TAUGHT POSTGRADUATE PROGRAMMES AND PGT MODULES IN POLITICS, PHILOSOPHY AND RELIGION

2015–2016
GENERAL AIMS, OVERVIEW AND STRUCTURE

The following programmes and modules (plus the programmes run jointly with and administered by the Law School and the Management School) reflect the department’s research interests and strengths in Politics, Philosophy and Religion. These programmes are designed to give students advanced training as a basis either for further postgraduate study and research or for developing their careers.

TAUGHT POSTGRADUATE PROGRAMMES

<table>
<thead>
<tr>
<th>Subject</th>
<th>Degree</th>
<th>Title</th>
<th>Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Politics</strong></td>
<td>MA</td>
<td>Conflict, Development and Security</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MA</td>
<td>Conflict Resolution and Peace Studies</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MA</td>
<td>Diplomacy and Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MA/LLM</td>
<td>Diplomacy and International Law</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MA</td>
<td>Diplomacy and Religion</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MA/LLM</td>
<td>International Law and International Relations</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MA</td>
<td>International Relations</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MA</td>
<td>Politics</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>MA</td>
<td>Politics, Philosophy and Religion</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>MA</td>
<td>Politics and Philosophy</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>MSc</td>
<td>Politics, Philosophy and Management</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>MA</td>
<td>Religion and Conflict</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>MRes</td>
<td>International Relations</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>PG Cert</td>
<td>Politics and International Relations</td>
<td>8</td>
</tr>
<tr>
<td><strong>Philosophy</strong></td>
<td>MA</td>
<td>Philosophy</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>MA</td>
<td>Philosophy and Religion</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>MA</td>
<td>Politics, Philosophy and Religion</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>MA</td>
<td>Politics and Philosophy</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>MSc</td>
<td>Politics, Philosophy and Management</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>PG Cert</td>
<td>Philosophy</td>
<td>8</td>
</tr>
<tr>
<td><strong>Religious</strong></td>
<td>MA</td>
<td>Diplomacy and Religion</td>
<td>3</td>
</tr>
<tr>
<td>Studies</td>
<td>MA</td>
<td>Philosophy and Religion</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>MA</td>
<td>Politics, Philosophy and Religion</td>
<td>6</td>
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<td></td>
<td>MA</td>
<td>Religion and Conflict</td>
<td>6</td>
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<tr>
<td></td>
<td>MA</td>
<td>Religious Studies</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>PG Cert</td>
<td>Religious Studies</td>
<td>8</td>
</tr>
</tbody>
</table>
MA IN CONFLICT DEVELOPMENT AND SECURITY

This MA programme addresses the merger between development and security that has strengthened with the ending of the Cold War and the growing fear of terrorism. Policy makers now widely believe that international development is vital if global stability is to be achieved; at the same time, without security, lasting underdevelopment is the result.

Perceptions of war are also changing with an increasing appreciation of factors relating to the vulnerability and resilience of populations living within, across and beyond territorial boundaries. In tackling the global dimensions of economy and poverty, human security and conflict, relations between state and non-state actors are changing. Multilateral institutions, aid organisations and private companies are increasingly active in international humanitarian, social reconstruction and democratisation programmes that are defining a new security agenda.

The programme explores such issues as the changing nature of conflict, the growing importance of non-territorality, perceptions of state failure and success, political economy, humanitarian intervention, social reconstruction and democratisation within this context. Current theoretical and policy debates are related to case-study material drawn from a variety of regions including Africa, Latin America, the Balkans, Eurasia and Asia. The dissertation provides an opportunity to specialise.

The programme will be of interest to those seeking high-level study or contemplating employment in the fields of international aid, humanitarian assistance, development and security, together with practitioners from these areas wishing to study in more depth.

Core Modules
- PPR.400: Theory and Method in Postgraduate Studies
- PPR.425: Theorising Security and War

MA IN CONFLICT RESOLUTION AND PEACE STUDIES

Taught in the Richardson Institute, this programme explores in depth how protracted conflicts can be, and are, resolved. It draws together a theoretical understanding of conflict and conflict resolution, comparative analysis of a number of contemporary conflicts, and a detailed analysis of one in particular.

The course aims to develop practical skills in conflict analysis and conflict resolution as well as exploring the difficulties of this approach, and draws on a special collection of material about peacemaking and conflict. Field trips to learn about areas of conflict or to visit NGOs involved in conflict resolution are encouraged.

Core Modules
- PPR.400: Theory and Method in Postgraduate Studies
- PPR.420: Conflict Management and Contemporary Conflicts
MA IN DIPLOMACY AND FOREIGN POLICY

This exciting programme is designed to introduce students to theories, issues and processes connected with diplomacy and foreign policy. The programme is especially relevant to those thinking about or currently working in diplomacy, international NGOs, and international policy and politics. In addition to its two complementary core modules in diplomacy and foreign policy, the programme uses a wide range of optional modules in, for example, international relations, politics and policy. Distinguished diplomatic and foreign policy practitioners directly contribute to the programme and student trips to the Foreign and Commonwealth Office in London, European Union organisations in Brussels and the Geneva international organisations are planned.

Core Modules

- **PPR.400**: Theory and Method in Postgraduate Studies
- **PPR.430**: Theory and Concepts in Diplomacy and Foreign Policy
- **PPR.431**: Issues and Practice in Diplomacy and Foreign Policy

MA/LLM IN DIPLOMACY AND INTERNATIONAL LAW

Designed to introduce students to the fields of diplomacy and international law, this 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 (for the LLM, a minimum of 100 credits must be earned through module registrations with Law). The programme has three complementary core modules which treat different aspects of diplomacy and foreign policy and international law. The programme also draws upon distinguished practitioners with experience in the fields of diplomacy and international law and may include student trips to, for example, the Foreign and Commonwealth Office in London, European Union organisations in Brussels and the Geneva international organisations. A minimum of two modules must be chosen from each department.

Core Modules

- **PPR.430**: Theory and Concepts in Diplomacy and Foreign Policy
- **PPR.431**: Issues and Practice in Diplomacy and Foreign Policy
- **LL.M5205**: International Law

MA IN DIPLOMACY AND RELIGION

This new programme is designed to encourage students to consider the practical processes, ideological dynamics and theoretical dimensions involved in the interface of diplomacy and religion. The programme is relevant to those thinking about or currently working in diplomacy, international NGOs, and international policy and politics. Distinguished diplomatic and foreign policy practitioners directly contribute to elements of programme. Students may also opt to participate in trips to the Foreign and Commonwealth Office in London, European Union organisations in Brussels and the Geneva international organisations are planned. In addition to its complementary core modules in diplomacy and religion, the programme uses a wide range of optional modules in, for example, international relations, religious studies, politics, and policy. A 20,000 word dissertation
gives students opportunity to undertake an extended project which focuses upon one or a number of dimensions relating to the interface of diplomacy and religion.

Core Modules

- PPR.400: Theory and Method in Postgraduate Studies
- PPR.430: Either Theory and Concepts in Diplomacy and Foreign Policy OR PPR.431: Issues and Practice in Diplomacy and Foreign Policy
- PPR.470: Studying Religion

**MA/LLM INTERNATIONAL LAW AND INTERNATIONAL RELATIONS**

This programme is offered jointly with, and administered by the Law School. It offers students the opportunity to study various politico-legal aspects of the international system by means of complementary courses offered by the two departments. A minimum of two modules must be chosen from each department.

Core Modules

- PPR.410: Major Approaches to International Relations
- LL.M5205: International Law (Law School)

**MA IN INTERNATIONAL RELATIONS**

This is a broadly-based course of study designed for students who wish to gain a wide understanding of the theory, structure and working of the modern international system. It aims, first, to provide all students with a basic grounding in the theory of international relations and the different approaches that may be taken to the subject and, second, to enable students to gain a more detailed knowledge of those aspects of international relations in which they wish to specialise.

Core Modules

- PPR.400: Theory and Method in Postgraduate Studies
- PPR.410: Major Approaches to International Relations

**MA IN PHILOSOPHY**

This programme consists of five taught modules and a dissertation of 20,000 words. Each taught module counts for 20 credits and is usually assessed by a 5,000 word essay. The five taught modules combine to make 100 credits, while the dissertation equals 80 credits. The programme can be taken either in a full-time mode (completed in 12 months) or as a part-time degree.

In addition to the particular core programme modules listed below, taught postgraduate programmes in PPR are supported by a core theory and methods module. This module is designed to deliver generic knowledge and skills relating to postgraduate studies and ties in with subject-specific theories and methods delivered across PPR.
Core Modules
- PPR.400: Theory and Method in Postgraduate Studies
- PPR.450: What is Philosophy? Methods, Aims, Debates

### MA IN PHILOSOPHY AND RELIGION

This interdisciplinary programme is designed to allow students to undertake sustained and focussed study in the disciplines of philosophy and religion. In addition to core and optional modules in philosophy and religion, a 20,000 word dissertation gives students opportunity to undertake an extended project which focuses upon one or a number of dimensions relating to the interface of philosophy and religion.

**Core Modules**
- PPR.400: Theory and Method in Postgraduate Studies
- PPR.450: What is Philosophy? Methods, Aims, Debates
- PPR.470: Studying Religion

### MA IN POLITICS

Politics is a field of empirical, theoretical and normative enquiry about the organization, interactions, and use and distribution of power within and between societies, organisations and groups at all levels from the interpersonal and the local, over the regional and national, to the transnational and global. Aspects of this field of enquiry have traditionally been studied under different headings or 'sub-disciplines', even though the relevant dynamics and normative questions at any of these levels can rarely be usefully considered in isolation, and their study always benefits from straddling these intra-disciplinary boundaries.

This conception is in line with the QAA benchmarks for the discipline of Politics & International Relations, which stresses the blurred boundaries and the contested nature of the field and its overlapping components.

This wholly flexible MA in Politics scheme therefore aims to allow students to benefit from the wide range of expertise and research interests present in the department, and, in consultation with the Director of MA Studies, to compose a programme of study that reflects their interests.

The objectives of this programme are:
- to allow students to explore a broad range of interrelated aspects of the field of politics, adjusted to their specific background, interests, and career or further study aims, in a way that allows them to cross the boundaries of the subfields of the discipline
- to enable students to gain detailed knowledge and critical awareness of the aspects on which they wish to concentrate, without artificially constraining them within any of the historically-grown subfields of the field of study
- to provide students with the conceptual methodological and empirical background necessary to undertake research in the field
• to help students develop and demonstrate the ability to plan and carry out extended independent research in the field of politics

Core Module
• PPR.400: Theory and Method in Postgraduate Studies

### MA IN POLITICS, PHILOSOPHY AND RELIGION

This unique multidisciplinary programme is designed to allow students to undertake sustained and focused study across the disciplines of politics, philosophy and religion. In addition to core and optional modules, a 20,000 word dissertation gives students opportunity to undertake an extended project which focuses upon one or a number of dimensions relating to the interface of politics, philosophy and religion.

Core Modules
• PPR.400: Theory and Method in Postgraduate Studies
• PPR.410: Major Approaches to International Relations
• PPR.450: What is Philosophy? Methods, Aims, Debates
• PPR.470: Studying Religion

### MA IN POLITICS AND PHILOSOPHY

This interdisciplinary programme is designed to allow students to undertake sustained and focused study in the disciplines of politics and philosophy. In addition to core and optional modules in philosophy and religion, a 20,000 word dissertation gives students opportunity to undertake an extended project which focuses upon one or a number of dimensions relating to the interface of politics and philosophy.

Core Modules
• PPR.400: Theory and Method in Postgraduate Studies
• PPR.410: Major Approaches to International Relations
• PPR.450: What is Philosophy? Methods, Aims, Debates

### MA IN RELIGION AND CONFLICT

This interdisciplinary programme is designed to allow students to undertake sustained and focused study across the disciplines of politics and religion, with particular attention to the topic of conflict. In addition to core and optional modules in politics and religion, a 20,000 word dissertation gives students opportunity to undertake an extended project which focuses upon one of a number of dimensions relating to the interface of politics and religion as it pertains to conflict.

Core Modules
• PPR.400: Theory and Method in Postgraduate Studies
• PPR.420: Conflict Management in Contemporary Conflicts
• PPR.470: Studying Religion
MA IN RELIGIOUS STUDIES

This programme consists of five taught modules and a dissertation of 20,000 words. Each taught module counts for 20 credits and is usually assessed by a 5,000 word essay. The five taught modules combine to make 100 credits, while the dissertation equals 80 credits. The programme can be taken either in a full-time mode (completed in 12 months) or as a part-time degree.

In addition to the particular core programme modules listed below, taught postgraduate programmes in PPR are supported by a core theory and methods module. This module is designed to deliver generic knowledge and skills relating to postgraduate studies and ties in with subject-specific theories and methods delivered across PPR.

Core Modules
- PPR.400: Theory and Method in Postgraduate Studies
- PPR.470: Studying Religion

MRES IN INTERNATIONAL RELATIONS

The structure of the MRes is similar to the Department’s MA programmes. Students take five taught modules in the Michaelmas and Lent terms and then go on to write a 15-20,000 word dissertation. The taught courses come partly from the Politics and International Relations MA modules and partly from courses offered as part of the Social Science Faculty’s Research Training Programme.

In most cases all five taught modules are compulsory – although a case can be made with the Postgraduate Director for one of them to be replaced with an optional module – see below.

Students normally take the following two core modules offered by the Department:
- PPR.410 Major Approaches to the Study of International Relations
- PPR.400 Theory and Methods

Plus the following three modules offered by the Faculty:
- FASS.507 Introduction to the Philosophy of the Social Sciences
- FASS.510 Qualitative Methods in Social Science
- FASS.512 Quantitative Research Methods 2.

However, on approval of the PG Director, and based on the student’s previous background and proposed path of research, one of the compulsory modules (either PPR.410 or Introduction to the Philosophy of the Social Sciences) may be replaced by a different module chosen from those offered by the Department or, where appropriate, by a cognate department to reflect the student’s likely area of research.
POSTGRADUATE CERTIFICATE IN POLITICS AND INTERNATIONAL RELATIONS; PHILOSOPHY; RELIGIOUS STUDIES

These are usually made up of a core module from each discipline and two optional modules. These can be undertaken as a standalone qualification, where students can focus on a particular topic area or can be converted to the relevant MA programme.

MSc POLITICS, PHILOSOPHY AND MANAGEMENT

This new programme is a joint initiative with the Department of Organisation, Work and Technology (OWT) in the Lancaster University Management School. It gives students in-depth knowledge of the major theories, concepts and issues relating to politics, philosophy and the management of institutions across various intellectual traditions and historical contexts.

The flexibility built into the four Programme Pathways gives scope to pursue areas that fit with the student’s own particular interests. The Programme Pathways are:

- International Relations & Management
- Philosophy & Management
- Politics & Management
- Politics, Philosophy & Management
<table>
<thead>
<tr>
<th>Subject</th>
<th>Course code</th>
<th>Title</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPR</td>
<td>PPR.400</td>
<td>Theory &amp; Method in Postgraduate Studies</td>
<td>10</td>
</tr>
<tr>
<td>PPR</td>
<td>PPR.401</td>
<td>Independent Study Module</td>
<td>11</td>
</tr>
<tr>
<td>PPR</td>
<td>PPR.405</td>
<td>Dissertation</td>
<td>11</td>
</tr>
<tr>
<td>Politics</td>
<td>PPR.410</td>
<td>Major Approaches to the Study of International Relations</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>PPR.418</td>
<td>Politics &amp; International Relations of the Middle East</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>PPR.420</td>
<td>Conflict Management and Contemporary Conflicts</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>PPR.423</td>
<td>Globalization: Its Meanings, Causes &amp; Consequences</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>PPR.425</td>
<td>Theorising Security and War</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>PPR.427</td>
<td>Public Policy</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>PPR.430</td>
<td>Theories and Concepts in Diplomacy and Foreign Policy</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>PPR.431</td>
<td>Issues and Practice in Diplomacy and Foreign Policy</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>PPR.435</td>
<td>International Relations and Politics of South Asia</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PPR.437</td>
<td>Conflict, Culture and Toleration</td>
<td>21</td>
</tr>
<tr>
<td>Philosophy</td>
<td>PPR.450</td>
<td>What is Philosophy?</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>PPR.452</td>
<td>Doing Contemporary Philosophy</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>PPR.456</td>
<td>Paternalism, Autonomy and Consent</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>PPR.464</td>
<td>Seminar in Moral, Political, and Social Philosophy</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>PPR.465</td>
<td>Philosophy of Mental Disorder</td>
<td>26</td>
</tr>
<tr>
<td>Religion</td>
<td>PPR.470</td>
<td>Studying Religion</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>PPR.477</td>
<td>Religions and Psychoanalytic Thought</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>PPR.492d</td>
<td>Religion and Conflict (distance learning)</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>PPR.493d</td>
<td>Faith Debates: Religion, Society and Politics (distance learning)</td>
<td>30</td>
</tr>
</tbody>
</table>
PPR.400 : Theory and Methods in Postgraduate Studies

Term Taught: Michaelmas Term

Tutor: Patrick Bishop

The module serves to consolidate postgraduate research and learning support by providing opportunity for students to engage theories, methods and skills of direct relevance to their studies. The module is core for all PPR PGT students and complements core subject and discipline-specific module provision. 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 academic research process.
- Project planning, design and process management.
- Ethics in postgraduate research.
- Resource identification and review processes.
- Data acquisition techniques and issues.
- Analytical and interpretative approaches.
- Academic conventions (e.g. making an argument, writing, referencing).
- Subject specific methods and skills.
- Workshop discussions and project planning presentations.

Select Bibliography:

PPR.401 : Independent Study Module

Term Taught: available in Michaelmas and Lent Terms

Tutor: tba

Tutorial rather than lecture or seminar based, this module provides opportunity to undertake a concentrated and focussed study of a topic, theme or subject which is of interest to the student and for which appropriate supervisory coverage and academic resourcing are available. Student learning is facilitated by five hours of tutorial support.

The subject specialist tutor who supervises the student will:

• advise on whether the student’s planned area of research is appropriate
• give guidance regarding the nature and format of the essay
• give guidance on the planning of the essay
• give feedback on a draft of the essay provided by the student

The student will:

• formulate a topic as a clearly defined research problem
• produce a reading list of relevant literature
• produce the outline/early draft of an essay on the basis of the research for comments by the supervisor

Assessment is a 5,000 word essay.

PPR.405 : Dissertation

Term Taught: Summer Term

Tutor: Dr Mark Lacy

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.
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.

Students will gain a comprehensive understanding of the nature of the wide-ranging theoretical debates that have shaped the discipline and will develop an understanding of the importance of questions of theory to the way in which we study IR. More particularly, students will be able:

- To understand the importance and role of theories to the study of IR
- To understand the interpretation of the world and of IR put forward by each theory
- To identify the central assumptions and features underlying each of those theories
- To analyse the points of debate between these theories and critically assess them
- To evaluate the strengths and weaknesses of each theory
- To apply the theoretical tools to the “facts out there” (linking theory with practice)
- To develop presentational and organisational skills through the seminar component of the course

Select Bibliography:

This course familiarises you with the major issues in the politics and international relations of the contemporary Middle East region. The countries covered include all Arab states and non-Arab states such as Iran and Israel. Deliberately, the course will start with a hard look at the contemporary picture in the region and, from that, ask the questions about how we got there. Digging back will include a broad introduction to the people, society, history and politics of the Middle East. The course will then explore the interplay of factors such as religion, ethnicity, gender and class in the politics of the region; the role played by internal and external actors; issues of conflict in the region; political economies; foreign policies of major states and the perception of what those policies might be; regional integration; the concepts of political Islam and the challenge of democracy and Islam.

The aim of the course is not in the first place to cover in detail all of the most recent events, and it will be assumed that you follow current affairs in the region. Rather, the aim is to undertake a deeper exploration of the region: to help you understand and analyse the dynamics involved in these events and processes. In other words: why did things evolve the way they did, why are they what they appear to be today, and what does this tell us about where they are likely to go in the future? This will be done through guided reading, seminar discussion, and your own research and writing.

The topics covered in the course include:

- The Middle East after the Arab Spring(s); the shi‘i/sunni pulls for influence
- “Political Islam” and the concept of the state; the “war on terror”
- Where did all this come from? People, society, tribes, money and politics
- Voices of the Middle East: religion, ethnicity, gender and class, salafis, language and the Qur’an
- Internal and External Actors in the Middle East; diplomacy
- Political economies of the region: oil power or dependency?
- The Arab-Israeli conflict
- Wars now in the region; containment, intervention and persuasion
- Democracy in the Middle East; shi’a and sunna; the “gates of ijtihad”

Select Bibliography:
Mark Allen, Arabs: A New Perspective (Continuum, 2006)
Philip Bobbitt, Terror and Consent: The Wars for the Twenty-first Century (Random House, 2009)
Marc Lynch, The Arab Uprising: The unfinished revolutions of the New Middle East (Public Affairs Books, 2012)
Joumana Haddad, Superman is an Arab: On God, marriage, macho men and other disastrous interventions (Westbourne Press, 2012)
Wen-chin Ouyang, Poetics of Love in the Arabic Novel: Nation-state, modernity and tradition (Edinburgh University Press, 2012)
Charles Tripp, The Power and the People: Paths of Resistance in the Middle East (CUP, 2014) John Gray, Al Qaeda, And What It Means to be Modern (Faber & Faber, 2003)
The course aims to explore a variety of approaches to conflict management in contemporary conflicts, by third parties and parties in conflict, and critically assesses their effectiveness and potential. The course draws its theoretical foundations from peace and conflict research but is aimed at enabling students to learn to assess the scope for conflict management and peace-building in practice. The module includes both academic literature as well as policy relevant papers.

The focus of the course is on analysing peace processes and practical problems of conflict prevention, conflict management and peace-building in a range of contemporary international, internal, ethnic, community and environmental conflicts.

Students will be divided up into groups of two or three, and each group will take responsibility for identifying and investigating a specific approach to conflict management in a conflict of their choice. The choice of cases will vary with the interest of students. In recent year topics included Afghanistan, Chechnya, Georgia, Kashmir, Kosovo, Macedonia, Northern Ireland, Liberia/Sierra Leone, Timor Elste, conflict prevention and the emergent global climate change negotiations, and peace-building in contemporary Africa and Asia.

The course is taught in 10 2-hour lecture seminars, with the first half devoted to the lecture and the second half dedicated to substantial presentations by the student / group.

Select Bibliography:

European Centre for Conflict Prevention, *People Building Peace* (1999)
Wallensteen, P., *Understanding Conflict Resolution* (Sage, 2006)
Globalisation has become a buzzword in the social sciences and lay discourse. It is often related to the speeding up of global communication and travel, and the transnationalisation of economic, political, social and cultural institutions. The meaning and causes of globalisation are highly debatable. For the purposes of this module globalisation is defined as a complex, paradoxical set of processes, which are multi-scalar, multi-temporal, multi-centric, multi-form, and multi-causal. It produces fragmentation and integration, divergence and convergence as well as continuities and discontinuities. Their overall effect is to reconfigure asymmetries of power and knowledge and this in turn raises questions about governance, inequalities, and resistance in and across different parts of the world. Selected themes range from MacDonaldization through to Wal-Martization and the current financial crisis.

The course is taught on the basis of ten weekly two-hour seminars with short lectures, a 15-20 min. student presentation, and a general discussion in which all are expected to participate. The topics include: the world market, finance and production, labour and migration, global cities, global media and global culture, sovereignty and nation-states, global governance, global cities as well as financial globalization and crisis.

Select Bibliography:

Bauman, Z., *Globalization: the Human Consequences*
Chossudovsky, M and Marshall, A. *The Global Financial Crisis*
Grant, R & Short, J., *Globalization and the Margins*
Holton, R. *Globalization and the Nation-State* (2nd edition)
Panitch, L. and Gindin, S. *The Making of Global Capitalism*
Perrons, D., *Globalization and Social Change*
Schirato, T & Webb, J., *Understanding Globalization*
Short, J., *Global Dimensions*
Steger, M., *Globalization: The New Market Ideology*
PPR.425 : Theorising Security and War

Term Taught: Michaelmas

Tutor: Mark Lacy

- Do we still know what security and war are?
- How convincing are the arguments about the ‘civilizing process’ and changes in war global politics?
- What will war look like in the coming century? How will war be shaped by ‘speed’ and the ‘pace of change’ transforming societies?
- How serious are the new security challenges – issues like cybersecurity, climate change and urban conflict?

Theorizing helps us to pose and answer these questions. This module introduces students to ways of conceptualizing power, security and war. Since forms of security and war are intimately correlated with forms of cultural political and economic life, theories in this module address: geopolitics, biopolitics, techno-science, digitalization, molecularization, network war, image war and virtual war. The teaching and learning strategy of Theorising Security and War is designed to make students theoretically and philosophically literate in conceptual and analytical schemes that help us understand the geopolitics of security and war. Students should be able to:

- demonstrate a broad theoretical competence in relation to key texts in the study of modernity, security and war
- develop a critical understanding of key areas of contemporary security studies: such as cybersecurity, environmental security, urban geopolitics and drone theory.
- locate a specific theoretical tradition within its wider theoretical and philosophical assumptions and be capable also of critical comparing different traditions in relation both to these assumptions and their different logical and practical entailments

In the process students should be able to demonstrate in written work, group presentation and discussion more refined analytical skills in the interrogation and critical engagement of empirical material and case studies drawn from a wide variety of multi-media sources

Select Bibliography:

Gregoire Chamayou, *Drone Theory* (Penguin 2014)
Paul Virilio, *Speed and Politics* (Semiotexte, 2008)
Thomas Rid, *Cyberwar will not take place* (Hurst 2014)
Foucault, Michel, *Society Must be Defended* (Allen Lane, 2003)
Creveld, Martin van, *The Transformation of War* (Free Press, 1991)
This module examines comparatively the changing nature of policy-making in advanced industrial democracies, focusing primarily on government and politics in states where the ‘quality of democracy’ is considered high (European Union; United States; other OECD countries).

At the end of the module, students will be able to demonstrate an in-depth knowledge of the different demands placed upon policy-makers, identify the role of governmental institutions in the policy making process, as well directly link issues discussed in the curriculum to future employability in public policy.

The module is taught in weekly two-hour lectures / seminars. These will commence in Week 1 and run for ten weeks, covering the topics listed below:

1. Studying public policy
2. Theories of policy-making
3. Policy-making in practice
4. Political systems
5. Multi-Level Governance
6. Political parties
7. Economic policy
8. Education policy
9. Health policy
10. Home affairs and justice

Select Bibliography:

Anneliese Dodds, *Comparative Public Policy*, Palgrave Macmillan, 2012
Diplomacy and Foreign Policy are central to the understanding of international politics. The structure of the international system induces a constant need for political dialogue and negotiations. Besides war, diplomacy is the common language states are using to interact on the world stage.

This module introduces students to ways of conceptualizing diplomacy and foreign policy in the 21st century:

- Why do states rely on diplomacy?
- What are the current forms and features of diplomacy and foreign policy?
- Is diplomacy the only form of international dialogue besides war?
- How do states (and statesmen) negotiate?
- How has diplomacy evolved throughout history?
- Does ‘global governance’ exist?

The teaching and learning strategy of Diplomacy and Foreign Policy is designed to give students both theoretical and practical understanding of contemporary issues in diplomacy and foreign policy. Academic teaching will be complemented by lectures and in-class activities carried out by practitioners (diplomats, civil servants, etc.).

Select Bibliography:

PPR.431: Issues and Practice in Diplomacy and Foreign Policy

Term Taught: Lent

Tutors: Basil Germond / Tom Mills

Diplomacy and Foreign Policy are central to the understanding of international politics. The structure of the international system induces a constant need for political dialogue and negotiations. Besides war, diplomacy is the common language states are using to interact on the world stage.

Complementing the first core module on Diplomacy and Foreign Policy which provides theoretical understanding of the subject, this module applies these theoretical tools to contemporary diplomatic and negotiation issues and great power politics (PPR.430 is NOT a prerequisite though). Indeed, the teaching and learning strategy of Diplomacy and Foreign Policy is designed to give students both theoretical and practical understanding of contemporary issues in diplomacy and foreign policy. Academic teaching will thus be complemented by lectures (diplomats, civil servants, etc.) and in-class activities such as mock negotiation exercises.

Select Bibliography:

South Asia has been in the news a lot recently because of the global war on terror and its focus on the AF-PAK region and also because of India’s rise as a major economic power. South Asia consists of Afghanistan, Pakistan, India, Nepal, Bangladesh, Sri Lanka, Bhutan and the Maldives. Although the region consists of so many countries, India, is most certainly the most dominant force in the region. Living in a globalised era of interconnectedness, one can no longer afford to ignore powers like India and China which are increasingly asserting themselves both regionally as well as on the global stage.

This module introduces to students the politics, international relations, economics and key security issues of the Indian subcontinent.  
• Why is it becoming increasingly important to have an understanding of the politics and culture of southern Asia?  
• What are the key security concerns of the region?  
• How did British rule impact on the region’s development?  
• How has India treated its contested borderland regions from 1947 till recent times?  
• What are the current economic challenges that India and other south Asian countries face?  
• Is it possible to establish a security community in South Asia?

The module has been designed to give students an understanding of the key issues in South Asian politics and international relations. The course will be carried out through lectures and seminars, where students are expected to contribute to academic discussions.

Select Bibliography:

M.A.Qadeer, Pakistan: Social and Cultural Transformations in a Muslim Nation, Routledge.  
J.Malik, Madrasas in South Asia: Teaching Terror?, Routledge.  
J.Alamgir, India’s Open Economy Policy, Routledge.  
The module examines the problems posed by human co-existence, specifically with regard to divergent understandings of how we should live and how we should see or describe ourselves. The module begins by examining the notion of cultural conflict and highlighting the cultural aspects of historical and contemporary disputes. This leads into a discussion of the history of toleration as a response to cultural conflict, highlighting historical sources of toleration and co-existence in a range of different areas and regions. Building on this notion of traditions of toleration, the module then examines and problematizes the shift in conceptions of toleration, away from the notion of toleration as inaction in the face of vehement objection towards the notion of toleration as acceptance or affirmation.

This theoretical work leads into the applied element of the module, in which five topical case studies are examined: i) groups, identities and states, with regard to labelling of places, such as Derry/Londonderry and Falklands/Las Malvinas; ii) health, ‘socialised’ healthcare and narcotics in the US; iii) public displays of sexuality, through the examples of the prosecution of Oscar Wilde and the practice of bacha bazi in Afghanistan; iv) bodily autonomy, through examination of the place of male and female genital cutting in Western public discourse and v) blasphemy, explored through the public debate on the Danish Mohammad cartoons and Jerry Springer the Opera.

Examination of these cases will lead into the final week of the course in which the limits of toleration will be discussed and possible policy instruments by which conflicts may be managed outlined.

Select bibliography
There is no one single text for this module. However, there will be at least three key readings for each session. These will be made available on Moodle. One key reference text for the module is:


Audio material: The Open University’s Multiculturalism Bites contains relevant contributions by Tariq Modood, Will Kymlicka, Martha Nussbaum, Nancy Fraser, Anne Phillips, and Susan Mendus: http://itunes.apple.com/itunes-u/multiculturalism-bites-audio/id449122394. These recordings are free to access, but require iTunes software, which is free to download.

Video material: A number of videos will be used as stimuli throughout the course. These will include Cracks in the Mask, which is a documentary about contestation of cultural goods, and ‘It Gets Better’, a youtube video project attempting to curtail the number of suicides among gay teenagers.
Philosophy is a various and contested discipline, about which we can and should ask *metaphilosophical* questions: What is philosophy? How ought we to go about doing it? What is its purpose or value? What kinds of knowledge does it produce? What is the relation between it and other disciplines, e.g. literary criticism, history, psychology? Or between it and other forms of writing, e.g. poetry, fiction, political rhetoric? Is philosophy as currently practiced in Anglo-American universities problematically Western or male? Is university philosophy real philosophy?

The aims of this team-taught module are (1) to give students a tasting menu of some of the topics and approaches of contemporary professional philosophy as done here at Lancaster, and (2) to help students to reflect on metaphilosophical questions, both in the discipline and in their own practice.

Apart from the introductory week 1, the module has three parts: Part A (weeks 2-5) consists of short talks by philosophy staff on their current research and on the metaphilosophical issues it raises, followed by moderated discussion. Part B (weeks 6-8) consists of close reading and discussion of a classic, opinionated introduction to philosophical ethics and to its metaphilosophy: Bernard Williams’s *Ethics and the Limits of Philosophy*. For MA Philosophy students, this part also counts as the disciplinary segment of PPR400 Theories & Methods. Part C (weeks 9-10) will be taken up with work and presentation on essays in progress.

Select Bibliography:


Sarah A. Mattice, *Metaphor and Metaphilosophy: philosophy as combat, play, and aesthetic experience* (Lexington Books 2014)


You can get a sense of the range and style of contemporary Anglo-American professional philosophy by browsing the *Stanford Encyclopedia of Philosophy Online*, [http://plato.stanford.edu/](http://plato.stanford.edu/)

PPR.450: What is Philosophy? Methods, Aims, Debates

Term Taught: Michaelmas

Tutor: Sam Clark
PPR.452 : Doing Contemporary Philosophy

Term Taught: All year

Tutor: Nick Unwin

This module provides research training for students studying the MA in Philosophy. It aims to give students practice at developing key skills for academic research and for delivering and engaging with philosophical papers.

This module has three components:

1. Attending talks by visiting speakers and writing short critiques of them
2. Participating in an internal graduate conference
3. A literature search

Students will be expected to attend talks by visiting speakers throughout the year (so about ten talks.) Part-time students for whom this is not possible may instead arrange to attend a philosophical conference. Students will write short critiques of the papers they attend (ie summary of argument plus discussion.) They will submit three 1,500 word critiques for assessment. This will give students practice at critically engaging with philosophical papers given in seminars.

In the summer term there will be an internal philosophy graduate conference. All students must attend and present a short paper based on their research. The aim of the conference is to give students experience of and practice in delivering philosophical papers. The MA conference will also include a discussion of publishing in philosophy. Students will also complete a literature search exercise.

By the end of this module students will:
• have gained experience and developed skills in listening to and critiquing academic papers at the cutting edge of research in their field
• had the opportunity to develop their presentation skills through giving a conference presentation of their work
PPR.456 : Paternalism, Autonomy and Consent

Term Taught: Michaelmas

Tutor: Neil Manson

This module critically focuses on three interconnected concepts—autonomy, paternalism and consent—that are of key importance for ethics, political philosophy and applied philosophy, and that are the focus of wide discussion in moral psychology and philosophy of mind. In the first couple of weeks be begin by looking at the notion of liberty (some senses of “autonomy”, as we shall see, are pretty much the same as “liberty”) and then raise some puzzles about how we should best characterize “personal autonomy”. Weeks 3-5 focus on different ways that autonomy can be undermined, with or without the knowledge of the agent herself. In weeks 6 and 7 we turn to a distinctive kind of restriction on autonomy: paternalistic actions (or policies) restrict agents’ autonomy for the agents’ own interests. Paternalism is a particular problem in medicine because doctors may know a lot more about a patient’s best medical interests than the patient herself. Traditionally this has underpinned a practice of medical deception. In week 8 we turn to informed consent as a “solution” to the problem of medical paternalism: informed consent requirements oblige doctors to disclose information about risks and benefits of treatments (and non-treatment), so that patients can make their own decisions. In biomedical ethics this is standardly justified by appeal to a principle of: respect for autonomy. In week 9 we end up with an interesting contemporary development in discussions of paternalism. Libertarians in political philosophy are people who give a very high value to individual liberty and autonomy. Libertarians are typically opposed to state policies which seek to protect individuals’ best interests. Is there scope for a “libertarian paternalism”? The final week is an essay outline presentation and discussion session.

Topics

1. Liberty and autonomy – why are they important?
2. Personal autonomy: how and when are we autonomous?
3. Autonomy undermined 1: addiction
4. Autonomy undermined 2: oppressive socialization
5. Autonomy undermined 3: advertising
6. Paternalism: overriding autonomy for the agent’s own good
7. Medical paternalism and medical deception
8. Informed consent
9. Nudge? Libertarian paternalism
10. ESSAY OUTLINE PRESENTATION WEEK

A detailed handbook with reading lists, study questions and suggested essay questions, will be provided at the first session.
The aim of this module is to develop the skills and virtues of a postgraduate-level philosopher and scholar of philosophy, by guided practice in close reading and reasoned discussion of selected works in moral, political, and social philosophy. No attempt at broad survey will be made. The module will instead be run as a reading group on a small number of high-quality texts, to be chosen in consultation with those taking it each year. Seminars will be moderated discussions of set reading introduced by a student presentation or by the convenor. Assessment will be by 5,000 word essay on a topic chosen by the individual student and developed in consultation with the convenor.

‘Moral, political, and social philosophy’ will be understood broadly, to cover historical and contemporary philosophical work on topics including, but not limited to: modernity, capitalism, liberalism, and alternative possibilities; the nature of human rights; individuality, community, and cultural difference; political authority and the authority of law; nationhood, borders, and cosmopolitanism; human wellbeing; freedom and global unfreedoms; equality and global inequalities; utilitarian, deontological, and virtue ethics; the natures of value, of agency, and of practical rationality.

Possible texts include, for example:

Erik Olin Wright, *Envisioning Real Utopias* (Verso 2010)
Christine M. Korsgaard et al., *The Sources of Normativity* (Cambridge University Press 1996)
This module will involve an in depth study of a number of contemporary debates in the philosophy of mental disorder. Topics will vary from year to year, but may include the following:

- **What is mental disorder?** Students will be introduced to some of the key accounts of mental disorder: What is the relationship between evolutionary dysfunction and disorder? Are disorders necessarily harmful?
- **Antipsychiatry/postpsychiatry** - The antipsychiatrists (and more recently postpsychiatrists) argue that the very concept of mental disorder is dubious. Are mental disorders substantially like physical disorders? Or, do diagnoses of "mental disorder" simply label behaviour that is unusual, socially stigmatised, or bad?
- **Classification** - Are mental disorders "natural kinds"? To what extent are values involved in the construction of psychiatric classifications?
- **Conceptualising cultural variations** - Do mental disorders vary from culture to culture? Would cultural variation mean that a disorder is less "real"?
- **Realism and constructionism about mental disorder** - What does it mean to say that a disorder is real or constructed?
- **Meaning and the limits of reduction** - Can symptoms be reduced to faulty brain states? Or, do symptoms such as "delusion" resist reduction?
- **Responsibility and disorder** - Are those with mental disorders responsible for their actions? Are psychopaths ill or simply evil?
- **Identity and mental disorder** - Can a disorder be central to someone's identity?
- **Values in psychiatric research** - In what ways is research in psychiatry value-laden? What are the advantages of user-led research?

**Selected Bibliography:**

This module aims to provide skills training for postgraduate students in religious studies from induction to completion of the master's dissertation. It supports existing taught modules by introducing a variety of research methods from other disciplines and theoretical issues within religious studies. It also introduces cross-cultural and cross-religious examination of research topics in religious studies. The module will provide students the opportunity for developing generic skills in library research, essay writing, and dissertation planning.

- Induction in the study of religions: resources, essay planning and writing, seminar preparation and presentations
- Research methodologies: examples selected from philosophical, anthropological, sociological, psychological, and phenomenological approaches
- Theoretical approaches to the study of religion: examples selected from the disciplines of the humanities and social sciences
- Dissertation workshop: finding a topic and supervisor, completion plan, case studies

Select Bibliography:

King, U. (ed.) *Gender, Religions, and Diversity* (Blackwell, 1995)
Psychoanalysis is an attempt to understand the meaning of human behaviour which focuses upon there being an influential unconscious as well as a conscious side to the personality. Directly and indirectly, it has come to play an influential role in modern life. Words like 'Oedipus complex', 'introverted', 'neurotic', 'obsessional', are in fairly common use, often with little clear understanding of their meaning. Psychoanalysts have had a major impact upon our ideas of what it is to be a person. They have also provided key elements in the criticism frequently levelled at religion that it is nothing but the comforting projection of personal and social problems into another and illusory world. We shall be examining these issues in detail. To this end, we shall study selected texts by Freud and other texts which may vary from year to year, but will be drawn from the work of such thinkers as Jung, Nietzsche, Bataille, Lacan, Kristeva, de Certeau and Foucault.

Select bibliography:

Freud, S., The Interpretation of Dreams
Capps, D., Freud and Freudians on Religion
DiCenso, J., The Other Freud: Religion, Culture and Psychoanalysis
Taylor, Mark C., Altarity
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.

- When does religious encounter become conflict; when and why does religious conflict turn violent?
- Are some religions more prone to conflict and violence than others?
- Is global terrorism a religious matter?
- Are religious groups necessarily in tension with the secular state and secularism?
- Is conflict a necessary condition of religious and ethnic diversity?
- What resources do religions draw on for the resolution of conflict and peace-building?
- Do diplomacy and international relations have a role to play in resolving regional and cross-border religious disputes and violence?

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:
Term Taught: Lent

Tutors: Linda Woodhead

This module allows students to study the nexus of religion, politics and society by way of some of the most controversial and pressing debates of today. Inspired by the national ‘Westminster Faith Debates’ which are organised out of PPR, the module makes use of the contributions of leading figures who have taken part, such as Richard Dawkins, Polly Toynbee, Tony Blair and Rowan Williams. By way of these debates, students will be introduced to methods, approaches and theories from the range of relevant disciplines, including the sociology of religion, religious studies, politics, and philosophy. They will be equipped and encouraged to think about key themes for themselves, in dialogue with existing theories, interpretations and arguments.

Themes include:
- Religion and secularism
- The place of religion in public life (e.g. in government and in schools)
- The importance of religious freedom, and its limits
- Religion’s role in welfare and development
- Religious violence – causes and remedies
- Religion and the politics of gender and sexuality
- The place of religion in liberal democracies
- Religion and ‘failed states’
- Religious diversity and social cohesion
- Religion and peace-building

The module will consider religion and secularity past and present, but will have a particular focus on the contemporary situation and ‘religious futures’. The approach will be multidisciplinary and interdisciplinary. The teaching will be interactive, and assessment will be by essay, online interaction, and writing a blog entry.

Suggested introductory materials: