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MPHILINTERNATIONAL PEACE STUDIES, IRISH SCHOOL OF ECUMENICS, 2017/18

Programme Structure

Masters students are required to take 60 ECTS credits from the taught modules (each module is worth 10 ECTS) and write a 15-20,000 word dissertation, worth 30 ECTS credits. The postgraduate diploma as an exit qualification is equivalent to 60 ECTS.

Students are required to take the core modules “The Politics of Peace and Conflict” and “Research Methods” and choose four other modules. Modules are assessed through written work, usually 4000 words long, and seminar presentations as appropriate.

Core Modules:

- The Politics of Peace and Conflict
- Research Methods

Optional modules must be taken as necessary to achieve the overall requirement of 60 ECTS:

- Gender, War and Peace
- Religion, Conflict and Peace in International Relations
- Human Rights in Theory and Practice
- The United Nations and Conflict Resolution
- Ethics and International Affairs
- European Refuge(e)s (on-line module) to be confirmed
- NGOs in Theory and Practice: Internship Module (limited spaces)
- Europe and the Other (MPhil European Studies Option)
- EU-Russia Relations (MPhil European Studies option)
- Race and Ethnicity: Theoretical Concepts (MPhil Ethnicity, Race and Conflict Option) *
- Development, Colonialism and Liberal Intervention* (MPhil Ethnicity, Race and Conflict Option) *
- Gender and Globalization (Centre for Gender Studies Option)**



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** Cap of 8 applies selected on first come first serve basis.*

***Cap of 5 applies on first come first serve basis*

NB: Students may choose up to 2 modules from other ISE programmes, including ISE Belfast, subject to places being available (see course websites for details of modules)

SUMMARY OF MODULES AND CORE READING

NB: All modules: 10ECTS, unless otherwise stated

Modules may alter from year to year.

Total module credits that must be taken: 60 ECTS, including the core mandatory modules, PPC and Research Methods. Therefore, you choose 4 optional modules from across the year.

It is not obligatory to take 2 options in semester one and 2 in semester two – you are free to choose whichever options you prefer, as some students may prefer the options offered in one semester. However, we do advise that you balance your workload and do not load one semester too heavily.

Part-time students: Please take Politics of Peace and Conflict in Semester 1, year 1 and Research Methods in semester 1 and 2, year 2. Then we advise that you choose 2 optional modules a year, subject to your interests and schedule. The dissertation is undertaken in year 2.

You are allowed take up to two modules from other ISE MPhil programmes, MPhil Intercultural Theology and Interreligious Studies (Dublin) and MPhil Conflict Resolution and Reconciliation (in ISE Belfast). See the following links to the other MPhil pages:

<https://www.tcd.ie/ise/postgraduate/theology-interreligious-studies.php>

<https://www.tcd.ie/ise/postgraduate/conflict-resolution.php>



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EM7202 Politics of Peace and Conflict (core module Michelmás Term)

Coordinator: Professor Gillian Wylie

Peace Studies is an inter-disciplinary field of study, with a particular concern for developing an understanding of the origins of armed conflicts and possibilities for their resolution, as well as the conditions for building sustainable peace in war-torn societies. As such, there are theories of peace and war and particular issues of special interest to a programme in International Peace Studies. The purpose of this module is to provide an introduction to these issues and theories that would also be useful as a general background to some of the more specialised modules offered as part of the programme. Each student is required to participate in one of the seminar groups attached to the course.

Module aims:

To provide a background in relevant peace theories

To examine critical issues in peacemaking and peacebuilding

To connect Peace Studies to wider issues in other disciplines

Core Reading

David P. Barash and Charles P. (2014), *Peace and Conflict Studies*. Sage. (3rd Edition)

Charles Webel and Johan Galtung (2007) eds., *Handbook of Peace and Conflict Studies*. Routledge.

Iain Atack (2005) *The Ethics of Peace and War*, Edinburgh University Press, Edinburgh.

Oliver Ramsbotham, Tom Woodhouse and Hugh Miall (2011) *Contemporary Conflict Resolution* (3rd Edition), Polity Press.

Peter Walle:nsteen (2011) *Understanding Conflict Resolution: War, Peace the Roots of Modern Conflict*, Oxford University Press, Oxford.



EM7201 Research Methods (core module: Michaelmas and Hilary terms)

Coordinator: Professor Etain Tannam

The module begins with an introduction about the rationale for dissertations, before examining referencing and citation. The main part of the module provides an overview of each section of the proposal: the hypothesis or aims of the thesis, the justification for the thesis topic, the methodology and structure of the thesis.

Learning Outcomes

By the end of this module students will:

- be equipped students to write a thesis proposal
- be able to write a thesis in international peace studies
- understand the different approaches methodologically that underpin research and be able to evaluate those approaches.

Core Reading

Jonathon Moses and Torbjorn Knutsen, 2007, *Ways of Knowing*, Palgrave;

Bryman Alan, *Social Research Methods*, Oxford OUP

Chris Hart, *Doing your Masters Dissertation: Realising Your Potential as a Social Scientist*, Los Angeles, etc: Sage, 2005.

Kjell E Rudestam and Rae R Newton, *Surviving Your Dissertation: A Comprehensive Guide to Content and Process*, Third Edition, London Sage, 2007 (especially the chapter on 'Writing,' by Jody Veroff).

Pat Thomson and Melanie Walker, Eds., *The Routledge Doctoral Student's Companion: Getting to Grips with Research in Education and the Social Sciences*.



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EM7436 Gender, War and Peace

Coordinator: Professor Gillian Wylie

Learning Outcomes:

On successful completion of the module students should be able to:

Understand the foundational and ongoing debates in Gender Studies concerning sex and gender, femininity and masculinity, gender and difference and be able engage in discussion of these.

Comprehend and enter into arguments made concerning the gendered nature of war, the perpetration of gender based violence, the relationships between masculinity and violence/femininity and peace and the necessity of the inclusion of gender concerns in peacebuilding.

Demonstrate knowledge of key international political and legal developments in this area such as UNSC Resolution 1325 and the Yugoslav and Rwanda tribunals.

Show a familiarity with the literature in this field and engage in informed discussion of it.

Present persuasive written work with analytic arguments based on evidence, reading and reason.

Core Reading

Cheldelin, S. (ed.) (2011) Women Waging War and Peace: International Perspectives of Women's Roles in Conflict and Post-Conflict Reconstruction, Continuum.

Leatherman J. (et al) (2011) Sexual Violence and Armed Conflict (WCMW - War and Conflict in the Modern World), Cambridge: Polity Press.

Sjoberg, L. and Gentry, C. (2007) Mothers, Monsters, Whores : Women's Violence in Global Politics, London: Zed Books.



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EM7460 Religions, Conflict and Peace in International Relations

Coordinator : Professor Carlo Aldrovandi

Module Aims: The purpose of this module is to provide an understanding of the on-going saliency of religion (broadly defined here as the main world religions) in the contemporary globalized era. The overall aim is to address the ways in which religion has been marginalized or excluded from the secular perspectives of International Relations theory (Realism, Liberalism, Marxism, Constructivism, etc.), whilst providing the intellectual basis for how religiously inspired spheres of thought can be brought back into the picture. This module also challenges the common view that the politicization of religion is always a threat to international security and inimical to the resolution of world conflict.

Learning Outcomes

On successful completion of this module students should be able to:

- Assess the normative debate about the role of religion in International Relations, focusing on the following traditions of IR theory: Realism, Liberalism, Marxism, Constructivism and the English School;
- Discuss contemporary issues in international affairs which are associated with the idea of a widespread religious resurgence (i.e. globalization, religious Fundamentalism and violence, transnational religious actors, faith-based peacemaking and diplomacy);
- Address the religious dimensions in contemporary world conflicts, whilst identifying perspectives and movements within main religious traditions which contribute to peacemaking, conflict resolution and reconciliation;
- Evaluate the salience of religious beliefs, identities and movements in selected national contexts such as the United States, Israel, Iran and Sri Lanka.

Teaching Method The course is based on an interactive teaching approach. Each session is divided into a one hour lecture and a one hour seminar per week, which will turn on an assigned reading or audiovisual material to illustrate the case.

Core Readings

Elizabeth Shakman Hurd, (2008) *The Politics of Secularism in International Relations*, Princeton University Press, Princeton.

Scott M. Thomas, (2005) *The Global Resurgence of Religion and the Transformation of International Relations*, Palgrave, London.

Marc Gopin,(2013) *Bridges Across an Impossible Divide: the Inner Lives of Arab and Jewish Peacemakers*, Oxford University Press, Oxford.

William T Cavanaugh, (2009) *The Myth of Religious Violence: Secular Ideology and the Roots of Modern Conflict*, Oxford University Press, Oxford.



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EM7438 Human Rights: Theory and Practice

Coordinator: Professor Linda Hogan

This course seeks to provide students with an introduction to human rights from theoretical and practical perspectives. The focus of the course is mainly on international human rights and where possible case studies are applied. The course will examine various themes that can be grouped under two main headings: General Introduction to the International Human Rights System (United Nations and Regional Systems), and Vulnerable Groups & Specific Issues.

Learning Outcomes: By the end of the course the students will:

- Be familiar with the major universal and regional human rights systems
- Understand the socio-political and legal implication(s) involved in human rights
- Be able to carry out effective research in the field of international human rights
- Develop the ability for critical analysis and assessment of ongoing debates in human rights

Core Reading

Jack Donnelly (2003) *Universal Human Rights in Theory and Practice*, Cornell University Press.

Samuel Moyn (2010) *The Last Utopia: Human Rights in History*, Belknap.

Akira Iriye, Petra Goedde and William I. Hitchcock (eds.) (2012) *The Human Rights Revolution: An International History*, OUP, 2012

Stefan-Ludwig Hoffmann (ed.) (2011) *Human Rights in the Twentieth Century*, CUP.



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EM7435 United Nations and Conflict Resolution

Coordinator: Professor Etain Tannam

The theme of this course is to provide an introduction to the United Nations, by providing an overview of its structure and its peace-keeping interventions, as well as examining UN reform. A key debate about the role of international organizations in maintaining peace is provided at the start of the course

Learning Outcomes

By the end of this module, students should be able to:

- Apply international relations theory to the UN
- Have a strong understanding of the UN's decision-making processes and its operation in peace-keeping and human rights

Core Reading

Tannam E. 2014, *International Intervention in Ethnic Conflict: a comparison of the EU and UN*, Basingstoke, Palgrave

Mingst K., and Karns M., 2012, *The United Nations in the 21st century*, Boulder,

Weiss T. and Daws S., eds., 2008, *The Oxford Handbook on the United Nations*, Oxford, OUP

Carlsnaes W., Risse, T., Simmons B., 2002, eds., *Handbook of International Relations*, London, Sage

Reus-Smit C., and Snidal, D., 2008, *Oxford Handbook of International Relations*, Oxford, OUP



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EM7458 European Refuge(e)s: On-line Module tbc

ISE/TCD coordinator: Professor Gillian Wylie. Module offered in conjunction with the **Sharing Perspectives Foundation** (Amsterdam), partner universities and refugee support NGOs.

Module Aims

European refuge(es) is a virtual exchange module to be implemented in the Spring semester of 2017. The aim of this module is to bring together refugee and European youth across Europe to discuss what it means to be a European citizen. jointly they will develop a counter narrative to combat stigmatisation and foster mutual understanding.

The rising social tensions due to the refugee crisis are becoming a serious threat to European stability. The aim of our programme is therefore to counter these tensions by promoting understanding between European residents and newly arrived refugees. We will achieve this by discussing issues surrounding the refugee crisis and what it means to be a European citizen, in facilitated online seminars that foster trust and mutual understanding.

In this programme we would like to connect refugees and students directly as personal encounters lead to the development of genuine relationships. We do not want to objectify this population by studying 'about' them; rather we wish to have them speak for themselves encouraging them to take ownership over the counternarrative through intercultural dialogue.

Teaching Methods

During ten weeks 250 participants (refugee youth and graduate students) across 12-15 European countries follow webinars from expert academics and practitioners in the field. The participants meet weekly in small groups in our tailored virtual classroom to explore their perspectives on the refugee crisis and what it means to be a European citizen. All participants jointly conduct a European-wide research into youth perceptions on these issues across different national and socioeconomic boundaries. The programme culminates in a summit held in Brussels for the best performing participants who will interact with EU officials and present their findings.

Assessment: a combination of seminar participation, project and essay.

More details about this module are at:

<http://www.sharingperspectivesfoundation.com/euref/>



EM7437 Internship Module NGOs and International Politics: Theory and Practice

Coordinator: Professor Etain Tannam

Our connections with NGOs working in peace-building, human rights and conflict resolution have allowed us to be at the forefront in developing an internship module. This module is assessed (10 ECTS) and will run from semester 2, 2013. The overarching theme of this module is to examine the relevance of NGOs to key international politics areas and to evaluate the role of NGOs in the light of academic literature and work placement experience. NGOs currently providing internships to our students include Frontline Defenders, Dublin, United Nations Geneva, World Vision Dublin, Churches Commission on Migration Issues, Brussels.

NB: Internships are un-paid and students must bear all associated costs (for example, travel, accommodation) of internships themselves. Intake to this module will be limited in accordance with the number of internships offered. Canceling your internship is not allowed unless there are medical or bereavement grounds. Internships will be allocated on a first come first serve basis before late September (start of semester). Students are notified of the process in late August

Learning Outcomes: By the end of this module, students should be able to:

- Apply academic and theoretical research in peace studies to practical work experience in peace-related NGOs.
- Review intellectual and practical problems associated with NGO activity in international politics
- Demonstrate analytical skills by producing an in-depth analysis of a real-life NGO operations situation
- Analyse and explain the strategies adopted by NGOs in particular contexts

Assessment 3000 word field report based on internship project and experience. This report will be based on students' fieldwork and will cover a specific pre-agreed project.

Core Reading

Weiss T. and Thakur, R. *Global Governance and the UN*, 2010, Indiana, Indiana UP
Jönsson C. and Tallberg J. 2010, *Transnational Actors in Global Governance: Patterns, Explanations and implications*, Basingstoke, Palgrave
Erman E., and Anders U., 2010, *Legitimacy beyond the state? Re-examining the democratic credentials of transnational Actors*, Palgrave, Basingstoke
Steffek J., and Hahn K., 2010, *Evaluating transnational NGOs: Legitimacy, Accountability, Representation*, Basingstoke, Palgrave



SO7001 RACE AND ETHNICITY, THEORETICAL CONCEPTS (MPHIL ETHNICITY, RACE AND CONFLICT, DEPARTMENT OF SOCIOLOGY)

Coordinator: Professor David Landy

Aims and learning outcomes

There is nothing 'natural' about labelling and reading people according to racial categories, it is a socially constructed category of practice, albeit a vitally important one in contemporary society. Race, along with class and gender is one of the main ways through which people understand themselves and others, and also how contemporary social institutions read and treat people. But how do we make sense of 'race' and how is it used to make sense of the world?

By seeing race, not as a naturally given property of individuals and groups but rather as a historically contingent signifier and a language used to categorise self and others, this module aims to critically theorise and contextualise race and ethnicity, locating it within historically constructed social, political and economic relations, in particular within modern forms of state governmentality. The purpose of the module is to provide a theoretical underpinning into understanding race and ethnicity.

Learning outcomes

Upon completion, students are expected to be able to critically:

- evaluate theoretical concepts in the field of race, ethnicity and racism.
- explain and critically evaluate race and ethnicity as social and political constructions
- recognise the cultural and discursive manifestations of racial categories
- theorise the links between race and state
- evaluate policies of multiculturalism, interculturalism and integration
- discuss recent socio-political developments in relation to immigration, asylum, racism and citizenship in Ireland and abroad
- apply theoretical models to debates on racism and genocide
- conceptually link racialisation, hybridity and diaspora
- link theories of race and ethnicity with theories of ethno-national conflict
- intersect race and racism with gender and class

Main topics

The module will examine how theoretical understandings of race and ethnicity can help us understand the practical manifestations of these issues in Ireland and globally. Students will be introduced to a variety of texts, approaches and debates in the area of race and ethnicity, and are encouraged to discuss these concepts with reference to actual popular representations of 'race' and their own experiences. The main topics covered will be



1. Theorising race and identity
2. Race and the state
3. Race, gender and class
4. Media and cultural representations of race
5. Race and racism in Ireland
6. Modern forms of European racism – Islamophobia and anti-migrant racism
7. The global North and South – colonialism and development
8. How race is managed – multiculturalism and integration
9. Alternative ways of theorising the self and others – hybridity, cyborg theory and diaspora
10. Racism and anti-racism

Indicative Resources

There is no set text, but the following texts will prove useful (all available in the library):

Back, Les and John Solomos (eds.) 2000. *Theories of Race and Racism*. London: Routledge.

Kundnani, Arun. 2007. *The End of Tolerance: Racism in 21st Century Britain*. Pluto Press.

Hill Collins, Patricia and John Solomos (eds). 2010. *The SAGE handbook of race and ethnic studies*. Los Angeles; London: SAGE.

Lentin, Alana, and Gavan Titley. 2011. *The Crises of Multiculturalism*. London: Zed.

Lentin, Ronit and Robbie McVeigh. 2006. *After Optimism? Ireland, Racism and Globalisation*. Metro Eireann Publications

Loyal, Steven. 2011. *Understanding Immigration in Ireland*. Manchester: Manchester University Press.

Course notes: Blackboard

Assessment

Essay (max 3000 words) and abstract, Michelmas term, week 10 tbc. Submission dates to be arranged.

Development, Colonialism and Liberal Intervention* MPhil Ethnicity, Race and Conflict Option

Development, Colonialism and Liberal Intervention* Details to follow in Autumn (MPhil Ethnicity, Race and Conflict, Department of Sociology)



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EM7000 Europe and its Other(s): Ideas, identities and symbolic geographies in Europe
Coordinator: Professor Balázs Apor (MPhil European Studies option)

ECTS Allocation: 20 credits for 2 semesters, or 10 ECTS for Michaelmas Term (semester 1)

This 44 hour lecture/seminar course runs for 2 hours per week throughout the Michaelmas and Hilary teaching terms, with the exception of Study Week (Week 7 of each term). The final week of both terms will be devoted to a review of the course and a discussion of essay plans.

Aims

The aim of the course is to explore various aspects of the construction of Europe as an idea, a utopia and a political project as well as a form of identity. The main focus of the course will be on the construction of Europe as opposed to an imagined 'Other', perceived in cultural, geographic, ethnic and racial terms in different time periods over history. The aim of the course is to present the dynamics of exclusion-inclusion practices, and to investigate the way such practices shaped the development of the idea and representation of Europe in European culture.

Working methods

The course will follow a standard lecture-seminar format. Each week students will be required to read and discuss reading assignments and/or give a presentation on a given topic.

Learning outcomes

Students should be able to identify and evaluate the complexity of meanings attached to the concept of Europe. They will have an understanding of how the concept and the idea of Europe emerged in history as a result of exclusion-inclusion practices. They should also be able to assess how identities are constructed and culturally conditioned.

Assessment

Students will be required to give 2 presentations (one in each term) in class, and to submit 2 essays of 3500-5000 words (one in each term) on a selected topic.



Bibliography

Ezequiel Adamovsky, *Euro-Orientalism: Liberal Ideology and the Image of Russia in France (c. 1740-1880)*, Oxford, Peter Lang, 2006.

Francis Barker (ed.), *Europe and its Others*, Vols. 1-2, Essex, 1985. (PL-131-319, PL-120-503)

Norman Davies, *Europe: A history*, London, Pimlico, 1997. (LEN 940 N62)

Alan Dingsdale, *Mapping Modernities: Geographies of Central and Eastern Europe, 1920-2000*, London, Routledge, 2002. (HL-253-943)

Gerard Delanty, *Inventing Europe: Idea, Identity, Reality*, Basingstoke, Palgrave, 2005. (ARTS 320.54 N56)

Alex Drace-Francis, *European Identity: A Historical Reader*, Basingstoke, Palgrave, 2013. (940 R3)

Jan van der Dussen, *The History of the Idea of Europe*, London, Routledge, 2005. (PL-244-352)

Michael Wintle, *The Image of Europe*, Cambridge, Cambridge University Press, 2009. (760 P91)

Larry Wolff, *Inventing Eastern Europe: the map of civilization on the mind of the Enlightenment*, Stanford, Calif., London, Stanford University Press, 1994. (PL-297-684)

EM7001 EU-Russia Relations (MPhil European Studies)

Coordinator: Professor Dmitri Tsiskarashvili

Aims

This module aims to present students with a comprehensive analysis of the complexity of relations between the EU and Russia over the past 50 years. The module will provide students with up-to-date information about recent developments in Russia's foreign policy towards the EU, its reevaluation of external security and its strengthening of military and defence capabilities. The module will also present students with detailed coverage of Russia-EU trade relations and economic cooperation, especially in the exploration of Russia's untapped natural resources. The module will focus not only on EU-Russia relations but will also give students the opportunity to broaden their knowledge of the former Soviet Union countries which play a pivotal role in EU-Russia relations, particularly in regards to the implementation of Eastern Partnership programmes and the EU search for alternative energy suppliers to bypass Russia.



Learning outcomes

Students will be able to discuss and evaluate the complexity of EU-Russia relations. They will be able to examine and critically analyse the relevance and potential benefits from the implementation of key EU policies towards Russia and its neighbours. Students will acquire a specialist understanding of the Russian Government's official position towards the EU. Students will be able to debate the challenges facing EU-Russia relations and to assess the implications of any broader geo-political and socio-economic issues which Russia and the EU could encounter in the near future.

Assessment

Students are required to submit one essay of 3500- 5000 words on a selected topic related to the content of the module and make a 15 minutes oral presentation on their essay followed by a 15 minutes Q and A session.

Recommended Reading List

1. Johnson, Debra /Robinson, Paul (eds.).*Perspective on EU-Russian Relations (Europe and the Nation State)*. London, Routledge, 2005.
2. Antonenko,Oksana/Pinnick, Kathryn (eds.). *Russian and the European Union: Prospects for a New Relationship*, London, Routledge, 2009.
3. Jackie Cower, Jackie /Timmins, Graham (eds.). *Russia and Europe in the Twenty-First Century: An Uneasy Partnership*, Anthem Press, 2009.
4. Gomart,Thomas/Kuchins, Andrew. *EU-Russia Relations. Towards a Way Out of Depression*, Centre for Strategic and International Studies, Washington, D.C. 2008
5. Haukkala, Hiski. *The EU-Russia Strategic Partnership: The Limits of Post-sovereignty in International Relations*, London, Routledge, 2010.
6. *The European Union and Russia: Close Neighbours, Global Players, Strategic Partners*, Office for Official Publications of the European Communities, 2007.
7. Engelbrekt, Kjell/Nygren, Bertil (eds.).*Russia and Europe: Building Bridges, Digging Trenches*.Routledge Contemporary Russia and Eastern Europe series, London, 2010.
8. Communication from the Commission to the Council and the European Parliament. *Wider Europe- Neighbourhood: A New Framework for Relations with our Eastern and Southern Neighbours*. Brussels, 11.3.2003 COM (2003) 104 final.
9. Sergunin, Aleksandr. *The EU-Russia Common Space on External Security: Prospects for Cooperation*, Nizhny Novgorod State Linguistic University, Nizhny Novgorod, 2011.
10. Makarychev, Andrey. *Russia and the EU in a Multipolar World. Discourses, Identities, Norms*. Series: Soviet and Post-Soviet Politics and Society. Edited by Dr. Andreas Umland), ibidem, Columbia University Press, 2014.



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SW7043 Gender and Globalization (Centre for Gender Studies)

Coordinator: Dr Kaye Cederman
Gender and Globalisation

Dr Kaye Cederman

Course structure and overview.

What might be significant about the 'new forms' that constitute our lives as gendered beings in the 21st century? What are the 'new contradictions' and 'impasses' that have not previously been visible? These and other questions vital to critique of the present era of late-capitalism are explored in Gender & Globalisation. The course engages with contemporary feminist debates in cultural theory and gender analysis including theories of subjectivity and hyperreality, which provide a critical context for feminist research today. Key theories encountered on the course include those of Cixous, Kristeva, Foucault, Lacan and Baudrillard.

Aims, learning objectives and outcomes.

The students will have the opportunity to:

- explore contemporary cultural theory from a critical feminist perspective.
- gain an understanding of the implications of 'globalisation' including consumer society and media-reality.
- situate their research projects in the context of the 21st century through a focus on networks constituting feminist theory, gendered human subjectivities and radical cultural critique.

Evaluation. 50% class essay/50% research topic seminar

Reading: to follow