

# Distance Learning

# Module Handbook

  

## 2019–2020

*Information contained in this booklet with respect to modules is correct at the time of publication, but changes may be necessary, for example as a result of student feedback, Professional Statutory and Regulatory Bodies' (PSRB) requirements, staff changes, and new research.*

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## 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 masters course offers convenience and flexibility in terms of study time and location.

The programme consists of five 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
- [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 masters course offers convenience and flexibility in terms of study time and location.

The **LLM** programme consists of five 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 LL.M qualification)

## MA Quakerism in the Modern World (DL)

The 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 masters 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.492d](#): Religion and Conflict
- [PPR.493d](#): Faith Debates: Religion, Society and Politics

## PG Certificate in Quaker Studies (DL)

The 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 masters 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

## PG Certificate in Religious Studies (DL)

The Postgraduate Certificate provides you with an opportunity to study at postgraduate level even if you are not considering pursuing an entire MA programme.

The programme, delivered entirely online, aims to provide you with a secure knowledge of the major theories, concepts, issues and practices relating to Religious Studies. You will gain a systematic understanding of a number of ways in which the scholarship of religion frames and analyses religious belief and practice in the modern world. In addition the PGCert will also allow you to gain a firm grasp of the necessary skills appropriate to evaluating, analysing and interpreting the concrete contexts of contemporary religious belief and practice.

The programme comprises three modules, two compulsory and one taken from the suite of religion modules specifically designed for distance learning delivery.

### Core Modules

- PPR.492d: Religion and Conflict
- PPR.493d: Faith Debates: Religion, Society and Politics

### Optional Modules

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

## PROGRAMME STRUCTURE

The course begins in early October, with an online induction programme in late September conducted through Moodle VLE and web conferencing system. The induction programme introduce students to course tutors, familiarises students with the requirement of the programme, online learning tools and digital resources (e.g. Moodle VLE, discussion forums, 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.

For further details consult the Distance Learning PG Student Handbook.

## LL.M5100d : Law Dissertation

**Term Taught: Summer**

**Tutor: various**

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.

Students should refer to the LLM PG Handbook published by the Law Department to find advice on the correct referencing system for the Law dissertation.

## LL.M 5205d : International Law

**Term Taught: Michaelmas**

**Tutor : Professor Steven Wheatley**

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. The Idea of Public International Law
2. The Sources of International Law
3. The United Nations
4. Statehood
5. Title to Territory
6. Overlapping Legal Systems
7. Use of Force
8. State Responsibility
9. Democracy
10. How to Write a Good International Law Essay

### Select bibliography:

M.D.Evans, *International Law* (4<sup>th</sup> ed, OUP, 2014).

J.Crawford, *Brownlie's Principles of Public International law* (8th ed., OUP, 2012)

M.Shaw, *International law* (7<sup>th</sup> ed., CUP, 2014).

R.Higgins, *Problems and process: International law and how we use it* (OUP, 1994)

M.Koskenniemi, 'The Politics of International Law' 1 *European Journal of International Law* (1990), p. 4.

A.Boyle & C.Chinkin, *The making of international law* (Oxford: OUP, 2007).

T. Franck 'Legitimacy in the International System' 82 *American Journal of International Law* (1988), p. 705

**Assessment details for this module will be provided by the tutor.**

## LL.M5213d : International Human Rights

**Term Taught: Lent**

**Tutor: TBC**

This module will introduce you to the field of international human rights law. The course will serve as an overview to the various rights that are protected through international instruments; civil and political rights and economic, social and cultural rights. A general introduction to regional and universal systems for human rights protection and promotion will be given with special emphasis given to the UN human rights system and to a comparison of regional human rights protection systems. The course aims to provide the student with both substantive and procedural knowledge of human rights through the international system, as well as knowledge and understanding of some of the key areas of debate in international human rights law such as human rights and development and the human rights obligations of non-state actors. 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 background knowledge of general international law.

Topics can include:

- The Historical and Philosophical Foundations of Human Rights and International Human Rights Law
- Civil and Political Rights
- Economic, Social and Cultural Rights
- Obligations
- 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 Protecting and Promoting Human Rights
- Human Rights and Development
  - Human Rights and Conflict

### **Select Bibliography:**

Alston and Goodman, *International Human Rights*, Oxford, OUP, 2012

Moeckli, Shah and Sivakumaran (eds) *International Human Rights Law* (Second Edition) Oxford: OUP, 2013

Bantekas and Oette, *International Human Rights Law and Practice*, Cambridge, CUP, 2013

Smith. R, *Textbook on International Human Rights* (Seventh Edition), Oxford: OUP, 2015

*Blackstone's International Human Rights Documents (Blackstone's Statutes) 2016*

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 Law Review*

*The International Journal of Human Rights*

*Netherlands Quarterly of Human Rights*

**Assessment details for this module will be provided by the tutor.**

## LL.M5221d : The Law of International Organisations

**Term Taught: Lent**

**Tutor: James Summers**

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
- UN Specialised Agencies, including the IMF and World Bank
- Negotiation Exercise

### Select Bibliography

Alvarez, José E., "International Organizations: Then and Now" 100 *American Journal of International Law* (2006) pp. 324-347.

Amerasinghe, C. F., *Principles of the Institutional Law of International Organizations* (2nd Edition), (Cambridge University Press 2005).

Bennett, A. LeRoy, *International Organizations: Principles and Issues* (5th Edition), (Prentice Hall 1991).

Collins, Richard, and White, Nigel D., *International Organizations and the Idea of Autonomy* (Routledge 2011).

Diehl, Paul F., and Frederking, Brian, (eds.), *The Politics of Global Governance: International Organizations in an Interdependent World* (Lynne Rienner 2010).

Hurd, Ian, *International Organizations: Politics, Law, Practice* (Cambridge University Press 2010)

Karns, Margaret P., and Mingst, Karen A., *International Organizations: The Politics and Processes of Global Governance* (Lynne Rienner 2004).

Kirgis, Frederic L., *International Organizations in their Legal Setting* (West 1993).

Klabbers, Jan, *An Introduction to International Institutional Law* (3rd Edition) (Cambridge University Press 2015).

Klabbers, Jan, and Wallendahl, Åsa, (eds.), *Research Handbook on the Law of International Organizations* (Edward Elgar 2011)

Sands, Philippe, and Klein, Pierre, (eds.), *Bowett's Law of International Institutions* (6th Edition), (Sweet & Maxwell 2009).

Schermers, Henry G., and Blokker, Niels M., *International Institutional Law: Unity within Diversity* (4th Edition), (Martinus Nijhoff 2003).

Zweifel, Thomas D., *International Organizations and Democracy: Accountability, Politics and Power* (Lynne Rienner 2006).

**Assessment details for this module will be provided by the tutor.**

## PPR.400d : Theory and Method in Postgraduate Studies

**Term Taught: Michaelmas**

**Tutor: Sarah Marsden**

The module is taught through a mix of podcast lectures, web-seminars, 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 presentations in the 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 examine 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

- Bryman, L. 2012. *Social Research Methods* 4<sup>th</sup> Edition, Oxford University Press.
- Cooley, L. 2003. *Dissertation Writing in Practice*. Hong Kong: Hong Kong University Press.
- Creswell, J. 2003. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks: Sage.
- Grix, J. 2010. *The Foundations of Research*. 2nd ed. Basingstoke: Palgrave Macmillan.
- Locke, L. F., Silverman, S. J., and Wyrick Spirduso, W. 2004. *Reading and Understanding Research*. 2nd ed. Thousand Oaks: Sage.
- McMillan, K. 2011. *Study Skills for International Students*. Harlow: Prentice Hall, 2011.
- Potter, S. (ed.) 2006. *Doing Postgraduate Research*. 2nd ed. London: Sage.
- Preece, R. A. 1994 *Starting Research: an Introduction to Academic Research*. London: Pinter Publishers.
- Thody, A. 2006. *Writing and Presenting Research*. London: Sage.
- Walliman, N. 2005. *Your Research Project*. 2nd ed. London: Sage.
- Welsh, J. 1979 *The First Year of Postgraduate Research Study*. Guildford: Society for Research into Higher Education.
- Wilkinson, D. 2005. *The Essential Guide to Postgraduate Study*. London: Sage.
- Wisker, G. 2008. *The Postgraduate Research Handbook*. 2nd ed. Basingstoke: Palgrave Macmillan.

## 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 counts 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 the following 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.

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

- In their assignment, students will have to demonstrate that they have acquired the necessary knowledge and skills as described in the module learning outcomes
- The assignment 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 assignment 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 assignment, 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 research proposal and discuss others' proposals.

## PPR.405d : Dissertation

**Term Taught: Summer**

**Tutor: various**

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**

**Tutor: Robert Geyer**

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
- Complexity and IR

### 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)

## PPR.430d : Theory and Concepts in Diplomacy and Foreign Policy

**Term Taught: Michaelmas**

**Tutor: Anna-Sophie Maass**

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.

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.

### Select Bibliography

R. Barston, *Modern Diplomacy*, Longman, 2006.

G. R. Berridge, *Diplomacy: Theory and Practice*, Palgrave, 2002.

C. Bjola and M. Kornprobst, *Understanding International Diplomacy: Theory, Practice and Ethics*, Routledge, 2013.

A. Heywood, *Global Politics*, Palgrave, 2011.

J. P. Muldoon et al., *The New Dynamics of Multilateralism Diplomacy, International Organizations, and Global Governance*, Westview Press, 2005.

S. Smith et al., *Foreign Policy: Theories, Actors, Cases*, OUP, 2012.

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

**Term Taught: Lent**

**Tutor: Basil Germond**

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 second core module applies these theoretical tools to contemporary diplomatic and negotiation issues and great power politics. The teaching and learning strategy of this distance learning Diplomacy and Foreign Policy module is designed to give students both theoretical and practical understanding of contemporary issues in diplomacy and foreign policy.

Learning activities consist of teaching podcasts/online lectures, online discussions, and online mock negotiation exercises. Tutor will provide help and support throughout your distance learning process via online discussion, email and web conferencing facility.

The syllabus is likely to draw upon the following: Nuclear weapons and foreign policy, Arms control and diplomacy, International climate negotiation, South-North relations and development, Citizen protection, and some online mock negotiation exercises.

### Select Bibliography

R. Barston, *Modern Diplomacy*, Longman, 2014.

G. Berridge, *Diplomacy: Theory and Practice*, Palgrave, 2015.

A. Heywood, *Global Politics*, Palgrave, 2014.

J. A. Larsen and J. J. Wirtz, *Arms Control and Cooperative Security*, Lynne Rienner Publishers, 2009.

J. H. Mittelman, *Contesting Global Order: Development, Global Governance and Globalization*, Routledge, 2011.

J.M. Siracusa, *Nuclear weapons: a very short introduction*, OUP, 2015.

## PPR.489d : Quaker Theology in Context

**Term Taught: Michaelmas**

**Tutor: Ben Pink Dandelion**

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

### Select Bibliography

Apart from the standard works *The Journal of George Fox* (Nigel Smith ed., 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:

Angell, S. and Dandelion, P. *The Oxford Handbook of Quaker Studies*, Oxford, OUP, 2013 (recommended for purchase).

Bauman, R. *Let Your Words be Few*. Cambridge, CUP, 1973. (Reprinted by QHS in 1983)

Dandelion, P. *The Liturgies of Quakerism*. Aldershot: Ashgate, 2005.

Dandelion, P. Introduction to Quakerism. Cambridge: CUP, 2007 (recommended for purchase).

Davie, M. *British Quaker Theology since 1895*. Lampeter: Edwin Mellen, 1997.

Gwyn, D. *Apocalypse of the Word*. Richmond, IN: Friends United Press, 1986.

Gwyn, D. *The Covenant Crucified; Quakers and the rise of capitalism*. Wallingford, PA: Pendle Hill Publications, 1996.

Hamm, T. *The Transformation of American Quakerism: Orthodox Friends, 1800-1907*. Bloomington, IN: Indiana University Press, 1988.

Isichei, E. *Victorian Quakers*. London: Oxford University Press, 1970.

Moore, R. *The Light in their Consciences*. University Park, PA: Penn State University Press, 2000.

Punshon, J. *Portrait in Grey: a short history of the Quakers*. London: Quaker Home Service, 1984, reprinted 2007.

## PPR.490d : Quakerism, Peace and Justice

**Term Taught: Lent**

**Tutor: Rhiannon Grant**

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

Allman, M (2008) *Who would Jesus kill?: war, peace, and the Christian tradition* (recommended for purchase).

Brock, P. (1990) *The Quaker peace testimony 1660 to 1914*. York: Sessions (recommended for purchase).

Ceadel, M. (2000) *Semi-detached idealists - the British peace movement and international relations, 1854-1945*. Oxford: Oxford University Press.

Chæong, C. (2006) *Ham Sokhon's pacifism and the reunification of Korea : a Quaker theology of peace / Jiseok Jung*. Lewiston: Edwin Mellen Press.

Phillips, B. and Lampen, J. (2006) *Endeavours to mend : perspectives on British Quaker work in the world today*. London: Quaker Books.

Weddle, M.B. (2001) *Walking in the way of peace : Quaker pacifism in the seventeenth century*. New York; Oxford: Oxford University Press.

Wilson, R.C. (1970) *Authority leadership and concern: a study in motive and administration in Quaker relief work*. London: Quaker Home Service Committee. (Swarthmore lecture, 1949).

## PPR.491d : The Sociology of Contemporary Quakerism

**Term Taught: Lent**

**Tutor: Ben Pink Dandelion**

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

Bruce, S. *Secularisation*. Oxford, OUP, 2012.

Dandelion, P. *A Sociological Analysis of the Theology of Quakers*. Lampeter: Edwin Mellen, 1996.

Dandelion, P. *The Liturgies of Quakerism*. Aldershot: Ashgate, 2005.

Dandelion, P. *Introduction to Quakerism*. Cambridge: CUP, 2007.

Dandelion, P and Collins, P. eds. *The Quaker Condition*. Newcastle: Cambridge Scholars Publishing, 2009.

Davie, G. *Religion in Modern Britain*.

Heelas, P, and Woodhead, L. *The Spiritual Revolution*. Oxford: Blackwell, 2005.

Isichei, E. *Victorian Quakers*. London: Oxford University Press, 1970.

Nevaskar, B. *Capitalists Without Capitalism: The Jains of India and the Quakers of the West*. Westport: Greenwood Publishing, 1971.

Warner, R. *Secularisation and its Discontents*. London: Continuum, 2012.

Weber, M. *From Max Weber: Essays in Sociology*. New York: Oxford University Press, 1946.

Weber, M. *The Protestant Ethic and the Spirit of Capitalism*. New York: Oxford University Press, 2011.

Wilson, B. *Sects*. London: Wiedenfield and Nicholson, 1970.

## PPR.492d - Religion and Conflict

**Term Taught: Lent**

**Tutor: Chakravarthi Ram-Prasad/Brian Black**

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

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

Haynes, Jeffrey. (2011) *Religion, Politics and International Relations*. New York: Routledge.

Kaplan, Benjamin J. (2007) *Divided by Faith: Religious Conflict and the Practice of Toleration in Early Modern Europe*. Cambridge, MA: Harvard.

Maréchal, Brigitte and Sami Zemni (eds). (2012) *The Dynamics of Sunni-Shia Relationships: Doctrine, Transnationalism, Intellectuals and the Media*. London: Hurst.

Murphy, Andrew (ed). (2011) *The Blackwell Companion to Religion and Violence*. Oxford: Wiley-Blackwell.

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

**Term Taught: Lent**

**Tutor: Linda Woodhead**

This module allows students to study contemporary religion, politics and society by way of some of the most controversial and pressing debates of today.

Drawing on varied materials including the 'Westminster Faith 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 for themselves about key issues and controversies of the day, and to reflect on what they tell us about the beliefs and values of contemporary society.

The themes of the course include:

- Types of religion and 'no religion' today
- Religious and secular trends
- Religious Freedom
- The place of religion in schools
- Religion and consumer capitalism
- Gender, the family, sexuality and abuse
- Religion and diversity
- Dealing with religious extremism
- The future of religion

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:**

Podcasts and videos on the '[Westminster Faith Debates](http://faithdebates.org.uk/)' website (<http://faithdebates.org.uk/>), especially the series on '[Religion and Public Life](#)' (2012), '[Global Religious Trends](#)' (2014) and '[Religion, Violence and Cohesion](#)' (2015)  
Linda Woodhead and Rebecca Catto, *Religion and Change in Modern Britain*. Routledge: 2012.

Linda Woodhead, 'The Rise of "No Religion" in Britain' (article available at <https://www.thebritishacademy.ac.uk/sites/default/files/11%20Woodhead%201825.pdf>)

### **Assessment details**

10% course participation (online forum)

10% 500 word blog post

80% essay (5,000 words)

## 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 involvement will be counted (i.e. discussion posts in the forum). However, to get a mark students are expected to genuinely and satisfactorily contribute to the discussion.

**It is important that students take part in these activities, as it can make the difference between a Pass and Fail in the module.**

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 two or three 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 described in the 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 academic concepts will be rewarded.

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.**