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

2019–2020

Contents

GENERAL AIMS, OVERVIEW AND STRUCTURE

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

TAUGHT POSTGRADUATE PROGRAMMES

Subject	Degree	Title
Politics	MA	Conflict, Development and Security
	MA	Conflict Resolution and Peace Studies
	MA	Diplomacy and Foreign Policy
	MA/LLM	Diplomacy and International Law
	MA	Diplomacy and Religion
	MA/LLM	International Law and International Relations
	MA	International Relations
	MA	Politics
	MA	Politics, Philosophy and Religion
	MA	Politics and Philosophy
	MSc	Politics, Philosophy and Management
	MA	Religion and Conflict
	MRes	International Relations
	PG Cert	Politics and International Relations

Subject	Degree	Title
Philosophy	MA	Philosophy
	MA	Philosophy and Religion
	MA	Politics, Philosophy and Religion
	MA	Politics and Philosophy
	MSc	Politics, Philosophy and Management
	PG Cert	Philosophy

Subject	Degree	Title
Religious Studies	MA	Diplomacy and Religion
	MA	Philosophy and Religion
	MA	Politics, Philosophy and Religion
	MA	Religion and Conflict
	MA	Religious Studies
	PG Cert	Religious Studies

THE MA PROGRAMME

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 taught modules are timetabled in the Michaelmas and Lent terms. The dissertation makes up the remaining 80 credits, and the main work is done in the summer term. If you are part time, then the dissertation work takes place in your second year. 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. The dissertation is 20,000 words. Deadlines can be found on the 'key dates' document in the Postgraduate handbook.

PPR DEGREE SCHEMES

MA IN CONFLICT DEVELOPMENT AND SECURITY

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

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

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

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

Core Modules

- PPR.400: Theory and Method in Postgraduate Studies
- PPR.425: Theorising Security and War
- PPR.405: Dissertation

MA IN CONFLICT RESOLUTION AND PEACE STUDIES

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

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

Core Modules

- PPR.400: Theory and Method in Postgraduate Studies
- PPR.420: Conflict Management and Contemporary Conflicts
- PPR.405: Dissertation

MA IN DIPLOMACY AND FOREIGN POLICY

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

Core Modules

- PPR.400: Theory and Method in Postgraduate Studies
- PPR.430: Theory and Concepts in Diplomacy and Foreign Policy
- PPR.431: Issues and Practice in Diplomacy and Foreign Policy
- PPR.405: Dissertation

MA/LLM IN DIPLOMACY AND INTERNATIONAL LAW

Designed to introduce students to the fields of diplomacy and international law, this programme draws upon modules from both PPR and Law. The programme is constructed to permit students to graduate with either a MA or a LLM (for the LLM, a minimum of 100 credits must be earned through module registrations with Law). The programme has three complementary core modules which treat different aspects of diplomacy and foreign policy and international law. Distinguished diplomatic and foreign policy practitioners contribute to elements of the programme, which may include student trip to the Foreign and Commonwealth Office in London. A minimum of two modules must be chosen from each department.

- PPR.430:   Theory and Concepts in Diplomacy and Foreign Policy
- PPR.431:   Issues and Practice in Diplomacy and Foreign Policy
- LL.M5205:   International Law
- PPR.405 Dissertation (for MA students only)
- LL.M5100: Dissertation (for LLM or MA students)

MA IN DIPLOMACY AND RELIGION

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

Core Modules

- PPR.400:Theory and Method in Postgraduate Studies
- **Either** PPR.430: Theory and Concepts in Diplomacy and Foreign Policy **or**
- PPR.431: Issues and Practice in Diplomacy and Foreign Policy
- PPR.470: Studying Religion
- PPR.405: Dissertation

MA INTERNATIONAL LAW AND INTERNATIONAL RELATIONS

This programme is offered jointly with, and administered by the Law School. It offers students the opportunity to study various politico-legal aspects of the international system by means of complementary courses offered by the two departments. A minimum of **two modules** must be studied from **each department,** with a total of 5 modules overall (including core modules) plus the dissertation.

Core Modules

- PPR.410: Major Approaches to International Relations
- LL.M5205: International Law (Law School)
- PPR.400 : Theory and Method in Postgraduate Study
- PPR.405: Dissertation (80 credits)

LLM INTERNATIONAL LAW AND INTERNATIONAL RELATIONS

This programme is offered jointly with, and administered by the Law School. It offers students the opportunity to study various politico-legal aspects of the international system by means of complementary courses offered by the two departments. A minimum of **two modules** must be studied from **each department,** with a total of 6 modules overall (including core modules) plus the dissertation.

Core Modules

- PPR.410: Major Approaches to International Relations
- LL.M5205: International Law
- LL.M5245: Research Methods in Law
- LL.M5200: Dissertation (60 credits) (Law School)

MA IN INTERNATIONAL RELATIONS

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

Core Modules

- PPR.400: Theory and Method in Postgraduate Studies
- PPR.410: Major Approaches to International Relations
- PPR.405: Dissertation

MA IN PHILOSOPHY

This programme offers the opportunity to study a range of topics, texts, figures, and questions in philosophy. It is suitable both for students who already have some background in the discipline, and for those new to it. We offer a range of taught modules across the department's various expertise, as well as one-on-one independent study modules on topics of individual interest to students (see Appendix A for some main topic areas).

Core Modules

- PPR.450: What is Philosophy? Methods, Aims, Debates
- PPR.405: Dissertation

MA IN PHILOSOPHY AND RELIGION

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

Core Modules

- PPR.450: What is Philosophy? Methods, Aims, Debates
- PPR.470: Studying Religion
- PPR.405: Dissertation

MA IN POLITICS

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

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

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

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

- PPR.400: Theory and Method in Postgraduate Studies
- PPR.405: Dissertation

MA IN POLITICS, PHILOSOPHY AND RELIGION

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

Core Modules

- PPR.400: Theory and Method in Postgraduate Studies
- PPR.410: Major Approaches to International Relations
- PPR.450: What is Philosophy? Methods, Aims, Debates
- PPR.470: Studying Religion
- PPR.405: Dissertation

MA IN POLITICS AND PHILOSOPHY

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

Core Modules

- PPR.400: Theory and Method in Postgraduate Studies
- PPR.450: What is Philosophy? Methods, Aims, Debates
- PPR.405: Dissertation

MA IN RELIGION AND CONFLICT

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

- <u>PPR.400</u>: Theory and Method in Postgraduate Studies
- <u>PPR.420</u>: Conflict Management in Contemporary Conflicts
- <u>PPR.470</u>: Studying Religion
- <u>PPR.405</u>: Dissertation

MA IN RELIGIOUS STUDIES

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

This module is designed to deliver generic knowledge and skills relating to postgraduate studies and ties in with subject-specific theories and methods delivered across PPR.

Core Modules

- <u>PPR.470</u>: Studying Religion
- <u>PPR.405</u>: Dissertation

MRES IN INTERNATIONAL RELATIONS

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

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

Students normally take the following two core modules offered by the Department:
- <u>PPR.410</u>   Major Approaches to the Study of International Relations
- <u>PPR.400</u>   Theory and Methods
- PPR.405   Dissertation

Plus the following three modules offered by the Faculty:
- <u>FASS.507</u>*   Introduction to the Philosophy of the Social Sciences (Summer term)
- <u>FASS.510</u>   Qualitative Methods in Social Science (Michaelmas term)
- <u>FASS.512</u>*   Quantitative Research Methods 2 (Lent term)

However, on approval of the PG Director, and based on the student's previous background and proposed path of research, one of the compulsory taught modules (either PPR.410 or FASS.507) may be replaced by a different module chosen from those offered by the

Department or, where appropriate, by a cognate department to reflect the student's likely area of research.

Also have distance learning options which run in the same term as the on-campus versions

POSTGRADUATE CERTIFICATE IN POLITICS AND INTERNATIONAL RELATIONS; PHILOSOPHY; RELIGIOUS STUDIES

These are usually made up of a core module from each discipline and two optional modules. These can be undertaken as a standalone qualification, where students can focus on a particular topic area or can be converted to the relevant MA programme. PPR.400 is not allowable as a module on the PGCert.

MSc POLITICS, PHILOSOPHY AND MANAGEMENT

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

The core modules that MUST be taken are:

- *OWT.557: The rise of management ideas and concepts in Michaelmas term (15 credits)*
- *OWT.558: Analysing Management in Practice in Lent term (15 Credits)*
- *OWT.510: Dissertation, Summer Term - September (60 Credits)*

The rest of the modules (90 credits) can be choosen from OWT or PPM as long as it amounts to 180 credits in total or slightly above (because PPR modules are 20 credits each).

PPR MODULES

Subject	Course code	Title
PPR	PPR.400	Theory & Method in Postgraduate Studies
PPR	PPR.401	Independent Study Module
PPR	PPR.405	Dissertation

Politics	PPR.410	Major Approaches to the Study of International Relations
	PPR.413	Globalisation and Democratisation
	PPR.418	Politics & International Relations of the Middle East
	PPR.420	Conflict Management and Contemporary Conflicts
	PPR.423	Globalization: Its Meanings, Causes & Consequences
	PPR.425	Theorising Security and War
	PPR.430	Theories and Concepts in Diplomacy and Foreign Policy
	PPR.431	Issues and Practice in Diplomacy and Foreign Policy
	PPR.433	Politics and Policymaking of Immigration
	PPR.441	Conflict, Security and War

Philosophy	PPR.401	Independent Study (Philosophy)
	PPR.450	What is Philosophy?
	PPR.464	Seminar in Moral, Political, and Social Philosophy
	PPR.465	Philosophy of Mental Disorder
	PPR.479	Sources of Indian Religion and Philosophy
	PPR.592f	Feminist Philosophy[1]
	PPR.592a	Future Generations[1]
	PPR.592d	The Imagination[1]
	PPR.591k	Environmental Philosophy[1]
	PPR.591l	The Ethics of Belief and Ignorance[1]

Religion	PPR.470	Studying Religion
	PPR.473	Nineteenth Century Religious Thought
	PPR.479	Sources of Indian Religion and Philosophy
	PPR.492d	Religion and Conflict (distance learning)*
	PPR.493d	Faith Debates: Religion, Society and Politics (distance learning)*
	PPR.554	Reading Buddhism*
	PPR.562	Religion and Violence*
	PPR.563	Media, Religion and Politics*

[1]Non philosophy students will need permission of module tutor
*RS students only, on the schemes mentioned below

The following MA schemes have been revised to incorporate a blended approach:

- MA in Religious Studies
- MA in Religion and Conflict
- MA in Diplomacy and Religion
- MA in Philosophy and Religion
- MA in Politics, Philosophy and Religion

This means that our MA students on these schemes will now, in addition to the PPR modules listed above, be able to choose **one** of two optional Distance Learning (DL) modules in PPR: PPR.492d Religion and Conflict; and PPR.493d Faith Debates: Religion, Society and Politics. DL modules allow students to benefit from structured online learning and plenty of support.

Some of the new modules on offer will introduce you to certain religious traditions or specialised topics such as religion and the media, and religion and violence. These new modules (PPR.562, PPR.563, PPR.554), from which you can choose a maximum of two, adopt an innovative approach by bringing together PG students with BA finalists in religious studies for lectures and some seminars, while also providing PG-focused group teaching and tutorials. **No more than two modules can be taken from this range**.

PPR.400 : Theory and Methods in Postgraduate Studies

Term Taught: Michaelmas Term
Tutor: Sarah Marsden/Ben Lee

This module serves to consolidate postgraduate research and learning support by enabling students to engage with theories, methods, and skills of direct relevance to their studies. The module is core for all PPR PGT politics students and complements core subject and discipline-specific provision in religious studies and philosophy. The module aims to equip students with the ability to reflect upon the processes and implications of research project planning, design and execution in Politics, Philosophy and/or Religion.

The first part of the module examines the principles of research, including different disciplinary traditions of knowledge production. It goes on to set out the process of structuring a research project and explores how to develop and apply theory. The second part of the module examines a range of methods for conducting research, including interviews, surveys, and case studies. The final section covers questions of ethics and goes through how to write up and present research. Through the module, students will design research projects, develop writing and critical evaluation skills, and have the opportunity to present their research ideas as part of the annual MA conference. The module involves a combination of lectures, small group discussion, and presentations covering the following areas:

- The academic research process.
- Project planning, design and process management.
- Ethics in postgraduate research.
- Resource identification and review processes.
- Data acquisition techniques and issues.
- Analytical and interpretative approaches.
- Academic conventions (e.g. making an argument, writing, referencing).

Select Bibliography

Bryman, A. 2016. *Social Research Methods* 5th Ed.: Oxford University Press
Cooley, L. 2003. *Dissertation Writing in Practice*. Hong Kong: Hong Kong University Press.
Creswell, J. and Creswell, J.W. 2018. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* 5th Ed. Thousand Oaks: Sage.
Grix, J. 2010. *The Foundations of Research*. 2nd ed. Basingstoke: Palgrave Macmillan.
McMillan, K. 2011. *Study Skills for International Students*. Harlow: Prentice Hall, 2011.
Potter, S. (ed.) 2006. *Doing Postgraduate Research*. 2nd ed. London: Sage.
Thody, A. 2006. *Writing and Presenting Research*. London: Sage.
Wilkinson, D. 2005. *The Essential Guide to Postgraduate Study*. London: Sage.
Wisker, G. 2008. *The Postgraduate Research Handbook*. 2nd ed. Basingstoke: Palgrave Macmillan.

PPR.401 : Independent Study Module

Term Taught: available in Michaelmas and Lent Terms
Tutor: various

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

The subject specialist tutor who supervises the student will:
- advise on whether the student's planned area of research is appropriate
- give guidance regarding the nature and format of the essay
- give guidance on the planning of the essay
- give feedback on a draft of the essay provided by the student

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

Assessment is a 5,000 word essay.
Students can take one independent study module, except in philosophy where students may take two, one in Michaelmas term and one in Lent

PPR.401 : Independent Study Module (Philosophy)

Term Taught: available in Michaelmas and Lent Terms
Tutor: various

An Independent Study module allows you to undertake a focussed and self-directed study of your own choice of topic in philosophy, guided by a tutor with relevant expertise and research interests. Teaching consists of one-on-one tutorials, and contact hours are five hours of meetings, to be arranged between you and your supervisor over the term. You can take an independent study module in philosophy in Michaelmas and/or Lent, up to a maximum of two.

The subject-specialist tutor who supervises the student will:

- help to shape and focus the research project

- give guidance on the professional literature, and on the nature, format, and planning of the essay

- discuss the developing content of the essay

- give feedback on at least one draft

- if possible, suggest appropriate undergraduate modules which the student could audit in support of their research

Independent study requires intellectual maturity and self-direction from the student. The student will:

- work with the supervisor to shape and focus the research project

- seek out, read, and engage argumentatively with relevant disciplinary literature

- write, share, and discuss draft work towards the assessment

- engage with the supervision process

Assessment is by 5,000 word essay.

It is possible to do an independent study in almost any topic in philosophy, subject to constraints of feasibility, fit, and staff availability. The notes in Appendix A describe some of the major areas of philosophy in which we'd welcome independent study proposals, suggest preliminary readings, and point you to members of staff with relevant expertise. Please see our respective staff webpages via http://www.lancaster.ac.uk/ppr/about-us/people/ for details of our particular interests and areas of expertise, and feel free to contacts us, by email or in office hours, to discuss possible independent study projects in these or other areas.

See Appendix A
Some Major Areas of Philosophy for areas in which we have particular interest and expertise for supervising independent study.

PPR.405 : Dissertation

Term Taught: Summer Term
Tutor: various

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

The dissertation will be 20,000 words in length and is designed to provide students with the opportunity to consolidate their existing knowledge and skills base while developing new knowledge and skills made possible by its project-orientated nature.

PPR.410 : Major Approaches to the Study of International Relations

Term Taught: Michaelmas
Tutor: Robert Geyer

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

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

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

Select Bibliography

Scott Burchill et al., *Theories of International Relations*, Palgrave Macmillan, Basingstoke, Fourth edition, 2009.
Tim Dunne et al., *International Relations Theories: Discipline and Diversity*, second edition, OUP, Oxford, 2010.

PPR.413 : Globalisation and Democratisation

Term Taught: Michaelmas
Tutor: Julie Hearn

This course introduces students to the historical and contemporary making of the 'Third World' (the global South) with a focus on sub-Saharan Africa, Latin America and South Asia.

It is divided into two parts. The first half explores historical processes, beginning with the creation of an international capitalist economy and its incorporation of the global South from the sixteenth century onwards and ends with an examination of neo-liberalism and the post-Washington consensus with its emphasis on poverty reduction and the UN Millennium Development Goals (MDGs).

The second half explores key contemporary development policies, debates and actors such as foreign aid and international NGOs; diaspora politics and remittances; grassroots social movements; and the role of China in fostering a renewed focus on resource-based models of development including reformist, redistributive models as in Venezuela and Ecuador. The course objective is thus to equip students to critically appraise the complex interactions between Northern and Southern state and non-state actors in shaping current development policy and resistance to it.

Select Bibliography

Burbach, R. et al (2013) *Latin America's Turbulent Transitions*.
Eller, S. (ed) (2014) *Latin America's Radical Left: Challenges and Complexities of Political Power in the Twenty-first Century*.
Fanon, F. (1961) *The Wretched of the Earth*.
James, CLR (1938) *The Black Jacobins*.
Hobsbawm, E. (1968) *Industry and Empire*.
Holmen, H. (2010) *Snakes in Paradise: NGOs and the Aid Industry in Africa.*
Hoogvelt, A. (2001) *Globalisation and the Postcolonial World: The New Political Economy of Development.*
Lewis, D. & Kanji, N. (2009) *Non-governmental Organizations and Development*.
Livingstone, G. (2009) *America's Backyard: the United States and Latin America from the Monroe Doctrine to the War on Terror*.
Rodney, W. (1972) *How Europe Underdeveloped Africa*.
Robinson, W. (1996) *Promoting Polyarchy: Globalisation, US Intervention and Hegemony*.
Robinson, W. (2008) *Latin America and Global Capitalism: A Critical Globalization Perspective.*
Wills, J. et al (2009) *Global Cities at Work: New Migrant Divisions of Labour.*

PPR.418 : Politics and International Relations of the Middle East

Term Taught: Lent
Tutor: Nic Coombs

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

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

The topics covered in the course include:

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

Select Bibliography

Mark Allen*, Arabs: A New Perspective* (Continuum, 2006)
Olivier Roy, *The Failure of Political Islam* (Harvard University Press, 1994)
Philip Bobbitt, *Terror and Consent: The Wars for the Twenty-first Century* (Random House, 2009)
Marc Lynch, *The Arab Uprising: The unfinished revolutions of the New Middle East* (Public Affairs Books, 2012)
Joumana Haddad, *Superman is an Arab: On God, marriage, macho men and other disastrous interventions* (Westbourne Press, 2012)
Jonathan Schneer, *The Balfour Declaration: The Origins of the Arab-Israeli Conflict* (Bloomsbury, 2010)
Wen-chin Ouyang, *Poetics of Love in the Arabic Novel: Nation-state, modernity and tradition* (Edinburgh University Press, 2012)
Charles Tripp, *The Power and the People: Paths of Resistance in the Middle East* (CUP, 2014)
John Gray, *Al Qaeda, And What it Means to be Modern* (Faber & Faber, 2003)
Cemil Adin, *The Idea of the Muslim World: A Global Intellectual History* (Harvard, 2017)

PPR.420 : Conflict Management in Contemporary Conflicts

Term Taught: Lent
Tutor: Amalendu Misra

The course aims to explore a variety of approaches to conflict management in contemporary conflicts, by third parties and parties in conflict, and critically assesses their effectiveness and potential. The course draws its theoretical foundations from peace and conflict research but is aimed at enabling students to learn to assess the scope for conflict management and peace-building in practice. The module includes both academic literature as well as policy relevant papers.

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

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

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

Select Bibliography

Barash, David P. & Webel, Charles P. *Peace and Conflict Studies* (London: Sage, 2008).
Butler, Michael J. *International Conflict Management* (Routledge, 2009).
Crocker, Chester A., Fen Osler Hampson & Pamela Aall editors (eds.) *Leashing the Dogs of War: Conflict Management in a Divided World* (Washington, DC: US Institute of Peace, 2007).
Darby J & Mac Ginty, R, *Contemporary Peacemaking* (Palgrave Macmillan, 2002.)
Eriksen, T. H., *Ethnicity and Nationalism* (Zed, 2010).
Kaldor, M., *New & Old Wars* (Polity Press, 2006).
Lyons, T. *Conflict Management and African Conflicts – Ripeness, Bargaining and Mediation* (London: Routledge, 2008).
Misra, A. *Afghanistan: The Labyrinth of Violence* (Polity, 2004).
Misra, A. *Politics of Civil Wars* (Routledge 2008)
Misra, A. *The Landscape of Silence: Sexual Violence Against Men in War* (Hurst, 2015).
Paris, R., *At War's End* (Cambridge Univ. Press. 2005).
Raymond G. Helmick & Rodney Petersen (ed.) *Forgiveness and Reconciliation: Religion, Public Policy and Conflict Transformation*, (New York: Templeton Press. 2001).
Ramsbotham, O, Woodhouse T. & Miall, H, *Contemporary Conflict Resolution* – 3rd edition (Blackwell's, 2010).
Rupesinghe, K*, Civil Wars, Civil Peace* (Pluto Press, 1998).
Zartman, I.W., *Peacemaking in International Conflict* (USIP, 2005).
European Centre for Conflict Prevention, *People Building Peace* (1999).
Wallensteen, P., *Understanding Conflict Resolution* (Sage, 2006).

PPR.423 : Globalization: Its Meanings, Causes & Consequences

Term Taught: Lent
Tutor: Ngai-Ling Sum

Globalisation has become a buzzword in the social sciences and lay discourse. It is often related to the speeding up of global communication and travel, and the transnationalisation of economic, political, social and cultural institutions. The meaning and causes of globalisation are highly debatable. For the purposes of this module globalisation is defined as a complex, paradoxical set of processes, which are multi-scalar, multi-temporal, multi-centric, multi-form, and multi-causal. It produces fragmentation and integration, divergence and convergence as well as continuities and discontinuities. Their overall effect is to reconfigure asymmetries of power and knowledge and this in turn raises questions about nation states, global governance, global inequalities, and resistance politics in and across different parts of the world. Selected themes range from the rise of global production/retail chains, 2008 financial crisis to the current Brexit.

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

Grant, R & Short, J., *Globalization and the Margins*
Holton, R. *Globalization and the Nation-State* (2nd edition)
Morgan, J. and Patomaki, H. *Brexit and the Political Economy of Fragmentation*
Panitch, L. and Gindin, S. *The Making of Global Capitalism*
Perrons, D., *Globalization and Social Change*
Schirato, T & Webb, J., *Understanding Globalization*
Short, J., *Global Dimensions*
Steger, M., *Globalization: The New Market Ideolog*y
Zestos, G*., The Global Financial Crisis*

PPR.425 : Theorising Security and War

Term Taught: Michaelmas
Tutor: Mark Lacy

This course examines the changing character of war and security in a time of rapid and disruptive technological and geopolitical/ecological change. The course combines analysis of contemporary policy documents with the interdisciplinary insights of intellectuals - such as Zygmunt Bauman and Paul Virilio - that have examined how war has changed in the modern age.

Students are introduced to a range of concepts that are currently significant in the debates about the future of war – concepts such as ambiguous war, the gray zone, unrestricted warfare, the third offset strategy and the three block war.

While the course is grounded in broader debates from social and political thought about war and modernity, it explores a range of evolving and inter-related case studies that are central to understanding how war is changing: cybersecurity/artificial intelligence; cities and urban war; drones and the future of robotics; climate change and ecological insecurity.

Select Bibliography

Coker, C, Future War, London: Polity, 2017.
Virilio, P, Paul War, New York, Semiotexte, 2008.
Rid, T, Cyberwar will Not Place, London: Hurst, 2014
Bousquet, A, The Eye of War, Minneapolis: University of Minnesota Press, 2019.
Chamayou, G, Drone theory, London: Penguin, 2017

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

Term Taught: Michaelmas
Tutor: Anna-Sophie Maass

Diplomacy and Foreign Policy are central to the understanding of international politics. The structure of the international system induces a constant need for political dialogue and negotiations.

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

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

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

Select Bibliography

R. Barston, Modern Diplomacy, Longman, 2006.
G. R. Berridge, Diplomacy: Theory and Practice, Palgrave, 2002.
C. Bjola and M. Kornprobst, Understanding International Diplomacy: Theory, Practice and Ethics, Routledge, 2013.
A. Heywood, Global Politics, Palgrave, 2011.
J. P. Muldoon et al., The New Dynamics of Multilateralism Diplomacy, International Organizations, and Global Governance, Westview Press, 2005.
S. Smith et al., Foreign Policy: Theories, Actors, Cases, OUP, 2012.

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

Term Taught: Lent
Tutors: Basil Germond

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

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

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

Select Bibliography

R. Barston, *Modern Diplomacy*, Longman, 2014.
G. Berridge, *Diplomacy: Theory and Practice*, Palgrave, 2015.
A. Heywood, *Global Politics*, Palgrave, 2014.
J. A. Larsen and J. J. Wirtz, *Arms Control and Cooperative Security*, Lynne Rienner Publishers, 2009.
J. H. Mittelman, *Contesting Global Order: Development, Global Governance and Globalization*, Routledge, 2011.
J.M. Siracusa, *Nuclear weapons: a very short introduction*, OUP, 2015.

PPR.433 : Politics and Policymaking of Immigration

Term Taught: Michaelmas
Tutor: Erica Consterdine

Immigration is one of the most controversial political issues across liberal democratic states. The issue dominates debate across the political spectrum and continues to be a top voting issue in many Western states including the UK. It is one of the most divisive, contested and important issues of our time. The goal of this course is to unpack the politicisation of immigration, including how and why immigration is so contested, the actors that shape these debates and how immigration policy is made. The course is designed to give students a rich understanding of the politics of immigration and immigration policies, including a comprehensive understanding of why immigration policies differ across countries, the critical debates at the heart of immigration policymaking, and ultimately why immigration is politicised. The course particularly considers European countries' immigration policies and the political dynamics and processes that shape these policy outputs. By the end of the module, students will have developed an understanding of the theoretical and conceptual frameworks used by political scientists to analyse the politics of immigration, as well as acquiring a sound knowledge of political debates and policy trends across Europe. Students will acquire the skills to analyse the political dynamics of immigration policymaking.

The course will touch on a number of questions, including why is immigration politicised? Who makes and shapes immigration policy? What role do political parties play? To what extent is migration policy become 'Europeanized'? Has multiculturalism failed? Have states 'lost control' of migration? Why do gaps persist between immigration policy outputs and outcomes? How can we explain differences in immigration policies, across streams and countries? Why do publics oppose immigration? To answer these questions, this course will unpack the political dynamics of immigration and in turn, the policymaking processes by examining different explanatory theories and concepts utilised by political scientists.

Select Bibliography

Mayblin, Lucy. Asylum after empire: Colonial legacies in the politics of asylum seeking. Roman & Littlefield International, 2017.
Cornelius, Wayne et al (eds), Controlling Immigration: A Global Perspective, 3rd edition, 2014.
Peters, M. E. (2017). Trading barriers: immigration and the remaking of globalization. Princeton University Press.
Sassen, Saskia, Losing Control? Sovereignty in an Age of Globalisation, 1996.
Soysal, Yasemin, Migrants and Postnational Membership in Europe, 1994.
Kymlicka, W. (1995) Multicultural Citizenship: A Liberal Theory of Minority Rights
Ruhs, Martin, and Bridget Anderson, eds. Who needs migrant workers?: labour shortages, immigration, and public policy. Oxford University Press, 2010.
Geddes, A., & Scholten, P. (2016). The politics of migration and immigration in Europe. Sage.
Davies, T., and A. Isakjee. (2018) Ruins of Empire: Refugees, race and the postcolonial geographies of European migrant camps, Geoforum
Boswell, C. (2009). The political uses of expert knowledge: Immigration policy and social research. Cambridge University Press.
Consterdine, E. (2017). Labour's immigration policy: the making of the migration state. Springer

PPR.441 : Conflict, Security and War

Term Taught: Lent
Tutor: Kunal Mukherjee

This module revolves around different aspects of Asian Security and looks at some of Asia's trouble spots. The course will also examine the politics of intervention in these conflicts, and the attempts made to manage and prevent conflicts, and transform these conflict zones into more peaceful situations. The case studies that this module looks at include Afghanistan, Pakistan, India and China.

The module aims to provide students with an in-depth knowledge of the different facets of contemporary Asian conflicts and how international organisations and Western and Asian governments have attempted to deal with these challenges in recent times. Conceptually, the course will examine the principles of state failure; terrorism, 'New Wars', the New Security Agenda, nationalism and sub nationalism, international conflict prevention; peace keeping; and global governance. The course also covers topics like the rise of Islamism and Hindu nationalism in contemporary South Asia. This module provides students with an overview of the key security concerns of South-Central Asia.

Aims of the Module

- To firstly identify trouble spots in contemporary Asia and the different layers of conflict in each case study;
- To analyse the politics of intervention;
- To examine the basis of political identities, the nature of nationalism and sub nationalism and their implications for the nation state, regional stability, security, peace, cooperation and development;

To identify methods of conflict resolution for these violent conflict zones and to look at the politics of reconstruction.**Select Bibliography**

Mukherjee, K., Conflict in India and China's Contested Borderlands: A Comparative Study, Routledge, 2019.
Dillon, M., Xinjiang: China's Muslim Far Northwest, Routledge, 2004.
Topgyal, T., China and Tibet: The Perils of Insecurity, London Hurst, 2016.
Gregory, S., edited, Democratic Transition and Security in Pakistan, Routledge, 2016.
Durward, R and Marsden, L., eds, Religion, Conflict and Military Intervention, Asghgate, 2009.
Small, A., The China-Pakistan Axis: Asia's New Geopolitics, Oxford University Press, 2015.
Paul, T.V., The Warrior State: Pakistan in the Contemporary World, Oxford University Press, Random House, India, 2014.
Dutt, S. and Bansal, A., eds, South Asian Security: 21st Century Discourses, Routledge, 2012.

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

Term Taught: Michaelmas
Tutor: Sam Clark and colleagues

Philosophy is a various, contested, self-reflective discipline. It includes many different areas, questions, and approaches to answering them. Metaphysics, ethics, political philosophy, epistemology, philosophy of mind, and aesthetics are just some of the more obvious areas. Philosophers at Lancaster investigate questions about the nature of mental illness, free will, the self, the ethics of new medical technologies, Romantic thought, the emotions, autonomy, and many other topics. Our approaches range across critical reading of historical texts, engagement with special sciences including biology and psychology, conceptual analysis, literary studies, phenomenology, and more.

The aim of this module is to use guided practice in doing philosophy, and in thinking about what we're doing, to develop the skills and virtues of a postgraduate-level philosopher. We pursue this aim in three strands:

(1) Presentations from philosophy staff on their research work, followed by discussion, to offer a tasting menu of some of the varied questions and approaches in contemporary professional philosophy as done here at Lancaster
(2) Reading and guided discussion of an important text or texts in one or more contemporary sub-disciplines of philosophy
(3) Reflective practice in central philosophical styles of skilled reading, writing, research, discussion, and presentation.

Select Bibliography

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

David Edmunds, Nigel Warburton, et al., 'What is Philosophy?', *Philosophy Bites* podcast, http://philosophybites.com/2010/11/what-is-philosophy.html
G. E. R. Lloyd, *Disciplines in the Making: cross-cultural perspectives on elites, learning, and innovation* (Oxford University Press 2009): chapter 1
Justin E. H. Smith, *The Philosopher: a history in six types* (Princeton University Press 2016)

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

PPR.464 : Seminar in Moral, Political, and Social Philosophy

Term Taught: Michaelmas
Tutor: Sam Clark

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

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

Select Bibliography

Raymond Geuss, *The Idea of a Critical Theory: Habermas and the Frankfurt School* (Cambridge University Press 1981)
Will Kymlicka, *Contemporary Political Philosophy: An introduction* (2nd edn, Oxford University Press 2002)
Alasdair MacIntyre, *A Short History of Ethics: A history of moral philosophy from the Homeric age to the twentieth century* (Routledge & Kegan Paul 1967)
Peter Singer ed., *A Companion to Ethics* (Blackwell 1991)
David Wiggins, *Ethics: Twelve lectures on the philosophy of morality* (Penguin 2006)
Jonathan Wolff, *An Introduction to Political Philosophy* (revised edn, Oxford University Press 2006)
Michael Smith, *The Moral Problem* (Blackwell 1994)

[PPR.465 : Philosophy of Mental Disorder](#)

Term Taught: Lent
Tutor: Sam Fellowes

This module will involve an in depth study of a number of contemporary debates in the philosophy of mental disorder. Topics will vary from year to year, but may include the following:

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

Select Bibliography

Bolton, D. (2008). What is mental disorder?: an essay in philosophy, science, and values. Oxford: Oxford University Press.
Bolton, D. & J. Hill (1996) Mind, Meaning and Mental Disorder.Oxford: Oxford University Press.
Bracken, P., & Thomas, P. (2005). *Postpsychiatry: mental health in a postmodern world*. Oxford: Oxford University Press.
Cooper, R. (2005) Classifying Madness. Dordrcht: Springer.
Cooper, R (2007) Psychiatry and Philosophy of Science. Stocksfield: Acumen.
Foucault, M. (1988). *Madness and civilization: A history of insanity in the age of reason*. LLC:Random House
Glover, J. (2014). *Alien Landscapes?: Interpreting Disordered Minds*. Harvard: Harvard University Press.
Hacking, I. "Making up people" pp99-114 in Hacking (2002) *Historical Ontology. Harvard:* Harvard Uuniversity Press.
Murphy, D. (2006). *Psychiatry in the scientific image*. Cambridge, MA: MIT Press.
Szasz, T. (1960) The myth of mental illness *American Psychologist*, *15*, 113-118.
Wakefield, J. (1992) The concept of mental disorder - On the boundary between biological facts and social value. *American Psychologist*. **47**, 373-388.
 Zachar, P. (2014). A metaphysics of psychopathology. Cambridge, Massachusetts: MIT Press.

PPR.470 : Studying Religion

Term Taught: Michaelmas
Tutor: Dr Hiroko Kawanami

This module aims to supports existing taught modules in religious studies by introducing research methods and approaches from various disciplines and understand theoretical and practical issues in the study of religions. It introduces cross-cultural and cross-religious examination of research topics in religious studies. The module will also give students the opportunity for developing generic skills in library research, essay writing, ethics in research, dissertation planning and presentations.

Aims and Objectives

- Induction into the study of religions
  Research methodologies: case studies and examples selected from anthropological, sociological, philosophical approaches as well as from the study of texts
- Theoretical approaches to the study of religion: examples selected from the disciplines of the humanities and social sciences
- Dissertation workshop: finding a topic and supervisor, completion plan, case studies

Assessment

Students are expected to complete weekly reading assignments, participate in class discussions and student presentations, and write one essay of 5,000 words.
- The essay must be handed in by Monday 13 January 2020 at noon.
You must submit two copies of your essay; one should be printed and posted in the essay submission in the Department and the other submitted electronically via MOODLE.
Be aware that your essay will be considered late if you do not submit both paper and electronic copy by the deadline.

Select Bibliography

Taylor, M (ed.), *Critical Terms for Religious Studies.*
Russell, T & McCutcheon (eds.) *Studying Religion: An Introduction.*
Kawanami, H, Partridge, C, Woodhead, L (eds.) *Religions in the Modern World.*

PPR.473 : Nineteenth Century Religious Thought

Term Taught: Lent
Tutor: Gavin Hyman

This module examines nineteenth-century philosophy and its impact upon religious thought. The century was one of great philosophical significance and change, opening with Kant and closing with Nietzsche. All of the major philosophers of the century had central arguments to make about religion, and this course will examine these in particular.   A selection of seminal texts will be studied in context and in relation to their later reception. This year, the selection of key texts will be drawn from the works of the following philosophers: Kant, Schelling, Hegel, Kierkegaard and Nietzsche.

Select Bibliography

Bernard M. G. Reardon, *Religious Thought in the Nineteenth Century* (Cambridge: Cambridge University Press, 1966).
Ninian Smart et al (eds.), *Nineteenth Century Religious Thought in the West*, 3 volumes (Cambridge: Cambridge University Press, 1985).
Mark C. Taylor, *Journeys to Selfhood: Hegel and Kierkegaard*, 2nd ed. (New York: Fordham University Press, 2000).

PPR.479 : Sources of Indian Religion and Philosophy

Term Taught: Lent
Tutor: Brian Black

In this module we will encounter some of the most foundational religious and philosophical texts of the Hindu and Buddhists traditions. Texts will vary from year to year, but may include: the Ŗg Veda, Upaniṣads, Mahābhārata, Bhagavad Gītā, or the Yoga Sūtra from the Brahmanical/Hindu tradition, and the Nikāyas, Vinaya, Jatakas, Lotus Sūtra, and The Bodhicaryavatara from the Buddhist tradition. Through close readings, we will examine some of the core religio-philosophical ideas of early Indian thought as well as pay close attention to the composition, style, and structure of the texts themselves. We will also attempt to situate Hindu and Buddhist textual material within a social and historical context, paying close attention to who participates in the religio-philosophical world of ancient India and in what types of social circumstances religio-philosophical ideas are discussed. Alongside reading the primary sources, we will also situate our engagements within scholarly debates about methods of interpretation such as text-historical criticism, hermeneutics, phenomenology, orientalism, and post-colonial theory.

Background Reading

Hiltebeitel, Alf (2011) Dharma: Its Early History in Law, Religion, and Narrative. New York: Oxford University Press.
Samuel, Geoffrey (2008) The Origins of Yoga and Tantra: Indic Religions to the Thirteenth Century. Cambridge: Cambridge University Press (Part One: Meditation and Yoga).

Primary Sources

Bryant, Edwin F. (tr.) The Yoga Sūtras of Patañjali. New York: North Point Press.
Crosby, Kate and Skilton, Andrew (trs) (2008) The Bodhicaryavatara. Oxford: Oxford University Press.
Olivelle, Patrick (tr.) (1998) The Early Upaniṣads: Annotated Text and Translation. New York: Oxford University Press.
Patton, Laurie L. (tr.) (2008) The Bhagavad Gītā. London: Penguin Books.
Reeves, Gene (tr.) (2014) The Lotus Sutra: A Contemporary Translation of a Buddhist Classic. Boston: Wisdom Publications.
Smith, John (tr.) (2009) The Mahābhārata. Harmondsworth: Penguin.
Walshe, Maurice (tr.) (1987) The Long Discourses of the Buddha: A Translation of the Dīgha Nikāya (Boston: Wisdom Publications).
Watson, Burton (tr.) (1993) The Lotus Sutra. New York: Columbia University Press.

PPR.492d - Religion and Conflict

Term Taught: Lent
Tutor: Brian Black /Chakravarthi Ram-Prasad

Whether global, national, ethnic or ethical, conflicts frequently involve religion. Between themselves, in their relations with secular states and ideologies, and even at the level of sects or denominations, religions engage in conflict arising from deeply held beliefs and values, as well as in struggles for power, status and legitimacy. Understanding how and why religious groups contribute to global and regional conflicts and civil wars – from terrorist attacks, through historically embedded disputes in Israel/Gaza and Northern Ireland, to Christian/Muslim violence in Nigeria, Uganda and India – is vital for development, humanitarian intervention, international relations, diplomacy and conflict resolution.

This module provides the knowledge and skills to help students understand and analyse why conflict happens within and between religious groups, and to assess the positive and negative contributions that religions make to wider struggles – from local disputes through to global terrorism.

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

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

Select Bibliography

Cavanaugh, William T. (2009) *The Myth of Religious Violence: Secular Ideology and the Roots of Modern Conflict.* Oxford: Oxford University Press.
Haynes, Jeffrey. (2011) *Religion, Politics and International Relations*. New York: Routledge.
Kaplan, Benjamin J. (2007) *Divided by Faith: Religious Conflict and the Practice of Toleration in Early Modern Europe*. Cambridge, MA: Harvard.
Maréchal, Brigitte and Sami Zemni (eds). (2012) *The Dynamics of Sunni-Shia Relationships: Doctrine, Transnationalism, Intellectuals and the Media*. London: Hurst.
Murphy, Andrew (ed). (2011) *The Blackwell Companion to Religion and Violence*. Oxford: Wiley-Blackwell.
O'Brien, Peter. (2016) *The Muslim Question in Europe: Political Controversies and Public Philosophies*. Philadephia: Temple University Press, Open Access

PPR.493d : Faith Debates: Religion, Society and Politics (distance learning)

Term Taught: Lent
Tutor: Linda Woodhead

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

Drawing on varied materials including the 'Westminster Faith Debates', students will be introduced to methods, approaches and theories from the range of relevant disciplines, including the sociology of religion, religious studies, politics, and philosophy. They will be equipped and encouraged to think for themselves about key issues and controversies of the day, and to reflect on what they tell us about the beliefs and values of contemporary society.

The themes of the course include:

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

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

Suggested introductory materials:

Podcasts and videos on the 'Westminster Faith Debates' website (http://faithdebates.org.uk/), especially the series on 'Religion and Public Life' (2012), 'Global Religious Trends' (2014) and 'Religion, Violence and Cohesion' (2015)
Linda Woodhead and Rebecca Catto, *Religion and Change in Modern Britain.* Routledge: 2012.
Linda Woodhead, 'The Rise of "No Religion" in Britain' (article available at https://www.thebritishacademy.ac.uk/sites/default/files/11%20Woodhead%201825.pdf)

Assessment details
10% course participation (online forum)
10% 500 word blog post
80% essay (5,000 words)

PPR.554 : Reading Buddism

Term Taught: Lent
Tutors: Dr Hikoko Kawanami

This module examines the Buddhist scriptures in the Theravāda and Mahāyāna traditions and offers an opportunity for students to understand some of the key concepts and ideas by reading select extracts of the Buddhist texts in English from both schools and traditions. It also allows them to understand the changes in doctrinal emphasis as well as variations in interpretation in the historical development of Buddhism. This module will also be accessible to students who are new to the subject.

By the end of the course, students will be able to describe the origins and doctrinal development within the context of historical development of Buddhism. In particular, they will be able to identify different strands of schools and traditions of Buddhism and demonstrate how doctrines and concepts have developed out of internal debates and critiques. They will be able to evaluate the value systems underlying Buddhist texts and appraise some of the academic debates in relation to the study of Buddhism.

Assessment: 5,000 word essay

Select Bibliography

Gethin, R. *The Foundations of Buddhism*
Lopez, D. S. Jr. (ed.) *Critical Terms for the Study of Buddhism*.
Lopez, D. S. (ed.) *Buddhism in Practice*.
Pye, M. *Skilful Means: A Concept in Mahayana Buddhism.*
Schober, J. (ed.) *Sacred Biography in the Buddhist Traditions of South and Southeast Asia.*
Schopen, G. *Bones, Stones, and Buddhist Monks: Collected Papers on the Archaeology, Epigraphy, and Texts of Monastic Buddhism in India.*
Walpola Rahula, *What the Buddha Taught*.
Warren, H. C. *Buddhism in Translation*.
Wijayataratna, *Buddhist Monastic Life*.
Williams, P and A. Tribe & A. Wynne. *Buddhist Thought* (2[n] edition).

PPR.562 : Religion and Violence

Term Taught: Michaelmas
Tutors: Professor Chakravarthi Ram-Prasad

There are those who claim that religion is little more than a perverse and irrational scar on the modern world, one that invariably causes violence, while others (at times driven by political motivations) claim that religion is good and that violence only occurs when religion has been hijacked by other forces. Others still claim that religious violence is a myth constructed for political purposes, and that one should not therefore speak of religion in such terms.

In disentangling such claims, this course examines the relationships between religion and violence, asking whether one can draw such associations between the two and whether one can develop any broader theoretical understandings about their relationship that enhances our understanding of religion in the modern world. While examining a variety of theories and perspectives on the topic, including close examination of the arguments outlined above, it will focus on empirical data and case studies in which religious movements and religious individuals have been involved in violent activities, as well as examining cases where acts of immense violence have occurred in what appear to be political contexts, but where religious rhetoric may have been used by the perpetrators of violence.

The cases range across time, space and traditions: Judaism and Israel; Christianity and the Spanish Empire; the development of Islam as well as global contemporary issues; and Buddhism in late-20th Sri Lanka. A concluding case, that of the Bosnian civil war, will examine a specific situation in which political, ethnic and religious justifications for violence were all entangled.

Through discussions and examination of both textual sources and political realities, the course will seek to encourage students to develop an understanding of the debates over the notion of religious violence, formulate their own understandings of the validity of the arguments made by those involved in such debates, and develop an awareness of the possible patterns and processes whereby religion and violence come to be associated in a diversity of ways.

The syllabus will cover the following:

1. The very idea of 'religious violence' and the many different contexts in which it is found.
2. Theories of violence and key concepts
3. 'Imperial Christianity': violence, expansion and legitimation in the Spanish Empire
4 The idea of a people and a nation: Violence, Judaism and Israel
5. Striving: fighting for Islam - text and history
6. Revenge of history or the dawn of a caliphate? - Contemporary issues
7. Holy War and Just War: the political theology ossary violence
8. Buddhism, nation and state: Theravada Buddhism, Sri Lanka and the civil war
9. Religion and other ideologies: the case-study of Bosnia

In addition to the lectures and seminars, there will be fortnightly seminars specifically for postgraduate students.

PPR.563 : Media, Religion and Politics

Term Taught: Michaelmas
Tutors: Dr Laura Premack

Course Description: This course takes a case study approach to contemporary issues in media, religion and politics from around the globe. Media will be broadly defined to include Twitter, YouTube, Facebook, tabloids, feature films, documentaries, television, radio, newspapers, magazines, evangelical literature, soap operas and more. Topics of study may include: the apocalypse; Boko Haram; Trump's evangelical council; Brazil's TV Record; Prophet TB Joshua; the Boston Catholic priest sexual abuse scandal; ISIS on Twitter; the "Thames torso boy"; Ugandan anti-homosexuality campaigns; Billy Graham; secularism debates; and/or other subjects selected by students. Using both primary and secondary sources, we will contextualise each case study and subject it to historical and critical analysis. We will focus on how religion is reported; media as a tool for recruitment and radicalisation; and how various kinds of media can influence, obscure, and subvert relationships between religion and politics.

Learning Outcomes: On successful completion of this module students will be able to:

- Demonstrate their understanding of key issues in media, religion and politics in discussions and in written assessment, and be able to illustrate their understanding with current media examples;
- Analyse a variety of types of media (e.g. ephemera, newspapers, television, websites, YouTube, Facebook, Twitter) and their textual and visual representations and discourses;
- Articulate their own views and reflect on their own interactions with the media;
- Critically analyze religion journalism in the mainstream and alternative news media.

Teaching consists of a ten week syllabus of interactive lectures and seminars. In addition, there will be fortnightly seminars specifically for postgraduate students.

The assessment will be a 5000 word essay.

Select Bibliography

De Vries, H and Weber, S,*Religion and Media*
Hinnells, John R., *The Routledge Companion to the Study of Religion* [Internet]. Available from:
http://www.myilibrary.com.ezproxy.lancs.ac.uk?id=17755
Joustra, R and Wilkinson, A , How To Survive The Apocalypse: Zombies, Cyclons, Faith and Politics at the End of the World
Lynch, G and Mitchell, J (eds), *Religion, Media and Culture: A Reader*
Street, J, *Mass Media, Politics and Democracy*

PPR.591/2 : Special Subject in Philosophy

Term Taught: Michaelmas or Lent
Tutors: Various (course convenor: Sam Clark)

Every year the department runs several Special Subject modules in philosophy, in which students engage in depth with research topics chosen by individual members of staff. These modules offer an opportunity to work on cutting-edge philosophy, in a small group, under the guidance of a subject expert. They are open both to final-year undergraduate students and to MA students (under different codes for administrative purposes).

Special Subject classes are run as seminars or reading groups: the tutor convenes the group, sets reading, and guides discussion, but does not lecture; students are expected to be active, self-directed, and well-prepared participants. Depending on student numbers and timetables, you may either take seminars with undergraduates or in your own separate groups. You will also have your own MA-only meetings with the module tutor.

Your assessed work for this module will be marked at the appropriate level, distinct from and higher than undergraduates' assessed work, and requiring a greater degree of depth, independence, and knowledge of the appropriate philosophical literature. Guidance will be provided.

You can take a special subject module in Michaelmas and/or Lent, up to a maximum of two.

Assessment: 5000 word mini dissertation

Special subjects are on new topics most years, and range widely across the discipline. In 2018-19, the following special subjects are available:

- **Michaelmas term:**
  - The Imagination (PPR.592d)
  - Environmental Philosophy (PPR.591k)
  - The Ethics of Belief and Ignorance (PPR.591l)
- **Lent term:**
  - Future Generations (PPR.592a)
  - Feminist Philosophy (PPR.592f)

Descriptions follow.

PPR.592f : Feminist Philosophy
Tutor: Alison Stone
Term: Lent

This course provides an introduction to key debates in feminist philosophy. We focus on the work of three philosophers, Simone de Beauvoir, Luce Irigaray, and Judith Butler, who represent different directions in feminist thought. Should women and men be treated equally (Beauvoir's view)? Should the difference between women and men be recognised and valued (Irigaray's view)? Or would it be best to break down the division of humanity into two genders altogether (Butler's view)?

Introductory reading:

- Bailey, A. and C. Cuomo, eds. (2007) *The Feminist Philosophy Reader* (McGraw-Hill)
- Chanter, T. (2006) *Gender: Key Concepts in Philosophy* (Routledge)

- Schott, R. M. (2003) *Discovering Feminist Philosophy* (Rowman & Littlefield)
- Stone, A. (2007) *An Introduction to Feminist Philosophy* (Polity)

PPR.592a : Future Generations
Tutor: Nicola Williams
Term: Lent

What moral obligations do we have towards future generations—to people who are yet to be born, and to merely possible people whose very existence (or non-existence) depends on how we act now? This special subject explores this question by examining both a series of practical case studies and some of the main concepts and theories that philosophers use when thinking about these issues. Questions considered normally include:

- How should we weigh quality against quantity of life? Would a world with a relatively small number of 'happier' people preferable to one with many more 'less happy' ones?
- Ought we to try significantly to extend the human life span (to 150 years or beyond)?
- Should cryonics be permitted and what ethical issues does this raise?
- Is there a moral obligation to refrain from having children (e.g. for environmental reasons) and what measures may governments take to encourage or enforce population control? Conversely, might there be a moral obligation to have (more) children?
- Should we use selection techniques to minimise the incidence of genetic disorders and disabilities in future populations?
- Should parents be allowed to use these techniques to determine the characteristics of their future children (e.g. choosing their child's eye or hair colour, or sex selection)?
- When considering the future, how should the interests of non-human creatures be weighed against those of humans? How strong are our moral obligations to prevent extinctions, and to preserve wildernesses?
- When considering long-term environmental issues (e.g. climate change, nuclear power) and long-term financial issues (e.g. national debt and pensions) how should we balance the interests and rights of people who exist now against those of future people?

Introductory Reading:
- John Broome, *Climate Matters: ethics in a warming world*, New York: WW Norton & Co 2012
- Jonathan Glover, *What sort of people should there be?*, http://jonathanglover.co.uk/sites/default/files/docs/what-sort-of-people-should-there-be.pdf
- John Harris, *Enhancing Evolution: the ethical case for making better people*, Princeton University Press 2007
- Stephen Wilkinson, *Choosing Tomorrow's Children: the ethics of selective reproduction*, Oxford: Oxford University Press 2010

PPR.592d The Imagination
Tutor: Cain Todd
Term: Michaelmas

This course will examine philosophical accounts of the imagination. We will look at theories of the nature of the imagination and its connections to other mental states, such as attention, emotion, memory, beliefs, intentions, and desires. In addition, a range of topics focussing on the role of

imagining in a number of different domains will also be explored, including moral judgement, practical reasoning, perception, pictorial experience, and modal thought.

Introductory bibliography:

- J-P. Sartre, *The Imagination*
- C. McGinn, *Mindsight*
- S. Nichols, *The Architecture of the Imagination*
- G. Currie & I. Ravenscroft *The Recreative Imagination*

PPR.591k : Environmental Philosophy
Tutor: John Foster
Term: Michaelmas

Environmental philosophy reflects on the place of human beings in the natural environment and their various (ethical and other) relations to it. Its emergence as an academic subject over the last fifty years has paralleled growing recognition of environmental issues as vital for the contemporary world. We will explore some of its themes. We will also try to do some first-hand philosophical thinking about key concepts (sustainability, adaptation, resilience, disaster, transformation, hope…) now needed to grapple with the climate chaos and global mass extinction which humans are causing.

The module should help you
•   understand what some recent philosophers have said about environmental issues; and
•   think for yourself about inescapable challenges which will shape your life over the next fifty years.

Introductory reading :
[all in Library, or course tutor can lend]
Elliot, Robert and Arran Gare (eds.) Environmental Philosophy: A Collection of Readings (Milton Keynes: Open University Press, 1983) [For some of the backstory.]
Foster, J. The Sustainability Mirage (London: Earthscan, 2008) [Only Part I is worth bothering with.]
Foster, J. "Where can we find hope?" in J. Foster (ed.) Facing Up to Climate Reality: Honesty, Disaster and Hope (London: Green House, 2018).
Scruton, Roger Green Philosophy: How to Think Seriously About the Planet (London: Atlantic Books, 2013) [A different perspective.]
Soper, Kate What Is Nature?: Culture, Politics and the non-Human (Oxford: Blackwell, 1995) [Alert to cultural and feminist issues.]

PPR.591l : The Ethics of Belief and Ignorance
Tutor: Professor Dan DeNicola
Term: Michaelms

This course explores the ethics of believing, denying, and seeking knowledge in an era called "post-truth." Sample topics may include: *Is believing or denying something a choice? When is ignorance a moral problem? What is the relationship between democracy and truth—and the tension between democracy and expertise? Does separation of church and state sanction two different epistemologies? Is our world "post-truth"?* We will wrestle with one of a set of interlocking questions each session and work toward defensible responses. It is an exciting time to examine the intersection of ethics and epistemology—and urgent due to social, technological, and political developments.

Introductory reading :

DeNicola, Daniel R.,	Understanding Ignorance: The Surprising Impact of What We Don't Know (MIT Press, 2017)
McIntyre, Lee,	Post-Truth (MIT Press, 2018)

Rosenfeld, Sophia,   Democracy and Truth: A Short History (University of Pennsylvania Press, 2019)

Zagzebski, Linda Trinkaus,   *Epistemic Authority: A Theory of Trust, Authority, and Autonomy in Belief* (Oxford U. Press, 2012)

APPENDIX A : SOME MAJOR AREAS OF PHILOSOPHY

Independent Study should take on a specific, appropriately challenging topic. These notes describe some broader areas in which we have particular expertise, and within which you might find that topic: Ethics, Philosophical Aesthetics, Philosophy of Medicine and Bioethics, Philosophy of Mind and Psychology, Philosophy of Science, Environmental Philosophy, Political Philosophy/Theory, or Post-Kantian European Philosophy. Independent Study in other areas of philosophy is certainly possible: you shouldn't take this list as exhaustive, but should approach individual members of staff to discuss your ideas.

Ethics (also known as moral philosophy) is the systematic theoretical study of morality or ethical life: what we ought to do, what we ought to be, what has value or is good, the epistemic and metaphysical status of putative answers to those questions, and their application to individual choice and social policy. Topics, debates, and figures in ethics include:
- Value and valuing

- Personhood/selfhood

- Practical reason

- Moral psychology

- Metaethics, e.g. moral realism, expressivism, cultural relativism

- Freedom, agency, and responsibility

- Utilitarianism and its critics

- Virtue Ethics and its critics

- Deontology and its critics

- The nature of the good life

- Applied ethics, e.g. consent, privacy, the beginning and end of life

- Major recent and contemporary figures such as Bernard Williams, Martha Nussbaum, Peter Railton, Christine Korsgaard, Philippa Foot, Allan Gibbard, Simon Blackburn.

- Major historical figures such as Aristotle, David Hume, Immanuel Kant, John Stuart Mill, G. E. Moore.

PPR staff with relevant expertise: Sam Clark, Chris Macleod, Neil Manson, Garrath Williams, Cain Todd, Nick Unwin, Steve Wilkinson.

General and introductory texts on ethics and its sub-fields:
- Piers Benn, *Ethics* (Routledge 1998)

- David Copp ed., *The Oxford Handbook of Ethical Theory* (Oxford University Press 2006)

- Roger Crisp & Michael Slote eds, *Virtue Ethics* (Oxford University Press 1997)

- Stephen Darwall ed., *Deontology* (Blackwell 2003)

- Julia Driver, *Ethics: The Fundamentals* (Blackwell 2007)

- Samuel Scheffler ed., *Consequentialism and its Critics* (Oxford University Press 1998)

- Peter Singer, *Practical Ethics* (3rd edn, Cambridge University Press 2011)

- Peter Singer ed., *A Companion to Ethics* (Blackwell 1991)

- Michael Smith, *The Moral Problem* (Blackwell 1994)

- David Wiggins, *Ethics: Twelve Lectures on the Philosophy of Morality* (Penguin 2006)

Philosophical Aesthetics is the study of the nature of aesthetic judgement, aesthetic value, and aesthetic experience. It is generally focussed on particular questions that arise in the domain of art—e.g. what is art? How do pictures represent? How can music express emotions? Do we have genuine emotions towards fiction?—but is not limited to art. For example, natural objects can be appreciated aesthetically, and more general questions such as the objectivity of aesthetic judgement, the nature of expertise, and the role of imagination or emotion in aesthetic experience/judgement are also studied within aesthetics. Topics, debates, and figures in philosophical aesthetics include:

- The ontology of art, and of the specific arts, e.g. what are musical works? Is conceptual art really art?

- The objectivity of aesthetic judgement, e.g. are our judgements of art or nature subject to any normative constraints? Are they merely arbitrary? Are there really aesthetic experts?

- Musical expression, e.g. how can abstract music express and arouse emotion?

- Depiction, e.g. how can a two-dimensional canvas represent reality? Does the imagination play a role in the experience of pictures?

- Fiction, e.g. are your responses to fiction genuine emotions? How can we explain such responses?

- What is the role of ethical assessment in aesthetic judgement and the appreciation of art?

- Does art have cognitive benefits, e.g. can artworks give us knowledge?

PPR staff with relevant expertise: Alison Stone, Cain Todd.

General and introductory texts in philosophical aesthetics:
- Noël Carroll, *The Philosophy of Art: A Contemporary Introduction* (Routledge 1999)

- Clive Cazeaux ed., *The Continental Aesthetics Reader* (Routledge 2011)

- Stephen Davies, *The Philosophy of Art* (Blackwell 2006)

- Berys Gaut & Dominic Lopes eds, *The Routledge Companion to Aesthetics* (2nd edn, Routledge 2005)

- Matthew Kieran ed., *Contemporary Debates in Aesthetics and the Philosophy of Art* (Blackwell 2006)

- Matthew Kieran, *Revealing Art* (Routledge 2005)

- Peter Lamarque & Stein Haugom Olsen eds, Aesthetics and the Philosophy of Art: The Analytic Tradition: An Anthology (Blackwell 2004)

- Jerrold Levinson ed*., The Oxford Handbook of Aesthetics* (Oxford University Press 2003)

Philosophy of Medicine and Bioethics is concerned with topics and debates including:

- Concepts of health and disease

- Disability

- Philosophy of psychiatry

- Epistemology of medicine

- Reproductive ethics

- Death and dying

- Consent

- Heath care justice

- Public health

- Medical outcomes

PPR staff with relevant expertise: Rachel Cooper, Neil Manson, Garrath Williams, Steve Wilkinson.

General and introductory texts on the philosophy of medicine and bioethics:

- Elizabeth Barnes, *The Minority Body: A Theory of Disability* (Oxford University Press 2016)

- Havi Carel, *Illness: The Cry of the Flesh* (revised edn, Acumen 2013)

- Rachel Cooper, *Psychiatry and Philosophy of Science* (Routledge 2014)

- Angus Dawson ed., *Public Health Ethics: Key Concepts and Issues in Policy and Practice* (Cambridge University Press 2011)

- Carl Elliott, *A Philosophical Disease: Bioethics, Culture, and Identity* (Routledge 1999)

- Jonathan Glover, *Causing Death and Saving Lives: The Moral Problems of Abortion, Infanticide, Suicide, Euthanasia, Capital Punishment, War and Other Life-or-Death Choices* (Penguin 1977)

- Lawrie Reznek, *The Nature of Disease* (Routledge & Kegan Paul 1987)

- Jennifer Radden ed., *The Philosophy of Psychiatry: A Companion* (Oxford University Press 2004)

Philosophy of Mind and Psychology is concerned with topics and debates including:

- Perception

- Metaphysics of mind

- Emotions

- Consciousness

- Intentionality

- Free will

- Artificial intelligence

- Epistemology of mind

- Philosophy of psychology

- Philosophy of psychoanalysis

- Philosophy of psychopathology

PPR staff with relevant expertise: Rachel Cooper, Brian Garvey, Gavin Hyman, Chakravarthi Ram-Prasad, Cain Todd, Nick Unwin.

General and introductory texts on the philosophy of mind and psychology:

- David Chalmers, *The Conscious Mind: In Search of a Fundamental Theory* (Oxford University Press 1996)

- Paul Churchland, *Matter and Consciousness: A Contemporary Introduction to the Philosophy of Mind* (revised edn, MIT Press 1988)

- Andy Clark, *Mindware: An Introduction to the Philosophy of Cognitive Science* (Oxford University Press 2001)

- Tim Crane, *The Mechanical Mind: A Philosophical Introduction to Minds, Machines, and Mental Representation* (2nd edn, Routledge 2003)

- Daniel C. Dennett, *Consciousness Explained* (Penguin 1993)

- John R. Searle, *Mind: A Brief Introduction* (Oxford University Press 2004)

- Daniel Weiskopf & Fred Adams, *An Introduction to the Philosophy of Psychology* (Cambridge University Press 2015)

Philosophy of science is concerned with a range of conceptual or meta-scientific issues arising from the sciences. Some of these are of a general nature, applying to the sciences as a whole, but there are also sub-disciplines dealing with specific sciences. Examples of the former include:

- Distinguishing science from other activities, and from pseudo-science

- The question of whether there is a method common to all the sciences and characteristic of science as such. Proposed methods include Popper's 'conjectures and refutations' and inference to the best explanation.

- The theory-ladenness of observation: the ways in which, and the extent to which, observation is affected by pre-existing beliefs and/or theories, and the implications of this for scientific method and for the objectivity of science.

- The question of what constitutes a scientific explanation, and of the characteristics that make for a good explanation.

- The debate between scientific realists and anti-realists: the question of whether we should we think of the aim of science as being to discover truth, or as something else; and the question of whether we should think of unobservable entities posited by science (e.g. quarks, fields) as real. Compromise positions in these debates, such as entity realism and structural realism.

- The question of whether science makes progress, and in what scientific progress consists.

- The roles values play in science: whether science can, or should be, value-free; the ways in which values can distort science, and the ways they can be beneficial to it.

The PPR department has specialists in Philosophy of Biology and Philosophy of Medicine. Topics in these sub-disciplines include:

- The concept 'innate' and whether it can be given a definition

- Whether biological traits, such as the parts of organisms, have a real function or are just said to have certain functions based on our interests.

- Whether there is a right way to classify living things.

- What it means to call something a 'disease': whether it is a purely factual matter, or unavoidably involves values.

- The role of medical diagnosis: whether it is primarily to explain symptoms, or to prescribe a cure, or something else.

PPR staff with relevant expertise: Rachel Cooper, Brian Garvey, Nick Unwin.

Some indicative classics, books on specific topics or subdisciplines, and anthologies:

- Arthur Caplan, James J. McCartney and Dominic Sisti (ed.) *Health, Disease and Illness: Concepts in Medicine*. Georgetown University Press, 2004.

- Havi Carel: *Illness: The Cry of the Flesh.* Second Edition: Routledge, 2015.

- Nancy Cartwright: *How the Laws of Physics Lie.* Clarendon, 1983.

- _____: *The Dappled World: A Study of the Boundaries of Science.* Cambridge, 1999.

- A.F. Chalmers: *What Is This Thing Called Science?* Open University Press. Third Edition, 1999.

- Martin Curd and J.A. Cover ed. *Philosophy of Science: The Central Issues.* Second Edition: Norton, 2012

- John Dupré: *The Disorder of Things: Metaphysical Foundations of the Disunity of Science.* Harvard, 1993.

- Carl Elliott: *Better than Well: American Medicine Meets The American Dream*. W. W. Norton & Company, 2003

- Paul Feyerabend: *Against Method: Outline of an Anarchistic Theory of Knowledge.* Third edition, Verso, 1993.

- Kevin Elliott: *A Tapestry of Values: An Introduction to Values in Science*

- Peter Godfrey-Smith: *Theory and Reality: An Introduction the Philosophy of Science.* University of Chicago Press, 2003.

- _____: *Philosophy of Biology*. Princeton, 2014

- Marjorie Grene and David Depew: *The Philosophy of Biology: An Episodic History.* Cambridge, 2004.

- Susan Haack: *Defending Science – Within Reason: Between Scientism and Cynicism.* Prometheus, 2007.

- Ian Hacking: *Representing and Intervening: Introductory Topics in the Philosophy of Natural Science.* Cambridge, 1983.

- Jan Hilgevoord ed. *Physics and our View of the World.* Cambridge, 1994.

- David Hull and Michael Ruse (ed.) *The Cambridge Companion to the Philosophy of Biology,* Cambridge, 2007

- Thomas Kuhn: *The Copernican Revolution: Planetary Astronomy in the Development of Western Thought.* Harvard, 1957.

- _____: *The Structure of Scientific Revolutions.* Third edition, Chicago, 1996.

- James Ladyman: *Understanding Philosophy of Science*. Routledge, 2001

- Imre Lakatos and Alan Musgrave (ed.): *Criticism and the Growth of Knowledge.* Cambridge, 1970.

- Larry Laudan: *Science and Relativism: Some Key Controversies in the Philosophy of Science.* Chicago, 1990.

- Tim Lewens: *Darwin.* London: Routledge, 2006.

- Peter Lipton: *Inference to the Best Explanation.* Second edition, Routledge, 2004.

- Karl Popper: *The Logic of Scientific Discovery* (1934). Routledge, 1959.

- _____: *Conjectures and Refutations: The Growth of Scientific Knowledge.* Fifth edition, Routledge, 1989.

- _____: *Objective Knowledge: An Evolutionary Approach.* Revised edition, Routledge, 1979.

- Lawrie Reznek: *The Nature of Disease.* Routledge and Kegan Paul, 1987.

- Alex Rosenberg and Daniel McShea: *Philosophy of Biology: A Contemporary Introduction* Routledge, 2008

- Elliott Sober (ed.) *Conceptual Issues in Evolutionary Biology.* Third edition, MIT Press, 2006

- Kim Sterelny and Paul Griffiths: *Sex and Death.* University of Chicago Press, 1999.

- Bas Van Fraassen: *The Scientific Image.* Harvard, 1980.

Environmental Philosophy consists in specifically philosophical attention to the place of human beings in the wider natural environment and their various relations to it. As a recent sub-discipline within academic philosophy, its emergence over the last forty years has paralleled the growing recognition of these issues as presenting vital social, political and cultural challenges for the contemporary world. The sub-discipline includes but is not limited to environmental *ethics*, which deals with our moral obligations, if any, to treat the non-human world and/or future (human and other) generations in certain ways. Other important strands within environmental philosophy raise epistemological, aesthetic, political, decision-theoretic, theological and feminist issues. Major topics and debates in environmental philosophy include:

- Environmental value: its nature, extent and assessment.

- Environmental justice (intra- and inter-generational).

- The political legitimacy of possible responses to environmental degradation, pollution and climate change.

- Can we have binding obligations to future people?

- Do non-human animals, plants and/or ecosystems have moral standing?

- Are there specifically environmental virtues?

- How coherent is the now-dominant paradigm of 'sustainability'?

- Is the precautionary principle genuinely action-guiding?

- What is technology? How far can it provide solutions to environmental crisis?

- To what extent is 'nature' a human construction?

- Are concepts of 'nature' inherently gendered?

On a broad understanding of environmental philosophy as dealing with humans in nature, many great philosophers have contributed—in particular Aristotle, Kant and Hume. More recently, relevant work has been done by Mill, Heidegger, Thomas Nagel and Bernard Williams.

Since the academic sub-discipline emerged, significant figures have included Murray Bookchin, Baird Callicott, Freya Mathews, Carolyn Merchant, Arne Naess, John Passmore, Tom Regan and Richard Sylvan.

PPR staff with relevant expertise: John Foster, Alison Stone, Steve Wilkinson, Garrath Williams.

Some general and introductory texts on aspects of environmental philosophy:

- Elliot, Robert and Arran Gare (eds.) *Environmental Philosophy: A Collection of Readings* (Milton Keynes: Open University Press, 1983)

- Foster, John *After Sustainability: Denial, Hope, Retrieval* (Abingdon: Routledge, 2015)

- Gardner, Stephen and Allen Thompson (eds.) *The Oxford Handbook of Environmental Ethics* (Oxford: Oxford University Press, 2017)

- Jonas, Hans *The imperative of responsibility : in search of an ethics for the technological age* (Chicago, Ill. : University of Chicago Press, 1984.

- Merchant, Carolyn *The Death of Nature : Women, Ecology, and the Scientific Revolution* (London: Wildwood House, 1982)

- O'Neill, John *Ecology, Policy and Politics: Human Well-being and the Natural World*, (London: Routledge, 1993)

- Passmore, John *Man's Responsibility for Nature; Ecological Problems and Western Traditions* (London: Duckworth, 1974)

- Regan, Tom *The Case for Animal Rights*, (Berkeley: University of California Press, 2nd ed., 1983/2004).

- Sandler, Ronald, and Philip Cafaro (eds). *Environmental Virtue Ethics,* (New York and Oxford: Rowman & Littlefield, 2005).

- Scruton, Roger *Green Philosophy: How to Think Seriously About the Planet* (London: Atlantic Books, 2013)

- Soper, Kate *What Is Nature?: Culture, Politics and the non-Human* (Oxford: Blackwell, 1995)

Political Philosophy/Theory is the systematic theoretical study of questions of politics: the nature of the political, what our domestic and international institutions ought to look like, and the history of our attempts to engage with these questions. Topics, debates, and figures in political philosophy/theory include:

- The political ideologies and their foundations: liberalism, conservatism, communitarianism, socialism, anarchism, libertarianism, feminism, etc.

- Normative and theoretical questions about the nature and justification of political power.

- The theories of recent political thinkers: Rawls, Arendt, Nozick, Foucault, Raz, Berlin, MacIntyre, etc.

- The work of major historical political thinkers: Plato, Hobbes, Locke, Marx, Mill, etc.

- Methodological issues surrounding the attempt to theorise about politics.

- The relation between political philosophy/theory and moral philosophy and the social sciences.

- Questions of justice and rights, and of the relations between the public and private

- The application of all of the above to particular questions of policy, including for example climate change, migration, privacy, inequality.

PPR staff with relevant expertise: Patrick Bishop, Sam Clark, Chris Macleod, Garrath Williams.

Some indicative classics, methodological texts, and introductions:

- T. Hobbes, *Leviathan* (Oxford University Press, 2008)

- J.S. Mill, *On Liberty and Other Writings* (Cambridge University Press, 1989)

- J. Rawls, *Theory of Justice* (Harvard University Press, 1971)

- R. Nozick, *Anarchy, State, and Utopia* (Basic Books, 1974)

- A. McIntyre, *After Virtue* (University of Notre Dame Press, 1981)

- H. Arendt, *Eichmann in Jerusalem* (Penguin, 2006)

- Q. Skinner, *Visions of Politics*, vol. 1 (Cambridge University Press, 2002)

- D. Miller, *Justice for Earthlings* (Cambridge University Press, 2013)

- W. Kymlica, *Contemporary Political Philosophy: An Introduction* 3rd ed. (Oxford University Press, 2002)

- J. Wolff, *An Introduction to Political Philosophy* 3rd ed. (Oxford University Press, 2015)

Post-Kantian European Philosophy encompasses a range of nineteenth- and twentieth-century thinkers and branches of thought, including:

- Hegel and German Idealism

- Kierkegaard

- Nietzsche

- Phenomenology including Husserl, Heidegger, Merleau-Ponty

- Existentialism including Sartre, Camus, Beauvoir, Fanon

- Political thought including Arendt, Foucault

- Critical theory including Adorno, Habermas, and others

- Post-structuralism including Derrida and others

- Continental feminist philosophy including Irigaray, Kristeva, and others

- Deleuze

- Recent theorists such as Zizek, Butler, and Badiou

In addition, the field includes works of interpretation and critical analysis of, and engagement with, the above approaches and the ideas of individual thinkers contributing to them. Examples of authors engaging in this kind of interpretation and critical engagement include Tina Chanter, Maudemarie Clark, Steven Crowell, Sebastian Gardner, Lewis Gordon, Alexander Nehamas, Robert Pippin, and Bernard Williams.

The field also covers debates on topics arising out of these streams of thought and their interpretation. For example, debates about the nature of genealogy; the nature of critique; the sources of normative standards of social criticism; subjectivity, freedom, and responsibility; the body.

PPR staff with relevant expertise: Laurence Hemming, Gavin Hyman, Chakravarthi Ram-Prasad, Alison Stone, Garrath Williams.

General and introductory texts on post-Kantian European Philosophy and its sub-branches:

- Simon Critchley, *Continental Philosophy: A Very Short Introduction* (Oxford University Press 2001)

- Simon Critchley and William Schroeder eds, *A Companion to Continental Philosophy* (Blackwell 1999)

- Simon Glendinning, *The Idea of Continental Philosophy* (Edinburgh University Press 2006)

- Brian Leiter and Michael Rosen eds, *The Oxford Handbook of Continental Philosophy* (Oxford University Press 2008)

- John Ó Maoilearca and Beth Lord eds, *The Bloomsbury Companion to Continental Philosophy* (Bloomsbury 2013)

- Alan Schrift ed., *The History of Continental Philosophy*, 8 vols. (University of Chicago Press 2010)