1. **Title of the module**

POLI6660 (PO666) Religion and International Politics

1. **School or partner institution which will be responsible for management of the module**

Politics and International Relations

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

An optional module for all politics and international relations students. Available as a wild module to the wider university.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

1: understand the key debates surrounding the question of religion in international politics, from the ‘clash of civilisations’ to the ‘power of secular formations’

2: summarise and critically evaluate the dominant theoretical approaches to the study of religion in international politics

3: understand the role of religion and secularity in the processes of state formation, construction of security and production of political violence

4: assess the role that religion plays in contemporary practices of emancipation and resistance

5: identify key ethical and normative questions raised by religion in the public sphere

6: apply theoretical perspectives to case studies

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

1: analyse complex theoretical and empirical questions by gathering evidence and constructing reasoned arguments

2: assess and evaluate contending claims of knowledge

3: be critical and self-reflective in their study

4: communicate effectively in speech and writing and engage in academic and professional communications

5: select and access both primary and secondary sources and use effectively the key tools (internet, search engines) required to conduct research

1. **A synopsis of the curriculum**

This module introduces students to the complex set of questions surrounding religion in international politics. The module begins by exploring contending political and sociological understandings of religion at the turn of the 20th century. It looks, in particular, at the constructed nature of the categories of the ‘religious’ and the ‘secular’, and at the limits of the secularization thesis, which anticipated the privatization, decline and ultimately disappearance of religion in modernity. The discussion then turns to the relation between religion and secularism in Europe – with a focus on the question of European identity, multiculturalism, the relation between Europe and Islam and the numerous controversies surrounding Islam in Europe – and in the United States – with a focus on the concept of civil religion and the role of religious rhetoric and thinking in US foreign policy, particularly in the so-called ‘war on terror’. The module then explores the relation between religion and violence by looking at the role of the 16th and 17th wars of religion in the process of modern state formation and by asking whether there is a genuine connection between religion and violence. The concluding part of the module focuses on the emerging concept of the ‘postsecular’, its contending meanings, understandings and possible applications by focusing on the case of the 2011 Egyptian revolution.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Judith Butler, Jurgën Habermas, Charles Taylor, Cornel West, The Power of Religion in the Public Sphere, edited by Eduardo Mendieta and Jonathan VanAntwerpen, (New York, Columbia University Press, 2011)
* William T. Cavanaugh, The Myth of Religious Violence: Secular Ideology and the Roots of Modern Conflict (Oxford: Oxford University Press, 2009)
* Jeffrey Haynes, An Introduction to International Relations and Religion (Pearson, 2nd edition 2011)
* Luca Mavelli, Europe’s Encounter with Islam: The Secular and the Postsecular (Abingdon and New York: Routledge, 2012)
* Luca Mavelli and Fabio Petito (eds.) Towards a Postsecular International Politics: New Forms of Community, Identity, and Power (New York: Palgrave Macmillan, 2014)
* Elizabeth Shakman Hurd, The Politics of Secularism in International Relations (Princeton: Princeton University Press, 2008)
* Jack Snyder (ed.), Religion and International Relations Theory (New York: Columbia University Press, 2011)
* Scott Thomas, The Global Resurgence of Religion and the Transformation of International Relations: The Struggle for the Soul of the Twenty-first Century (New York: Palgrave Macmillan, 2005).
* Wilson, Erin K. (2011) After Secularism: Rethinking Religion in Global Politics (New York: Palgrave)
1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Essay, 3000 words, 50%
* Exam, 2 hours, 50%

13.2 Reassessment methods

Reassessment instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |
| Seminars  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Exam  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Examples of international contexts and organisations will be used where applicable to illustrate the subject content. Students will have the opportunity to develop the ability to think globally and have an understanding of international cultures through working with team members and students within their cohort, from diverse range of backgrounds.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Feb 2018