PART II MODULES

2019/2020
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Introduction

How to use this booklet:

The purpose of this booklet is to help you select your modules for Part II (the second and third years). You will be able to choose your modules on-line between 24th April – 1st May 2019. Instructions about how to access this system will be sent to you nearer the time. You are not required to select your third year modules at the same time as selecting your second year modules you will have this opportunity in April 2020.

The module descriptions should help you to decide whether a module is suitable for you. If you are in any doubt ask the module convenor.

We try to deliver as many modules as possible. However, in any given year some members of staff will be unavailable and so some modules might not run. In addition, we keep a few modules on our lists so that we can vary the selection from year to year. Having said this, we try to keep as many of our second year modules running as possible as both second and third years can select from this list. If modules become available that are not currently listed we will advertise this via an email announcement.

How Part II Works:

In order to select your modules you need to understand how the Part II structure works. At Lancaster a degree is composed of 360 credits. 120 of these are used in the first year. In the second and third years the remaining 240 credits must be used (120 in the second year and 120 in the third year).

All modules in 2nd and 3rd year are 15 credits (one term). The exceptions our 3rd year dissertation modules (PPR.359/PPR.393/PPR.394/PPR.399), which are 30 credits. Please see the separate Dissertation Handbook for guidance.

Your degree scheme will either be a single major, a joint major, or a triple major. You will be required to choose a number of options from the modules listed for your major.

Degree Scheme Rules

Single Honours Students:

must choose at least 90 credits in their major subject in 2nd and 3rd year. The remaining 30 credits in each year can be freely chosen from all PPR modules.

In the third year, there is the option (but not requirement) to take a dissertation unit. There is also the option of taking up to 30 credits worth of modules from the second year core list in third year.

Joint Major Students:
must choose half their credits (60) from the list of options under their major subject in second and third year. The other 60 credits must be taken within their other department.

In the third year, there is the option (but not requirement) to take a dissertation unit. There is also the option of taking up to 30 credits worth of modules from the second year core list in third year.

*On all degree schemes (except joint History majors) third year students are allowed to choose one second year module as a part of their third year choices. However, second years cannot choose third year modules. The dissertation is an option for all third year students.

Triple Major Students:

Students are required to take at least 60 credits in each subject in Part II. There is no requirement for the 60 credits in any subject to be divided evenly across years two and three.

For example, a student may take 120 units in one subject and 60 in each of the other two, or they may take 60 units in one subject and 90 in each of the other two.

In the third year there is the option (but not requirement) to take a dissertation unit.

In both years modules are chosen from the list for that year in the Part II Courses booklet.

LOVO Philosophy, Politics and Economics

Students are required to take at least 60 credits in each of Philosophy, Politics and Economics. They may make up the remaining 60 units from any combination of Politics, Philosophy and Economics modules for that year.

For example, a student may take 120 units in one subject and 60 in each of the other two, or they may take 60 units in one subject and 90 in each of the other two.

In the third year there is the option (but not requirement) to take a dissertation unit. This may count towards the 60 units of Politics or towards the 60 units of Philosophy depending on the topic of the dissertation.

For students who do not do a dissertation unit the 60 credits in Philosophy must be made up of subjects from the Philosophy core list and the 60 credits in Politics must be made up of subjects from the Politics core list.

VV56 Ethics, Philosophy and Religion

Students are required to take 240 credits in Part II. Usually this will be divided evenly across years two and three.

In second year, students must take either PPR. 207 Moral Philosophy or PPR. 259 Constructing Christian Ethics and Politics.

In the third year there is the option (but not requirement) to take a dissertation unit.

LL92 BA Hons Peace Studies and International Relations

Students are required to take 240 credits in Part II. Usually this will be divided evenly across years two and three.

In the second year all students must take either PPR.234 or PPR.235. The remaining three modules must be chosen from the International Relations list in the Part II Courses booklet.

In the third year there is the option (but not requirement) to take a dissertation unit – 30 credits.

In the third year students must take at least four options from the IR core list. A dissertation unit may be taken and will count as two of the options (30 credits). The balance must be made of options from the Politics and International Relations core lists.
The History component of this combined degree scheme will normally comprise the equivalent of 120 credits in History, 60 credits in each year.

HIST250 is a compulsory (core) module for all History majors and combined majors and you will automatically be enrolled on this module in Year 2.

IMPORTANT!!! History Combined Major students are required to undertake a History Special Subject module (60 credits) in Year 3/Final Year. For such students, the History Special Subject will therefore form the entire History aspect of their 3rd Year/Final year of study. Current 1st year combined major students must enrol on a module called HIST301: Special Subject Provisional Registration. You will select your specific History Special Subject module in the Lent Term of Year 2 and the Department will enrol you on it.

Students on combined majors with History will be able to choose to take HIST300, the History Dissertation module (30 credits), along with two HIST2xx modules (15 credits each), in place of a History Special Subject module (60 credits) in Year 3/Final Year. If you would rather do a History Dissertation (and two HIST2xx modules) than a History special subject for the History half of your 3rd/Final Year, then you MUST enrol on HIST300 for your 3rd year and also enrol on HIST251 in your 2nd year. HIST251 is a 15 credit History module taken in the Lent Term of Year 2, which prepares History students for dissertation study, and is a compulsory pre-requisite for taking the HIST300 Dissertation in the 3rd/Final Year. History combined major students will be provided with the opportunity to confirm their intentions in relation to this at the start of the Lent Term of their 2nd Year, but it is important that you indicate your preference either way at this stage during this on-line enrolment period.
Modules Available in 2019/20

2nd Year

Michaelmas

PPR.208 Mind-Body Problem
PPR.211 Philosophical Questions in the Study of Politics and Economics
PPR.212 Metaphysics
PPR.216 Idealism, Empiricism, and Criticism in 18th Century Philosophy
PPR.220 Modern Political Thought: Liberty, Theory and Practice
PPR.233 Power in British Politics: The Role of the Prime Minister
PPR.235 Peace Studies in Action
PPR.236 Politics and History of the Middle East
PPR.237 Government and Politics of the United States
PPR.252 Buddhism and Modernity in Asian Societies
PPR.254 Religion in Society: Theories and Methods
PPR.259 Constructing Christian Ethics and Politics
PPR.260 Indian Philosophical and Religious Thought
PPR.280 International Relations, Security and Sustainability
PPR.281 Politics of Development and Global Changes
PPR.282 Understanding Key Economic Concepts: Economics for the Real World

Lent

PPR.206 Values and Objectivity
PPR.207 Moral Philosophy
PPR.210 Philosophy of Science
PPR.213 Epistemology
PPR.214 Nineteenth Century Philosophy
PPR.215 Issues in Contemporary Politics and Philosophy
PPR.232 Latin American Politics
PPR.245 The Politics of Race
PPR.246 Public Policy
PPR.248 China’s International Relations
PPR.250 Christianity in the Modern World: Traditions and Transformations
PPR.251 Islam: Tradition, Community and Contemporary Challenges
PPR.253 Hinduism in the Modern World
PPR.256 Gender and Religion
PPR.283 Exploring Key Economic Issues: Economics for the Real World
PPR.284 International Relations and Politics of the Asia Pacific
PPR.285 Russian (Inter)national Politics
3rd Year

Michaelmas

PPR.301 Aesthetics
PPR.304 Darwinism and Philosophy
PPR.325 International Political Economy of Globalization
PPR.328 Understanding External Intervention in Violent Conflicts
PPR.341 Contemporary Issues in Human Rights
PPR.344 Politics of Cultural Diversity
PPR.352 New Religions and Alternative Spiritualities
PPR.362 Religion and Violence
PPR.363 Media, Religion and Politics
PPR.389 Politics Employability and Engagement Through Outreach
PPR.391k Special Subject: Environmental Philosophy
PPR.391l The Ethics of Belief and Ignorance
PPR.392d Special Subject: The Imagination
PPR.392g Special Subject: Constructing Ethics in Islam: Shari’a, Society and Contemporary Challenges

Lent

PPR.302 Continental Philosophy
PPR.305 Logic and Language
PPR.324 Politics of Global Danger
PPR.330 Britain in the World
PPR.333 Contemporary Issues in the Middle East
PPR.336 Africa and Global Politics
PPR.340 Islamic Politics
PPR.346 Race and American Politics
PPR.351 Modern Religious and Atheistic Thought
PPR.353 Indian Politics, Society and Religion
PPR.354 Reading Buddhism
PPR.357 Religion and Politics
PPR.392a Special Subject: Future Generations
PPR.392e Complexity, Pragmatism and Policy: Or how to understand and act in a complex world
PPR.392f Special Subject: Feminist Philosophy
PPR.392i Special Subject: Counterculture and Protest Politics

Dissertation Modules:
PPR.359 PPR in India
PPR.393 Dissertation with Field Studies
PPR.394 Dissertation with External Collaboration
PPR.399 Dissertation
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PPR.206 Values and Objectivity

Tutor: Dr Cain Todd
Term: Lent

Course Description: This course covers core theoretical questions surrounding the nature and status of normative claims: those involving moral, political, or other values. We explore the whether normative claims admit of truth or falsity, or whether they are merely expressions of preference: whether such claims can be objectively warranted, or are ultimately ‘subjective’. Themes to be treated include: the meaning of words such as ‘ought’ and ‘good’; the relationship between values and facts; the Frege-Geach problem; the place of motivation in value judgments. Key ‘metaethical’ theories, such as naturalistic and non-naturalistic realism, emotivism and prescriptivism, will be outlined and explored. The module aims to develop:
- an understanding of the nature of value claims.
- an understanding of what it might mean to regard value claims as either ‘subjective’ or ‘objective’.
- an understanding of the costs and benefits of regarding value claims as truth-apt/non-truth-apt.
- a familiarity with debates within contemporary metaethics.

Assessment: 40% coursework (1 essay of 2,500) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly.

Introductory Reading:

PPR.207 Moral Philosophy

Tutor: Dr Sam Clark
Term: Lent

Course Description: 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. This module engages in this practice by critical investigation of some of the following topics, debates, and figures: value and valuing; personhood/selfhood; practical reason; moral psychology; freedom, agency, and responsibility; utilitarianism and its critics; virtue ethics and its critics; deontology and its critics; contractarianism and its critics; the nature of the good life; the source and nature of rights; the nature of justice; 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.

Assessment: 40% coursework (1 essay of 2,500) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly.

Introductory Reading:
Piers Benn, *Ethics* (Routledge 1998)
**PPR.208 Mind-Body Problem**

**Tutor:** Dr Nick Unwin  
**Term:** Michaelmas

**Course Description:** In this module we will be looking at a variety of views about the nature of mind and mental phenomena and how they fit into the natural world. We begin with the classic Cartesian account of mind: substance dualism. We then turn to current behaviourist, materialist, and functionalist theories of mind. Some of the larger questions we will be considering are: How are behaviour and mental states related to each other? Are minds really just brains? Or are minds more like computers? Next we consider three of the most perplexing problems about the nature of mind, currently occupying philosophers. How do our thoughts manage to reach out to reality and be about anything, especially when many of the things we think about don’t exist? Do mental states have causal powers of their own or do they somehow inherit them from the causal powers of brains? And finally, can we explain the mystery of consciousness?

**Assessment:** 40% coursework (1 essay 2,500 words) and 60% exam (2 hours)  
**Teaching Method:** Lecture (1.5 hours) and seminar (1 hour) weekly

**Introductory Reading:**  
Descartes, René, *Meditations* (many editions, including online)

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**PPR.210 Philosophy of Science**

**Tutor:** Dr Brian Garvey  
**Term:** Lent

**Course Description:** This course considers philosophical issues that arise in connection with the sciences. It will consider what scientific method is, how science relates to the rest of knowledge, whether it provides an ideal model for rational inquiry in general, and whether we should think of science as describing reality. In the first few weeks we will consider traditional accounts of scientific method and theory-testing, and then examine philosophical challenges to the status of science as a rational form of enquiry. We give particular consideration to three of the most important twentieth-century philosophers of science: Popper, Kuhn, and Feyerabend. Next we will consider whether and in what sense we should be confident that our best current scientific theories are accurate descriptions of reality.

It is not assumed that students have an extensive knowledge of science: the relevant scientific concepts will be presented in a simple and accessible way, and there will be no maths.

**Assessment:** 40% coursework (1 essay 2,500 words) and 60% exam (2 hours)  
**Teaching Method:** Lecture (1.5 hours) and seminar (1 hour) weekly

**Introductory Reading:**  
A.J. Chalmers *What is this Thing Called Science?* (Third ed., Open University, 1999)  
Susan Haack *Defending Science – Within Reason: Between Scientism and Cynicism* (Prometheus, 2007)  
Ian Hacking *Representing and Intervening* (Cambridge U.P., 1983)  
James Ladyman *Understanding Philosophy of Science* (Second ed., Routledge, 2014)
PPR.211 Philosophical Questions in the Study of Politics and Economics

Tutor: Dr Luke Moffat
Term: Michaelmas

Course Description: Our aim in this module is to consider some of the big philosophical questions underlying social sciences. Economics and politics raise both deep philosophical questions about society and subjectivity – for example: Who gets what? Who rules whom? Who, or what, decides? In this module we will investigate a variety of methods that attempt to address these questions, and what answers might be possible. In sum, the aim is to examine methods and assumptions across central movements in the social sciences, politics and economics, from a philosophical perspective – to see the troubles and possibilities in each.

Assessment: 40% coursework (1 essay of 2,500 words) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly

Introductory Reading:
Martin Hollis (1994) *The Philosophy of Social Science: An Introduction* (Cambridge University Press) – excellent, but not very introductory
Daniel Little – *Understanding Society*: ‘a web-based text for the philosophy of social sciences’ at www.changingsociety.org/syllabus.html – refers to his many interesting blog entries at understandingsociety.blogspot.co.uk (highly recommended)
Vernon Pratt (1978) *The Philosophy of the Social Sciences* (Methuen, London) – Vernon was one of our most popular lecturers, and this is the only one of these texts that is really introductory
Michael Root (1993) *Philosophy of social science: the methods, ideals, and politics of social inquiry* (Blackwell) – argues that social science cannot be value-neutral
Roger Trigg (1985/2000 (2nd ed)) *Understanding Social Science: A Philosophical Introduction to the Social Sciences* (Blackwell)

PPR.212 Metaphysics

Tutor: Dr Nick Unwin
Term: Michaelmas

Course Description: Studying this module should improve students’ knowledge and understanding of some key issues in metaphysics as determined by the syllabus. This focuses primarily on some issues concerning space and time, the nature of physical objects and persons, and some key philosophical distinctions. Studying this module should also enable them to see connections between various philosophical issues that should be of value to them with regard to other philosophy modules that they are studying.
PPR.213 Epistemology

Tutor: Dr Nick Unwin
Term: Lent

Course Description: The aim of this course is to give you a good, broad introduction to some of the key themes in epistemology (the theory of knowledge). We begin with the question what is knowledge? This then leads us on to questions about how knowledge relates to other things, like belief, and truth. Our answers to these questions have implications for how we think about the structure of knowledge (e.g., must all of our knowledge rest upon a “firm foundation”)? Throughout the term we will see that it is much harder to answer our core question than you might think and this raises the question of why it is so hard to give a clear, general, account of what knowledge is. We also look at different sources of knowledge - especially, perception, self-knowledge and “testimony” (other people’s say-so) and, towards the end of term explore some of the relationships between epistemology and ethics, ending the term with the question whether we ever ought to refrain from seeking knowledge.

Assessment: 40% coursework (1 essay of 2,500 words) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly.

Introductory Reading:
Pritchard, D What is this thing called knowledge? Routledge 2008 (especially Chapters 1-8)
O’Brien, D An Introduction to the Theory of Knowledge, Polity 2006 (especially chapters 1, 2, 4-8)

PPR.214 Nineteenth Century Philosophy

Tutor: Professor Alison Stone
Term: Lent

Course description: This course covers nineteenth-century philosophy, a crucial period in several ways: there was a new attention to history and the relation between philosophy and history; there was the rise of socialism and its impact on philosophy; and there were philosophical criticisms of Christianity, which were met by explicit defences of Christianity by some philosophers. We explore these issues through the work of four figures in nineteenth-century philosophy: Hegel, Feuerbach, Marx, and Kierkegaard.

Assessment: 40% coursework (1 essay of 2,500 words) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly.

Introductory Reading:
Hegel Lectures on the Philosophy of World History: Introduction: Reason in History.
Feuerbach’s The Essence of Christianity

PPR.215: Issues in Contemporary Political Philosophy

Tutor: Dr Garrath Williams
Term: Lent

Course description: This module will consider major issues currently being debated by political philosophers and political theorists. Specific topics may change from year to year, but issues covered will include some of the following:
- State power and citizens’ obligations
- Equality between social groups
- Material equality
- Environmental politics
- Public goods and state action
- Politics and regulation of business activity
- Global justice

Assessment: 40% coursework (1 essay of 2,500 words) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly

Introductory Reading:
David Estlund (ed), The Oxford Handbook of Political Philosophy
Robert E. Goodin & Philip Pettit (eds), Contemporary Political Philosophy: An Anthology
Will Kymlicka, Contemporary Political Philosophy: An Introduction
Catriona McKinnon (ed), Issues in Political Theory
Andrew Shorten, Contemporary Political Theory

PPR.216 Idealism, Empiricism and Criticism in 18th Century Philosophy

Tutor: Dr Luke Moffat
Term: Michaelmas

Course Description: The second half of the 18th Century was a time of fierce debate between the schools of idealism, empiricism, and criticism that extended to the nature of subjectivity, aesthetics, and the status of nature itself. This course examines key texts from Hume, Baumgarten and Kant, which all confront the new realities of the modern scientific method, the birth of chemistry, and the increasing distinction between philosophical and religious thought. The course will focus on issues to do with certainty and faith, the relationship between knowledge and the natural world, and evolution of subjectivity and its grounding of psychology.

Assessment: 40% coursework (1 essay of 2,500 words) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly

Introductory Reading:
PPR.220: Understanding Liberty: Theory and Practice

Tutor: Dr Matthew Johnson
Term: Michaelmas

Course description: This course explores a range of ideas which are central to any understanding of politics. It focuses on the relationship between negative and positive accounts of liberty. We will examine and discuss the distinction between the two accounts, and apply those accounts to the analysis of the work of Hayek and Mill, as well as advancing the capacity for essay writing skills. Thus, by the end of the course, you will (a) have an understanding of the key ideas of the thinkers under review; (b) be able to assess the contribution that these thinkers have made to our wider understanding of politics; (c) be able to recognise these relevance of these thinkers to our current political debates and be able to employ their ideas within those debates, and (d) be able to evaluate the key features of an argument, be confident to express your own views, and evaluate the responses of others.

Assessment: This course is assessed 100% by coursework. The individual elements of the coursework are: i) a 300 word summary of Hayek’s account of liberty (10% overall mark) ii) a 250 word introduction to the essay (10% overall mark) iii) a 2,500 word essay (80% overall mark)

Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly

Introductory Reading:

PPR.232 Latin American Politics

Tutor: Julie Hearn
Term: Lent

Course description: The aim of the module is twofold. The first goal is to introduce students to broad themes in development politics and policy such as colonialism, primary commodity dependence, neoliberalism, austerity programmes (structural adjustment programmes), poverty reduction policies, the developmental state, migration, remittances, aid, NGOs and social movements. The second goal is to apply those themes to key case-studies in Latin America.

Assessment: 40% coursework (1 essay of 2,500 words) and 60% exam (2 hours)

Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly

Introductory Reading:
PPR.233 Power in British Politics: The Role of the Prime Minister

Tutor: Dr Mark Garnett  
Term: Michaelmas

Course description: This course explores British politics by focusing on the role of its central figure – the Prime Minister. Judging by media coverage, it would seem that the Prime Minister dominates the decision-making process, dwarfing other institutions such as the Cabinet, Parliament and the judiciary. But does this impression reflect reality? Does Britain really have a system of ‘Prime Ministerial’ – or, as some commentators have claimed – even ‘Presidential’ government? The course attempts to answer these crucial questions through case-studies of recent Prime Ministers and an examination of the sources of Prime Ministerial power, such as the ability to appoint ministers, to influence public opinion and to shape Britain’s foreign policy.

Assessment: 40% coursework (1 essay of 2,500 words) and 60% exam (2 hours)  
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly  
Introductory Reading:  
- Garnett, M., and P. Lynch: Exploring British Politics  
- Blick, A., and G. Jones: Premiership  
- Kavanagh, D., and A. Seldon: The Powers Behind the Prime Minister  
- Foley, M: The British Presidency  
- Smith, M: The Core Executive in Britain

PPR.235 Peace Studies in Action

Tutor: Dr Amalendu Misra  
Term: Michaelmas

Course Description: This module seeks to identify and analyse violent and non-violent conflict behaviour as well as the structural mechanisms that are required to seek peace. It examines various theoretical positions in this regard and their application in managing, preventing and transforming conflicts into situations and outcomes that are more peaceful. This module looks at both top down and bottom up approaches to peace enforcement and peacebuilding in ongoing conflict locations as well as in many post-conflict settings. In the course of the discussion, we interrogate various intervention strategies such as: the place of non-violence in peace activism, the concept of just war in imposing a resolution, the role that women play in peacebuilding, global institutions that facilitate peacekeeping, inter-faith debate and dialogue that contribute to addressing religious extremism and radicalism. The overriding question that we examine in the course of this module, is transition from a belligerent world to a more peaceful and harmonious one through cosmopolitan responsibility. The module ends by exploring the ways that seek to reaffirm the ideal of peace in an increasingly volatile and fractured international society.

Assessment: 40% coursework (1 essay of 2,500 words) and 60% exam (2 hours)  
Teaching Method: Lecture (1.5 hours) and workshop (1 hour) weekly  
Introductory Reading:  
PPR.236 Politics and History of the Middle East

Tutor: Dr Rahaf Aldoughli
Term: Michaelmas

Course Description: In the few years that have passed, the Middle East has experienced momentous changes. Most notable of these changes are the so-called “Arab Spring” uprisings, which started in late 2010, and the following consequences of these uprisings on the international relations of the region. Topics include the early emergence of Arab states, origins and sustainability of authoritarian regimes, state types and personality cult, masculinity and constructions of identity and belonging, women’s movements, social mobilization and the Arab uprisings. The course offers students from a variety of backgrounds the opportunity to engage with the most important themes in the study of the politics of the Middle East and to locate and contextualise them within wider debates and scholarship of international politics.

Assessment: 40% coursework (1 essay of 2,500 words) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and workshop (1 hour) weekly

Introductory Reading:
- Milton-Edwards, B. and P Hinchcliffe. Conflicts in the Middle East since 1945
- Ovendale, R. The Longman Companion to The Middle East since 1914
- I Pappe The Modern Middle East
- R Owen State, Power and Politics in the Making of Modern Middle East
- D Butenschon and Hassessian (eds) Citizenship and the State in the Middle East

PPR.237 Government of the United States

Tutor: Dr Richard Johnson
Term: Michaelmas

Course description: The aim of this course is to familiarise students with the key institutions of American governance. The course begins with an analysis of the US Constitution and the developmental history of American state-building. The course, then, examines the major institutions of the federal government: Congress, the presidency, the federal bureaucracy, and the federal courts. Subsequently, the course turns to organised actors who operate within these institutions: political parties and interest groups. It will be in these weeks that students will comprehend the increasingly important economic and other social factors shaping policy influence. Finally, the course moves out of Washington to consider how governance operates in the American states and localities. Students will complete this course with a fulsome understanding of domestic institutional politics in one of the world’s most important polities.

Assessment: 40% coursework (1 essay of 2,500 words) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly

Introductory Reading:
- Alan Brinkley The Unfinished Nation, Volume 2 (8th edition, 2016)
- Hugh Brogan The Penguin History of the USA (2nd edition, 2001)
- Gary Gerstle Liberty and Coercion (2015)
PPR.245 The Politics of Race

Tutor: Dr Laura Premack
Term: Lent

Course description: Race has played a central role in shaping the political agendas of many nations around the world – and has acted both as a mechanism of political exclusion and as a form of politicised identity. In this course we critically examine the notion of race, and its connection to the politics of ethnicity, religious identity, and class. We examine the role race has played, and continues to play, in the determination of domestic and international politics. We look at the way in which race is politicised and de-politicised, and consider the nature of various forms of racism that exist in politics.

Assessment: 40% coursework (1 essay of 2,500 words) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly

Introductory Reading:

PPR.246 Public Policy

Tutor: Dr Erica Consterdine
Term: Lent

Course Description: The goal of this course is to introduce students to the key concepts of public policy both in theory and practice. The course is designed to give students a rich understanding of the actors, mechanisms and processes that underpin public policymaking, as well as a comprehensive overview of different public policies. The module will enable students to identify how and why public policy is made, the actors and factors that explain policy outputs and policy failures, and to be able to assess the explanatory power of different theories that seek to explain differences in policy outputs. Students will be able to assess policy outcomes associated with different policies and policymaking regimes. In addition, students will gain an understanding of a range of public policies as well a comprehensive understanding of a specific public policy arena, including the debates surrounding such policy, through their policy briefing assessment. The course will touch on a number of questions and themes related to public policy, including why does policy change? Who makes public policy? How can we explain differences in policy outputs? What explains the gap between policy outputs and outcomes (or policy failure)? How do ideas shape policy? Are differences in public policies a consequence of different cultures, economic conditions, political institutions or interest group pressures? How are policy problems defined?

Assessment: 40% coursework (1 essay of 2,500 words) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly

Introductory Reading:
Hill and Varone (2017) ‘Studying the policy process’ in Hill and Varone The Public Policy Process
PPR.248 China’s International Relations

Tutor: Andrew Chubb
Term: Lent

Course description: This module focuses on the international relations of one of the most influential actors in world politics: China. The course explores the key question of when and how China’s actions conform with – and diverge from – various international relations (IR) theories. This offers students a twofold payoff. Students gain a broad understanding of how China’s foreign policies are made, its relations with its neighbours in East Asia, with international organizations, and with other global powers including Britain. At the same time, students gain a deeper, more concrete understanding of the uses and limitations of IR theory in explaining global politics.

Assessment: 40% coursework (1 essay of 2,500 words) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly

Introductory Reading:

PPR.250 Christianity in the Modern World: Traditions and Transformations

Tutors: Professor Christopher Partridge
Terms: Lent

Course Description: This module aims to:
- Survey and critically examine the main themes, key concepts, debates and approaches to the study of Christianity and theological change in the modern world.
- Develop an analytical and interpretive framework within which to situate competing Christian traditions and theologies in a historical context.
- To examine some of the key issues facing the Christian Church in the modern world.

Assessment: 40% coursework (1 essay of 2,500 words) and 60% exam (2 hours)
Teaching Method: Lecture (2 hours) weekly, and seminar (1 hour) fortnightly.

Introductory Reading:
George Chryssides & Margaret Wilkins, Christians in the 21st Century (Sheffield: Equinox, 2011)
Jenny Daggers, Postcolonial Theology of Religions: Particularly and Pluralism in World Christianity (Abingdon: Routledge, 2013)
Ben Pink Dandelion, An Introduction to Quakerism (Cambridge: Cambridge University Press, 2007)
Lisa Isherwood and Dorothea McEwan, Introducing Feminist Theory, second edition (Sheffield, Sheffield
PPR.251 Islam: Tradition, Community and Contemporary Challenges

Tutors: Dr Shuruq Naguib
Terms: Lent

Course Description: This module examines the historical formation of Islam; its renewal movements past and present; and modern reform discourses on gender, politics, and law. The aim is to gain an understanding of continuities and discontinuities in the Islamic tradition in relation to religious authority, theology, politics and contemporary practice. Some of the topics studied include: the formation of Shari'a (Islamic law); competing Sunni and Shi'i orthodoxies; the rise of radical political movements and global Jihad; Islamic feminisms; Islam and the West; and Islam in Britain. The module offers a strong foundation for more specialised study in second and third year courses.

Assessment: 40% coursework (1 essay of 2,500 words) and 60% exam (2 hours)
Teaching Method: Lecture (2 hours) weekly, and seminar (1 hour) fortnightly
Introductory Reading:
Ira Lapidus, A History of Islamic Societies.
Andrew Rippin, Muslims: their religious beliefs and practices, Vol.2: The contemporary period.
Yvonne Haddad, Contemporary Islam and the Challenge of History.
Daniel Brown, A New Introduction to Islam [Part IV].
William Shepherd, Introducing Islam.
Linda Woodhead, Hiroko Kawanami, Christopher Partridge (eds), Religions in the Modern World: Traditions and Transformations.

PPR.252 Buddhism and Modernity in Asian Societies

Tutors: Dr Hiroko Kawanami
Terms: Michaelmas

Course Description: This module aims to provide:
• Solid knowledge base and understanding of a range of important issues, key concepts, contemporary debates, and approaches regarding Buddhist and modernity in Asian countries.
• Understanding of different historical, social, political, and economic factors that have impacted on the development of Buddhism in respective societies.
• Understanding of the intersection between secular power and religious authority.
• An analytical and interpretive framework within which to situate issues of modernity in Buddhist countries.

Assessment: 40% coursework (1 essay 2,500 words) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) weekly, and seminar (1 hour) weekly

Introductory Reading:

**PPR.253 Hinduism in the Modern World**

**Tutors:** Dr Brian Black  
**Terms:** Lent

**Course Description:** This course surveys and critically examines the main themes, key concepts, debates and approaches to the study of Hinduism. It pays particular attention to Hinduism in the modern world and Hinduism’s relationship with other religions of South Asia during and since the 19th century. In this course, students will develop an analytical and interpretative framework within which to situate competing Hindu traditions in a historical context. Lectures will include topics such as: religious pluralism, the limitations of the term ‘Hinduism’, the impact of colonialism on Indian religious traditions, gender, the caste system, yoga, and the relationship between Hinduism and politics.

**Assessment:** 40% coursework (1 essay 2,500 words) and 60% exam (2 hours)  
**Teaching Method:** Lecture (1.5 hour) and seminar (1 hour) weekly.

**Introductory Reading:**

**PPR.254 Religion in Society: Theories and Methods**

**Tutor:** Dr Anderson Jeremiah  
**Terms:** Michaelmas

**Course Description:** This module aims to:
- Survey and critically examine the theoretical frameworks, methods and approaches used to study religion sociologically;
- Engage students with contrasting empirical studies of religion, focusing particularly on religion in modern Britain;
- Enable students to develop their own sociologically informed questions about religion that can serve as a basis for further enquiry
- Survey various sociological study of religion and the underpinning social realities such as secularism, ideology, race, gender, class and diaspora
• Encourage students to consider the value of conducting their own field research if they choose a dissertation module (using the subject specific skills gained in the module)
• Enable students to shape their own research proposals in the field of sociology and religion

Assessment: 40% coursework (1 essay 2,500 words) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hour) and seminar (1 hour) weekly.

Introductory Reading:
Johnson T. and Grim B. 2013 *World’s Religions in Figures An Introduction to International Religious Demography*. Chichester: Wiley

**PPR.256 Religion and Gender**

**Tutors:** Professor C Ram-Prasad Dr S Naguib
**Term:** Lent

**Course Description:** Questions about the nature, salience and consequences of gender have now become central to social debates. The politics of gender, however, is deeply influenced by cultural forms and the religious sources that inform them even in apparently secular contexts. This module looks at the textual traditions of Hinduism and Islam (together with some aspects of Christianity) and their intersection with social, political and ideological conditions today.

**Assessment:** 40% coursework (1 essay of 2,500 words) and 60% exam (2 hours)
**Teaching Method:** Lecture (1.5 hours) and seminar (1 hour) weekly

**Introductory Reading:**
Ursula King, *Religion and Gender.*
Leila Ahmed, *Women and Gender in Islam: Historical Roots of a Modern Debate*
PPR.259 Constructing Christian Ethics and Politics

Tutor: Dr Gavin Hyman
Term: Michaelmas

Course Description: This course explores the emergence and construction of ethics and politics within the context of Christianity. It examines the ways in which Christian attitudes to ethical concern and practice are and have been influenced by traditional, textual and cultural factors. Some of the ethical concerns to be covered throughout the course are: Politics and Economics; Justice and War; Sex and Sexuality; Rights and Law. Across these areas, the course will encourage students to explore the dynamic interplay between historical context and contemporary circumstances in the construction of Christian ethics and politics.

Assessment: 40% coursework (1 essay of 2,500 words) and 60% exam (2 hours)
Teaching Method: Lectures (2x1 hour) weekly and seminar (1 hour) fortnightly

Introductory Reading:

PPR.260 Indian Philosophical and Religious Thought

Tutor: Professor Ram-Prasad
Term: Michaelmas

Course Description: This module is a study of fundamental ideas and texts of the classical philosophical and religious traditions of India. The topics covered will include the origins and nature of inquiry and the evolution of a tradition of epistemology, debates about the nature and existence of the self, questions about the nature of ethics and ethical dilemmas, competing theories of the nature of reality, and the existence and nature of the divine. The aim is to introduce students to some of the varied intellectual debates from Indian traditions, and widen their understanding of the nature of religious and philosophical thought. Discussions will proceed through reading passages from key texts in translation.

Assessment: 40% coursework (1 essay of 2,500 words) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) weekly, and seminar (1 hour) weekly

Introductory Reading:
Matilal, B. K. *The Collected Essays of Bimal Matilal*. Oxford: OUP
**PPR.280 International Relations, Security and Sustainability**

**Tutor:** Professor Robert Geyer  
**Term:** Michaelmas

**Course description:** The module explores the main theoretical foundations to International Relations, including realism and neo-realism, liberalism, and social constructivism and critical IR. It also explores how complexity theory relates to these theories. The second section focuses on the major international events of the 20th and early 21st centuries and how these relate to and interact with the development of international relations theories. The final weeks of the module focus on key relevant topics and developments including issues such as international political economy, debates relating to human/environmental sustainability and the impact of climate change and the practicality of an ethical foreign policy.

**Assessment:** 40% coursework (1 essay of 2,500 words) and 60% exam (2 hours)  
**Teaching Method:** Lecture (2 hours) weekly and seminar (1 hour) fortnightly

**Introductory Reading:**  
Edkins and Zehfuss (eds) *Global Politics: A New Introduction* (Routledge), 2013  

**PPR.281 Politics of Development and Global Changes**

**Tutor:** Dr Ngai-Ling Sum  
**Term:** Michaelmas

**Course description:** This course introduces students to the main approaches in the study of politics of development and global changes. It provides students with an overview of the main theoretical approaches, especially modernisation theories, dependency theories, world systems theories, postcolonialism and feminist approaches. It relates these theories to development issues and case studies concerning changes during the globalization era and how they affect the global south. These include a critical examination of the impact of neoliberalism globalisation upon the politics of production and retail trade, global property right regimes, and the rise of BRIC (Brazil, Russia, India and China) and China itself.

**Assessment:** 40% coursework (1 essay of 2,500 words) and 60% exam (2 hours)  
**Teaching Method:** Lecture (1.5 hour) and seminar (1 hour) weekly

**Introductory Reading:**  
PPR.282 Understanding Key Economic Concepts:
Economics for the Real World I

Tutor: Professor Christopher May
Term: Michaelmas

Course description: This module explores the analysis of contemporary economic problems through an introduction to a range of key concepts. It will help students develop their knowledge of the analysis deployed by policy makers and by media commentators when presenting potential solutions to a range of contemporary economic challenges. At the end of the module students will better understand the terminology used in economic debates and will be prepared for the paired module - PPR238. The first of the paired modules is intended to demystify the debates about economics in the media, in political debates, in specialised policy prescriptions and support students to develop a nuanced appreciation of their own analyses of contemporary market society. The module is intended to be a stand-alone introduction which also prepares students for the second module on key issues in contemporary economics. To be clear: this module encourages a critical approach to contemporary economic theory and policy (as widely discussed beyond the academy) and is not intended to provide a “textbook” introduction to academic economics.

Assessment: 100% Coursework
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly.

Introductory Reading:

PPR.283 Exploring Key Economic Issues:
Economics for the Real World II

Tutor: Professor Christopher May
Term: Lent

PRE-REQUISITE: STUDENTS MUST HAVE STUDIED PPR.282 IN THE MICHAELMAS TERM

Course description: This module explores the analysis of contemporary economic problems through the discussion of a range of contemporary economic issues. It will help students extend their knowledge of the analysis deployed by policy makers and by media commentators when presenting potential solutions to a range of contemporary economic challenges that was developed in the first of the paired modules (PPR228). At the end of the module students will better understand the terminology used in economic debates and how these discussion inform and shape discussion of a range of contemporary economic issues. The second of the paired modules is intended to allow students to further develop their knowledge and analytical perspectives on economics and its associated policy debates. The module can normally only be studied after successful completion of the first of the paired modules (PPR228). To be clear: like its pair, this module encourages a critical approach to contemporary economic theory and policy (as widely discussed beyond the academy) and is not intended to provide a “textbook” introduction to academic economics.

Assessment: 100% Coursework
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly.

Introductory Reading:
PPR.284: International Relations and Politics of the Asia Pacific

Tutor: Dr Kunal Mukherjee
Term: Lent

Course Description: The aim of this course is to look at the main political and economic trends and security concerns of the Asia Pacific. The term, ‘Asia Pacific’ is a contested term but here it refers primarily to countries from both South Asia and East Asia. The course will introduce students to issues/debates in Asian politics and cover topics like Asian nationalism, Asian democracy, Asian regionalism, Asian bureaucracy and governance, gender and sexuality in Asia, Asian values and Asian security. The course takes a strong case studies approach and every lecture will be backed by a single case study from the region.

Assessment: 40% coursework (1 essay of 2,500 words) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly
Introductory Reading:
Dutt, S., 2006, India in a Globalised World, Manchester University Press.

PPR.285 Russian (Inter)national Politics

Tutor: Dr Anna-Sophie Maass
Term: Lent

Course Description: This module examines the domestic and the external sphere of Russian politics. At the end of the module students will better understand some doctrines of Russian politics and its wide-ranging effects on Russia’s engagement with the EU, the US, NATO, countries in the former Soviet space and the Middle East. It assesses Russia’s response to the Arab Spring and its engagement in the conflict in Syria. The course introduces students to Russia, an actor which gained presence and influence over several issue areas and regions. It prepares students for more extensive analyses of conceptualising Russia as an actor in their future studies.

Assessment: 40% coursework (1 essay of 2,500 words) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly
Introductory Reading:
3rd YEAR MODULE DESCRIPTIONS

PPR.301 Aesthetics

Tutor: Professor Alison Stone
Term: Michaelmas

Course description: The aim of this course is to provide a through grounding in central issues in philosophical aesthetics within the continental European tradition. The course introduces these issues by looking at the work of some of the most important philosophers who have written in this tradition. These philosophers are not only important in their own right and because of the influence that they have had and continue to have, but also because their work provides a way in to key debates and issues in aesthetics, as well as to enriched experience of and critical engagement with contemporary art in all its forms.

Assessment: 40% coursework (1 essay of 3,000 words) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly

Introductory Reading:
Hegel, Aesthetics: Lectures on Fine Art
Nietzsche, The Birth of Tragedy
Cazeaux, ed., Continental Aesthetics Reader
Freeland, But Is It Art?

PPR302: Continental Philosophy

Tutor: Dr Garrath Williams
Term: Lent

Course Description: This module introduces three of the most interesting and important thinkers from the ‘continental’ tradition of philosophy, with a focus on moral and political questions. The aim is to give you an understanding of their main ideas and help you develop your own critical perspective on them. We begin by looking at Friedrich Nietzsche’s provocative account of the origins and development of morality. We then turn to Michel Foucault, who adapts Nietzsche’s method of historical analysis in order to challenge our assumptions about progress, freedom and welfare in modern societies. Finally, we turn to Hannah Arendt. Using a parallel method of historical analysis, Arendt examines the social and political elements that came together in the disaster of Nazi and Stalinist totalitarianism.

Assessment: 40% coursework (1 essay of 3,000 words) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly

Introductory Reading:
Critchley, Simon and William Schroeder (eds) A companion to continental philosophy (Malden, MA: Blackwell, 1998) – contains material on all of our authors
Friedrich Nietzsche, On the Genealogy of Morality - NB please use only the Oxford University Press or Cambridge University Press translations
PPR.304 Darwinism and Philosophy

Tutor:    Dr Brian Garvey  
Term:     Michaelmas 

Course Description: The module will look at philosophical issues that arise out of Darwin’s theory of evolution. These include questions about how best to understand the theory of evolution, and questions about what evolution implies for our view of the world, and in particular of ourselves. The course breaks down into three broad areas:

- Different ways to understand the theory of evolution, e.g. Is evolution, as some would have us believe, all about genes? Is natural selection the only important factor in evolution?
- Conceptual issues relating to biology, e.g. How do we define ‘function’? Is there one right way to classify living things?
- Implications of Darwinism for understanding human nature, e.g. Does the fact that we have evolved affect how we should see human nature? Why are evolutionary theories of human nature so controversial? Does Darwinism have any implications for moral questions?

Assessment: 40% coursework (1 essay of 3,000 words) and 60% exam (2 hours)

Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly

Introductory Reading:
Tim Lewens  
Janet Radcliffe Richards  
Nicholas Stamos: 
Kim Sterelny and Paul Griffiths  

Darwin, Routledge, 2007

PPR.305 Logic and Language

Tutor:    Dr Nick Unwin  
Term:     Lent 

Course Description: The module provides an introduction to formal logic together with an examination of various philosophical issues that arise out of it. The syllabus includes a study of the languages of propositional and quantificational logic, how to formalize key logical concepts within them, and how to prove elementary results using formal techniques. Additional topics include identity, definite descriptions, modal logic and its philosophical significance, and some criticisms of classical logic.

Assessment: 40% coursework (1 essay of 3,000 words) and 60% exam (2 hours)

Teaching Method: Lecture (2 hours) weekly, and seminar (1 hour) fortnightly.

Introductory Reading:
Peter Smith  

PPR.324 Politics of Global Danger

Tutor: Dr Mark Lacy  
Term: Lent

**Course Description:** This course examines the changing character of war and security in a time of rapid and disruptive technological and geopolitical change. The course combines analysis of contemporary policy documents with the interdisciplinary insights of intellectuals 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 policy debates about the future of war – concepts such as ambiguous war, the gray zone, the third offset strategy and the three block war. While the course is grounded in broader debates from social and political though 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. Each year we try to bring a guest lecturer from the Ministry of Defence or the FCO to discuss questions relevant to the course — and to discuss how the course can be relevant to a broad range of careers.

**Assessment:**  
40% coursework (1 essay of 3,000 words) and 60% exam (2 hours)

**Teaching Method:**  
Lecture (1.5 hours) and seminar (1 hour) weekly

**Introductory Reading:**
- Christopher Coke: *Future War*
- Gregoire Chamayou: *Drone Theory*
- Paul Virilio: *Pure War*
- Peter Singer: *Cyberwar and Cybersecurity*
- Zygmunt Bauman: *Modernity and the Holocaust*
- Steven Pinker: *The Better Angels of Our Nature*

PPR.325 International Political Economy of Globalization

Tutor: Dr Ngai-Ling Sum  
Term: Michaelmas

**Course Description:** Globalization remains a buzzword in academic and policy discourses. It is often related to the acceleration of global communication as well as internationalization of the economic, political and social processes. This module addresses some of these changes especially those related to trade, production and investment in the international political economy. There are many approaches in understanding these changes, this module introduces students to both liberal and critical ones (e.g., neo-Gramscianism). Drawing from their insights, it investigates and analyzes the roles of state and non-state actors (e.g., transnational corporations and NGOs) in rebuilding the governance of global production and finance. Finally, it examines the rise of transnational justice movements in offering alternatives to globalization and its uneven development, before and after the financial crisis of 2007.

**Assessment:**  
40% coursework (1 essay of 3,000 words) and 60% exam (2 hours)

**Teaching Method:**  
Lecture (1.5 hours) seminar (1 hour) weekly.

**Introductory Reading:**
- Appelbaum R & Robinson W: *Critical Globalization Studies*
- Foster J & McChesney R: *The Endless Crisis*
- Peet R: *Geography of Power*
- Rupert M & Solomon S: *Globalization and International Political Economy,*
- Steger M B: *Globalism: the New Market Ideology*
PPR 328: Understanding External Intervention in Violent Conflicts

Tutor: Dr Kunal Mukherjee
Terms: Michaelmas

Course Description: The module aims to provide students with an in-depth knowledge of the different facets of contemporary Asian conflicts and how international organisations such as the UN, and how 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, Islamism, nationalism and sub nationalism, international conflict prevention; peace keeping and global governance. Empirically, the course will focus on conflict zones in Afghanistan, Pakistan, Indian Kashmir, the Indian northeast, Chinese Xinjiang and Tibet. Thus, the aim of this module is to provide students with an overview of the security of a region which is now of tremendous global importance.

Assessment: 40% coursework (1 essay of 3,000 words) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly

Introductory Reading:

PPR.330 Britain in the World

Tutor: Dr Mark Garnett
Term: Lent

Course description: This course presents a detailed analysis of the major developments in British foreign policy since 1945. It explains these developments within a global context, offering rival interpretations of Britain’s changing role and status – issues whose importance has been underlined by the debates surrounding the 2016 ‘Brexit’ referendum. The major themes include: the consequences of Britain’s participation in the Second World War; the retreat from Empire after 1945; the ‘special relationship’ with the United States; and the prolonged attempt to redefine Britain’s global role in the context of perceived economic and geopolitical decline.

Assessment: 40% coursework (1 essay of 3,000 words) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly

Introductory Reading:
Dumbrell, J A Special Relationship, Palgrave Macmillan
Gamble, A Between Europe and America, Palgrave Macmillan
Garnett M et al British Foreign Policy Since 1945, Routledge
Reynolds, D Britannia Overruled, Longman
Wallace, W The Foreign Policy Process in Britain, Allen & Unwin.
PPR.333 Contemporary Issues in the Middle East

Tutor: Dr Rahaf Aldoughli
Term: Lent

Course Description: As the Middle East has long been [and still] one of the most unstable regions in the world, and it is further bedevilled by strong authoritarian states and pervasive ethnic and sectarian violence, what explains this instability and ongoing tensions? By examining key questions surrounding the study of Middle Eastern politics, this course aims to provide students with a critical perspective of the region’s politics. This course introduces students to an analysis of the history, politics, society, culture and religions of the Middle East with attention to major events in the region.

Assessment: 40% coursework (1 essay 3,000 words) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and workshop (1 hour) weekly.

Introductory Reading:
Bayat, Asef. Life as Politics: How Ordinary People Change the Middle East
Chalcraft, John. Popular Politics in the Making of the Modern Middle East
Cleveland, W and Martin Bunton. A History of the Modern Middle East
Fawcett, L. International Relations of the Middle East
Gelvin, J. The Modern Middle East: A History
Gerner, D. and J. Schwedler (eds.). Understanding the Contemporary Middle East
Halliday, Fred. The Middle East in International Relations.
Halliday, Fred. Islam and the Myth of Confrontation: Religion and Politics in the Middle East

PPR.336 Africa and Global Politics

Tutor: Dr Julie Hearn
Term: Lent

Course Description: This course provides a historical and thematic introduction to the issues facing Africa in the international system today. The course is divided into two sections. The first section explores the historical incorporation of the continent into the emerging international system centred on Europe from the sixteenth to the twentieth century. It focuses on the impact of colonialism and independence in terms of the economy, the state and the politics of race and the implications these have for the region’s prospects for democracy and development today. The second section looks at key contemporary issues and agents shaping the continent. The latter includes ‘top-down’ actors such as the Chinese state, as well as grassroots actors such as unionised South African workers.

Assessment: 40% (1 essay 3,000 words) coursework and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and workshop (1 hour) weekly.

Introductory Reading:
Fanon F The Wretched of the Earth
Freund B The Making of Contemporary Africa (2nd edition)
Harrison G Issues in the Contemporary Politics of Sub-Saharan Africa
Rodney W How Europe Underdeveloped Africa.
PPR.340 Islamic Politics

Tutor: Dr Amalendu Misra
Term: Lent

Course Description: What is Islamic Politics? This module seeks to introduce students to key debates surrounding the nature and character of political Islam in the historical and contemporary context. While the core inquiry is a political one the module is interdisciplinary in nature. Islamic Politics draws on a variety of related disciplines such as anthropology, contemporary international relations, history, sociology, and religion to construct a cohesive representation of Islam in the political context. As such, it engages with debates surrounding its historical roots, its core political ideology, its relationship to violence, its compatibility with democracy, its representation in the media, the place of Muslim communities in non-Islamic politics and the prospects and possibilities surrounding engagement with radical Islam. In terms of area study focus it covers the greater Middle Eastern region. It is a module designed as much for students with little or no background in Islamic Politics, as it is for students who have already had some grounding.

Assessment: 40% coursework (1 essay 3,000 words) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and workshop (1 hour) weekly.

Introductory Reading:

PPR.341 Contemporary Issues in Human Rights

Tutor: Dr Karolina Follis
Term: Michaelmas

Course Description: This module introduces students to human rights as a political and legal concept. It provides a critical overview of contemporary debates in the field, without losing sight of key theoretical questions. What are human rights? What is their source? In what sense are they ‘universal’ and ‘inalienable’? Following a discussion of philosophical and historical foundations the module will examine the post-World War II international legal regime for the protection of human rights. It will explore the political implications of enshrining human rights at the international level, and engage with questions of culture and diversity, development and globalization, poverty and health. Students will have the opportunity to research and discuss such issues as gender-based violence, torture in the ‘war on terror’, treatment of refugees and asylum seekers and HIV/AIDS in Sub-Saharan Africa. These empirical case studies of recent human rights struggles and controversies, will shed light on the complexity of global human rights politics in the early 21st century.

Assessment: 40% coursework (1 x 3,000 word essay) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly.

Other readings include:
PPR.344 Politics of Cultural Diversity

Tutor: Dr Matthew Johnson  
Term: Michaelmas

Course description: Culture is, perhaps, the most contentious and prominent feature of contemporary political debate. Whether it be religious schism and ethnic conflict, migration, controversy regarding bodily integrity, justifications for development policy and overseas aid or debate over the nature of wellbeing, the issue of cultural diversity looms large. The aim of this module is to provide students with the conceptual, analytical and normative resources to understand and assess the politics of cultural diversity. In essence, the module grapples with the question of whether, and in which ways, we can make judgements about culture.

Assessment: 100% coursework (1 x 4,000 word essay)  
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly

Introductory Reading:  

PPR.346 Race and American Politics

Tutor: Dr Richard Johnson  
Term: Lent

Course description: This course analyses the politics of the United States through the lens of its racial divisions, with particular emphasis on the black-white divide. The module will help students understand why race has been and continues to be central to American political life and development. In the course, students will gain a deep theoretical and historical understanding of racial formation in the United States before moving on to apply these insights to current debates about the role of race in American democracy and public policy. Topics include race and sexual politics, the black power movement, racialised voting, race and the labour movement, the carceral state, and other subjects. Ultimately, this module concludes that in order to understand the politics of the United States, we must understand its unique relationship with race.

Assessment: 40% coursework (1 essay of 3,000 words) and 60% exam (2 hours)  
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly

Introductory Reading:  
Michael Dawson *Behind the Mule* (1995)  
Fredrick Harris *The Price of the Ticket* (2012)  
Richard Johnson Race, Ethnicity, & Immigration’ in *Developments in American Politics 8* (2018)  
Desmond King *Separate and Unequal* (2007)  
Philip Klinkner & Rogers Smith Adolph Reed *The Unsteady March* (1999)  
PPR.351 Modern Religious and Atheistic Thought

Tutor: Dr Gavin Hyman
Term: Lent

Course Description: The aim of this course is to examine and evaluate some of the most central issues in Enlightenment and post-Enlightenment Western religious and atheistic philosophical debates. The course will begin by looking at the philosophy of G W F Hegel and its implications for subsequent religious and atheistic thought. It will then proceed to consider the thought of the post-Hegelian ‘masters of suspicion’: Feuerbach, Marx, Freud and Nietzsche. After this, it will look at ways in which religious and atheistic thought have been brought together, as manifested in various forms of ‘Christian atheism.’ Finally, it will consider postmodern critiques of modern atheism and the nature of the associated ‘return of religion.’

Assessment: 40% coursework (1 essay of 3,000 words) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly

Introductory Reading:
Avis, P  Faith in the Fires of Criticism
Buckley, M J  At the Origins of Modern Atheism
Hyman, G  A Short History of Atheism
Martin, M (ed)  The Cambridge Companion to Atheism
Ward, G (ed)  The Postmodern God.

PPR.352 New Religions and Alternative Spiritualities

Tutor: Professor Christopher Partridge
Term: Michaelmas

Course Description: The religious landscape in the West has changed significantly over the last hundred years or so. While the emergence of new religions and alternative spiritualities is not a recent phenomenon, the previous century, particularly since the 1960s, witnessed a remarkable proliferation of new religious trajectories. Factors such as increased travel, advances in global communication, and the virtual worlds of cyberspace have made available a bewildering variety of options for religious seekers. This module enables students to understand what is taking place in this territory. Through an analysis of established organisations (e.g. Jehovah’s Witnesses) and contemporary developments (e.g. Paganism and UFO religions), they will be introduced to a number of theoretical perspectives and issues, such as violence, millennialism, gender, and charismatic leadership. This is an enjoyable course, in which students will be encouraged to incorporate case study research in their work.

Assessment: 40% coursework (1 essay of 3,000 words) and 60% exam (2 hours)
Teaching Method: Lecture (2 hours) weekly, and seminar (1 hour) fortnightly.

Introductory Reading:
PPR.353 Indian Politics, Society and Religion

Tutors: Dr Anderson Jeremiah
Terms: Lent

Course Description: This module aims to introduce and familiarise students to the interplay between politics, society and religion in the world’s largest democracy, India. At a time when India is emerging as a global power and economic powerhouse despite persistent poverty and various socio-political fissures, a critical balance must be struck in our understanding between its potential and its problems. India offers powerful lessons on the challenges and achievements of democracy in a deeply pluralistic and unequal society. An examination of these issues opens up our conceptual preconceptions about democracy, competing political philosophies, religion, secularism, discrimination, globalization and political mobilization, which tend to be structured by knowledge of Western politics. The particular issues concerning large populations of many different religions and huge social differences offer pathways of understanding to many pressing global issues.

Assessment: 40% coursework (1 essay 2,500 words) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and workshop (1 hour) weekly.

Introductory Reading:
Brown J Modern India. The Origins of an Asian Democracy
Chaudhuri, M (ed) Feminism in India
Frykenberg, R E Christianity in India: from beginnings to the present
Khilnani, S The Idea of India
Mehta, N (ed) Television in India: satellites, politics and cultural change
Shah, G (ed) Caste and Democratic Politics in India.

PPR.354 Reading Buddhism

Tutor: Dr Hiroko Kawanami
Term: Lent

Course Description: This course 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 be a stand-alone module for third year students but will also be accessible to students who are new to the subject.

Assessment: 40% coursework (1 essay of 3,000 words) and 60% exam (2 hours)
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly.

Introductory Reading:
Gethin, R The Foundations of Buddhism
Warren, H Buddhism in Translations
Wijayaratna, M Buddhist Monastic Life
Williams, P Mahāyāna Buddhism.
PPR.357 Religion and Politics

Tutor: Dr Brian Black  
Term: Lent

Course Description: This module will take a historical and cross-cultural approach to examining the relationship between religion and politics. In the first half of the module, we will look at primary sources from the ancient world, such as Plato’s Republic, the Analects of Confucius, the inscription of Ashoka, and the Laws of Manu. In the second half of the module we will look at contemporary debates about secularism, multiculturalism, and pluralism taking place throughout the world today. Throughout the module we will be addressing the following questions: How has the relationship between religion and politics been characterised in different cultures and at different historical moments? To what extent are ancient discussions about the relationship between religion and political relevant today? Is there something distinctive about recent debates about secularism, or are these debates playing out perennial questions? Is it possible to separate religion and politics?

Assessment: 40% coursework (1 essay of 3,000 words) and 60% exam (2 hours)  
Teaching Method: Lecture (2 hours) weekly, and seminar (1 hour) fortnightly.

Introductory Reading:  

PPR.359 PPR in India

Tutor: Dr Brian Black  
Terms: Summer 2018 to end of Lent 2019

Course Description: (PPR in India) is a special dissertation unit open to all PPR students going into their third year. An essential component of the module is three weeks at Manipal University, India. This will take place during the summer of 2019. In this immersive three week programme India becomes your classroom as you accompany lecturers to different temples and heritage sites to learn about the India’s richly textured culture, vast history, and influential current events. There is no course work do to when you are in India, but upon return you will write a 10,000 word dissertation that will be due in the spring of 2020. The dissertation can be about any topic related to India. Past topics include: political relations between India and Pakistan, India’s trade relations with East Africa, the rise of Hindu nationalism, Buddhist ethics, and ancient Indian religious texts.

This is a 30 credit module
PPR.362 Religion and Violence

Tutor: Professor Ram-Prasad  
Term: Michaelmas

Course Description: 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 relationship 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. It thus challenges students to think through and develop an understanding of these issues. While examining a variety of theories and perspectives on the topic, including close examination of the arguments outlined above, it continually will refer to 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 (including genocide) have occurred in what appear to be political contexts, but where religious rhetoric may have been used by the perpetrators of violence.

Assessment: 40% coursework (1 essay of 3,000 words) and 60% exam (2 hours)  
Teaching Method: Lecture (2 hours) weekly, and seminar (1 hour) fortnightly.

Introductory Reading:  
Benjamin, D & Stephen, S  
The Age of Sacred Terror  
Cavanaugh, W T  
The Myth of Religious Violence  
Murphy, A.R.  
The Blackwell Companion to Religion and Violence:  
John D. Carlson  
'Religion and Violence: Coming to Terms with Terms' (chapter 1)  
Hector Avalos  
'Explaining Religious Violence: Retrospects and Prospects' (chapter 11)

PPR.363 Media, Religion and Politics

Tutor: Dr Laura Premack  
Term: Michaelmas

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, etc. The course may include the study of topics such as: US President Trump’s evangelical council; Brazilian President Bolsonaro’s campaign; Boko Haram and ‘the Chibok girls’; ISIS on Twitter; witchcraft and the ‘Thames torso boy’; Ugandan anti-homosexuality campaigns; zombies; Nollywood; and 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. A concerted effort will be made to investigate topics in ways that Politics, International Relations, and Religious Studies students will all find compelling.

Assessment: 40% coursework (1 essay 3,000 words) and 60% exam (2 hours)  
Teaching Method: Lecture (1.5 hours) and seminar (1 hour) weekly.

Introductory Reading:  
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.389 Politics Employability and Engagement Through Outreach

Tutor: Dr Matthew Johnson
Term: Michaelmas

Course description: This skills-based, employability-enhancing module enables Politics students to use their existing comprehension of politics to engage effectively with different lay audiences including, in particular, prospective employers and Sixth Form pupils participating in Lancaster University’s Politics/IR outreach, widening participation and recruitment programme. The practical nature of the sessions and the divergent nature of the assignments means that the module enhances the employability and CVs of students by providing unique and valuable experiences throughout the term. Students who produce exceptional presentations will have the opportunity to have their work included in Lancaster University’s Politics/IR online and outreach material, while authors of outstanding role play scenario outlines will have the opportunity to have their role plays used in our nationwide outreach programme, with a possibility of running the role play in schools themselves, interest and resources permitting.

Assessment: 80% coursework; 20% presentation
i) three minute individual presentation filmed on campus explaining Politics in lay terms to Sixth Form pupils, to take place in week 5 (20% of overall mark).
ii) feedback report of no more than 1,000 words (i.e. no ‘10% +/-’ rule) to be submitted in week 8 (40% of overall mark)
iii) coursework role play/simulation outline of no more than 2,500 words (i.e. there is no ‘10% +/-’ rule and the word count includes all footnotes) to be submitted in week 10 (40% of overall mark).

Teaching Method: Workshop (2 hours) weekly

Introductory Reading:
C. Gormley-Heenan and S. Lightfoot (eds.) (2012) Teaching Politics and International Relations, Basingstoke: Palgrave (Online). The first four chapters are uploaded to Course Documents on Moodle.
PPR.391k Environmental Philosophy

Tutor: John Foster  
Term: Michaelmas

Course description: 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.

Assessment: 100% coursework (1 x 5,000 essay)  
Teaching Method: Workshop (2 hours) weekly

Introductory Reading:  
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.]  
Scruton, Roger Green Philosophy: How to Think Seriously About the Planet (London: Atlantic Books, 2013) [A different perspective.]  

PPR.391l The Ethics of Belief and Ignorance

Tutor: Professor Dan DeNicola  
Term: Michaelmas

Course description: 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.

Assessment: 100% coursework (1 x 5,000 essay)  
Teaching Method: Workshop (2 hours) weekly

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)  
PPR.392a Future Generations
Tutor: Dr Nicola Williams
Term: Lent

Course description:
What moral obligations do we have towards future generations – to people who are yet to be born, and to merely possible people whose existence (or non-existence) depends on how we decide to act now? PPR392a Future Generations explores this question in detail by examining both a series of case studies and some of the main concepts and theories that philosophers use when thinking about these issues.

Question considered normally include:
• 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?
• How should we weigh quality against quantity of life? Would a world with a relatively small number of ‘happier’ people be preferable to one with many more ‘less happy’ ones?
• 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?
• 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?

Would considerably extending the human life span (to 150 years or beyond) be defensible if this meant that fewer ‘new’ people could be born?

Assessment: 100% Coursework (5000 word ‘mini’ dissertation)
Teaching Method: Workshop (2 hours) weekly

Introductory Reading:

PPR.392d The Imagination
Tutor: Dr Cain Todd
Terms: Michaelmas

Course description: 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, as well as to other phenomena such as dreams. 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

Assessment: 100% coursework (1 x 5,000 word essay)
Teaching Method: Workshop (2 hours) weekly

Introductory Reading:
The most useful book for this course is C. McGinn, *Mindsight.*
Other Useful Books and Collections
J-P. Sartre, *The Imagination*
S. Nichols (ed), *The Architecture of the Imagination*
PPR.392e Complexity, Pragmatism and Policy: Or how to understand and act in a complex world

Tutor: Professor Robert Geyer
Terms: Lent

Course description: As is now commonly recognised, the world is becoming increasingly connected and complex. Just as policy and socio-political actors can no longer view the state, market and society as distinct and separate entities, we can no longer see the global as neatly divided between powerful and distinct nation-states. Global interaction via economics, the media and the internet overwhelm these earlier rigid barriers. But how do we understand this new world and, equally important, how do we act within.

To try to answer that question we will explore complexity theory and pragmatist philosophy and their applications to politics, policy and society. The module will begin with an introduction to the development of the earlier ‘orderly/Newtonian’ framework played in shaping 19th and 20th century social science and public policy. The module will then go on to examine the paradigm shift in the natural sciences beyond the limits of that framework and towards a more complexity oriented paradigm. Following this the module will begin to explore how complexity has spilled over into the social sciences in the end of the 20th century and beginning of the 21st. It will then explore how complexity overlaps with some of the main concepts from pragmatist philosophy and conclude with an exploration of the impact of a complexity framework on several policy areas.

Outline:
- Introduction; What is ‘Policy’?
- Competing frameworks for UK policy
- The Rise of Complexity in the Natural and Social Sciences
- Tools of Complexity: Concepts for Abiotic, Biotic and Human Phenomena
- Pragmatist Philosophy – background
- Pragmatist Philosophy – democratic action and policy experimentation
- Complexity, Power, Development and Terrorism
- Complexity, Globalisation and Europeanisation
- Complexity, Health and Education
- Conclusion

Assessment: 100% coursework (1 x 5,000 word essay)
Teaching Method: Workshop (2 hours) weekly

Introductory Reading:
Robert Geyer and Paul Cairney, Handboook on Complexity and Public Policy 2015
Paul Cairney, Understanding Public Policy, 2012
Robert Geyer and Samir Rihani, Complexity and Public Policy, 2010
D.Byrne and G. Callaghan, Complexity Theory and the Social Sciences, 2014
Robert Geyer and Paul Cairney, Handbook of Complexity and Public Policy, 2015
Michael Bacon, Pragmatism: An Introduction, 2012

PPR.392f Feminist Philosophy

Tutor: Professor Alison Stone
Term: Lent

Course description: In this course we will critically examine some key concepts and debates in feminist philosophy. We will focus particularly on three feminist philosophers who have adopted positions that have
interesting differences from one another: Simone de Beauvoir, who is an existentialist feminist; Luce Irigaray, who is a difference feminist; and Judith Butler, who is a queer post-structuralist feminist.

Assessment: 100% coursework (1 x 5,000 word essay)
Teaching Method: Workshop (2 hours) weekly

Introductory Reading:
Alison Stone, An Introduction to Feminist Philosophy
Simone de Beauvoir, The Second Sex
Luce Irigaray, Sexes and Genealogies
Judith Butler, Gender Trouble

PPR.392g Sharīʿa, Society and contemporary challenges

Tutor: Dr Shuruq Naguib
Term: Michaelmas

Course description: This course offers an in-depth introduction to Islamic law (Sharīʿa), a central component of the Islamic tradition. It will explore the Islamic legal tradition past and present by looking at its history, theory and contemporary practice in light of key themes such as Jihad and War; Sex and Marriage; Rights and Law; and Politics and Governance. The course examines the ways in which the values, doctrines and practices of Islamic law are shaped through text and context.

Assessment: 100% coursework (1 x 5,000 word essay)
Teaching Method: Workshop (2 hours) weekly

Introductory Reading:
M. Baderin (2014) Islamic Legal Theory
Norman Calder and Colin Imber (2010). Islamic Jurisprudence in the classical Era
Patricia Crone (2002) Roman, Provincial and Islamic Law
Mawil Izzi Dien (2004) Islamic Law from Historical Foundations to Contemporary Practice
Yassin Dutton (2002) The Origins of Islamic Law
Edwin Firmage et al. (1990) Religion and law: Biblical-Judaic and Islamic perspectives
Haim Gerber (1999) Islamic Law and Culture
Wael Hallaq (2009) An Introduction to Islamic Law
----- (2005) The Origins and Evolution of Islamic Law
----- (2001) Authority, Continuity and Change in Islamic Law
Sherman Jackson (1996) Islamic Law and the State
Russell Sandberg (ed.)(2011) Law and Religion
Bernard Weiss (2006) The Spirit of Islamic Law

PPR.392i Counterculture and Protest Politics

Tutor: Christopher Partridge
Term: Lent

Course description: There has been much reflection in recent years on the significance of 'the long 1960s.' A key issue for many during the period, such as Herbert Marcuse, concerned the revolutionary role of the working class in an increasingly affluent society. Such theorists were worried that radical social change seemed unlikely. As such, they looked for new agents of change, notably, students, intellectuals, and the marginalized. What eventually became known 'the counterculture' was, despite its excesses, welcomed by many as revolutionary. Whether it was or not is debatable. That said, there is little doubt that it produced some important political and cultural ideas that pointed the way forward to new social movements. Using key texts from the period, as well as more recent analyses, this course will focus on a range of ideas and movements.
this course, you will learn about the counterculture, you will analyse interpretations of its significance, you will be introduced to the politics of the New Left, to key thinkers of the period, and to key issues, such as race, peace, drugs, communal living, popular anarchism, and the sexual revolution. The module will also trace some of these ideas through to more recent cultures of dissent.

Assessment: 100% coursework (1 x 5,000 essay)
Teaching Method: Workshop (2 hours) weekly

Introductory Reading:
For those students wanting to do a little reading prior to the course, the following books are a good place to begin:

Peter Braunstein and Michael William Doyle (eds), *Imagine Nation: The American Counterculture of the 1960s and 70s* (New York: Routledge, 2002).

**PPR.393 Dissertation with Field Studies**

Tutor: Dr Brian Garvey
Terms: Summer 2018 to end of Lent 2019

Course Description: The aim of this module is to allow students to pursue independent in-depth studies of a topic of their choice, within the scope of their scheme of study. The topic may be related to work that is being done on a formally taught course, or it may be less directly linked to course work. Students will develop their employability and research skills, and their ability to work independently at length under their own direction with input from an academic supervisor. The field work element will enhance students’ ability to reflect on the impact of academic work. One option is to incorporate a study trip organised by the University, such as the LUSU Involve Overseas Programme, but students may also discuss other forms of field studies with their supervisor.

Students are expected to start thinking seriously about the dissertation towards the end of the Lent term of the second year, and to submit a provisional topic by the end of that term. Work should begin during the Summer term of the second year and a draft plan must be approved by the end of the Summer term. Work should be well advanced by Christmas in the third year. The completed dissertation must be submitted by the end of the Lent term in the third year. To help students prepare for work on the dissertation, there will be an introductory talk on topics relating to doing one’s own research and planning and writing a dissertation. A course handout will be available setting out in more detail the requirements for the dissertation and giving full details of lectures, supervision arrangements and assessment.

Assessment: 100% coursework: 9-10,000 word dissertation.
Teaching Method: Supervisory meetings will take place at regular intervals throughout the research project.

**PPR.394 Dissertation with External Collaboration**

Tutor: Dr Brian Garvey
Terms: Summer 2018 to end of Lent 2019

Course Description: The aim of this module is to allow students to pursue independent in-depth studies of a topic of their choice, within the scope of their scheme of study. The topic will be formulated in dialogue with one or more external collaborator(s) and may be related to work that is being done on a formally taught course, or it may be less directly linked to course work. Students will develop their employability and research skills, and their ability to work independently at length under their own direction with input from external
collaborators and an academic supervisor. The external collaboration will enhance students’ ability to reflect on the impact of academic work. One option is to incorporate work done through the Richardson Institute Internship Programme, but students may also discuss other forms of collaboration with their supervisor.

Students are expected to start thinking seriously about the dissertation towards the end of the Lent term of the second year, and to submit a provisional topic by the end of that term. Work should begin during the Summer term of the second year and a draft plan must be approved by the end of the Summer term. Work should be well advanced by Christmas in the third year. The completed dissertation must be submitted by the end of the Lent term in the third year. To help students prepare for work on the dissertation, there will be an introductory talk on topics relating to doing one’s own research and planning and writing a dissertation. A course handout will be available setting out in more detail the requirements for the dissertation and giving full details of lectures, supervision arrangements and assessment.

It adds to this existing module by explicitly incorporating an element of collaboration with external actors and stakeholders in order to enhance the employability and impact thinking of participating students.

**Assessment:** 100% coursework: 9-10,000 word dissertation.

**Teaching Method:** Supervisory meetings will take place at regular intervals throughout the research project. Students will also develop mechanisms for feedback from external collaborators in a form that is suitable to the individual project.

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**PPR.399 Dissertation**

**Tutor:** Dr Brian Garvey  
**Term:** Summer 2018 to end of Lent 2019

**Course Description:** PPR.399 provides an opportunity for students to choose a topic related to some aspect of Politics and International Relations, Philosophy and Religious Studies which particularly interests them, and to pursue it in depth. The topic may be related to work that is being done on a formally taught course, or it may be less directly linked to course work. The intention is that students will develop their research skills, and their ability to work at length under their own direction.

Students write a dissertation of 9,000-10,000 words. They are expected to start thinking seriously about the dissertation towards the end of the Lent term of their second year, and to submit a provisional topic by the end of that term. Work should be well advanced by Christmas in the third year. The completed dissertation must be submitted by the end of the Lent term in the third year. To help students prepare for work on the dissertation, there will be an introductory talk on topics relating to doing one’s own research and planning and writing a dissertation. A course handout will be available setting out in more detail the requirements for the dissertation and giving full details of lectures, supervision arrangements and assessment.

**Assessment:** 100% coursework: 9-10,000 word dissertation.

**Teaching Method:** Students will be allocated a supervisor early in the Summer term of their second year, and will consult their supervisor on an individual basis. There will be three one hour lectures on research skills at the end of the Lent term of the second year.