical and social contexts, and subjecting them to a critical examination in these contextual frames of reference.	Please contact Dr. Rosemary Day if you intend to study this module ( <a href="mailto:Rosemary.Day@mic.ul.ie">Rosemary.Day@mic.ul.ie</a> )
<b>MC4718</b>	<b>Audio and Video Production &amp; Post-Production</b>	To make the student aware of the full potential of audio and video resources as communication and instructional tools; to carry out a number of controlled exercises designed to increase the student's knowledge of audio and video production equipment, its scope and its limitations, and to enable the student to [i] identify the characteristics and advantages of a systematic approach to audio and video production, [ii] operate audio and video equipment appropriate to its intended application, [iii] set up and operate lighting equipment, [iv] select and prepare an appropriate method of presentation for a given subject or topic, [v] recognise the importance and characteristics of programme format and presentation style.	Only if places available. Proven prior experience / tuition essential. Contact Mr. Nicky Fennell if you intend to study this module ( <a href="mailto:Nicky.Fennell@mic.ul.ie">Nicky.Fennell@mic.ul.ie</a> )

## MUSIC

MODULE CODE	MODULE TITLE	BRIEF DESCRIPTION	PRE-REQUISITES [IF ANY] / COMMENTS*
<b>Autumn Semester – Year 1</b>			
MU4711	Introduction to Music I	<p><b>Course Aims and Objectives:</b> To provide the students with an understanding of the rudiments, terminology and language of tonal music with a course of ear training and keyboard harmony and an introduction to sonata form.</p> <p><b>Course Syllabus:</b> The construction of intervals, scales, modes and chords; the theory of figured bass as a system of writing and analysing chord progressions; the bass line as a foundation for understanding tonal harmony; the elements of melodic construction in classical music; simple textures in piano and vocal music; the skills necessary for aural dictation and analysis of simple melodies and harmonic progressions; definitions of technical terms; the skills necessary for singing a melody from sight; common rhythmic patterns in a variety of metres; binary and ternary form; sonata form.</p>	Please see end of ‘Music’ section.
<b>Autumn Semester – Year 2</b>			
MU4713	The Music of the Baroque Era / Theory & Techniques	<p><b>Course Aims and Objectives:</b> To provide students with an overview of important issues and key developments in music during the period c1600–1750; To examine selected works from this period and also issues related to the performance of baroque music; To further students’ knowledge of four-part harmony and to introduce figured bass and trio writing.</p> <p><b>Course Syllabus:</b>  <b>[a] Lectures:</b>                      Theory &amp; Techniques—The harmonization of hymn tunes for SATB; the figuring of, typically, short trio sonata movements by Corelli; the addition of S, A and T parts in realizing a short figured bass line; and the completion of either or both of the violin parts in an extract from a trio sonata movement.                      History—Introduction to Baroque era; stylistic overview of Baroque music; Seventeenth-century Italy 1: secular song, opera, sacred music; Seventeenth-century Italy 2: instrumental music, women composers; Corelli and the trio sonata; Seventeenth-century Germany and Central Europe: keyboard music, Schütz, Biber; French music of the <i>grand</i></p>	Please see end of ‘Music’ section.

		<p><i>siècle</i>: Lully &amp; opera; keyboard music; Seventeenth-century England: Purcell; Late Baroque</p> <p>1: Handel and oratorio; Late Baroque</p> <p>2: Bach's instrumental music; Late Baroque</p> <p>3: Vivaldi and the concerto</p> <p><b>[b] Tutorials:</b> Beginning in Week 2, students are required to attend a weekly tutorial to support their learning in lectures and help them to prepare for assessment tasks.</p>	
<b>MU4723</b>	<b>The Music of the Classical Period / Theory &amp; Techniques</b>	<p><b>Course Aims and Objectives:</b> To provide students with an overview of key developments in music during the period c1740–c1805; To study the development and expansion of relevant forms and genres; To examine selected works from this period; To introduce string quartet writing</p> <p><b>Course Syllabus:</b></p> <p><b>[a] Lectures:</b> Introduction to Classical era; stylistic overview of the period; Mannheim; Haydn, Mozart, Early Beethoven; string quartet writing, forms, techniques, late 18<sup>th</sup> C harmony, symphony, concerto, musical language of Classical era, development of 18<sup>th</sup>C orchestra; developments in the history of opera; textual criticism of primary source documents; critique of operatic productions;</p> <p><b>[b] Tutorials:</b> Students are required to attend occasional tutorials for assistance with their string quartet writing.</p>	Please see end of 'Music' section.

## MUSIC

### Autumn Semester – Year 4

<p><b>MU4717</b></p>	<p><b>Popular Music &amp; Jazz / Free Composition</b></p>	<p><b>Course Aims and Objectives:</b>            Popular Music: To introduce students to the history and language of popular music, film music, and jazz.            Composition: To introduce students to composing music of the early twentieth century and handling dissonance; To provide students with an overview of theme and variations, one of the forms in which improvisation flourishes; To foster accuracy in the notation of compositions, and, more generally, to examine discrepancies between sound and symbol that occur in students' work.</p> <p><b>Course Syllabus:</b>            Popular music and its Development. The Evolution of Jazz [Ragtime, Dixie, The Big Band Era, Blues, Modern Jazz etc]. Film Music; the development of rock music and its connection with the blues, intellectual trends in study of rock music. Composition: Theme and Variations; Whole-Tone; Quartal &amp; Quintal; Bitonality; Free Atonality.</p>	<p>Please see end of 'Music' section.</p>
<p><b>MU4728</b></p>	<p><b>The Music of the 19th Century / Theory &amp; Techniques</b></p>	<p><b>Course Aims and Objectives:</b> To introduce students to the music of nineteenth-century Europe in its social and political contexts and chromatic harmony techniques; to make students aware of current musicological trends in the study of this period</p> <p><b>Course Syllabus:</b>            The Rise of Musical Romanticism. The symphony after Beethoven, the Lied, Programme Music, Opera and Music Drama, Chromatic Harmony and Orchestration. Musical nationalism, Virtuosity, Critical editions, Aesthetics, Critical and theoretical writings, Analysis, Performance practice, Musical Life in 19<sup>th</sup> Century Ireland.</p>	<p>Please see end of 'Music' section.</p>

## MUSIC

### Spring Semester – Year 1

<b>MU4712</b>	<b>Introduction to Music II</b>	<p><b>Course Aims and Objectives:</b> To give the student a further understanding of the rudiments and language of music with a course of ear training and keyboard harmony. To provide students with an overview of two contrasting topics in a) Western art music up to c1750 b) music of the nineteenth century c) music of the twentieth century. To require a student to present two contrasting pieces on the instrument[s] [or voice] of their choice.</p> <p><b>Course Syllabus:</b> The construction of intervals, scales, modes and chords; the theory of figured bass as a system of writing and analysing chord progressions; the bass line as a foundation for understanding tonal harmony; the elements of melodic construction in classical music; simple textures in piano and vocal music; the skills necessary for aural dictation and analysis of simple melodies and harmonic progressions; definitions of technical terms; the skills necessary for singing a melody from sight; common rhythmic patterns in a variety of metres; case studies in music history. Aspects of Music History: Topics generally vary from year to year.</p>	Please see end of ‘Music’ section.
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### Spring Semester – Year 2

<b>MU4714</b>	<b>Early Music / Theory &amp; Techniques</b>	<p><b>Course Aims and Objectives:</b> To provide an overview of important issues and key developments in Western music to c1600; To examine selected works from this period and also issues related to the performance of early music; To further students’ knowledge of theory and techniques, introducing elementary eighteenth-century counterpoint in two parts and chorale writing in the style of Bach.</p> <p><b>Course Syllabus:</b> [a] Lectures: Theory &amp; Techniques—Introduction to eighteenth-century counterpoint; principles of two-part counterpoint; the writing of short two-part pieces [non-imitative and imitative]; the Bach chorale: melodic and harmonic characteristics; cadences; harmonic resources; modulation; consecutives; unessential material; texture in the chorales; modal chorales; an approach to writing chorales in the style of Bach.</p>	Please see end of ‘Music’ section.
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		<p>History— Introduction; sacred monophonic song: plainchant; secular monophonic song; the beginnings of polyphony; Notre Dame school; Ars Nova [focus: Machaut’s <i>Messe de Notre Dame</i> [between c1350 and c1372]]; Early Renaissance [c1420-c1490]; High Renaissance [c1490-c1520]; Josquin Des Prez [c1445-1521]; High Renaissance contd [c1520-c1560]; Late Renaissance [c1560-c1600].</p> <p>[b] Tutorials: Beginning in Week 2, students are required to attend a weekly tutorial to support their learning in lectures and help them to prepare for assessment tasks.</p>	
<b>MU4724</b>	<b>Irish Traditional Music / Theory &amp; Techniques</b>	<p><b>Course Aims and Objectives:</b> To provide a general introduction to the field of Irish traditional music and song; to understand it in relation to its historical, social and international contexts; to examine it in the light of contemporary ethnomusicological and vernacular-culture theory; to develop the specific analytical skills required to appreciate this musical field. To introduce students to arranging for SATB. Perform three contrasting pieces on the instrument[s] [or voice] of their choice.</p> <p><b>Course Syllabus:</b> The nature of vernacular culture and music; the international context of Irish traditional music; analytical approaches – ethnomusicology, cultural studies, vernacular-culture theory; historical background and social context of performance; the development of the concept of “Irish Music”; folk-music collectors and available sources; the “Irish harp” tradition; vocal tradition, Irish language – <i>sean nós</i>, melodic and prosodic forms, textual features; vocal tradition, English language historical forms; Hiberno-English song – melodic and linguistic features; the history of Irish vernacular dance and its relationship to instrumental traditional music; the instruments of Irish traditional music – historical development, social usage, concepts of technique, modern developments; the development of ensemble performance; pedagogic traditions and concepts.</p>	Please see end of ‘Music’ section.

## MUSIC

Spring Semester – Year 4			
<b>MU4718</b>	<b>The Music of the 20th Century / Applied Music</b>	<p><b>Course Aims and Objectives:</b> To introduce students to important developments in music during the twentieth century and to acquaint them with the various movements and musical languages. To examine selected works from this period. To require a student to present a short programme of c. 15 minutes on the instrument[s] [or voice] of their choice.</p> <p><b>Course Syllabus:</b> The musical language, techniques and selected works of <i>inter alia</i>, Debussy, Mahler, Stravinsky, Schoenberg, Webern, Berg, Bartók, Messiaen, Cage, Stockhausen etc.</p>	Please see end of ‘Music’ section.
<b>MU4727</b>	<b>Music Technology/ Analysis</b>	<p><b>Course Aims and Objectives:</b> Computer Music: To become proficient in using computer software and hardware for creating, editing and sharing sound files and musical scores. Analytical Theory: To understand the main developments in, and techniques and theories of, music analysis.</p> <p><b>Course Syllabus:</b> Computer Music: Inputting and editing musical notes using MIDI-based technology; Creating and editing digital sound files using MIDI and Audio virtual studio technology; recording of digital audio files; using the internet as a resource for music file sharing Analytical Theory: Introduction to Analytical Theory; Schenker; Feminism; Tovey; Keller; Réti; Set Theory.</p>	Please see end of ‘Music’ section.

\*Given the varying levels of ability of incoming international exchange students, they are required to contact the HoD directly **in advance** to enquire about their suitability for relevant modules.

The Music modules often include many different components and they may wish to only take some of them or ‘mix and match’ across two modules or just audit parts thereof. The Department has always been very flexible in this regard and is willing to accept a separate assignment in some cases.

The Department may also award international exchange students a part-grade for Choral Society participation.



## PHILOSOPHY

MODULE CODE	MODULE TITLE	BRIEF DESCRIPTION	PRE-REQUISITES [IF ANY] / COMMENTS
<b>Autumn Semester – Year 1</b>			
<b>PI4711</b>	<b>Basic Questions in Contemporary Philosophy</b>	The five main questions raised in this module correspond to five main branches of Philosophy: Epistemology, Metaphysics, Ethics, Aesthetics, Political Philosophy. Each of these branches is divided into two parts, spanning two lectures. Part 1 explores the question; Part 2 explores historical attempts to answers the question. Each lecture is integrated by a suggested reading whose content are mentioned and sometimes discussed in the lecture. Along with the lectures, students are required to attend tutorials once a week, starting from week 3.	
<b>Autumn Semester – Year 2</b>			
<b>PI4728</b>	<b>Ethics</b>	In this module students study ethics, or the philosophy of moral actions. There are two distinct approaches to doing this, following some preliminary discussion of the nature of the moral or ethical to begin with. First, some current ethical debates are studied, which pose the problem as to how one ought to act, arriving at certain principles of moral action arising inductively from discussion and development of these key issues in current debate. In Part II, we will move on to the theoretical consideration of Ethics in some of its key theories and most important writers, critically appraising each theory, and asking which, in the end, is most satisfactory. Notable contemporary writers include Elizabeth Anscombe, Roger Scruton, Philippa Foot, Mary Midgely and Alasdair McIntyre.	
<b>PI4744</b>	<b>Political Philosophy</b>	This module traces the central concepts in political theory from their emergence in classical Greek political thought to the present day.	
<b>Autumn Semester – Year 4</b>			
<b>PI4777</b>	<b>Philosophy of Science and Technology</b>	The aim is twofold: to cover both historical and contemporary philosophical conceptions of science and technology, and to cover and problematize the relation of philosophy to science and technology.	

<b>PI4717</b>	<b>Contemporary European Thought &amp; Culture</b>	The main trends in European philosophical thought from phenomenology through existentialism and Marxism to Post-Modernism.	
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## PHILOSOPHY

MODULE CODE	MODULE TITLE	BRIEF DESCRIPTION	PRE-REQUISITES [IF ANY] / COMMENTS
<b>Spring Semester – Year 1</b>			
<b>PI4722</b>	<b>Philosophy &amp; Film</b>	This module is designed to introduce students to certain key issues in the relation between philosophy and film and to the reasons why there is, at present, a growing interest in the relation between these means of expression. It will also explore some of the ways in which film can significantly contribute to reflection on certain ethical, metaphysical, religious and epistemological matters.	<b>To be confirmed</b>
<b>PI4732</b>	<b>Philosophy of Love and Desire</b>	This module adopts a conventional historical approach to Philosophy. The historical approach aims at tracing the roots of common views and ideas about love and desire in western culture. The main historical moments considered are: Classic Philosophy, Medieval Philosophy, Modern Philosophy and Contemporary Philosophy. Beside the historical approach, students are encouraged to practice conceptual analysis and critical thinking during class and tutorials, establishing an interactive dialogue with the lecturer(s). Along with the lectures, students are required to attend tutorials once a week, starting from week 3.	<b>To be confirmed</b>
<b>Spring Semester – Year 2</b>			
<b>PI4743</b>	<b>Knowledge, Critique, and Modernity</b>	This module examines the transformation of the entire Western intellectual tradition effected by the work of the rationalist and empiricist philosophers of this period, culminating in the transcendental idealism of Kant.	
<b>PI4712</b>	<b>Greek Philosophy</b>	The module examines the golden age of Greek philosophising which began with Socrates (470-3990), was continued by Plato (429-348) and was brought to a conclusion by Aristotle (384-322). The course begins with an account of Socrates and the Sophists; significant time is dedicated to Socratic dialectic as a way of reaching moral values, principally Justice; contemporary implications of this are discussed. Plato's account of the trial of Socrates is studied in detail; the Platonic theory of knowledge, of the Forms/Ideas, of the soul are all introduced. The political theory of The Republic is introduced. The course finishes with a brief account of Aristotle's logic and epistemology, his hylomorphic and causal analysis of nature to explain its changeableness and of eudaimonia, the goal of the virtues.	

**Spring Semester – Year 4**

<b>PI4718</b>	<b>Philosophy of God &amp; Religion</b>	This module investigates the questions of the existence and nature of God in the light of contemporary thought and examines the philosophical significance of religion as a trans-cultural phenomenon.	
<b>PI4747</b>	<b>Aesthetics</b>	This module looks at theories of the nature of art and aesthetic judgment: art as representation, art as expression, genre and tradition, art as play, the institutional theory of the 'artworld', and art as ideological formation.	

## PSYCHOLOGY

MODULE CODE	MODULE TITLE	BRIEF DESCRIPTION	PRE-REQUISITES [IF ANY] / COMMENTS
<b>Autumn Semester – Year 1</b>			
PS4001	<b>Introduction to Psychology</b>	This module aims to introduce students to past and present theories of Psychology and the methods and concepts adopted by psychologists in their pursuit of knowledge and understanding of mind and behaviour. It encourages students to take a critical approach to the study of Psychology and to foster an appreciation of evidence-based applications of Psychology.	
<b>Autumn Semester – Year 2</b>			
PS4003	<b>Research Design and Methodology 1</b>	This module aims to acquaint students with some of the rudimentary principles of scientific experimentation as applied to psychology. Students will explore a range of research methodologies and experience basic statistical techniques that are used to analyse data in psychology as well as an understanding of research design and report writing.	
PS4013	<b>Cognitive Psychology I</b>	The aim of this module is to introduce you to Cognitive Psychology, the branch of Psychology concerned with the processing of information and acquisition and use of knowledge.	
<b>Autumn Semester – Year 4</b>			
PS4007	<b>Social Psychology II</b>	Social Psychology II examines issues in theory and research in areas of advanced social psychology.	Subject to successful completion of Social Psychology I or equivalent.
PS4017	<b>Cognitive Psychology II</b>	Cognitive Psychology II examines theory and research on higher cognitive processes such as decision making and mental control, as well as introducing larger theoretical debates such as the issues of embodiment and dynamical systems approaches to cognition.	Subject to successful completion of Cognitive Psychology I or equivalent.

## PSYCHOLOGY

<b>Spring Semester – Year 1</b>			
<b>PS4002</b>	<b>Social Psychology I</b>	Social Psychology 1 aims to stimulate student interest and motivation to study the scientific approach to our understanding of individuals and their behaviour in small groups. This introductory level course explores the theoretical basis of current theories and research in four major divisions of Social Psychology: namely, social cognition, social influence, social relations and applied social Psychology.	Students must enrol and engage with the course no later <u>than week 1</u> . No student accepted <u>after week 1</u> .
<b>Spring Semester – Year 2</b>			
<b>PS4014</b>	<b>Personality &amp; Individual Differences</b>	Students will work in groups to develop responses to questions and problems regarding psychological differences. In doing so, students will explore the science of what makes people unique or different from one another. Note: This module is delivered through problem-based learning (PBL). This involves working closely and continually in groups with other students, collaborating both in person and in writing.	Note: This module is delivered through problem-based learning (PBL). This involves working closely and continually in groups with other students, collaborating both in person and in writing.
<b>PS4004</b>	<b>Lifespan Development [Developmental Psychology I]</b>	The aim of this module is to provide a general overview of human development over the lifespan but with a specific focus on the physical, social, emotional and cognitive developmental stages upto and including middle childhood. The major theoretical approaches to lifespan development (psychoanalytic, cognitive, behavioural, ethological and ecological) will also be introduced, as will typical research methods and characteristics of this core area of psychology.	

## PSYCHOLOGY

### Spring Semester – Year 3

<b>PS4015</b>	<b>Abnormal Psychology</b>	Students explore and discuss contemporary approaches to abnormal psychology and the research methods most pertinent to this area. There is comprehensive coverage of various categories of mental health difficulties such as mood disorders (depression, anxiety, panic, phobias), cognitive disorders (dementia, delirium and amnesias), psychoses (schizophrenia, dissociative disorders), sexual disorders (e.g. paraphilias, sexual dysfunctions) and developmental disorders (autism, behavioural disorders). Students are encouraged to develop a critical awareness of the complex issues involved in diagnosis and treatment of psychological difficulties and to be cognisant of the ethical issues pertaining to this area of psychological study. During the course of the module students will be given the opportunity to critically evaluate research and clinical practice encountered during the course.	
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## THEOLOGY & RELIGIOUS STUDIES

MODULE CODE	MODULE TITLE	BRIEF DESCRIPTION	PRE-REQUISITES [IF ANY] / COMMENTS
<b>Autumn Semester – Year 1</b>			
<b>RS4001</b>	<b>Religion &amp; World Religions</b>	<p>To introduce students to the phenomenon of religion and to the belief systems and foundational texts of the major world religions. To engage students in a critical dialogue with the major world religions from within the perspective of the Christian tradition. The phenomenon of religion as seen as a possible answer and challenge to the human search for meaning. The nature of religion, and the critiques levelled at it by authors such as Feuerbach, Marx, Nietzsche, and Freud. Introduction to some of the major world religions, such as Hinduism, Buddhism, Chinese traditions, Judaism, Islam, and Christianity. The world-views and ideas of each religion, and their foundational texts. Specific practices and political and sociological implications of different religions. Inter-faith dialogue between Christianity and the major world religions.</p> <p>Upon successful completion of this module, the student should:</p> <ol style="list-style-type: none"> <li>1. Be able to understand, at least partially, the phenomenon of religion;</li> <li>2. Be able to critique a religion;</li> <li>3. Be able to appreciate the great questions that religion tries to answer;</li> <li>4. Be able to appreciate and understand the stance taken by some philosophers of religion;</li> <li>5. Have knowledge of the origin, formation, belief systems and texts of the main classical religions;</li> <li>6. Have a knowledge of the origin, formation, belief systems and texts of the modern religions which are part of the Irish religious landscape;</li> <li>7. Have a knowledge of the global ethic project;</li> <li>8. Have an understanding of interfaith-dialogue.</li> </ol>	



## THEOLOGY & RELIGIOUS STUDIES

Autumn Semester – Year 2			
<b>RS4043</b>	<b>Gender &amp; Religion</b>	<p>To introduce students to the role of gender in religious experience and tradition. The relationship between gender roles in societies and religions, and in particular the Christian Churches. The contribution of women to the development of the Christian tradition. Feminist theological reflection on the Christian doctrine of God. Feminist Biblical interpretation. Feminist theological ethics. Current feminist thinking and the response of the Churches.</p> <p>Upon successful completion of this module, the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the role of gender in religion and society;</li> <li>2. Critically analyse feminist critiques of religion;</li> <li>3. Employ feminist terms and concepts in theological discourse;</li> <li>4. Reflect upon the implications of gender issues within their own context.</li> </ol>	
<b>RS4013</b>	<b>Theology of the Second Testament</b>	<p>To enable students to gain an appreciation of the New Testament in its historical and social context. To introduce students to the main themes of the Second Testament books and to develop methodological skills. The historical, geographical, and social background of the New Testament books. The origins, formation and transmission of the Second Testament. New Testament writings as rooted in the Old Testament and the Jewish tradition. The canon of the New Testament. The form and content of the First Testament books: the Synoptic Gospels, the Acts of the Apostles, the Johannine Literature, and the Pauline Letters. Biblical methodology and exegesis of key New Testament texts for their theological significance.</p> <p>Upon successful completion of this module, the student should be able to: 1. Describe the historical and social context of the New Testament; 2. Outline the origins, formation and transmission of the New Testament texts; 3. Identify different literary genres in the New Testament and apply appropriate reading strategies to each; 4. Explain New Testament themes and images in light of their Old Testament background; 5. Discuss, compare and contrast the way key themes are dealt with in different parts of the New Testament.</p>	

## THEOLOGY & RELIGIOUS STUDIES

### Autumn Semester – Year 4

<b>RS4007</b>	<b>Approaches to God</b>	<p>To examine the major themes involving the God-question from a Christian perspective thereby providing students with a solid grounding in some of the key issues in systematic theology. The Christian understanding of God. The origins, development, and the relevance of the doctrine of the Trinity. The problem of evil and theodicy. The atheist critique of faith and belief. The Christian understanding of eschatology, writings of key thinkers from the patristic, medieval and modern eras as illustrating the manifold nature of the Christian understanding of God throughout the tradition.</p> <p>Upon successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe key points of the theology of the Trinity of a number of classical and contemporary thinkers [such as Augustine, Moltmann, von Balthasar];</li> <li>2. Outline the origins, formation and transformation of theology of the Trinity from its Biblical sources onwards;</li> <li>3. Identify, discuss, compare, and contrast different Trinitarian approaches [social Trinity, 'psychological' Trinity];</li> <li>4. Critically analyse and evaluate the merits of Rahner's axiom 'that the immanent Trinity is the economic Trinity and vice versa'.</li> </ol>	
<b>RS4037</b>	<b>Selected Topics in Applied Moral Theology</b>	<p>The aim of this module is to enable students to gain an in-depth knowledge of Christian Anthropology in contemporary society with particular regard to the influences of consumerism and technology. Upon successful completion of this module, the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Outline the key themes in Christian anthropology and in the Christian vision of the human person.</li> <li>2. Formulate an in-depth analysis, critique and evaluation of selected themes in consumerism and technology from a Christian anthropological perspective.</li> </ol> <p>Discuss and debate key moral and ethical issues as they affect people in society today, with particular emphasis on the commodification of human life.</p>	<p><b>**NB This module must be taken in conjunction with module RS4017</b></p>

## THEOLOGY & RELIGIOUS STUDIES

### Spring Semester – Year 1

<b>RS4021</b>	<b>Introduction to World of the Bible</b>	Study of the Bible exploring the historical, social, political and cultural context including: The origin, formation and transmission of the Biblical texts. Evaluation of major theological themes underlying the Biblical literature, textual examination and contextual understanding of the relationship of the Old Testament/Hebrew Scriptures to the New Testament writings, general overview of the reception history of the Bible in art, literature and popular culture, literary genres and interpretation and criticism of Biblical texts. Key elements in Biblical narratives of Old and New Testaments.	
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## THEOLOGY & RELIGIOUS STUDIES

### Spring Semester – Year 2

<b>RS4023</b>	<b>Christology</b>	<p>To introduce students to theological reflection on Jesus of Nazareth. The distinctive character of the teaching of Jesus in its cultural and historical context. The various starting points for Christological study. The miracles and the parables and their role in Jesus’ proclamation of the Reign of God. The significance of the ministry, death and resurrection of Christ. The humanity and divinity of Christ: the development of Christological doctrine and the debate from the Council of Nicea to the present. Different approaches to Christology today. Christ in inter-religious dialogue: the challenge of other religions and ideologies.</p> <p>Upon successful completion of this module, the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Be able to show how the understanding of Jesus’ identity developed over several centuries in the context of profound philosophical and theological debate;</li> <li>2. Have achieved a basic competence in communicating central Christological doctrines to a contemporary audience;</li> <li>3. Be able to demonstrate how Christology is foundational to other theological topics.</li> </ol>	
<b>RS4033</b>	<b>Fundamental Moral Theology and Christian Ethics</b>	<p>To introduce students to the foundations of Christian ethics, and to engage students in a critical reflection on the nature of moral theology. The nature of morality. The relationship between religion and ethics. The history and development of moral theology as a discipline. The sources and methods of moral theology, and its contemporary context. The role of the Bible in Christian ethics. The debate about whether or not there is a specific Christian morality. Human freedom, knowledge, moral responsibility, and the relationship between them. The concept of conscience. The natural law in tradition and today. The notion of sin in Scripture, tradition, and modern theological reflection.</p> <p>Upon successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the historical development of moral theology as a discipline, as well as its methods and sources;</li> <li>2. Explain key concepts in fundamental moral theology;</li> <li>3. Differentiate between, assess and appraise scholarly positions in moral theology;</li> <li>4. Construct, develop and sustain a moral theological argument.</li> </ol>	

## THEOLOGY & RELIGIOUS STUDIES

Spring Semester – Year 4			
<b>RS4027</b>	<b>Ritual and Sacraments</b>	<p>To enable students to gain an appreciation of the role of ritual and worship in Christianity. To provide students with a basic theological and historical knowledge of the Christian sacraments. The concepts of ritual and symbol. Liturgy and worship. The concept of sacramentality. Christ as the primordial sacrament of God, and the Church as a basic sacrament. Outline of the historical development and theology of the sacraments, with special emphasis on Baptism and Eucharist. Ecumenical and contemporary pastoral considerations concerning liturgy and the sacraments. Particular issues [e.g. the liturgical year, the Rite of Christian Initiation of Adults, etc.]</p> <ol style="list-style-type: none"> <li>1. Upon successful completion of this module, students should be able to:</li> <li>2. Show how sacramental theology informs liturgical practices in the Christian tradition;</li> <li>3. Analyse the development of key ideas in the Christian understanding of the Sacraments;</li> <li>4. Critically evaluate liturgical celebrations in the light of their theological understandings.</li> </ol>	
<b>RS4017</b>	<b>Ecclesiology</b>	<p>To introduce students to the ecclesial dimension of Christianity. The Biblical roots of ecclesial to introduce students to the ecclesial dimension of Christianity. The Biblical roots of ecclesial consciousness and the origins of the Christian Church. Survey of the main events in the history and life of the Church: pre-Constantinian Christianity; from Constantine to the East-West schism; the Reformation and the Council of Trent; Vatican I to Vatican II; the ecumenical movement; current and possible future developments. The nature of the Church and its marks. Models as a means of understanding ecclesiology. Salvation outside the Church. Ministries. Issues concerning ecclesial authority and structures. Special questions in ecclesiology.</p> <p>Upon successful completion of this module, the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the historical and social context of the New Testament Church;</li> <li>2. Outline the origins, formation and development of Church in the first five centuries;</li> <li>3. Identify and discuss the main pivotal events in the Church;</li> <li>4. Discuss the key issues relation to the reformation and post reformation;</li> <li>5. Discuss, compare and contrast the pre and post Vatican 11 Churches;</li> <li>6. Use models as a means of grappling with the mystery of Church;</li> <li>7. Understand the challenges and opportunities for being Church in modern Irish Society;</li> <li>8. Understand issues relating to Ecumenism.</li> </ol>	<b>**NB This module must be taken in conjunction with module RS4037</b>

## Electives

<b>Autumn Semester Year 2</b>			
<b>GS4713</b>	<b>Women and History</b>	To create an understanding of how women have been hidden from history and rendered invisible in mainstream texts. To focus specifically on the situation and experiences of Irish women in the nineteenth and early twentieth century and develop an understanding of the richness and diversity of their contribution. Develop a theoretical understanding of the development and evolution of first wave feminism in Irish society	Only if places are available. Please contact Dr. Susan Liddy if you intend to study this module <a href="mailto:Susan.Liddy@mic.ul.ie"> (Susan.Liddy@mic.ul.ie)</a>
<b>Spring Semester Year 2</b>			
<b>GS4714</b>	<b>Women in Contemporary Irish Society</b>	Students will acquire a theoretical and practical understanding of feminist debates in contemporary Irish society and become familiar with current issues. Be able to contextualize the lives of Irish women in the 21st century. Develop a critical understanding of the intersection between gender, race and class.	Only if places are available. Please contact Dr. Susan Liddy if you intend to study this module <a href="mailto:Susan.Liddy@mic.ul.ie"> (Susan.Liddy@mic.ul.ie)</a>