

Politics, Philosophy
& Religion

Lancaster
University



POSTGRADUATE DISTANCE LEARNING STUDENT HANDBOOK

MA Diplomacy and International Relations

MA/LLM Diplomacy and International Law


MA Quakerism in the Modern World

PG Cert Quaker Studies

PG Cert Religious Studies

2019–2020

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INTRODUCTION

Welcome (or welcome back) to the Department!

Welcome to the distance learning postgraduate programme, we hope that you will have a stimulating and enjoyable time studying with Lancaster.

This handbook sets out the basic regulations covering the Department's postgraduate programmes. It gives details of the courses available, of assessment procedures and of requirements for dissertations. It also gives information about how graduate students are involved in the running of the Department, about wider graduate activities and about where you can get help if you need it. Finally, it tells you who the staff are, and what they specialise in. **It is the responsibility of all postgraduate students in PPR to familiarise themselves with these regulations and to be sure that they follow them.**

The University's web pages for *Current Students* <http://www.lancaster.ac.uk/current-students/> gives details of the formal rules covering graduate study and the approved Codes of Practice for graduate students, as well as links to content and services. <https://www.lancaster.ac.uk/academic-standards-and-quality/marp/>

Resources for current PPR postgraduates (handbooks, forms, etc.) can be found <http://www.lancaster.ac.uk/ppr/about-us/student-resources/postgraduate-resources/>

Do have a look at our web pages – full of practical information:

The University:	www.lancaster.ac.uk
The Department:	www.lancaster.ac.uk/fass/ppr/
Students' Charter	www.lancaster.ac.uk/current-students/student-charter/

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Key Dates for Masters (PGT) Students 2019/20

Please note: these dates may be subject to change but we will notify you immediately if any changes arise.

<u>Dates</u>	<u>Term/Activity</u>
Monday 30 September - Friday 4 October 2019	Welcome Week
Monday 7 October - Friday 13 December 2019	Michaelmas Term
Monday 16 December 2019 - Friday 10 January 2020	Michaelmas Vacation
Monday 13 January 2020	Michaelmas Term Modules ESSAY DEADLINE (PGT)
Monday 13 January - Friday 20 March 2020	Lent Term
February 2020	Dissertation Project Selection process begins : forms sent to students (PGT)*
Monday 16 March 2020	Dissertation Topic Selection: Form Submission to PG Office (PGT)
Monday 16 March 2020 (tbc)	Dissertation Outline Forms for MA/LLM Diplomacy and International Law students choosing a LAW topic to be submitted to Law
Monday 23 March - Friday 17 April 2020	Lent Vacation
Monday 20 th April 2020	Lent Term Module ESSAY DEADLINE (PGT)
Monday 22 April - Friday 26 June 2020	Summer Term
Thursday 7 th May 2020	MA Dissertations : Ethics forms to be submitted for consideration
w/c 11 th May 2020	MA Dissertations: Ethics Committee meet to consider applications
Tuesday 1 st September 2020	Dissertation Submission (PGT)
Wednesday 21 October 2020	PGT Examination Boards
w/c Monday 2 November 2020	Aim to publish Dissertation & Final Degree Results (Student Registry)
9 December 2020	PG Graduation Ceremony

* MA/LLM Diplomacy and International Law students: timescales may vary – see section overleaf

Communication by e-mail

Before you start with Lancaster you should have received information to set up your IT account. Make sure that you log on, change your initial password and test your email account. Your email address will include your name then @lancaster.ac.uk. Your Lancaster email address is the one you should use when logging in to Moodle.

Your Lancaster email address will be used for all official correspondence from the University. Please check it on a daily basis.

University Card

Distance Learning students can apply for a University Card through the Student Registry. Cards can only be requested once your studies have commenced. Requests should be made to recordsenquiries@lancaster.ac.uk. You will need to send a scanned passport style photo along with your request. This card also allows you access to the Library services.

Participation

To ensure distance learner actively engage within the learning process, the participation in online learning activities will be monitored and counted towards the final mark of the distance learning modules. The percentage of online participation in the overall assessment of distance learning modules is 10% (except for PPR.400d which counts for 20%). The majority of the distance learning modules only monitor the “involvement” of weekly online activities (e.g. number of discussion posts in the forum). However to get a mark students are expected to follow the instructions on the module page to genuinely and satisfactorily contribute to the discussion. Some distance learning modules (e.g. PPR.400d, LL.M5221d, LL.M5213d) assess online participation based on both the involvement and the quality of the discussion posts content. Please check the assessment details carefully in the distance learning module handbook or the module page in Moodle system.

Learning activities consist of compulsory key readings, lecture podcasts, as well as participation in presentation online seminars and discussion forums. Students are expected to spend 200 learning hours on the module including writing a 5,000 words essay. Each week students will take part in varied online activities to support their learning. As a general guide, we suggest that students spend 10 hours per week on online learning activities, particularly online discussion and presentation (if there is any) based on weekly key readings and lecture podcasts. We suggest that students spend 100 hours on preparing and writing up the essay.

Contacting Academic Staff

Academic staff offer online "office hours" to support distance learning students. Distance Learning students can email academic staff to book “online meeting” or “telephone meeting” during their online office hours. These office hours only operate during term time. If staff are unavailable on unavoidable business, they will provide an alternative timing.

Course Materials and Modules

It is the responsibility of Module Tutors to ensure that students are provided with a syllabus of the module as a whole, reading lists and advice on essay topics. Although a syllabus and other basic information will be provided at the beginning of a course, tutors may, at their discretion, expand on this information by providing additional material (such as more detailed reading lists) as the module progresses. For distance learning modules, this information will be obtained via the Moodle pages.

Any queries or difficulties you may have about a particular module, raise it first with the relevant lecturer. It is advisable to do this as soon as possible so that problems do not get worse.

If you are unhappy with a module, you must decide whether to continue or change module within the first two weeks of the course (optional modules only). If you decide to change a module, please contact the PG Co-ordinator to see if this is possible.

Student Portal

A variety of online services are available to students via the Student Portal tab on Moodle. When you log in using your university username and password, the following services are available:

Address Details – this is where you should update your home, term-time or next of kin address, plus your mobile phone number or personal email address.

Interactive Transcript – this is where you can view your marks once processed by the PG Office.

A reminder of how to reach the student portal:

Go the www.lancs.ac.uk, click on 'for students' in the top right hand corner, click on 'student portal' in the left hand menu, log in.

Release of Marks and Comments

We aim to release marks and comments on assessed essays within 4 weeks of the submission date. Your comments will be posted on Moodle. The marks will be posted on your Interactive Transcript (see 'student portal' above). All marks are provisional until ratified by the Board of Examiners in October of the graduating year.

Final degree results are released early November after the examination boards and after ratification by Senate. Degree certificates and transcripts are sent out by the Student Registry soon after.

THE MA PROGRAMMES

The taught MA programmes typically consist of five taught modules and a dissertation. Each of the taught modules counts for 20 credits of the overall assessment. The dissertation makes up the remaining 80 credits. Each of the taught modules is assessed on the basis of coursework, which is typically in the form of a single 5,000 word essay (90%) and Online Participation (10%), exceptions to this are listed below:

PPR.400d – 80% essay, 20% online participation

PPR.405d – 100% dissertation

PPR.493d – 70% essay, 10% online participation, 20% blog

It is important that all elements of assessment are completed, as this can mean the difference between a Pass and a Fail.

CERTIFICATE OF ACHIEVEMENT (PG CERT)

The PGCert typically consists of 3 taught modules of 20 credits each. Assessment is as for the MA, but there is no dissertation.

ASSIGNMENT PRESENTATION, SUBMISSION & RETURN

Essay Presentation

All essays should be word-processed or typed and use double or one and a half line spacing. Essays should present material clearly in good, clear and well-written English with the minimum of grammatical, spelling or typographical errors. Essays should also provide notes and a bibliography set out in a disciplined scholarly manner. Failure to observe basic rules of presentation will have a detrimental effect on the mark awarded.

Essays for single modules are 5,000 words. Essays over or under this word count by more than **10%** may be subject to penalties. Word count does not include bibliography.

Students are advised that the quality of written English (style, spelling, grammar, etc.) is taken into account when work is assessed. It is NOT the tutor's responsibility to check English, spelling and language.

The quality of referencing is also taken into account. It is essential that all indebtedness to the work of others (such as the quotation of published work or other material used) should be indicated clearly, fully and explicitly with appropriate references. Please see [plagiarism guidelines](#) in this document.

See [Effective Learning Support](#) for guidance on writing and referencing.

Essay Submission and Return

Essays should be submitted electronically. This electronic copy can then be automatically checked for instances of plagiarism.

Online participation closes generally one or two weeks after the last week of the module (please refer to each module's information page for deadlines). After the deadline you can still read and post in the forum but these posts **will not** count towards the final online participation mark.

University rules stipulate that assessed work should be returned to students within four working weeks of their submission. Marks returned are **provisional** until ratified by the External Examiners in October.

You will receive an email informing you that the essay comments from the internal examiners have been released. You will be able to log on to Moodle to read the markers comments.

Marks are released separately in the Student Portal and can be viewed on your online interactive transcript under "Student Services" tab on the right hand side panel of the student portal page.

Late Submission Penalties

Because the coursework essays are such an important part of formal assessment for the MA, there are strict deadlines for submission.

It is the student's responsibility to hand his or her essays in by the deadline. The late submission of essays is only permitted under **exceptional circumstances**; e.g. sickness or bereavement.

Essays which are submitted late (i.e. without prior approval) will automatically be penalised according to the following rules:

- Work submitted after a deadline but within the time limit of an approved extension shall not be subject to penalty;
- Work submitted up to three days late without an agreed extension will receive a penalty of 10 percentage points (for example a mark of 62% would become 52%) and zero (non-submission) thereafter.

Extensions

Should it prove necessary to extend the submission date of a piece of assessed work, you must contact the Postgraduate Co-ordinator (sheila.constantine@lancaster.ac.uk) **in advance of the submission deadline.** The 'Extension Request Form' available on the Resources page <http://www.lancaster.ac.uk/ppr/about-us/student-resources/postgraduate-resources/> should be

completed and emailed as above. Requests for extensions should not be arranged with the module organiser, since it is important the PG Office keeps a record of all extensions and revised deadlines.

Extension requests for Law modules should be made through the Law Department, using their forms and procedures. You should complete an extension request form which can be obtained from the Law Moodle page. When completed it should then be returned to the Law School Coordinator Shana Henriques s.henriques@lancaster.ac.uk. The same procedure will apply in respect of all coursework including the Dissertation.

Extensions are only given in **exceptional** circumstances such as serious personal or family issues or prolonged ill health. Please also see 'Mitigating Circumstances' section below. Extensions will not be granted for the following reasons:

- Events which are known in advance (e.g. family celebrations or overseas trips).
- Reasons such as 'too many deadlines' or 'pressures of work'. (These issues should be discussed with the PG Studies Co-ordinator or your Director of Studies). As a PG student, it is important that you manage your time effectively.
- Computer problems (e.g. laptop problems, 'losing' work, printer failure). **Always keep regular back-ups of any work you prepare on a computer. A good method is to use [LU Box](#)**
- Any other reason that is judged to unnecessarily disadvantage other students.

Extensions will not normally be granted retrospectively except in exceptional circumstances such as serious illness or bereavement.

- If the extension request is for an additional five days or less, completion of the 'Extension Request Form' (see above) is all that is required.
- If the extension request is for more than five days (i.e. you have been ill for more than five days), you must also supply a medical note from your doctor or other relevant supporting evidence (see 'Mitigating Circumstances' below).
- Where exceptional circumstances may have led a student to miss a stipulated deadline (which may be an already extended deadline), the student should make those circumstances known to the department. They should inform the department within 48 hours of the missed deadline unless prevented from doing so by acceptable circumstances in which case students should inform the department as soon as possible. Students should provide an 'Extension Request Form' and any supporting evidence of the exceptional circumstances to the PPR PG Office as soon as they are able. Notification later than 48 hours after a deadline will not normally be taken into account unless circumstances have prevented you from notifying the PG Office.

In this context, exceptional circumstances are defined by University regulations as actions or events outside the control of the student which result in any circumstances which are thought reasonably to have caused an individual student to fail to complete all the required

assessment for a programme or contributing module by a stipulated deadline (eg. Missed exam or coursework deadline).

Extensions are normally only granted for the equivalent number of days that studies have been affected. If illness occurs several weeks before a deadline, students will be encouraged to try to keep to the published deadline as far as possible.

Mitigating Circumstances (including illness)

If you are unable to participate in your studies due to ill health or other mitigating circumstances you should notify the PG-Coordinator with details. You should also email the academic member of staff running the session, out of courtesy.

If you are ill for more than 5 consecutive days during your studies and this affects your ability to complete assignments on time or complete important elements of the programme, then you must go to your registered doctor, and request a doctor's note.

If you experience difficult personal circumstances during your studies you will be asked to supply supporting evidence to support any claim that your performance and achievements have been adversely affected.

Any medical certificate or other supporting evidence should be forwarded to the PG Office as soon as possible, to be added to your student file.

CRITERIA FOR AWARDS

A copy of the full postgraduate assessment regulations can be found in the University's Manual of Academic Regulations and Procedures (MARP) <https://www.lancaster.ac.uk/academic-standards-and-quality/marp/>

Pass, Merit, Distinction

The pass mark for taught Masters degrees, postgraduate diplomas and postgraduate certificates shall be 50%, with credit for a module being awarded when the overall mark for the module is 50% or greater. For the award of MA, at least 180 credits are required.

There will be three classes of awards: distinction, merit and pass. Where the overall average, calculated to one decimal place, falls within one of the following ranges, the examination boards will recommend the award stated:

70.0%+	distinction
60.0-69.9%	merit

50.0-59.9%	pass
Below 50.0%	fail

Where the overall average falls within two percent points of the range (68%, 58% or 48% respectively) the degree classification will be raised if the majority of the modules (as determined by credit value) have final marks in the higher class.

Resubmission of failed work and Condonement

A student who fails any module at any point in the degree programme will have one opportunity for reassessment for that module within the same academic year. If the mark for the module is below 40% then reassessment is compulsory; otherwise it is optional. Where for administrative or logistical reasons it is not possible for a student to complete the reassessment requirements to the published time (for example with a resubmitted dissertation) and an alternative form of assessment cannot be devised, the examination boards may propose an alternative date for reassessment. Such alternative reassessment arrangements will not give advantage or disadvantage compared with the original form of assessment.

Where a student after all opportunities for reassessment has failed a module, the exam should, subject to the learning outcomes for the programme being met, normally condone credit whereby said credit will be available as an element of either progression or final classification requirements of the award, subject to the maximum number of condonable credits as indicated below. Condonation may take place whether or not the student has taken advantage of the opportunity for reassessment. For the purposes of averaging, the mark obtained in any condoned module stands.

Marks for all reassessed modules will be capped at the pass mark of 50%.

For Masters programmes, up to a maximum of 45 credits should normally be condoned where the mark after all opportunities for reassessment is at least 40% (30 credits for Postgraduate Diplomas and 20 credits for Postgraduate Certificates).

The dissertation must be passed with a minimum mark of 50% –it is not possible for the Board of Examiners to condone a failed dissertation. A failed dissertation may be resubmitted once.

The Online Participation element of the assessment normally accounts for 10% of the final mark (for exceptions, please see page 9). It is important that students take part in this activity, as it can make the difference between a Pass and Fail in the module. The principal purpose of reassessment is to re-examine the learning objectives which have been failed at the first attempt. Therefore if a student fails the module overall (achieves 49 or under) and they have not achieved a pass mark in the Online Participation they will be expected to resubmit both the essay AND questions around the Online Participation to achieve a Pass mark overall.

Students may not resubmit a dissertation or re-sit a module that they have passed in order to achieve a higher mark. So for example, if the essay alone gives you a pass mark overall, you will not be entitled to 'resit' the online participation element to increase your overall mark.

Effective Learning Support

Your lecturers and seminar tutors are your first port of call if you need any academic support. In addition, the FASS Effective Learning Team provides a range of support in effective and critical reading, good referencing practices, etc. Details can be found at the FASS Effective Learning Module link <http://www.lancaster.ac.uk/arts-and-social-sciences/study/study-support/> Your contact is Joanne Wood, Learning Developer for FASS studyadvice.fass@lancaster.ac.uk Joanne is able to offer support for distance learning studies.

For help with your writing and studies there are some useful resources on study support at the *Studying at University* pages <https://www.lancaster.ac.uk/library/learning-development/studying-at-university/>

It is essential that all indebtedness to the work of others (such as the quotation or paraphrasing of published work or other material used) should be indicated clearly, fully and explicitly with appropriate quotation marks and references. Please see [plagiarism guidelines](#) in this document. See also the *What is Plagiarism* guide at <https://www.lancaster.ac.uk/library/how-to/reference/what-is-plagiarism/>

The University Learning Development Team have launched a [study blog](#). There are features from a fantastic team of student bloggers, who offer their experience on everything from preparing for University, settling in, getting to grips with reading lists, and eating well! You can also view new interactive resources on Learning Independently – critical thinking, literature searching, academic reading and writing <https://www.lancaster.ac.uk/library/learn-independently/#>

GRADE CRITERIA FOR THE AWARD OF MARKS

The definitions below (which are common across the Faculty of Arts and Social Science) are intended to give you some guidance as to the criteria used by tutors in determining the appropriate marks for essays. They suggest the kinds of things you need to concentrate on in order to do well in your written work. Essays, dissertations and project reports should present material clearly with the minimum of grammatical, spelling or typographical errors and provide appropriate footnotes or endnotes and a bibliography set out in a disciplined scholarly manner. Marks may be deducted for slipshod presentation. Below is a list of aspects of students' work which may be taken into account during assessment, as appropriate

- Relevance of material in the essay to the title of the assignment.
- Relevance to the content of the course.
- Understanding of issues or problems under discussion.
- Knowledge and understanding of relevant readings.
- Critical discussion of relevant readings.
- Use of suitable data.
- Clarity and depth in the analysis of theory, data and issues under discussion.
- Coherence of argument.
- Clarity and relevance of introduction and conclusion.

- Clarity and precision of expression.
- Use of appropriate and consistent conventions for referring to other people's work.
- Clarity of presentation (layout, including use of paragraphs and tables, for example).
- Clarity of writing including grammar, punctuation, spelling and sentence construction.
- Compliance with published regulations on the completion of assessed work by the coursework deadline

The above criteria are organised below in the three categories of Argument, Understanding, and Style.

70 + (= Distinction)

A piece of written work in the 70+ range is one of exceptional quality, requiring a high level of conceptual ability and an extremely thorough and conscientious approach to study. Work in this range will clearly demonstrate the capacity to proceed to a higher research degree. It is distinguished by:

Argument

1. A clearly expressed and convincing argument which is used to develop a coherent and logical framework within which to answer the question or address the topic, and which is well grounded in existing theory and research, leading to a reasoned conclusion fully supported by the foregoing material.
2. A capacity to relate consistently the theoretical and empirical material to the conceptual framework.
3. Substantial evidence of independent research.
4. The absence of irrelevant or extraneous material.

Understanding

1. Thorough understanding of the topic and its implications.
2. A clear and consistent focus on the issues raised by the question/topic.
3. An insightful argument showing signs of originality.

Style

1. Good grammar, punctuation, spelling and sentence construction.
2. Thorough use of conventions of referring to other people's work

Marks within this classification may vary due to–

- An original capacity to develop arguments beyond those available in the literature.
- The depth and sophistication of the conceptual argument.
- The level of familiarity with the theoretical and research literature.

60-69 (Merit)

A piece of written work of a good to very good standard requiring clarity of thought and expression. It will display an ability to handle the relevant literature in an analytical manner. It will be more than a good description of the various theories and/or studies relevant to the question – it will demonstrate a marshalling of relevant information by means of analysis and interpretation. It will not necessarily have a water-tight argument, but it will be clearly structured and its conclusions will not take the

reader by surprise. Such a piece of work will generally show less independence of thought and mastery of detail that is required for a mark of 70 or over. There may be some errors or misjudgements with regard to issues which are not central to the argument. It is distinguished by:

Argument

1. A logical, coherent framework within which to answer the question or address the topic.
2. An ability to organise the data in a way that provides a clear and logical answer to, or discussion of, the question/topic.
3. A clearly expressed theme or argument developed from a critical consideration of relevant literature.

Understanding

1. A good understanding of the topic and its implications.
2. Familiarity with the relevant literature and empirical data.
3. The avoidance of irrelevant or extraneous material.
4. Evaluation of competing arguments.
5. Conclusion supported by the body of the argument and evidence.
6. Some evidence of independent research.
7. Avoidance of unsubstantiated assertions.

Style

1. Good grammar, punctuation, spelling and sentence construction.
2. Good use of conventions of referring to other people's work

Marks within this category may vary due to–

- The clarity and cogency of the overall argument.
- The level of familiarity with the relevant literature and data.
- The depth and coherence of the answer.

50-59 (Pass)

A piece of written work of a moderate to good standard. It will be descriptively strong. It is distinguished from the 60-69 piece by the level of analysis displayed and by the coherence with which the material is organised. There may be some significant errors, misjudgements or omissions of important details. It is characterised by:

Argument

1. An attempt to answer the question or address the topic.
2. A conclusion not entirely supported by or relevant to the body of the essay.
3. A failure to adequately organise an answer into a coherent whole.

Understanding

1. A reasonable understanding of the topic and its implications.
2. A level of empirical knowledge and relevant reading which demonstrates a conscientious attempt to tackle the question/topic.
3. The intrusion of some extraneous material.
4. A failure to grasp at least some relevant points or address some relevant literature.

Style

1. Adequate grammar, punctuation, spelling and sentence construction.
2. Referencing that is incomplete or fails to observe some conventions for referring to other people's work.

Marks within this category may vary due to–

- ❑ The level of empirical and theoretical knowledge displayed.
- ❑ The seriousness with which an attempt has been made to answer the question or address the topic.
- ❑ The number of major points that have been covered.
- ❑ The coherence of the essay.
- ❑ The degree of unsubstantiated assertion.
- ❑ Written style (grammar, spelling, punctuation and sentence construction).

40-49 (fail – with possibility of condonation within Faculty rules)

A piece of written work in this category shows signs of engagement with the question or topic, but has inadequacies at Master's level. It signals a failure to give sufficient thought to the work in hand, displaying inconsistent argument, unsubstantiated assertions, and a patchy acquaintance with the relevant literature. It may lack a convincing conclusion and it is likely to include significant errors, omissions and misunderstandings. It is characterised by:

Argument

1. A failure to order this material so as to provide an adequate answer to the question.
2. An ability to pick out some of the points required for a satisfactory answer.
3. Inadequate conclusion.

Understanding

1. Some knowledge of appropriate empirical material.
2. The intrusion of irrelevant material.
3. An inadequate familiarity with relevant literature.

Style

1. Sub-standard grammar, punctuation, spelling and sentence construction.
2. Inadequate use of conventions of referring to other people's work

Marks within this category may vary due to–

- ❑ The level of empirical knowledge displayed.
- ❑ The extent to which an effort has been made to answer the question or address the topic.
- ❑ Evidence of conscientious effort.
- ❑ The degree of unsubstantiated assertion.
- ❑ Written style (grammar, punctuation, spelling and sentence construction).

Marks below 40 (Fail – without possibility of condonation)

Marks in the 30 - 39 range indicate that the piece of written work is inadequate in every respect with pronounced errors and misunderstandings. It is characterised by:

1. Some empirical knowledge.
2. Some evidence of study in the area concerned.
3. An inability to develop any but the flimsiest answer to the question.
4. Problematic conclusion.

Marks below 30 (a poor Fail)

A mark below 30 means that the student has not given sufficient attention to study, has a lack of basic knowledge and an inability to tackle the question or topic. It is characterised by:

1. Inadequate knowledge of relevant literature.
2. Inadequate understanding of relevant literature.
3. No or totally flawed attempt to examine the issue(s) posed in the question.
4. No or totally confused attempt to answer the question.
5. Little or no structure in the presentation of argument.
6. No, or irrelevant conclusion.

Marks below 20 will be given to work demonstrating almost no knowledge or understanding of the literature and of the subject area. Any knowledge displayed will be completely misinterpreted.

NOTIFICATION OF FINAL DEGREE MARKS

The External Exam Board meets in late October to recommend awards. Final marks will be released to students as soon as possible thereafter. Please note that the University Regulations state that written confirmation of results, provisional and final, may not be released to students who are in debt to the University.

Release of Dissertation Marks

We do not publish the dissertation marks until after the Formal Board of Examiners have met in the last week of October. We know that everyone will be eager to know their final results and therefore endeavor to get these to you as soon as we possibly can after the Boards. This is usually around the first week of November. Please do not email us chasing the marks as we will be very busy preparing the necessary paperwork for submission to the Registry. Once the Registry receive our documentation they are usually very quick in sending out transcripts and final degree certificates.

Graduation

The Postgraduate Graduation Ceremony <http://www.lancaster.ac.uk/graduation/information-for-postgraduate-students/> will be on **Wednesday 9 December 2020**.

Information regarding Graduation will be sent to you from the University Ceremonies Office and the Student Registry through your Lancaster University email account.

Please note that it is essential that you keep your contact details address up-to-date in order to receive the relevant graduation mailings.

Prizes

Each year a number of prizes are awarded to Masters students to reward their achievement over the year. The prizes are awarded by the Exam Boards at the end of the programme.

- **The Mahindra Naraine Award for the Best MA Student in Politics and International Relations.**
- **The Richardson Institute Award for the best Dissertation in Peace and Conflict Studies.**
- **The Ninian Smart Prize for the best Dissertation in Religious Studies.**
- **The Frank Sibley Philosophy Prize**

MA DISSERTATION

The dissertation is a crucial part of the MA – in the final assessment it counts as the equivalent of four taught modules. Part of the importance of the dissertation lies in the fact that it is an opportunity for you to undertake an extended piece of research, working independently and on your own initiative. The Department will provide guidance and supervision during this process.

You should be thinking about what you want to write your dissertation on from the moment you begin your MA studies. Individual dissertation supervision with assigned tutors takes place mainly in the Summer term. Your supervisor will give you guidance on how to prepare your dissertation research (theoretically, empirically, and organizationally) so that you can successfully undertake this research on your own.

General Requirements

These guidelines apply to all Taught PG programmes delivered within the Department.

The dissertation accounts for 80 credits of the total assessment for the MA/MRes programme; it is thus equivalent to four taught modules; the mark for the dissertation is based on the dissertation alone, and follows the normal scale for the MA; students are required to complete the dissertation to a satisfactory standard (pass mark 50%) in order to complete the MA.

The dissertation is 20,000 words in length (absolute maximum), the only exclusions being the appendix, bibliography, footnotes used solely for references (if annotated footnotes, these are included in the word count).

The dissertation is normally *completed* during the period between the completion of your final coursework and the first week of September. However, you should begin thinking about your dissertation topic from the moment you begin your MA programme, if not before. The formal dissertation process starts at the end of the Lent term, and the dissertation submission deadline for those finishing their studies in 2020 is **23:59 TUESDAY 1st SEPTEMBER 2020**. If the dissertation is submitted late without good cause, this will result in a penalty being imposed at the discretion of the examiners' board.

Word Length and Penalties for Dissertations

For PPR Dissertations

The dissertation should be **no less** than 18,000 and **no more** than 20,000 words in length (**exclusive of appendices, bibliography, footnotes used solely for references**).

Dissertations below 18,000 words will be penalised by **5 marks for every 500 words short** of this lower word limit. Dissertations that exceed 20,000 words will be penalised by **5 marks for every 500 words over** this upper word limit.

For Law Dissertations

The dissertation (**including footnotes but excluding appendices and bibliography**) should be 20,000 words. It must be **typed, double spaced; single sided** and should be presented in a scholarly manner.

The word limit imposed on the coursework for this element of the programme is an important part of the assessment concerned. In assessing the mark to be awarded examiners will be taking into account the extent to which a word limit has been exceeded (or not met) in judging how a student has complied with the requirements of the assessment. Where the word limit has been exceeded by the student (other than minimally) examiners will take this into account when awarding a particular mark.

Planning and Writing the Dissertation

The purpose of the dissertation is to enable students to demonstrate their capacity to carry out a substantial piece of independent academic work on a selected topic. Students will be assessed on their capacity to define a topic for examination, to articulate a coherent scheme for examining this topic, to gather the necessary information, and to analyse and present this information in a way which satisfactorily assesses the topic which they have set themselves.

Students should have decided on their provisional dissertation topic by the beginning of Term 2 (Lent term), when formal dissertation work begins. The dissertation topic should be concerned with part of the subject-matter of the student's MA programme, but need not be explicitly assigned to any of the modules which the student has taken. Students are encouraged to select dissertation topics in which they are interested, and which reflect their own reasons for taking the MA. Topics should be clearly defined and limited in scope: a piece of work carried out over 3-4 months, to a maximum of 20,000 words, can only provide scope for a limited amount of analysis, and the narrower the subject of the dissertation, the greater the opportunity to produce an interesting and independent piece of work. Supervisors will advise students, should their initial choice of topic appear to be too broad (or too narrow) for the requirements of an MA dissertation. Before supervisors have been assigned, the Programme Director will broadly advise the student should the proposed topic appear to be inappropriate.

In Term 2 (Lent term), students are required to complete a Dissertation Outline Form. Supervisors will then be allocated by the Director of Postgraduate Studies. Following discussion and approval of the plan with the supervisor, students will then carry out the programme of research required, and write up the results. Since the dissertation is substantially longer than an essay, **it is particularly important for students to take notes accurately and file them carefully, in order to ensure that they have access to the right information at the right time.** It is good practice to keep a list of sources consulted, and to file notes *either* by sources, *or* according to the place at which the material is to be used in the dissertation; where word-processing makes it easy to make duplicate copies of notes, it may be helpful to do both.

The final deadline for submission of your dissertation (for students finishing their studies in 2020) is **23:59 TUESDAY 1st SEPTEMBER 2020.**

Choice of dissertation for MA/LLM Diplomacy and International Law students

Students registered for the LLM award will be contacted by Law, and must choose a dissertation topic from Law. Students registered for the MA can choose a topic with PPR OR Law. If choosing a dissertation in law, it is important that you talk to Law at the beginning of Term 2 in order that they are aware that you should be included in all their dissertation correspondence and processes.

The topic must be approved by the supervisor concerned. Although we try to accommodate most wishes, topics can only be approved if the University has sufficient resources for the research and the School has the necessary expertise available for supervision.

You should think carefully about possible topics, and discuss your ideas with possible supervisors. Once you have fixed a topic, please submit your dissertation outline form to the Law School Coordinator Shana Henriques s.henriques@lancaster.ac.uk . The deadline will be a date in March— **please check the date on the Law Moodle page or the Law Study Skills page.** This form can be found on the 19/20 PPR and Law Distance Learning Programmes Online Induction Moodle page.

A supervisor will be appointed for each student by the end of Lent term. While you will be giving some thought to the dissertation during the Lent term, it is expected that your research will begin in earnest by the summer

term. During this term, it is expected that you will carry out the research necessary to write the dissertation and that you will meet regularly with your supervisor.

Please note that students may not progress to the dissertation element of the programme until they have satisfactorily completed the coursework element of the scheme.

The Role of the Supervisor

Each student will secure or be assigned a supervisor for the dissertation who is familiar with the subject matter of their proposed dissertation.

The responsibilities of the supervisor are as follows:

- (a) to approve the initial choice of topic;
- (b) to discuss the dissertation plan with the student;
- (c) to help the student with any problems and difficulties which arise in preparing to research their dissertation;
- (d) to read and comment on a draft outline of the dissertation and detailed chapter plans – provided this is supplied in good time and within the allocated supervision time;

Overall, the role of the supervisor is to get students to the point of being able to conduct independent research for themselves; it is **not** the role of the supervisor to see students through the dissertation process from beginning to end.

The supervisor does **not** have any responsibility for the preparation of the dissertation itself, for the ideas and material that it includes, or for the standard that it attains; the dissertation must be entirely the student's own work, and the help given by the supervisor must necessarily be limited.

It is the responsibility of the student to ensure that they negotiate a schedule of supervision with their supervisors early in the summer term. PPR Students are entitled to 6 dissertation supervision sessions with their assigned supervisor of up to ½ hour each – whether 'face-to-face' online via video conferencing or in substantial email correspondences and telephone conversations. Students have a right to have at least one of these supervision sessions (and no more than two), during the summer holidays – but **this is subject to arranging such supervision with the supervisor BEFORE the end of the summer term.**

Please note, however, that supervisors have the right to refuse to supervise students who have not handed in their dissertation outline form. Should this result in inadequate time for students to receive their full quota of dissertation supervisions, this is the responsibility of the student and not the supervisor, and no additional allowances will be made in these cases.

If you have chosen to do a **Law Dissertation** then your procedure for supervision is different to those who do PPR dissertations. When students have submitted their Term 2 essays, they need to contact their appointed supervisor via e-mail, who will then be able to advise further as to how they are to proceed with the dissertation. During the summer months (April-September) students must contact their supervisor **for a minimum of three supervisions.** Students can expect a maximum of five supervisions, although tutors may well be available outside of these times, but there can be no

guarantee of this. Equally after June it may be difficult to contact your tutor, so please ensure you have had your mandatory three supervisions before the end June/early July and arrange any further meetings in advance. **Supervisors will usually be prepared to read drafts of students' work, but these need to be submitted in advance of the supervision so the supervisor has a chance to review the work in time for the meeting.**

Presentation

The presentation of the dissertation in a clean and correct form is an important part of the dissertation writing process, and examiners will take it into account when awarding marks. The final text should be carefully examined for typing errors before it is submitted.

For distance learning students an electronic copy of the dissertation is all that is required. This should be submitted through the dissertation submission link on the dissertation module page.

All material in the main part of the dissertation, excluding only footnotes, tables and bibliography, should be **1.5-spaced** or **double-spaced**. Pages can be printed single or double sided.

A dissertation submission sheet should be submitted as the first page of your electronic dissertation. A copy can be found on the department resources page <http://www.lancaster.ac.uk/ppr/about-us/student-resources/postgraduate-resources/> **Electronic submission of this form confirms your understanding of the plagiarism declaration.**

The dissertation for distance learning students should include the following elements:

- (a) Dissertation submission sheet (as above). See Appendix A.
- (b) *Title Page*: This should give the same information as on the cover, together with the statement: "*This dissertation is submitted in partial fulfilment of the requirements for the degree of XXX at Lancaster University*", followed by the date.
- (c) *Table of Contents*: This should list the contents of the dissertation by chapters, with sections where appropriate, and the page number for each, together with the page number for the notes, bibliography, and any maps, figures or tables.
- (d) *Abstract*: This should provide a brief statement, of not more than two hundred words, of the main themes or findings of the dissertation.
- (e) *Acknowledgements*: Students may wish to acknowledge any help that they have received in the preparation of their dissertation.
- (f) *Main Text*: Each major section (i.e. chapters, references, bibliography) should start on a new page; sections within main headings may continue on the same page.
- (g) *References*: Footnotes or endnotes should be numbered in sequence within each chapter, starting afresh at the start of each chapter; the references to which they refer should be

placed in order either at the bottom of the page (footnotes), or, if you use endnotes, at the end of the chapter or the end of the whole text (but before the bibliography). If you use the Harvard system of referencing, the references will be in brackets in the main text, but you can still use footnotes/endnotes to add brief additional comments.

- (h) *Bibliography*: The bibliography should list all works used in the preparation of the dissertation, including all those noted in the references. See further guidance in the Guidance on Written Work.

GUIDANCE ON WRITTEN WORK AND ACADEMIC CONVENTIONS

Because essays are such an important part of the assessment for PGT programmes, and also because some students may not have had recent experience of writing academic essays, we give here some basic guidance about how to approach essay writing and on a number of technical matters to do with presentation, etc. This will also be useful for the Dissertation, for which the same academic conventions apply. Further support is available from Faculty-based learning support.

Before moving on, it is worth spending some time reading **the university's statement on academic integrity, and especially the definition of plagiarism that follows.**

Academic Integrity

“Core values of academic integrity (honesty and trust) lie at the heart of our academic enterprise, and they underpin all activities within the University. The University values a culture of honesty and mutual trust, and it expects all members of the University to respect and uphold these core values at all times, in everything they do at, for and in the name of the University.

Academic integrity is important because, without honesty and trust, true academic discourse becomes impossible, learning is distorted and the evaluation of student progress and academic quality is seriously compromised. Consequently, the University is committed to –

- a. defending the academic credibility and reputation of the institution
- b. protecting the standards of its awards
- c. ensuring that its students receive due credit for the work they submit for assessment
- d. advising its students of the need for academic integrity, and providing them with guidance on best practice in studying and learning
- e. educating its students about what intellectual property is, why it matters, how to protect their own, and how to legitimately access other people's
- f. protecting the interests of those students who do not cheat.”

Plagiarism: the university's definition

Plagiarism is understood to include, in whatever format it is presented, including written work, online submissions, group work or oral presentations, the following:

- (a) the act of copying or paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement

- (this includes quoting directly from another source with a reference but without quotation marks);
- (b) the submission of all or part of another student's work, whether with or without that student's knowledge or consent;
 - (c) the commissioning or use of work by the student which is not their own and representing it as if it were;
 - (d) the submission of all or part of work purchased or obtained from a commercial service;
 - (e) the submission of all or part of work written by another person, whether by another member of the University or a person who is not a member of the University;
 - (f) reproduction of the same or almost identical own work, in full or in part, for more than one module or unit of assessment of the same or another Lancaster University programme of study or for another institution's qualification/award of credit. This does **not** include those programmes of study where the student is permitted or required to develop previously assessed work into a larger argument for the dissertation/thesis;
 - (g) directly copying from model solutions/answers made available in previous years.

Why plagiarism is unacceptable

1. It involves unacceptable practices, particularly literary theft (stealing someone else's intellectual property, and breach of copyright) and academic deception (in order to gain a higher grade).
2. It involves poor or careless academic practice (including poor note-taking and poor procedures for preparing academic work).
3. It prevents the student who plagiarises from knowing how well he or she has performed (by yielding a false grade), thus denying them the opportunity to learn lessons, improve their study skills, and improve their knowledge and understanding.
4. If plagiarism goes undetected and unpunished, it effectively penalises and can demoralise those students who do not plagiarise.

Detection and Penalty

Academic markers will be making a positive effort to identify possible plagiarism, using a variety of means, including electronic systems such as Turnitin.com. Where apparent plagiarism is detected, the matter is investigated, the student's previous record on plagiarism examined and, if necessary, a panel is arranged to discuss the matter with the student. Plagiarism can attract a number of different penalties, depending on the severity of the offence and how many offences the student has committed. Penalties range from a formal warning and note on student records, through the awarding of a mark of zero, to appearance at Standing Academic Committee, with the recommendation for exclusion from the University.

When submitting coursework, it must be your own work and any assistance must be correctly acknowledged.

The University gives comprehensive guidance on Plagiarism <https://www.lancaster.ac.uk/academic-standards-and-quality/information--resources/policies-and-guidelines/plagiarism-framework/> on the website.

If you have any doubt about plagiarism, it is your responsibility to discuss with your tutors, Director of study or any other relevant staff prior to any submission of coursework.

Practical Guidance

Style and Structure

The kind of essays you write for our modules is not of the form where there is a 'right' or 'wrong' answer; rather, what you are expected to do is to analyse the issues involved, showing your knowledge of relevant factual and critical literature and assessing the various lines of argument or interpretation that have been put forward. You may also wish to give your own views on aspects of the topic, but what matters is not what particular views you hold, but your ability to analyse complex material and to marshal evidence to support particular lines of argument. It is worth studying the grade definitions since these will indicate the qualities we expect to find in a good essay.

When you begin work on an essay, you should first of all read the essay question carefully and make sure you understand what it is asking you to do. Pay attention to key words such as 'contrast', 'analyse', or 'account for'.

When you are certain that you understand what the question is asking for, you should review your notes, from lectures, books, or journals, to determine which are relevant to your needs.

As soon as you have some ideas on how you are going to address the topic, plan your whole essay. Initially you should focus on the overall structure. An essay should have a recognisable structure and it should be logically organised with, at the very least, a beginning, a middle and an end. The introduction, which should not be too long, should state briefly the topic you are going to deal with, how you will set about it, and the main line your argument will take. In the main body of the essay you should present your ideas in a reasoned and dispassionate manner, producing argument and evidence to support your case. Finally there should be a conclusion which synthesises and summarises your views. A conclusion is not necessarily something that provides a 'solution'. It must, however, sum up the case you have made and conclude your argument. Once you have decided on the structure of the essay as a whole you should then plan your essay in more detail by listing the topics for each section.

As you come to write your essay, remember to be both relevant and concise. You must stick to the subject of the essay and the essay should not contain any unnecessary 'padding'. Added length does not of itself gain extra marks, and indeed is likely to be penalised if it is to no good purpose. (In this context make sure you observe the word limitations specified: 5,000 words for essays and 20,000 for the dissertation.)

Do not write as if you are speaking. Essays should be written in clear, correct, and fluent prose. Although you are not being tested on your ability to write English as much as on your ability to formulate a coherent argument, the one is very much dependent on the other. It is a good idea,

especially when you are out of practice, to write a first rough draft, before producing a final fair copy. In writing the first draft you can concentrate on getting the shape and content of your argument right; in the final version you can check technical things like references (see below) and also make sure your spelling, punctuation and grammar are good.

What we look for principally in essays is structure, coherence, quality and continuity of argument, with the author demonstrating a capacity to write concisely and directly to the main topic being addressed. Treat your essay as an opportunity to show that you have read and thought carefully about the subject and formed your own conclusions, supported by evidence drawn from your reading.

Grammar, Spelling, etc.

The presentation of written work is important. Aim to write clear, grammatical English and make sure that your spelling is correct – bad grammar and spelling make a poor impression. This is not a question of prioritising of form over substance. Mistakes in spelling, punctuation and syntax (sentence structure) have a number of consequences: (a) they may cause confusion as to what you intend to say; (b) they are extremely ‘user-unfriendly’ (remember that a written presentation is totally different from an oral one: your reader does not have the benefit of hearing your intonations and seeing your expression or your hand movements, and therefore needs to rely wholly on the written ‘signals’ you provide); (c) in an environment where tutors have to wade through stacks of essays – very time consuming at the best of times – it is inevitable that an argument presented in an immediately accessible and non-confusing format will find a more sympathetic hearing; and (d) when you get to the stage where you have to produce a piece of writing for outside employers, a newspaper, or a job application, such mistakes will often ensure that it is rejected out of hand.

Abbreviations

Should normally only be used in the case of corporate names, but even then only after you have given the full version of the name at the first occurrence (for example: ... the International Monetary Fund (IMF)...). You should not use unnecessary abbreviations such as *it's* (for *it is*) or *can't* (for *cannot*), and you should not use slang expressions.

Headings and Subheadings

While for larger pieces of work such as a dissertation you will inevitably use chapter and section headings, as well as sub-headings, this may not always be necessary in the essays, precisely because they are shorter and thus easier to follow even without those extra signposts. They may nevertheless be useful: 5,000 words makes, after all, a fairly substantial piece. If you feel that the use of headings and subheadings in an essay makes the structure clearer and easier to read, then by all means introduce them.

Quotations and Paraphrasing

Your essays should, of course, be written in your own words, but as in any solid academic piece of research you shall refer to the work of others, or to other sources of information. This is good academic practice – **but when you do so, it is extremely important that your source is acknowledged.**

It is often useful, sometimes necessary, to quote briefly from recognised authorities or primary sources (such as laws, for instance), whether to illustrate a particular point, to give an authoritative opinion or definition, or to present a piece of primary textual evidence. **Quotations** should always be put in quotation marks (or, for quotations of more than three lines, in a hanging text bloc, often in smaller font, that stands out from the rest of the paragraph). A reference must be given which would allow the reader to find the original source. You will find guidance on how to go about referencing (footnotes, endnotes, etc.) in the section on References below.

Quotations should generally be brief and be kept to a minimum. ***You should avoid at all costs writing an essay which simply strings together large chunks of other people's work with a few sentences of your own.***

A second way in which you may use the work of others is in **paraphrasing**. When you do this you must ensure that the summary is in your own words, ***and you must also again acknowledge the author both in the text of your essay and in a footnote.*** For example, you might wish to give an account of S. Huntington's interpretation of politics in developing societies. In such cases the source should be acknowledged, usually in the text (e.g. "According to Huntington ...", or "as Huntington argues, ..."), and there should be a full reference to the source in a note. ***Again, you must not write essays which are large sections of paraphrasing joined by a few sentences of your own.***

You may want to use **statistical evidence** to illustrate or back up an argument. If you do so, it is important to indicate where the statistics come from by giving an appropriate reference, following the procedure outlined below.

References (footnotes/endnotes or in-text notes)

Footnotes (which appear at the bottom of the page) or endnotes (which appear at the end of a piece) can be used for two main purposes. One is to elaborate, qualify, or support a point made in the main body of the essay. If you do this your notes should be short and should certainly not be used as a way of writing a complementary essay.

Proper references, in acknowledgement either of direct quotations or of ideas or data found in a particular source, are an essential element of a piece of academic work. They can take a variety of forms, but should always allow the reader to trace your sources, down to the specific bit of text you have quoted or are relying on.

So remember that references are not only for quotes or paraphrases, but for all instances where you are basing yourself on other people's work or specific sources of data: do not claim insights or ideas as your own when they are not, and always support statements or assertions about facts or events by referring to such sources (except where it concerns matters of general knowledge). OTHERWISE YOU ARE COMMITTING PLAGIARISM.

You can choose between *two main systems of referencing*: the 'traditional' one (footnotes or endnotes); or the 'name-year-page', or 'Harvard' system (where the reference is inserted in brackets in the text, giving only the author's name, year of publication, and page). Both are explained in detail below. For Law students, please see section on Citing of Legal Resources.

Footnotes or Endnotes

Full notes (either at the bottom of the relevant page, or at the end of the piece of work) should give the following details:

(a) for **books**:

author(s) or editor(s); title (underlined or *italics*); edition (if other than the first); place of publication; publisher; date of publication; specific page(s) of the citation or the material relied on.

for example:

³ S. Finer, *The Man on Horseback* (London: Pall Mall Press, 1962): pp. 70-71.

⁴ S. Huntington (ed.), *Changing Patterns of Military Politics* (Glencoe, Illinois: Free Press, 1962), p. 33.

(b) for **chapters** in edited volumes, or **articles** in journals:

author(s); title (in single quotation marks); full details of the book (presented as above) or of the journal (title underlined or *italics*; Volume, year and number); the pages where the chapter or article is to be found in the book or journal; specific page reference to the quote or the material relied on.

for example:

⁵ A. Jones, 'Forms of Military Attack', in A. Roberts (ed.), *Strategy of Civilian Defence* (London: Faber and Faber, 1967), pp. 17- 38: at p. 20.

⁶ C. Johnson, 'Civilian Loyalties and Guerrilla Conflict', in *World Politics*, Vol. 14, No 4 (July 1962), pp. 646-672: at p. 650.

(Note, by the way, that where the abbreviation (*ed.*) is used after a name, this means that the named person is not her/himself the author of the whole book, but has 'put the book together', that is 'edited' it.)

(c) for material drawn from **websites**:

The same principles apply: after all, what you find on websites will often be electronically published books or monographs (e.g. in PDF format), articles, or primary materials. So the required information (author or issuing institution, title, location, date of publication, etc.) remains the same. The only difference will usually be that instead of a physical place of publication you have a web address, and that in some cases the document will not have 'normal' page numbers. If there is no particular date on the document itself, it is advisable to specify the date on which the website was accessed.

The numbers of the notes refer to the same *numbers inserted in the text itself, usually in superscript*. Most word processing programmes have an automatic foot/endnoting facility, which will both insert a superscript number in the text, and create a space (at the bottom of the page or at the end of the piece) where you can fill in the text of the note.

When references to the same work follow each other, without any intervening reference, the abbreviation ibid. (*ibid.*) can be used, followed by the page number(s). However, when referring to a work previously cited, but following an intervening reference to a different work, you would then give the author's surname followed by the abbreviation op. cit. (*op. cit.*) and the relevant page number(s).

For example:

³ S. Finer, *The Man on Horseback* (London: Pall Mall Press, 1962): pp. 70-71.

⁴ *Ibid.*, p. 85.

⁵ S. Huntington (ed.), *Changing Patterns of Military Politics* (Glencoe, Illinois: Free Press, 1962), p. 33.

⁶ Finer, *op. cit.*, pp. 22-24.

Note that you are not obliged to use the *ibid.* and *op. cit.* forms all they do is shorten the reference, since you have already mentioned the same work before. An alternative way of shortening is simply to use a shorter version of the title (the first few words – but not so short that it is not recognisable anymore!)

The 'Harvard' System (or 'name-year-page') in-text references

This system does not use numbers for references to the literature, but instead inserts, in brackets, the name of the author, the year of publication, and the specific page reference. Thus, note ³ above would become: (Finer, 1962: 70-71), while note ⁵ would become simply: (Huntington, 1962: 33). This is only possible when all the other details of the publication are fully listed in the bibliography at the end of the essay (see below). If the bibliography contains two works by Finer published in 1962, you would mark the first one 'a' and the second one 'b'.

If you are using the NYP system, you can still use numbered footnotes/endnotes in order to make additional comments.

Other useful abbreviations frequently employed in footnotes/endnotes are:

<i>cf.</i>	'compare', or 'see'
<i>ff.</i>	'and in the following pages'
<i>passim</i>	'in various places in the text'

Note: *italics* can be used throughout instead of underlining. **DO NOT USE BOTH IN THE SAME PIECE OF WORK:** they are alternatives.

Citing of Legal Resources (Law dissertations and essays)

Students should refer to the LLM Handbook for details on how to cite legal resources. Law expects students to use the Oxford University Standard for Citation of Legal Authorities (OSCOLA) system.

Bibliography

At the end of every essay (or dissertation) there should be a bibliography – a list of books, articles, or other sources which have been used in writing the essay or which are referred to in the text. (This is not the same as the footnotes/references). Here the full details of each book, article, or other source should be found.

The bibliography should be in alphabetical order by surname of the author or editor.

For **books** you should indicate the author(s) or editor(s), the title (underlined or in italics), the edition if other than the first, the place of publication, publisher, and date of publication. For example:

S. Finer, *The Man on Horseback* (London: Pall Mall Press, 1962).

S. Huntington (ed.), *Changing Patterns of Military Politics* (Glencoe, Illinois: Free Press, 1962).

For chapters in edited volumes or articles in journals:

You should indicate the author(s), the title (in single quotation marks), full details of the book (as above) or of the journal (title, volume, number, and year), and the pages where the chapter or article appears. For example:

C. Johnson, 'Civilian Loyalties and Guerrilla Conflict', in *World Politics*, Vol. 14, No 4 (July 1962), pp. 646-672.

A. Jones, 'Forms of Military Attack, in A Roberts (ed.), *Strategy of Civilian Defence* (London: Faber and Faber, 1967), pp. 17-38.

If your references follow the NYP system, it is customary in the bibliography to place the date of publication immediately after the author, so as to make it easier for the reader to find the publication which your reference (Finer 1962a) refers to. In this case the item in the bibliography would look as follows:

S. Finer (1962a), *The Man on Horseback* (London: Pall Mall Press)

For material drawn from websites:

The same principles apply, so the required information (author or issuing institution, title, location, date of publication, etc.) remains the same. The only difference will usually be that instead of a physical place of publication you have a web address, and that in some cases the document will not have 'normal' page numbers. If there is no particular date on the document itself, it is advisable to specify the date on which the website was accessed.

The bibliography should distinguish between **secondary sources** (published work by other authors, whether in the form of books, articles, chapters, or web-based publications) on the one hand, and primary sources on the other. **Primary sources**, which should be listed separately, can include, for instance, official documents, interviews you have conducted (list name, place and date), your own or unpublished survey data, official statistics, etc.

RESEARCH ETHICS

Whether conducted by students or staff, all research projects should meet recognised ethical standards. If the research for your dissertation/thesis is to involve **any** empirical data collection, however informal, then it is essential that you discuss the implications with your supervisor at the planning stage. This requirement covers any plans to interview/talk to people as part of your research, to conduct discussion groups, send out questionnaires or to collect data on-line, for example through existing networking sites or by emailing groups or individuals. If your research is entirely literature based, using published work, then you do not need ethical approval but if in doubt check with your supervisor.

The main requirement is that you obtain informed consent from any research subjects; i.e. ensure that the subject understands what information you will be asking for, how you will be collecting it, how the data will be analysed, stored and used. This will involve writing a straightforward information sheet and a consent form for subjects to sign that should include arrangements for confidentiality/anonymization. Research involving children necessitates consent from legal guardians (usually parents), as well as agreement from the child. If children are approached through school, clearance from the Criminal Records Bureau (CRB) will normally be required by the school prior to undertaking the research. This is not intended to discourage you from undertaking this type of

research but to ensure you speak to your supervisor early on in order to obtain the necessary ethical approval.

PPR Masters Research Ethics Guidance

Masters students are required to submit a Research Ethics application to their supervisors. Please see guidelines and application form on the PPR Resources page

<https://www.lancaster.ac.uk/ppr/about-us/student-resources/postgraduate-resources/>

Other than exceptional cases ethics clearance applications for taught MA programmes will be at the level of department supervisor and not referred to the Department Ethics Committee. The Department Ethics Committee meet early in the summer term and supervisors will refer any cases that require their input and comment.

RISK ASSESSMENT

Guidance is provided by the University to ensure the safe management of activities when working overseas. If you are uncertain whether the guidance applies to your proposed work activity please download the flowchart available at: <http://www.lancaster.ac.uk/depts/safety/overseas.html> For any research activities that take place outside University please discuss any possible health and safety/risk issues with your course tutor, dissertation/PhD supervisor or the PPR PG Office.

DISTANCE LEARNING: STUDENT PORTAL, MOODLE AND E-LIBRARY

You will need your University login and password to access these services.

Student Portal

Students can log in to the student portal to gain access to modules content on Moodle, see information from the Library, interactive transcripts, module evaluation and much more.

Module Learning Space

You will access all your modules through student portal. Module learning space provides information and resources to support your learning. Lecturers utilise this space in a wide variety of ways to deliver learning materials (recorded podcasts, reading lists, presentation powerpoints etc.), engage you in active online learning activities (discussion forums, glossaries and learning logs) and update you with information about your programme.

E-Library

You can access library via student portal or go to the library link directly:

<http://www.lancaster.ac.uk/library/>. You can use OneSearch tool to find online resources and books.

Library : Support for Distance Learners

There is a [Library Essentials for Distance Learners](#) pdf on the library website, and also an [Information for Distance Learners](#) webpage. The Library can also provide printed versions of the guide on request.

The Library [YouTube](#) has a number of video tutorials which may be helpful to students studying at distance.

Software Site License

Lancaster University has a number of site licenses for softwares available to students. The software available can be found on the ISS postgraduate services webpage:

<http://www.lancaster.ac.uk/iss/services/postgraduate-services/>

CAREERS INFORMATION

It is important that students use their final year of postgraduate study to investigate potential career paths and to acquire the skills and knowledge demanded by employers. A Master's degree provides you with *opportunities* to develop a successful career, but should *not be regarded as a guarantee* of future professional employment. It is the responsibility of each individual student to use the services and resources available at Lancaster University so that they are able to realise their career ambitions after graduating.

The University's careers service (<http://www.lancaster.ac.uk/careers/>), offers an extensive service tailored to your needs. Their professional staff includes specialists in careers information, employer liaison, event management and careers guidance. They work closely with other staff within the university, the Students Union, professional bodies and a broad range of national and international employers to provide a variety of opportunities to help you progress your career goals.

TARGETconnect is an online system administered by Careers and provides students with access to student and graduate vacancies, details of careers events, an appointment booking system to see a careers adviser and the online careers query system. Careers information including online psychometric testing and video resources are available online through Moodle: sign up via Moodle to access these services.

When you graduate, as alumni of Lancaster University you can benefit from on-going Careers Support <https://www.lancaster.ac.uk/dsi/education/careers/> to help you progress and develop your future career.

Dr Amalendu Misra is the PG PPR Careers advisor, and can be contacted on a.misra@lancaster.ac.uk

STUDENT REPRESENTATION AND SUPPORT

The interests of PG students are represented by designated student representatives who will attend a termly Postgraduate Committee and, where relevant, the Department Meeting. Non-personal issues affecting or of concern to students should be communicated to the relevant student representative who will then raise the matter at the relevant meeting.

You will also have opportunity to offer feedback through formal evaluations conducted at the end of each module, via student portal.

Personal Matters

If you are experiencing problems with your studies or with matters that have a bearing upon your studies and participation, don't let them build up or get unduly worried about them. If you find that you are having problems, whether as a result of illness, family or personal difficulties, or lack of motivation, please contact the PG Co-ordinator or the PG Director as soon as possible. Student Wellbeing Services can also often offer you the advice and support you may need for none academic matters.

However, there are many other people and agencies to whom you might turn for advice and support. There is a resources page where students can find mental health and counselling information online, giving details of how to access local support services. The online resources include information of how to cope with stress, anxiety and depression, advice on starting university and dealing with exam stress, etc. <https://www.lancaster.ac.uk/student-based-services/counselling-and-mental-health-service/>

Participation

Participation on the modules is monitored. Any student who fails to log in for ten consecutive days there would be intervention from the department unless we are aware of any absence circumstances.

Intercalations (taking a break from study)

This is an approved period of suspension of your studies lasting between one month and twelve months. The maximum length of a single period of intercalation or deferral of assessment is 24 consecutive months. Between two instances of interruption a period of continuous study should be undertaken for at least 12 months. For taught students, the maximum period of absence through ill health without intercalation is 30 consecutive days. Plus, in exceptional circumstances, an extension of a further 30 days can be requested through the department who if they choose to support the proposal will make a case to the Student Registry for final approval. If you are considering intercalating, you should contact the PG Administrator. You will need to supply relevant supporting evidence so that a formal intercalation application can be made to Student Registry on your behalf. Requests for intercalation are only approved if they meet agreed criteria and are supported by appropriate evidence.

Whilst this option can be of benefit to some students, it is not without its drawbacks: one of the major ones being the fact that students are not permitted by the Department for Work and Pensions (DWP) and Housing Benefits Offices to claim benefits if they would normally be excluded under the full-time education rules. The DWP and Housing Benefit Offices regard intercalating students as continuing students on the grounds that they intend to resume their studies.

Withdrawals

If you are thinking about leaving your programme, it is important that you contact the PG Administrator or the PG Director as soon as possible to discuss your options as there are often lots of ways we can help you. For example, if you are experiencing financial difficulties and are forced to look for a job, it is often possible to switch to a part-time mode of study. Also, if you are experiencing difficulties that prevent you from carrying on with your studies for more than a month, you can apply for a period of intercalation (see above).

However, should you decide to leave, it is important that you do not just walk out without informing us.

In addition, you should be aware of the fee implications of withdrawing from your programme.

The Withdrawal and Tuition Fee Policy (<http://www.lancaster.ac.uk/student-based-services/money/fees/policies-and-procedures/postgraduate-withdrawal-and-tuition-fee-policy/>) outlines the tuition fee policy but to summarise, before the end of the first week of registration – no charge; after the first week, but before the end of the fourth week – PG’s will be charged for one month; after week 4, no refunds will be given and self funded students or sponsors will be charged for the full year.

Please do not forget that it is your degree and your responsibility to seek help if you are experiencing difficulties.

EQUAL OPPORTUNITIES, MEDICAL CONDITIONS & SPECIFIC NEEDS

You are admitted to the University on your academic record. The University welcomes all students and has an array of support services to ensure no student feels disadvantaged.

This Department follows University Policy and strives to make itself an inclusive department. It is possible that you have already had support from the Disabilities Service as part of your admission process. The Disabilities Service will continue to provide guidance and support by working with the Department to ensure your learning support needs are met, especially with regards to assessments. There is also financial help that is available.

You can contact the Disabilities Service at any time in your time here if you feel you might need advice (for example you might want to be assessed for dyslexia). Liaise with the Department with any issue concerning disability, equal opportunities or unfair treatment (including harassment) and we can direct you to the right person.

If you have any medical concerns or mental health issues that impact on your studies that you would like the Department to take into account you should contact the Programme Director or the Postgraduate Co-ordinator.

If using the library is an issue because of dyslexia, a disability or medical condition, get in touch with Fiona Rhodes, f.rhodes@lancaster.ac.uk, for advice and help.

Confidentiality

If it is useful for you, do talk in confidence to any of the staff named here, but please remember that you may not be able to access all the support available to you unless we can inform other staff involved in support arrangements.

Lancaster Equal Opportunities web pages:
<http://www.lancs.ac.uk/depts/equalopp/>

INTERNATIONAL STUDENTS

A wide range of support is available to all students. For academic and personal support see Life at Lancaster <https://www.lancaster.ac.uk/study/life-at-lancaster/>

English for Academic Purposes (EAP)

The English for Academic Purposes (Study Skills) Programme is for international students intending to study at Lancaster University, and who need to improve their language and study skills before starting their main course of study. There are also a limited number of places available for students who have been accepted into the University without being required or recommended to take one of these courses. If you have received an "unconditional offer" and are interested in enrolling in one of the courses, please contact the Summer Programmes Administration Coordinator Jo Bowker j.bowker@lancaster.ac.uk for further details.

COMPLAINTS PROCEDURE

The University Student Complaints Procedure can be found at:
<https://www.lancaster.ac.uk/strategic-planning-and-governance/student-complaints/>

All registered students of Lancaster University can complain by following the Student Complaints Procedure. This link will explain the procedure and what you can and cannot complain about.

ACADEMIC STAFF 2019-20

<http://www.lancaster.ac.uk/ppr/about-us/people/>

Dr Rahaf Aldoughli

Email: r.aldoughli@lancaster.ac.uk

Rahaf Aldoughli's research primarily centres on the study nationalism and the emergence of nation-state in the Middle East. Her areas of research expertise include identifying the ideological borrowings between European and Arab nationalism, the rise of the nation-state in the Middle East, the Syria crisis, militarism and the construction of masculinity in the Arab world. Her research also focuses on the association between the rise of nation-states in the Middle East and the perpetuation of militarism, despotism and fundamentalism, analysing militarism in the Arab context not only as an institution used by the state, but also as an ideology that perpetuates masculinity and gender bias. Aldoughli is currently a visiting fellow at LSE Middle East Centre, carrying out research on state nationalism, Syrian war and politics of domination. Her monograph, based on masculinity in Syrian nationalism, is currently under review by Cambridge University Press.

Dr Patrick Bishop

Email: p.bishop@lancaster.ac.uk

Patrick Bishop teaches Political Theory and Public Sector Management. His main research interests are theories of democracy, Enlightenment thought, and the ethics of both local and central government. His publications include *Management, Organisation and Ethics in the Public Sector*.

Dr Brian Black

Email: b.black@lancaster.ac.uk

Brian Black's primary area of research is Indian religious narrative, particularly in the Upanishads, Mahabharata, and the Buddhist Nikayas. He is also interested in comparative philosophy, gender studies, and theory & method in the Study of Religions. His current research is on narrative and ethics in the *Mahabharata*.

Dr Andrew Chubb

Email: a.chubb@lancaster.ac.uk

Andrew Chubb is a British Academy Postdoctoral Fellow at Lancaster University. A graduate of the University of Western Australia, his teaching and research focus on China's politics and foreign policy. His current research project examines the role of domestic public opinion in international crises in East Asia.

Dr Sam Clark – PGT Director

Email: sam.clark@lancaster.ac.uk

Sam Clark is interested in the self; in good and bad lives it might lead; in its reflexive powers and practices; in the roles of experience, reflection, and institutions in its development and success; and in how to do philosophy so as to advance our understanding of these issues. These interests have lead him to think, write, and teach about capitalism and anarchism; utopias, dialogues, and autobiographies; well-being, pleasure, and self-realization; self-knowledge, self-interpretation, and self-command; the lives and experiences of monks, soldiers, hermits, and solo travellers; and the transformative effects of work and war. His current work is philosophy of and through autobiography, and as part of it he has published articles in journals including *Inquiry*, *Ratio*, *Res Publica*, *The Journal of Applied Philosophy*, and *Philosophy and Literature*. He is currently writing a book about autobiography, narrative, and self-realization, under the working title *Good Lives*: see <https://goodlivesbook.wordpress.com>

Erica ConsterdineEmail: e.consterdine@lancaster.ac.uk

Erica Consterdine's research centres on public policy with a focus on the politics of immigration and immigration policymaking. Her areas of research expertise include British politics, the role of political parties, the political economy of immigration, immigration governance and new institutional approaches to studying public policymaking. Erica's book [*Labour's Immigration Policy: The Making of the Migration State*](#) was published by Palgrave Macmillan in 2018. Prior to joining the Department of PPR Erica was a Research Fellow at the University of Sussex where she conducted EC funded research on the Common European Asylum System (CEASEVAL) and Temporary Migration (TEMPER). She has also been a Research Fellow at the Institute for Employment Studies where she conducted research on UK labour market policy and the gig economy.

Nic CoombsEmail: n.coombs@lancaster.ac.uk

Nic Coombs was a career diplomat with the British Foreign & Commonwealth Office (FCO), mostly working in or on the Middle East. He joined the FCO on graduation, and studied Arabic at the School of Oriental & African Studies (SOAS), London, and then in Cairo. His postings included (two tours in) Saudi Arabia, Jordan, and covering the hostage crisis in Beirut. His particular areas of interest are the practical realities of engagement with the contemporary political scene in the Middle East, diplomacy, and questions of identity.

Dr Rachel CooperEmail: r.v.cooper@lancaster.ac.uk

Rachel Cooper's research interests are: Philosophy of Science (especially human sciences) and philosophy of medicine (especially psychiatry). To date, she has written three books on the philosophy of psychiatry, *Classifying Madness* (Springer, 2005), *Psychiatry and Philosophy of Science* (Acumen, 2007), and *Diagnosing the Diagnostic and Statistical Manual of Mental Disorders* (2014). She is currently working on a monograph on the concept of disease. This will investigate what it is that makes something a disorder, as opposed to, say, a normal variation or a vice.

Professor Andrew Dawson – Head of DepartmentEmail: andrew.dawson@lancaster.ac.uk

Andrew Dawson is Professor of Modern Religion and researches the relationship between religious transformation and modern society in various parts of the world. He is trained in religious studies, theology and social science and teaches/supervises in the areas of Religion and Modern Society, Sociology of Religion and New Religious Movements.

Dr Karolina FollisEmail: k.follis@lancaster.ac.uk

Karolina Follis is a political anthropologist interested in borders, citizenship and non-citizenship, human rights and new security technologies. She studies the European Union, in particular its governance of justice and home affairs, including immigration and asylum. She conducted ethnographic fieldwork in Poland and Ukraine to understand the human consequences of the transformation of the border between those two countries into an external border of the EU. The outcome of this project is her book *Building Fortress Europe. The Polish-Ukrainian Frontier* published by University of Pennsylvania Press in 2012. Her current research follows up on these interests by interrogating the ongoing digitalization of borders in the European Union and beyond, a process which unfolds under the banner of 'smart borders.' She is presently developing a project which asks how 'smart borders' transform the everyday practices of border policing, and what are the ramifications of this process for human rights and the politics of citizenship and non-citizenship in Europe.

John FosterEmail: j.foster@lancaster.ac.uk

John Foster thinks and writes about philosophical problems in relation to environment and sustainability issues, including applications in policy, economics and education. Among his publications are *The Sustainability Mirage* and *After Sustainability: Denial, Hope, Retrieval* as well as several edited collections, most recently *Post-Sustainability: Tragedy and Transformation* (forthcoming).

Dr Mark GarnettEmail: m.garnett@lancaster.ac.uk

Mark Garnett teaches UK politics and the government and politics of the European Union. His main research interest is the relationship between ideas and practice in UK politics. Among his many publications are the textbook *Exploring British Politics*.

Dr Brian GarveyEmail: b.garvey@lancaster.ac.uk

In philosophy of biology his research interests include: the concept of innateness, and issues connected with evolutionary psychology and human nature. He has also worked on philosophical issues relating to psychoanalysis and psychotherapy; in particular, the nature of interpretation, and connections between psychoanalysis, cognitive science, and evolutionary psychology. He is also interested in the problem of free will, and in particular the implications of scientific findings for it. He would be interested in supervising postgraduate work in any of these areas, or on the work of Ryle, Austin, Davidson or Dennett.

Dr Basil GermondEmail: b.germond@lancaster.ac.uk

Basil Germond teaches International Relations, Diplomacy and Foreign Policy. His research is cross-disciplinary and aims at understanding human, social and political interactions at, from, within, and with the sea. He favours mixed methods and approaches, ranging from corpus linguistics to content analysis to the application of IR theories. His specific research interests cover the maritime dimension of the European Union, maritime security, maritime strategy and maritime geopolitics, the concept of seapower, ocean governance, climate change dimensions in maritime security, the European Union's geopolitics (including its geopolitical vision, actorness and discourse), and frontiers in IR. He has developed cross-disciplinary research within social sciences (e.g. linguistics, human geography) and beyond, notably with marine sciences.

Professor Robert GeyerEmail: r.geyer@lancaster.ac.uk

Robert Geyer is Professor of Politics, Complexity and Policy. He teaches comparative politics, international relations and the government and politics of the European Union. He is the author of several books, including *Exploring European Social Policy* (2000), *Complexity, Science and Society* (2007) and *Complexity and Public Policy* (2010) and *Handbook on Complexity and Public Policy* (2015). His primary focus for the past 15 years has been on trying to apply the framework of complexity theory and thinking towards a range of policy areas including: health policy, drug regulation, education, foreign policy and aspects of development. He has also created 6 videos on complexity and policy that are available on Youtube.

Dr Julie HearnEmail: j.hearn@lancaster.ac.uk

Julie Hearn's research interests include NGOs, social movements, civil society, the diaspora, trade unions, as well as grassroots and state-led alternatives to neo-liberalism, within the historic and contemporary context of North-South relations, focusing on sub-Saharan Africa and Latin America. Her ESRC-funded doctoral research examined the relationship between US foreign policy and US evangelical NGOs in Kenya. She has undertaken further research in Uganda, Ghana and South Africa

on a collaborative DFID-funded research project, 'Foreign Political Aid, Democratisation and Civil Society in Africa' at the Institute of Development Studies (IDS), University of Sussex. Her current work focuses on Ecuador's development model. She has taught development studies at MA level at the School of Oriental and African Studies (SOAS), University of London, and at the LSE. She has published in the following journals: *Development and Change*, *Third World Quarterly*, *Review of African Political Economy*, *Journal of Religion in Africa*, *Race and Class*.

Dr Donald Holbrook

Email: d.holbrook@lancaster.ac.uk

Donald Holbrook is currently especially interested in the interplay between beliefs, ideas and international security. He has looked both at the way in which terrorist movements frame their message in order to mobilise perceived constituents, publishing for instance on right-wing extremism and Al-Qaeda, and how convicted terrorists have interacted with this content prior to arrest. He is also interested in ways in which research can have an impact on policy and practice.

Dr Gavin Hyman

Email: g.hyman@lancaster.ac.uk

Gavin Hyman is a specialist in continental philosophy and religious thought, and has a interests in: debates in contemporary theology between 'radical orthodoxy' and 'secular theology'; the dialectical tradition in philosophy and theology (Hegel and post-Hegelian thinkers such as Gillian Rose, Charles Taylor, Rowan Williams and Slavoj Zizek); religion and psychoanalytic thought (especially in the work of Freud and Michel de Certeau); religion and political thought, particularly the origins and development of the Christian Socialist tradition; the philosophical and cultural history of atheism and secularism; and contemporary debates on the nature of atheism and secularism.

Dr Anderson H M Jeremiah

Email: a.jeremiah@lancaster.ac.uk

Anderson Jeremiah's research primarily centres on the study of World Christianity and the socio-cultural implications of the shift of Christianity to the global south. His areas of academic expertise include Christian Theology in Asia, Postcolonial Approaches to Theology, Anglican Communion, Dalit Studies, Contextual Theologies, History of Christianity, Modern Missionary Movements, Inculturation and faith, Biblical Hermeneutics, Economics and Liberation Theology, Encounter between Christianity and other Religions, Inter-Faith Understanding, Religious fundamentalism and Politics, Politics and Society in India.

Dr Matthew Johnson

Email: m.johnson@lancaster.ac.uk

Matthew Johnson's research interests lie in examining the possibility of making cross-cultural judgements (Evaluating Culture, Palgrave, 2013), exploring the notion of 'good culture' through 'A Cross-Cultural Working Group on "Good Culture" and Precariousness', a collaborative project between academics and non-academic community co-researchers from Ashington, Northumberland, and Aboriginal communities around Brisbane, South East Queensland, aimed at identifying and fostering cultural responses to precariousness capable of promoting wellbeing. He is the Editor of *Global Discourse: An Interdisciplinary Journal of Current Affairs and Applied Contemporary Thought*.

Dr Richard Johnson

Email: r.johnson10@lancaster.ac.uk

Richard Johnson is Lecturer in US Politics and International Relations. His work focuses on race and democracy in the United States. Through the lens of American racial politics, his research interests include political communications and campaign strategies, elections and electoral systems, representation and public policy, urban politics, and party regimes and polarisation. His recent work has studied black candidates in predominantly white contexts, the political thought of liberal Republicans, racially polarised partisanship under the Obama and Trump presidencies, and the impact

of political structures such as voting systems and legislative apportionment on the representation of political and ethnic minorities. Current projects include studies about civil rights policy during the Reagan presidency and the implications of recent state-level partisan change on racial segregation in American schools. In a British context, he has written widely about the Labour Party and its history. He has taught US politics and comparative politics.

Dr Hiroko Kawanami

Email: h.kawanami@lancaster.ac.uk

Hiroko Kawanami is a social anthropologist and a Buddhist studies scholar. She is interested in the relationship between the Buddhist monastic community and wider society in areas of Buddhism and the political process, Buddhist law and intra-communal relations, religious gift and social donations. She has also written widely about Buddhist gender relations, ordination of Buddhist nuns, humanitarian work and NGOs in Southeast Asia.

Professor Kim Knott

Email: k.knott@lancaster.ac.uk

Kim is interested in how religion, the secular and post-secular are constructed and represented in public discourse, in what separates them and what they have in common. She has identified various theoretical and methodological resources for breaking open the secular and for exploring the boundary between religion and non-religion, including research on the 'sacred' as a cross-cutting category. She leads a programme on ideological transmission in social context for CREST, the Centre for Research and Evidence on Security Threats.

Dr Mark Lacy

Email: m.lacy@lancaster.ac.uk

Mark Lacy's research focuses on new security challenges such as cybersecurity and new media technologies in global politics, examined through the lens of European social and political thought and thinkers such as Paul Virilio and Zygmunt Bauman. More broadly, he is interested in debates about war, security and the 'pace of change' in global politics.

Dr Benjamin Lee

Email: b.lee10@lancaster.ac.uk

Benjamin Lee is a Senior Research Associate with the Centre for Research and Evidence on Security Threats (CREST). Benjamin's background is in political science and political communication although his current main research interests are in the extreme-right, terrorism, radicalisation, and countering violent extremism. Benjamin has published work in *Democracy & Security*, *International Journal of Press/Politics*, *Politics*, and *New Media & Society*. Benjamin's co-edited volume *The New Extremism: Readings in Violence, Radicalisation and Extremism in the Digital Space* will be published next year by Palgrave.

Dr Anna-Sophie Maass

Email: a.maass@lancaster.ac.uk

Anna-Sophie Maass teaches Theories and Concepts in Diplomacy and Foreign Policy. Her main research interests are EU-Russian relations, the EU's foreign policy with the post-Soviet space and Russian politics. Her monograph examining the reasons for the deterioration of EU-Russian relations between 1999 and 2015 was published by Routledge. Her current research examines EU-Russian and NATO-Russian engagement in Kaliningrad.

Dr Simon Mabon

Email: s.mabon@lancaster.ac.uk

Simon's work falls somewhere within the intersection of Middle East Studies and (International) Political Theory. He is particularly interested in sovereignty, space, and *nomos* and has published in journals including: *Review of International Studies*; *British Journal of Middle East Studies*, *Middle East Journal*, *Third World Quarterly*, *Middle East Policy and Politics*, *Religion and Ideology* amongst others. His latest book *Houses built on sand: Violence, sectarianism and revolution* was published by

Manchester/Oxford University Press. He is currently working on *The Struggle For Supremacy* (forthcoming with Cambridge University Press) which looks at the impact of the rivalry between Saudi Arabia and Iran across the Middle East.

Dr Christopher Macleod

Email: c.macleod@lancaster.ac.uk

Christopher Macleod works mainly on the philosophy of John Stuart Mill: the foundations Mill offers for his theory of practical and theoretical reason and his connections to the Kantian, post-Kantian, and Romantic traditions of philosophy. Christopher has a wide range of interests in philosophy and political theory, however, he is also currently working on the Philosophy of Law.

Dr Neil Manson

Email: n.manson@lancaster.ac.uk

Neil Manson's research is in applied philosophy, with a special focus on issues to do with communication and knowledge including questions about what *consent* is, what we need to know in order for consent to be "valid", how deception undermines the force of consent, how we should best think of privacy rights, whether there are kinds of knowledge we should not seek. He is the author (with Onora O'Neill) of *Rethinking Informed Consent* and numerous papers on consent and other topics in applied philosophy.

Dr Sarah Marsden

Email: s.marsden@lancaster.ac.uk

Sarah is Lecturer in Protest and Radicalisation in a Digital Age. She is interested in contentious politics, social movements, terrorism, and collective violence with a particular focus on religious nationalism and global jihadism. Her research has examined the political, social, and cultural outcomes of political violence in the Middle East; the losses and gains achieved by different sides in the 'Global War on Terror'; the individual processes associated with disengagement from violence; and the ideological and cultural constraints that influence the form and subject of violence. Sarah is also interested in the relationship between space, place, and protest, and how the urban environment influences the shape of contention in cities.

Professor Christopher May – PGR Director

Email: c.may@lancaster.ac.uk

Christopher May is Professor of Political Economy. He has been researching the link between political economy and the law for over twenty years; his earlier work focused on intellectual property rights, and his more recent research is concerned with the rule of law as the common sense of global politics (the title of his 2014 monograph published by Edward Elgar). He has also maintained an ongoing interest in global corporations and technological change and is currently working on a book on corporations. While working as Associate Dean he developed the faculty's engagement agenda (including Campus in the City) and was the university's representative on the board of Lancaster & District Chamber of Commerce. Before becoming an academic Chris worked in the music business, as a bookseller and for the political pressure group Charter 88. He recently completed an MA in Art History with the Open University.

Dr Amalendu Misra

Email: a.misra@lancaster.ac.uk

Amalendu Misra's primary research encompasses the interrogation of violence in the political. His other subsidiary inquiry concerns theories of nationalism and religious radicalism. He uses an interdisciplinary approach in his investigation. He is the author of five research monographs: *Towards a Philosophy of Narco Violence in Mexico* (Palgrave Macmillan, 2017); *The Landscape of Silence: Sexual Violence Against Men in War* (Hurst, 2015); *The Politics of Civil Wars* (Routledge, 2009); *Afghanistan: The Labyrinth of Violence* (Polity 2004) & *Identity and Religion* (Sage 2004). He has written over twenty-

five essays in various refereed journals on aspects of ethno-national politics, civil wars, minority rights, and peace processes in multinational states. He is currently working on a monograph tentatively titled *On Killing...*

Dr Kunal Mukherjee

Email: k.mukherjee1@lancaster.ac.uk

Kunal's research interests revolve primarily around the International Relations, Politics and Security concerns of the Asia Pacific. He is interested in both South Asia (primarily India) and East Asia (primarily China).

Dr Shuruq Naguib

Email: shuruqnaguib@lancaster.ac.uk

Classical Exegesis of the Qur'an (Intertextuality and Hermeneutics); The Representation of Women in the Qur'an and Exegesis; Ritual Ethics in Islam, Gender in Islamic thought; Contemporary Women Interpreters of the Qur'an (Muslim Feminism); Dis/continuities between traditional and contemporary Islamic thought; Bint al-Shati': the First Sunni woman exegete and hermeneutician.

Dr Astrid Nordin

Email: a.nordin@lancaster.ac.uk

Astrid's research interests fall in the intersection of contemporary Chinese politics and international relations, broadly conceived, and critical theories of global politics. She is particularly interested in the contemporary deployment of concepts drawn from Chinese history, such as harmony (*hexie*), friendship (*youyi*), hegemony (*baquan*), or All-under-heaven (*Tianxia*). She has written on alternative conceptions of time, space and world order; relational theorising and the 'Chinese school' of IR; Chinese foreign policy; Chinese censorship and resistance throughout history; Chinese discourses of online resistance and wordplay; the policy concepts of 'harmonious world' (*hexie shijie*) and 'harmonious society' (*hexie shehui*); soft power; the politics of mega events; and the Belt and Road Initiative. She is the Director of Lancaster University China Centre.

Professor Christopher Partridge

Email: c.partridge@lancaster.ac.uk

Occult and paranormal cultures; drugs and mystical experience; popular music, culture and society; religion and popular culture; countercultures and protest.

Dr Laura Premack

Email: l.premack@lancaster.ac.uk

Laura Premack works on religion, culture and politics in Africa and the Americas. Her primary focus is global evangelicalism, particularly 20th and 21st century Pentecostal Christianity in Brazil, Nigeria and the United States. While she is trained as an historian, her research interests are fundamentally interdisciplinary and have as much to do with the present as the past. They include faith and modernity; health and healing; the supernatural in politics; race; national identity; globalization; and global and comparative methodologies. She is currently writing a book on spiritual warfare and planning her next project on the politics of truth.

Professor Chakravarthi Ram-Prasad

Email: c.ram-prasad@lancaster.ac.uk

Professor Ram-Prasad is Distinguished Professor of Comparative Religion and Philosophy, and Fellow of the British Academy. His books are *Knowledge and Liberation in Classical Indian Thought* (Palgrave, 2000), *Advaita Metaphysics and Epistemology: Outline of an Indian Non-Realism* (RoutledgeCurzon, 2001), *Eastern Philosophy* (Weidenfield and Nicholson, 2005), *India: Life, Myth and Art* (Duncan Baird, 2006), *Indian Philosophy and the Consequences Of Knowledge* (Ashgate, 2007), *Divine Self, Human Self: The Philosophy of Being in Two Gita Commentaries* (Bloomsbury, 2013; Best Book 2011-2015, Society for Hindu-Christian Studies), and *Human Being, Bodily Being: Phenomenology from Classical*

India (Oxford University Press, 2018). He is currently writing a book on emotion and philosophical anthropology. He has also published over fifty papers on a wide variety of topics.

He has been PI and CI on many grants, including from the Arts and Humanities Research Council, the Economic and Social Research Council, and the Templeton Foundation. He is on the editorial board of several journals, and sits or has sat on many academic advisory boards, including the Working Papers of the India-China Centre at the New School, the Oxford Centre for Hindu Studies, etc.

Areas of research and supervisory interest include Indian and comparative epistemology, metaphysics, philosophy of mind/consciousness, political philosophy, and philosophy of gender; comparative theology; contemplative studies; religion and politics; South Asian religious identities in contemporary Britain; the conceptual sources of contemporary Indian life and beliefs.

Dr Martin Steven

Email: m.steven@lancaster.ac.uk

Dr Martin Steven's research interests lie in the area of EU politics, especially parties, elections and the European Parliament. He is presently researching the political activities of the European Conservatives and Reformists (ECR), the party grouping in Strasbourg most associated with promoting the free market and NATO (Manchester University Press, 2020). He has also published in journals such as 'Representation' and 'The Political Quarterly', and is a research associate at the Manchester Jean Monnet Centre of Excellence.

Professor Alison Stone

Email: a.stone@lancaster.ac.uk

Alison Stone mainly works in continental philosophy, feminist philosophy, history of philosophy and aesthetics. She has published the following books: *Petrified Intelligence: Nature in Hegel's Philosophy* (2004), *Luce Irigaray and the Philosophy of Sexual Difference* (2006), *An Introduction to Feminist Philosophy* (2007), *Feminism, Psychoanalysis and Maternal Subjectivity* (2011), *The Value of Popular Music* (2016), *Nature, Ethics and Gender in German Romanticism and Idealism* (2018) and *Being Born: Birth and Philosophy* (2019). In addition, she edited the *Edinburgh Critical History of Nineteenth-Century Philosophy* (2011) and co-edited the *Routledge Companion to Feminist Philosophy* (2017). She is currently working on several projects recovering the history of women's contributions to nineteenth-century philosophy.

Dr Ngai-Ling Sum

Email: n.sum@lancaster.ac.uk

Ngai-Ling Sum's research interests include cultural political economy, Marx, Gramsci and Foucault; international political economy; the French regulation approach; globalization and the changing world market; BRICS (Brazil, Russia, India, and China); competitiveness; China/Hong Kong. She was awarded (with Bob Jessop) the *Gunnar Myrdal Prize* by the *European Association of Evolutionary Political Economics* (EAEPE) for their co-authored book, *Beyond the Regulation Approach* (2006). In 2013, she co-authored with Bob Jessop a companion volume titled *Towards a Cultural Political Economy*. She publishes in journals like *Economy and Society*; *Critical Policy Studies*; *Development Dialogue*; *New Political Economy*; *Critical Asian Studies*; *Competition and Change*; *Capital & Class*; *Distinktion: Scandinavian Journal of Social Theory*; *Revue de la Régulation*; *Urban Studies*; *Journal of the Knowledge Economy*; *Globalizations*; and *Language and Politics*. She has also contributed chapters and essays to many edited collections and handbooks.

Dr Cain Todd

Email: c.todd@lancaster.ac.uk

Cain Todd's interests are: Analytic aesthetics, metaethics, and certain areas of philosophy of mind and epistemology. He is currently working on issues surrounding the nature of aesthetic and ethical judgement and value, and on objectivity, imagination, and emotion.

Dr Nick UnwinEmail: n.unwin@lancaster.ac.uk

Nick Unwin's interests are: Metaphysics, including causation; epistemology and philosophy of science; logic and philosophy of language, including problems concerning truth and realism; ethical theory, particularly expressivism, divine command theories and the Frege-Geach problem; philosophy of mind, including colour perception and the mind-body problem.

Professor Stephen WilkinsonEmail: s.wilkinson2@lancaster.ac.uk

Stephen Wilkinson's recent research concerns the ethics of human reproduction. A book on this topic (*Choosing Tomorrow's Children*, Oxford University Press) was published in 2010. He is presently the holder of a Wellcome Trust Investigator Award which supports further work on the ethics of human reproductive donation. A previous phase of research focussed on the commercial exploitation of the human body and culminated in his first book, *Bodies for Sale* (Routledge, 2003). Since 2018, he has been Associate Dean for Research for the Faculty of Arts and Social Sciences.

Dr Garrath WilliamsEmail: g.d.williams@lancaster.ac.uk

Garrath's interests fall into two main areas. 1. Moral and political philosophy, especially: the philosophy of responsibility; philosophy of social science; and some history of philosophy (Kant, Nietzsche, Foucault, Hannah Arendt). 2. Applied ethics and public policy, including: research ethics; childhood, food and health; business corporations and their regulation. He edited *Hannah Arendt: Critical Assessments of Leading Political Philosophers* (Routledge, 2006, 4 volumes) and is co-author of *Childhood Obesity: Ethical and Policy Issues* (OUP, 2014).

Dr Nicola WilliamsEmail: n.williams2@lancaster.ac.uk

Nicola Williams' research interests lie in the fields of normative and applied ethics and she has particular interest in questions reproductive ethics, transplantation ethics, and intergenerational justice. Much of her recent work has focussed on ethical questions surrounding reproductive tissue donation as part of the Wellcome Trust funded project 'The Donation and Transfer of Human Reproductive Materials, and she has, since May 2019 been conducting research into the philosophical and policy questions raised by novel forms of organ and tissue transplantation, as part of a fellowship funded by the Leverhulme Trust.

Professor Linda Woodhead MBE FaCSSEmail: l.woodhead@lancaster.ac.uk

Linda Woodhead researches religion, culture and values in contemporary societies. Her books include *That Was the Church That Was: How the Church of England Lost the English People* (with Andrew Brown, 2016), *Religion and Change in Modern Britain* (with Rebecca Catto, 2012), *A Sociology of Religious Emotions* (with Ole Riis, 2010), and *The Spiritual Revolution* (with Paul Heelas, 2005). She has written and edited several textbooks arising from her teaching in Lancaster including *Christianity: A Very Short Introduction* (2014) and *Religions in the Modern World* (with Chris Partridge and Koko Kawanami, 2009).

ACADEMIC STAFF (LAW) 2019-20

<http://www.lancaster.ac.uk/law/people/>

Professor Alisdair Gillespie (Head of School) Room: C56, a.gillespie@lancaster.ac.uk

Professor Gillespie's main research interests relate to cybercrime, particularly in respect of child sexual exploitation. Much of his work relates to child pornography, child grooming and child solicitation but also includes broader forms of cybercrime. Professor Gillespie also has research interests in legal systems and evidence, particularly covert surveillance. Professor Gillespie has been called to act as an expert advisor to the UN, Council of Europe, EU and prosecutors & the judiciary from around the world. He has also advised the Home Office, Ministry of Justice and Sentencing Council.

Specialisation/Supervision Interests: Criminal Law; Sexual Offences; Cybercrime; Covert Policing; Criminal Justice (including Evidence).

Dr Ben Mayfield (PG Director – Taught Programmes) Room: C32, b.mayfield@lancaster.ac.uk

Dr Mayfield's primary research interests are in land and property law, with a particular interest in environmental law, law and politics and legal history. Much of his research concerns the influence of pressure groups and commercial lobbies on the emergence of public policy.

Specialisation/Supervision Interests: Land law, Property law and in broader socio-legal or historical areas

Professor Sigrun Skogly (Postgraduate Director) Room: C61, s.skogly@lancaster.ac.uk

Professor Skogly's main research interest lie in International Law, International Human Rights Law - in particular human rights obligations and economic, social and cultural rights, Law of International Institutions. In recent years she has focused her research on states' extraterritorial human rights obligations.

Dr. James Summers Room: C92, j.summers@lancaster.ac.uk

Dr Summers' research interests lie generally in international law and its construction. He has particular interests in the field of peoples' rights, self-determination and statehood and the related cross-disciplinary topic of nationalism. Dr Summers also have interests in the use of force and the laws of war, in international organisations and international environmental law

Specialisation/Supervision Interests: Any field of international law, but particularly areas in the field of peoples' rights, the use of force and international institutional law.

Professor James Sweeney Room: C07, j.sweeney@lancaster.ac.uk

Prof. James Sweeney's research is about the after-effects of conflict: principally human rights in transitional democracies, and the rights of refugees. Prof. Sweeney has acted as an expert advisor to the Council of Europe in relation to freedom of assembly projects in Armenia, Azerbaijan (with the Venice Commission), Georgia, and Kosovo. He has delivered human rights legal training to judges of the Ukrainian Supreme Court as part of a UK Foreign and Commonwealth Office project and has convened a series of workshops on human rights and judicial interpretation for the Constitutional and Supreme Courts of Kosovo, on behalf of the FCO. He also acted as an expert advisor to the EU's Committee of the Regions as it prepared its Opinion on reforms to the Common European Asylum System.

Specialisation/Supervision Interests: International and European human rights law; international refugee law; and transitional justice, the law of armed conflict (IHL) and international criminal law.

Other members of staff within the Law School do not teach on the Distance Learning Programme but they could be approached about being a supervisor for dissertations. For a full list of staff please go to: <http://www.lancaster.ac.uk/law/postgraduate/phd-supervision-areas-of-interest/>

**APPENDIX A : Masters Dissertation Submission Sheet for Distance Learners
(PPR.405d)**

Politics, Philosophy
& Religion

**Lancaster
University**



PPR.405d

Masters Dissertation Submission Sheet (Distance Learning)

The dissertation will only be marked if this declaration sheet accompanies it as the first page of your submission. By submitting this document you are agreeing with the following declarations.

Declaration

I confirm that I have read and understood the University's regulations relating to Plagiarism (as stated in the student handbook). I declare that this submission is entirely my own work. It has not been written or composed by any other person. I confirm that all sources, (including internet ones) have been appropriately referenced and acknowledged. I agree that this work may be checked by plagiarism software.

AND

I agree* / do not agree* to this dissertation and marker's comments being used for Study Skills teaching purposes (please delete as appropriate)

Electronic submission of this form confirms your understanding the declaration.

Student Number: _____

Name of Student: _____

Dissertation Module No: **PPR.405d**

Dissertation Supervisor: _____

Word count: _____

(Not including contents, abstracts, references, appendices, etc.)

Date Dissertation Due: _____ **Date Electronic version submitted** _____

The following penalties will be applied to any coursework that is submitted after the submission date without an approved extension:

Up to 3 days late: 10% deducted

More than 3 days late: mark of zero