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### Structure and Assessment

#### Module Information

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**Assessment Details for all PPR courses except PPR.400d and PPR.493d** | **24**
MA Diplomacy and International Relations (DL)

This MA Diplomacy and International Relations programme is designed to introduce students to theories, issues and processes connected with diplomacy, foreign policy and international relations. The programme is especially relevant to those thinking about or currently working in diplomacy, international NGOs, and international policy and politics. Building on the already very successful campus-based programme, this distance learning master course offers convenience and flexibility in terms of study time and location.

The programme consists of 5 taught distance learning modules and a dissertation. For each module, learning activities consist of compulsory key readings, lecture podcasts, as well as participation in presentation, web seminars and online discussion forums:

Core modules

- PPR.400d: Theory and Method in Postgraduate Studies
- PPR.405d: Dissertation
- PPR.410d: Major Approaches to the Study of International Relations
- PPR.430d: Theory and Concepts in Diplomacy and Foreign Policy
- PPR.431d: Issues and Practice in Diplomacy and Foreign Policy

Elective modules

- PPR.425d: Theorising Security and War
- PPR.492d: Religion and Conflict
MA/LLM Diplomacy and International Law (DL)

Designed to introduce students to the fields of diplomacy and international law, this distance learning programme draws upon modules from both PPR and Law. The programme is constructed to permit students to graduate with either a MA or a LLM. Building on the already very successful campus-based programme, this distance learning master course offers convenience and flexibility in terms of study time and location.

LLM programme consists of 5 taught distance learning core modules (PPR.430d, PPR.431d, LL.M5205d, LL.M5213d, LL.M5221d) and a dissertation in Law (LL.M5100d). For each module, learning activities consist of compulsory key readings, lecture podcasts, as well as participation in presentation, web seminars and online discussion forums.

The MA programme consists of 4 core modules, 1 elective module and a dissertation (either with PPR or Law). The subject specific core modules set the distinctiveness and specific tone of this degree scheme and is complemented by a compulsory study skills module. Apart from the core modules, students will choose one elective law module to complete the MA study and can choose to write dissertation with PPR or Law:

Core Modules

- **PPR.400d**: Theory and Methods in Postgraduate Studies
- **PPR.430d**: Theory and Concepts in Diplomacy and Foreign Policy
- **PPR.431d**: Issues and Practice in Diplomacy and Foreign Policy
- **LL.M5205d**: International Law

Elective Modules

- **LL.M5213d**: International Human Rights
- **LL.M5221d**: The Law of International Organisations

Dissertation

- **PPR.405d**: Dissertation (required for MA qualification)

or

- **LL.M5100d**: Dissertation (required for LLM qualification)
This new MA Quakerism in the Modern World programme is the result of an innovative, interdisciplinary collaboration between the Postgraduate Quaker Study Centre at Woodbrooke, Birmingham and the Department of Politics, Philosophy, and Religion (PPR) at Lancaster University. The MA is designed to introduce students to theories, issues and processes connected with the history, theology and sociology of Quakerism in a global context. It offers training in research methods and includes a module on theories of international relations to help students better understand the modern global context. The programme is especially relevant to those interested in Quaker theology and history, the adaptation of religious groups to new social and geographical settings, globalisation and religion, and secularisation and Quakerism in a changing political environment. It is an excellent way to prepare for PhD research or for leadership in denominational settings. Building on established scholarship, this distance learning master course offers convenience and flexibility in terms of study time and location.

The programme consists of 5 taught distance learning modules and a dissertation. For each module, learning activities consist of compulsory key readings, lecture podcasts, as well as participation in presentation, web seminars and online discussion forums:

**Core Modules**

- PPR.400d: Theory and Concepts in Postgraduate Studies
- PPR.405d: Dissertation
- PPR.489d: Quaker Theology in Context
- PPR.490d: Quakerism, Peace and Justice
- PPR.491d: The Sociology of Contemporary Quakerism

**Elective modules**

- PPR.410d: Major approaches to the study of International Relations
- PPR.492d: Religion and Conflict
- PPR.493d: Faith Debates: Religion, Society and Politics

Finally, for those interested, there will be an optional Summer School based at Woodbrooke and at Lancaster University in the heart of ‘1652 country’, which will include additional lectures and guided visits to key sites of Quaker interest.
This new Postgraduate Certificate in Quaker Studies programme is the result of an innovative, interdisciplinary collaboration between the Centre for Postgraduate Quaker Studies at the Woodbrooke Quaker Study Centre, Birmingham and the Department of Politics, Philosophy, and Religion (PPR) at Lancaster University. The course is designed to introduce students to theories, issues and processes connected with the history, theology and sociology of Quakerism in a global context. The programme is especially relevant to those interested in Quaker theology and history, the adaptation of religious groups to new social and geographical settings, globalisation and religion, and secularisation. On successful completion, students have the option of transferring to the MA in Quakerism in the Modern World. Alternatively, the Postgraduate Certificate in Quaker Studies is an excellent way to gain a grounding in the academic study of the Quaker past and present. Building on established scholarship, this distance learning master course offers convenience and flexibility in terms of study time and location.

The programme consists of 3 taught distance-learning modules. For each module, learning activities consist of compulsory key readings, lecture podcasts, as well as participation in presentation, web seminars and online discussion forums:

- **PPR.489d**: Quaker Theology in Context
- **PPR.490d**: Quakerism, Peace and Justice
- **PPR.491d**: The Sociology of Contemporary Quakerism

Finally, for those interested, there will be an optional Summer School based at Woodbrooke and at Lancaster University in the heart of ‘1652 country’, which will include additional lectures and guided visits to key sites of Quaker interest.
STRUCTURE:

These distance learning programmes are delivered entirely online. The course begins in early October, with an online orientation session conducted through Moodle VLE and web conferencing system before the course starts. The induction programme introduces students to course tutors, familiarises students with the requirement of the programme and online learning tools and resources (e.g. Moodle VLE, discussion forum, e-library etc).

The programme aims to help students to realise their academic potential, by encouraging choice and independence in their studies. Based on the distance learning pedagogical principles, it employs a wide variety of online learning tools to enhance students’ learning experience.

ASSESSMENT:

Each module is to be completed within a 10-week period and assessed by the participation in weekly learning activities and a 5,000 word essay (to be submitted after the end of the module). The final component of the MA course involves a dissertation of 20,000 words, on a research topic of students’ own choice. Study throughout the whole programme is comprehensively supported through supervised online group discussions, web seminars and individual academic supervision to ensure an engaging and enjoyable distance learning experience.
**LL.M5100d : Law Dissertation**

**Term Taught:** Summer

**Assessment Coursework:** 20,000 words

The dissertation involves supervised research on a topic of the student's choice, this topic must be approved by the Director of your Degree Programme and be in keeping with the registered LLM degree. Please note that topics can only be approved if the University has sufficient sources for the research and the necessary staff expertise for supervision.

The dissertation is a compulsory component for the LLM degrees and comprises of 80 credits (45%) of the degree weighting.

Please note that students may only proceed to the dissertation element of the programme, until they have satisfactorily completed the coursework for the taught section of the degree scheme.
This course introduces students to central elements of public international law, and explores how international law works, its foundations, principles, as well as its shortcomings and challenges. The areas introduced will cover examples of how international law works in specific fields, and should enable the students to identify legal issues in current international affairs. At the end of the module, the students should be able to apply the general principles of international law to the study and research in other substantive areas of international law. They should also be able to identify the sources of international law, and assess the validity of a variety of international law arguments. Course Outline:

1. Law in International Society
2. The Sources of International Law
3. The Law of Treaties
4. Statehood, self-determination and recognition
5. Sovereignty and Jurisdiction
6. Immunity
7. The Interaction between International and Domestic Law
8. State Responsibility
9. Dispute settlement
10. The Use of Force

Select bibliography:
D. Harris, Cases and Materials on International Law (7th ed.) (Sweet and Maxwell, 2010).
J. Crawford, Brownlie’s Principles of Public International law (8th ed.) (OUP, 2012)
R. Higgins, Problems and process: International law and how we use it (OUP, 1994)

Assessment details for this module will be provided by the tutor.
This course is an introduction to the field of international human rights law. The course will provide an overview of the various rights that are protected through international instruments, as well as giving a general introduction to the regional and universal systems for human rights promotion. A special emphasis to the UN human rights system and an introduction to the regional human rights protection systems will be given. The course aims to achieve both substantive and procedural knowledge of human rights protection through international systems. Contemporary issues such as human rights and development and the role of NGOs and other non-state actors will form an integral part of the course. The issues will be addressed in a manner that will be accessible for students with a law or social science background. It is understood, however, that all students will have some knowledge of general international law. Topics include:

- Foundations of human rights and international human rights law
- Civil and political human rights
- Economic, social and cultural rights
- State obligations - rights justiciability
- The UN human rights system: The Charter based protection & the Convention based protection
- The Regional Human Rights Systems
- The role of non-state actors in human rights violations and protection
- Human Rights and Development

Select Bibliography:
UN High Commissioner for Human Rights: [www.ohchr.org](http://www.ohchr.org) (This site contains a large amount of very useful materials for the course).
*The American Journal of International Law*
*The European Human Rights Law Review*
*Human Rights Law Review*
*Human Rights Quarterly*
*International Human Rights Journal*
Reports from the European Commission on Human Rights, and Judgments from the European Court on Human Rights
*The Virginia University Journal of International Law*
International Legal Materials

Assessment details for this module will be provided by the tutor.
This course covers different aspects of international institutions in international law. The course first looks comparatively at common features of international organisations, including the theories behind them, their structure, powers, financing, accountability and their law-making and judicial roles. The second part of the course examines specific international organisations.

- Introduction to International Organisations and International Law
- The Nature of International Organisations
- Structure and Membership
- Personality and Immunities
- Law-Making
- Finance and Accountability
- Dispute Resolution and Judicial Organs, in particular the International Court of Justice
- Group Exercise
- UN Specialised Agencies, including the IMF and World Bank
- Negotiation Exercise

Select Bibliography:
Kirgis, Frederic L., International Organizations in their Legal Setting (West 1993).

Assessment details for this module will be provided by the tutor.
The module is taught through a mix of lectures podcasting, web-seminar, student online presentations and discussion. Staff also offer online "office hours" to support students. Students can choose different online presentation methods either through real time video conferencing or posting recorded presentation in discussion forum. The general themes of the weekly discussion are provided in the introduction to each weekly subject.

The first five sessions of the module treat generic theories, methods and skills relating to postgraduate study and research. The next three sessions are given over to subject specific input which is delivered separately by disciplinary specialists. The contents of these three sessions will be determined relative to discipline specific needs. The final two sessions are dedicated to workshop discussions and presentations in respect of student projects. The syllabus is likely to draw upon the following:

1. An Introduction to Academic Research
2. Research Project Design
3. Ethics in Research
4. Quantitative Research Methods
5. Complexity
6. Defending Enlightenment
7. Publish or Perish?
8. Analysis, Interpretation and Understanding
9. Online Conference
10. Online Conference

Select Bibliography:
Assessment Details for PPR.400d

The assessment strategy of this distance learning module is designed to effectively monitor students’ engagement and progress, provide prompt feedback and ensure students achieve the module learning outcomes. Students’ participation and achievement on this module will be assessed as follows:
80% essay
20% active participation in online activities

To ensure distance learners actively engaged within the learning process the participation in online learning activities is counted for 20% in the final mark of the module. Both the quantity (number of discussion posts) and quality of students’ contribution to weekly online discussion forum and peer interaction will be assessed. Quality will be assessed based on the evidence of reading and engagement with the material assigned in the course.

20% Participation will be assessed in the following way:
• 5% Consistency will be assessed on a 5 point scale:
  5 Engaged consistently and frequently responded to others’ postings
  4 Engaged consistently but rarely with others’ postings
  3 Engaged in a least half and frequently engaged with others’ postings
  2 Engaged in at least half but rarely engaged with others’ postings
  1 Posted for less than half and frequently responded to others’ postings
  0 Posted for less than half but rarely engaged with others’ postings

• 15% Quality
Students may choose 5 postings to use as a portfolio that will be assessed by the tutor according to standard guidelines.

At the end of the module students will be expected to write a 5,000 word essay. It will count for 80% of the final mark.

An essay template is provided as a guide for students to organise their assignment.

• In their essay, students will have to demonstrate that they have acquired the necessary knowledge and skills as described in the module learning outcomes
• The essay research proposal will be assessed on the quality and how well students have thought about the potential issues of research design and coherence in developing the proposal
• The essay will show that students can gather, organize and deploy evidence, data and information from a variety of sources, construct reasoned argument, synthesize and analyse relevant information, and exercise critical judgement.

To prepare students for writing the essay, they will devise a brief title and outline and send to tutor by the end of week 7 via email. Students will then be asked to present the key argument(s) of their proposed essay and discuss others’ proposals.
PPR.405d : Dissertation

Term Taught: Summer

The module involves the negotiation, design and delivery of a research project whose precise topic will be determined by the student and the project supervisor.

The dissertation will be 20,000 words in length and is designed to provide students with the opportunity to consolidate their existing knowledge and skills base while developing new knowledge and skills made possible by its project-orientated nature.
PPR.410d : Major Approaches to the Study of International Relations

Term Taught: Michaelmas

This module aims to provide students with a broad understanding of the main areas of study within the field of international relations (IR). The introductory session addresses the general question as to what constitutes the study of IR. Subsequent sessions examine the major approaches to the discipline (both mainstream and critical), focusing upon the distinctive insights and analyses that they have brought to bear. The syllabus is likely to draw upon the following:

- Why study IR – How to study IR?
- Realism and Structural Realism
- Liberalism and Institutional Liberalism
- The English School of IR
- Introduction to critical theories and Marxism
- Post-structuralism
- Constructivism
- Security Studies
- Borders, Frontiers and Critical Geopolitics

Select Bibliography:
Burchill, S et al., Theories of International Relations (Palgrave Macmillan, 2009)
Dunne T et al., International Relations Theories: Discipline and Diversity (OUP, 2010)
This module is designed as follows; after introducing students to some of the key issues in the debate on danger, students are then taken through different levels of danger. We begin with the city as a space of danger, politics and control; we then move to the ‘sky’ – to the space of network-centric war, drones and war at a distance. We then move to cyberspace or the metaverse – the digital aspects of the world that we live in, an increasingly important area of debate over global danger. This is followed by the anthropocene – the ecological dimensions of progress. We conclude by looking at some techniques that are used to think about uncertain futures and security. The syllabus is likely to draw upon the following:

1. What is Security?
2. Modernity and Progress 1: Progress and Civility
3. Modernity and Progress 2: the Violence of Progress (Bauman)
5. Security Layer 1: Digital Geopolitics
6. Security Layer 2: The City and Security
7. Security Layer 3: The Sky
8. Security Layer 4: The Biosphere/Anthropocene
9. Geopolitical Futures: Perspective from the Policy World
10. Scenario Exercise: What are Emerging Tendencies?

Select Bibliography:
Castells, Manuel, The Rise of the Network Society (Blackwell's, 2000)
Creveld, Martin van, The Transformation of War (Free Press, 1991)
Foucault, Michel, Society Must be Defended (Allen Lane, 2003)
Messner, Dirk, The Network Society (Frank Cass, 1997)
This module surveys and critically examines the main themes, key concepts, debates and approaches to diplomacy and foreign policy in a variety of political contexts. It encourages students to develop an analytical and interpretative framework within which to situate ongoing issues regarding diplomacy and foreign policy.

1. Introduction to Diplomacy and Foreign Policy
2. Foreign Policy Analysis
3. Diplomatic History
4. The Art of Negotiation 1
5. The Art of Negotiation 2
6. Guest Speaker
8. Diplomacy versus War
9. Global Governance in the 21st Century
10. Course Conclusion: the Debate

Select Bibliography:
S. Smith et al., Foreign Policy: Theories, Actors, Cases, OUP 2012.
This module surveys and critically examines the main issues regarding diplomacy and foreign policy in the 21st century. It encourages students to develop and analytical and interpretative framework within which to situate and discuss current issues in diplomacy and foreign policy. The syllabus is likely to draw upon the following:

1. Introduction-Diplomacy and Foreign Policy in Practice
2. Arms Control and WMD Proliferation
3. Analysis of Negotiation Exercise on Arms Control
4. Conflict Prevention and Management
5. The Diplomacy of the “War on Terror”
6. International Climate Negotiation
7. South-North Relations and Development
8. Public Diplomacy and Non-state actors in International Politics
9. Global Economic Governance
10. Analyse International Negotiation Exercise

Select Bibliography:
D. Lesage et al., Global Energy Governance in a Multipolar World, Ashgate, 2010.
PPR.489d : Quaker Theology in Context

Term Taught: Michaelmas

The module charts the changing nature of Quaker theology across three centuries and five continents/six traditions. The focus is on the history and content of different theological positions, their identification and location within the wider religious and historical context. The conceptualisation of British Quakerism into seven distinct theological periods is used as a case study to explore additionally how most of the thinking of these stages remains normative for one group or another of Friends worldwide today.

The syllabus is likely to draw upon the following:
The Reformation and Ideas of the Second Coming in early Modern England
Introduction to Early Quaker Theology
Competing Conceptualisations of Early Quakerism
The Second Period
Negotiation with ‘the world’
The Eighteenth Century
John Woolman as Exception
The Nineteenth Century
Mission and Global Quakerism
Course conclusion

Select Bibliography:
Apart from the standard works (The Journal of George Fox. Nigel Smith edition, Penguin 1998) and Barclay’s Apology (QHP 2002), and the Rowntree series of histories by Braithwaite and Jones published in the first decades of this century, key texts will include:

Hamm, T. The Transformation of American Quakerism: Orthodox Friends, 1800-1907.
This module looks at the historic dynamic within Quaker work for peace and justice between prophecy and reconciliation. It uses key thinkers such as John Bellers, William Penn, John Woolman, Elizabeth Fry, Lucretia Mott and more recent voices such as Roger Wilson, Richard Ullman and Duncan Wood to analyse the differing ways Quakers have approached engagement with the institutions of power, international relations and global politics. It shows how differing theological understandings across time and across traditions of Quakerism have affected the way in which this engagement has been approached and presented. Changing understandings of the central Quaker concept of ‘testimony’ are also analysed to help indicate changes in theological understanding.

The syllabus is likely to draw upon the following:
- An Overview of Quakerism, Peace and Justice.
- Key Concepts in Peace and Justice Theology
- Prophecy and Reconciliation
- Case Studies I
- Case Studies II
- Critiques of Quaker Peace and Justice
- Peace and Justice in Global Quakerism
- Secularisation, Peace and Justice, and Global Quakerism

**Select Bibliography:**
PPR.491d : The Sociology of Contemporary Quakerism

Term Taught: Lent

There will be a particular focus on how patterns of believing and belonging within the liberal unprogrammed tradition challenge sociologists' analysis of more mainstream Christian groups, whilst both accommodating and rejecting the belief systems of the groups themselves. Relationships between different Quaker traditions will be placed within a framework of wider theological and cultural difference. For seminar work, students will be able to focus on one of a wide range of issues as a case study with which to approach and evaluate a comparative understanding of presented Quakerism within the wider religious world and secular society. Topics include the concept of priesthood, 'the hedge' (between Quakers and 'the world'), the meaning of formal membership, attitudes to outward sacraments, the place of language, Quaker belief today.

The syllabus is likely to draw upon the following:
Introducing Sociology and the Sociology of Religion
Key studies in the Sociology of Quakerism
Insider Research and Reflexivity
Belief and Behaviour in Liberal Quakerism
Spirituality/ Religion and Sect/ Denomination in Global Quakerism
Ritual and Worship
Boundary Maintenance in Global Quakerism
Secularisation and Global Quakerism

Select Bibliography:
Davie, G. Religion in Modern Britain.
Whether global, national, ethnic or ethical, conflicts frequently involve religion. Between themselves, in their relations with secular states and ideologies, and even at the level of sects or denominations, religions engage in conflict arising from deeply held beliefs and values, as well as in struggles for power, status and legitimacy. Understanding how and why religious groups contribute to global and regional conflicts and civil wars – from terrorist attacks, through historically embedded disputes in Israel/Gaza and Northern Ireland, to Christian/Muslim violence in Nigeria, Uganda and India – is vital for development, humanitarian intervention, international relations, diplomacy and conflict resolution. This module provides the knowledge and skills to help students understand and analyse why conflict happens within and between religious groups, and to assess the positive and negative contributions that religions make to wider struggles – from local disputes through to global terrorism.

1. Introduction to religion and conflict: concepts and contexts
2. Religion and violence
3. Secularism and religious conflict
4. Religion and peace
5. Religion’s internal conflicts
6. Religion and ethnic conflict
7. Religious conflict and international relations
8. Minority religions in conflict with state and society
9. Religion, conflict and radicalisation
10. Ethical issues and debates: a religious battleground

The module is designed to introduce students to key concepts and issues in scholarship on religion and conflict: e.g. on the relationship between conflict and violence, religion and ethnicity, the ‘clash of civilizations’, intra-religious as well as inter-religious conflict, jihad and martyrdom. Equal attention will be given to the importance of context – historical, social, geographical and political. Analysis and debate about religion and conflict will be situated in particular cases, from the UK and Europe, the US, the Indian sub-continent and sub-Saharan Africa. Lecture podcasts and online discussion activities will be complemented by online talks by experts and short films. There will be plenty of opportunities for online interaction with peers and tutors.

Select bibliography:
PPR.493d : Faith Debates: Religion, Society and Politics

Term Taught: Lent

The module will offer an interdisciplinary approach to the study of some of the most pressing and controversial issues relating to religion, belief and values. It will draw on the high-profile public debates between academics and public figures on these topics staged by the ‘Westminster Faith Debates’ and co-organised by the module designer. The audio, visual and written materials provide a ready resource for distance learning, and PPR has full access to them.

The syllabus is likely to cover the following topics, all of which have relevant Faith Debate material relating to them. A range of standard materials, including relevant primary and secondary sources, will also be used. Although the UK will often be referred to, the overall focus will be global.

Introduction to studying beliefs, values and religion
Fundamentalism and extremism, liberal and 'moderate' religion, and their relations
Religious freedom, human rights, and their critics
The role of religion in public and political life - national and global
Religion, violence and peacebuilding
Religion, social division and social cohesion
Religion and politics of gender and sexuality
Religion and education
The future of religion

The module is during one term for 10 weeks. Learning activities consist of compulsory key readings, videos and podcasts, as well as participation in presentations. Debates will be used as a learning tool, with students debating with one another, the tutor, and the Westminster Faith Debates themselves. This will be done by way of online seminars and discussion forums.

As implied by a 20 credit module, students are expected to spend 200 learning hours on the module including writing a 5,000 word essay. Each week students will take part in varied online activities to support their learning. As a general guide, we suggest that students spend 10 hours per week on online learning activities, particularly presentation and discussion based on weekly key readings and other materials. We suggest that students spend 100 hours on preparing and writing up the essay.

Key texts
Linda Woodhead and Rebecca Catto (eds), Religion and Change in Modern Britain. (London: Routledge 2012)

Assessment details for this course will be provided by the tutor.
Assessment Details for all PPR courses except PPR.400d and PPR.493d

Students’ participation and achievement on these modules will be assessed as follows:
- 90% essay
- 10% online activities participation (only the ‘attendance’/involvement will be counted)

To ensure distance learners actively engage within the learning process, the participation in online learning activities is counted for 10% in the final mark of the module. Students’ contribution to online discussion and peer interaction will be monitored. Only the ‘attendance’/involvement will be counted (i.e. discussion posts in the forum, recorded presentation and comments on other students’ presentation)

To prepare the distance learning students for the writing of the essay and ensure they achieve the same standard as campus-based students, they will be asked to complete three compulsory essay preparatory tasks. Tutors will provide general feedback on submitted work and give advice on common errors.

At the end of the module students will be expected to write a 5,000 word essay. It will count for 90% of the final mark.
- In their essay, students will have to demonstrate that they have acquired the necessary knowledge and skills as described above (learning outcomes).

- The essay will show that students can gather, organize and deploy evidence, data and information from a variety of sources, construct reasoned argument, synthesize and analyse relevant information, and exercise critical judgement.

- Students that show a willingness to take intellectual risks and openness to new concepts will be rewarded.

Students will devise their own essay questions. All questions should be checked with the tutor. The tutor will expect to see and comment on an initial draft of the essay which should at least contain the research question, the plan and an initial bibliography.

Assessment details for all Law modules will be provided by the module tutors separately.