**School of Government**

***POLSIS modules on offer for Exchange Students***

***Second Year Modules - POLSIS***

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| **Semester 1 Modules** |
| **LI Comparative Politics, 29356** |
| This module will compare politics and society across Europe and around the world, with a focus on key topics such as democracies, empire, identity, voters, elections, and political parties. It also analyses contemporary issues such as populism, technocracy, and policies to address important issues such as climate change and migration. Students will become familiar with different conceptual and methodological approaches and study a variety of countries to understand similarities and differences across political systems and cultures.  The module will be delivered by one two-hour session followed by one seminar (in smaller groups) each week. Two-hour sessions will provide a broad thematic overview and introduction to the topic and issues of the week, which by definition is not exhaustive; students should follow this up by targeted reading aimed at developing their own views on the material covered in class. Seminars will provide an opportunity for students to discuss a series of key questions originating from the sessions and set readings. Both, lectures and seminars will make use of different forms of exercises throughout the year. Many, if not most, of these exercises will make little sense without the prior reading in mind.  By the end of the module students should be able to:   * Display a familiarity with some of the most widely used theoretical and methodological perspectives in the field of comparative politics and an ability to relate them to the practice of political phenomena in the contemporary world; * Analyse the differences between political systems, institutions and party systems across the globe; * Apply the frameworks of comparative politics to specific case studies; * Understand the strength and weaknesses of the comparative method.   Indicative topics:   * Introduction to the module; * How to compare? The Comparative Method; * What to compare? Structures, actors & policies; * Political Cultures & Identity; * (Non-)Democratic Rule; * Transformation & Democratisation; * Citizens & Voters; * Elections & Parties; * Populism & Technocracy; * Government & Policies.   Indicative readings:   * Rod Hague, Martin Harrop, John McCormick (2016) Comparative government and politics: an introduction * Todd Landman & Edzia Carvalho (2017) Issues and methods in comparative politics: an introduction * Arend Lijphart (2012) Patterns of democracy: government forms and performance in thirty-six countries   Assessments: 1 x 1,000 word literature summary (25%), 1 x 3,000 word essay (75%) |
| **LI Global Governance, 27732** |
| Global Governance is a very salient issue on the international agenda: it refers to the rule making efforts to sustain cooperation in order to address global problems or concerns. Increasingly the world has to deal with security threats, financial breakdown, development concerns and deteriorating environmental conditions. States try to coordinate their efforts to respond to these challenges through the establishment of international institutions like the UN, the WTO and the treaties governing environmental change. However, states have enjoyed a varying degree of success in setting up institutions to govern common problems, and therefore non-state actors have increasingly been involved in providing intellectual and financial resources to deal with international problems.  This course reviews both state and non-state structures and efforts to resolve common problems of mankind in the areas of security, economy, development and environment. The first few weeks will be focused on conceptual and historical issues. How do we understand governance? How do international institutions and other actors contribute to the provision of governance? We then move on to examine specific areas of governance and focus on the drivers of progress and the constraints encountered by relevant stakeholders in the areas of security, economy, development and ecology. Common themes throughout feature: conflict between North and South; the ability of institutions to contribute to successful cooperation between states; the role of non-state actors in contributing to governance solutions and their relationship to states; the ability of states and non-state actors to show leadership and to overcome challenges.  The teaching methods for this module involve two-hour interactive lectures, as well as seminars that cover some aspects of each week’s topic in more detail. There is usually 2 required readings that students are expected to complete before the lecture. There are two assignments, a 1,000 word extended essay plan, and an end-of-term 3,000 word essay. There is support for completing the assignments on canvas, and we will spend some time on assignment preparation during the teaching sessions.  By the end of the module students should be able to:  Analyse critically debates and issues relevant to the study of global governance and international institutions;  Engage in constructive discussion about contemporary and historical issues in global governance, and contextualise these discussions with reference to the practices of international relations;  Evaluate the efficacy of governance structures and formulate considered proposals for reform;  Critically evaluate the role of states, international institutions and civil society in achieving or constraining effective governance;  Articulate, concisely and persuasively, both verbally and in writing, issues and policy initiatives in global governance;  Facilitate the development of transferable academic skills including the ability to conduct independent research, the ability to communicate ideas effectively, both verbally and in writing, and the ability to present planned research to an audience of peers.  Indicative weekly topics:  The Evolution of Global Governance;  Governance in International Relations;  Actors in governance: states, institutions, and non-state actors;  Rising powers and Global Governance;  Populism and Global Governance;  Security Governance;  Health Governance;  Climate Governance;  Development Governance;  Trade Governance.  Taster reading:  Ian Hurd (2008) ‘Myths of Membership: The Politics of Legitimation in UN Security Council Reform’. Global Governance: A Review of Multilateralism and International Organizations, Vol. 14, No. 2, pp. 199-217, available at http://journals.rienner.com/doi/abs/10.5555/ggov.2008.14.2.199Links to an external site.  Links to an external site.Culp, Julian, 2016, ‘How irresponsible are rising powers?’, Third World Quarterly 37(9): 1525-1536, available at https://www.tandfonline.com/doi/abs/10.1080/01436597.2016.1166046Links to an external site.  Further readings:  Module textbook: Weiss, Thomas and Rorden Wilkinson (eds), 2014, International Organization and Global Governance, London: Routledge  Grant, Ruth, and Robert Keohane, 2005, ‘Accountability and Abuses of Power in World Politics’, American Political Science Review 99(1): 29-43  Lesage, Dries, Peter Debaere, Sacha Dierckx and Mattias Vermeiren, 2013, ‘IMF reform after the crisis’, International Politics 50(4): 553-578  Baldwin, Richard, 2016, ‘The World Trade Organisation and the future of multilateralism’, Journal of Economic Perspectives 30(1): 95-116  Spash, Clive, 2017, ‘This changes nothing: the Paris Agreement to ignore reality’ Globalizations 13(6): 928-933  Brands, Hal, 2017, ‘US grand strategy in an age of nationalism: fortress America and its alternatives’, The Washington Quarterly 40(1): 73-94  Kahler, Miles, 2013, ‘Rising Powers and global governance: negotiating change in a resilient status quo’, International Affairs 89(3): 711-729  Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) |
| **LI History of Political Ideas, 37483** |
| This module introduces students to the history of political ideas, and proceeds through a critical evaluation of the major canon of political thought, from the early modern period (Machiavelli) to the late 19th Century (Nietzsche). The module allows students to consider a sequence of historical political thinkers and texts, whilst at each stage we ask: are their recommendations for political life either desirable or persuasive? Why should visions of the political differ so greatly? And are the problems of these historical thinkers still ‘our own’? In the process of introducing political theory by means of its historical development, students are provided with the capacity to begin to use a range of key concepts effectively (including sovereignty, revolution, imperialism, and exploitation; the common good, rights, liberty, racial, sexual and social justice).  By the end of the module students should be able to:  Understand how key political thinkers fit within a historical development of political thought;  Use political theoretical concepts to assess the work of those thinkers;  Use their understanding of the history and development of political thought to develop their own thinking of key political theoretic concepts.  Indicate lecture topics:  Old and New Approaches to the History of Political Ideas;  John Locke;  Jean-Jacques Rousseau;  Edmund Burke;  Alexis de Tocqueville;  Karl Marx;  John Stuart Mill.  Indicative reading:  Rousseau, The Social Contract;  Burke, Reflections on the Revolution in France;  Mill, On Liberty.  Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) |
| **LI International Relations Theory, 20900** |
| This module deepens students' understanding of International Relations theory, and introduces them to some of the discipline's most debated issues. Through in-depth discussions of problems and themes of past and current international relations, students are invited to stand critical of different theoretical approaches, their claims and methods, and the impact they have on knowledge of practice of international relations.  By the end of the module students should be able to:   * Differentiate between various approaches to the analysis of international relations and specific issues within it; * Discuss and appraise various theoretical claims and stand critical of their impact on the study and practice of international relations; * Analyse a particular problem of international politics in a theoretically consistent manner.   Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) |
| **Semester 2 Modules** |
| **LI Feminist Political Ideas, 29303** |
| Feminist political ideas are hugely diverse, critical, and necessarily engaged: they seek to change our thinking, how we look at the world and the way we live. This module explores the development, richness, and diversity of western feminist political ideas in their own terms. The module concentrates on the way in which feminist ideas (1) challenge and revise traditional political thinking, (2) have made rich contributions to our understanding of political concepts, knowledge and the nature of oppression, and (3) can inform how we live and do things.  Although the module proceeds chronologically in its examination of the development of feminist political thought, each session will examine the contributions that feminists have made to the understanding of specific concepts, such as equality, sex, power, work, family, emotion, care, difference, intersectionality, body, gender, subject, presence, inclusion, representation, freedom and agency. The module also pays attention to the (continuing) disagreements between feminists. In so doing, you will consider the issue of what constitutes feminist thinking, and who or what forms the proper subject of feminist analysis.  We explore exciting and important topics and questions, including: Is pornography inherently oppressive? Does equality mean treating people the same or differently? Why is caring a political matter? How should we understand sexual violation and rape? How can we understand rising rates of male suicide? Is femininity the biggest obstacle to women’s freedom? Where and why can we see white privilege and racism in feminist political ideas? How should be power exercised in feminist classrooms? Are women still treated as Other? Is feminism compatible with respect for cultures? Why are some women so preoccupied with their appearance and beauty? Why are women (and other marginalised groups) underrepresented politically, within business, and at senior levels within universities? What do we mean by freedom? Is there no necessary connection between sex and gender? Can feminists claim to speak for all women?  If you take this module you will learn about feminist ideas but you will also practice them yourself. You will be encouraged to share personal experiences and connect those experiences to feminist political ideas. As such, students will build and participate in a feminist classroom, which is intended to provide an open yet safe space in which everyone can speak and be heard. You will also be encouraged to think about how your background, status, identities and experiences shapes your approach to feminist ideas. This means that you will develop a practical as well as theoretical understanding of the vibrancy and challenge of feminist ideas, especially in relation to method and pedagogy.  By the end of the module students should be able to:  Demonstrate an understanding of key strands of feminist political theory;  Critically reflect on the connection between feminist concepts and personal lived experience;  Evaluate how feminist thinkers have challenged and revised traditional political ideas;  Analyse contemporary political issues using feminist ideas.  Indicative topics:  Theory & Practice;  Equality & Rights;  Existence & Other;  Sex & Power;  Work & Family;  Intersectionality & Difference;  Care & Emotion;  Bodies & Subjects;  Presence & Inclusion;  Injury & Agency.  Indicative readings:  Hooks, b. (2000) Feminism is for Everybody, Pluto Press;  Ahmed, S. (2017) Living a Feminist Life, Duke University Press;  Weeks, K. (2009) “Hours for what we will: Work, Family & the Move for Shorter Hours, Feminist Studies;  Mohanty, C. (1988) “Under Western Eyes: Feminist Scholarship and Colonial Discourse”, Feminist Review, 30;  Banet-Weiser, S. Gill, R. Rottenburg, C. (2020) “Post-feminism, popular feminism and neoliberalism”, Feminist Theory, 21.  Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) |
| **LI Globalisation, Capitalism & Welfare, 37042** |
| This module will be at the intersection of comparative politics and comparative political economy. It will employ the comparative method and theories of analysing and classifying advanced economies (varieties of capitalism) and public policy (welfare models). The module will be of interest mainly for comparative politics and political economy students. Its focus will be global by focusing on advanced economies of the West (USA and EU) and non-western economies such as Latin American countries and Asian countries.  The module fills a gap in the existing offering of modules by providing an in-depth analysis of two key theoretical models of comparative political economy (varieties of capitalism) and comparative politics/public policy (welfare state regimes) covering a wider range of case studies.  By the end of the module students should be able to:  Critically evaluate the crucial role played by `non-economic' institutions in the governance of Welfare State models;  Critically compare and contrast the different approaches to the study of capitalist and welfare diversity;  Critically apply conceptual and theoretical approaches to empirical case studies.  Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) |
| **LI International Political Economy, 20895** |
| The course draws upon a range of theoretical perspectives to understand the contemporary international economic order and to explore the drivers of international economic change. Issues and problems covered across the modules include: the establishment and demise of the Bretton Woods system; the contest of ideas over economic reform; the causes and consequences of economic globalization; and how the globalized international political economy should be governed, issues and problems in international political economy.  At the end of the module the student should be able to:  Demonstrate a basic knowledge and understanding of the major theoretical perspectives on international political economy;  Develop critical skills in analysing debates surrounding the emergence of an international economy;  Gain an understanding of key IPE issues such as trade, development, financial crisis, environment issues;  Have a critical awareness of how power operates in international political economy and in development processes.  Assessments: 1 x 500 word assessment + audio file (25%), 1 x 3,000 word assessment (75%) |
| **LI International Politics of East Asia, 31213** |
| In this module, students will learn about key states involved in contemporary East Asian politics. Specifically, they will examine the role of the United States, Japan, China, South Korea and key regional institutions. The module will also explore core themes and issues in the international politics of East Asia, which may include domestic and regional security issues, economic cooperation.  By the end of the module, students should be able to:  Identify and analyse the key factors and structures involved in contemporary East Asian politics;  Demonstrate knowledge of issues affecting the international politics of East Asia;  Analyse the inter-relationship of inter-state, sub-state, and intra-regional dimensions of the international politics of East Asia;  Appraise developments in East Asia on the basis of primary and secondary sources, including web-based ones;  Use effectively, as appropriate, concepts drawn from international relations.  Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) |
| **LI International Relations of the Middle East, 29292** |
| This module aims to provide an introduction to the contemporary Middle East through a rigorous engagement with theories of international relations. The module places the Middle East in its international context, exploring histories of empire and decolonisation, hegemony and resistance, conflict and cooperation, as well as identity and foreign policy. Attention will also be paid to key themes in international relations, such as transnationalism, globalisation and regionalism, security and threat, gender and ideology. The debate on the features of a regional sub-system and foreign policy analysis will be examined through the process of Arab regional integration and the Arab-Israeli conflict. By taking this module, students will be able to engage in more specialised study of the region, either in whole or in part.  By the end of the module students should be able to:  Familiarise themselves with the history, key concepts, and perspectives relating to the development of the study of international relations in the Middle East;  Familiarise themselves with the individual history and politics of the Arab states of North Africa, the Levant, and the Gulf as well as Turkey, Israel, and Iran within the context of colonialism, the Cold War, and the post-Cold War periods;  Familiarise themselves with influential paradigms and concepts of international relations theory used to study the Middle East in its international context;  Critically engage with how the principal literature associated with the study of international relations in the Middle East relates to broader concepts and theories of international relations.  Assessments: 1 x 1,500 word assessment (30%), 1 x 2,500 word assessment (70% |
| **LI International Security, 20903** |
| The module examines a variety of theoretical and empirical material, providing students with a basis for analysing pressing questions relating to security issues in the world today. The topics explored in the module include: different theoretical approaches to ‘security’; ‘types’ of security; the management of international security; and major security issues, such as WMD proliferation, terrorism, ethnic conflict and state failure.  At the end of the module the student should be able to:   * Demonstrate a basic knowledge of issues related to war, peace and security within contemporary international society; * Use the relevant theoretical frameworks to analyse issues of war, peace and security in different parts of the world; * Demonstrate a sufficient understanding of the key concepts in international security, and the ability to communicate that understanding at an appropriate level.   Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) |
| **LI The Politics of Sustainable Development, 37826** |
| Sustainable development is a concept suggesting that it is possible to achieve environmental sustainability in our current market-based and growth-focussed society. This module interrogates the introduction of the concept, its quick ascent to the forefront of politics, and its critiques. We will consider how sustainable development shapes environmental politics across local, national and international scales, and interrogate sustainable development strategies and programmes developed by different ‘actor constellations’, such as for example states, the private sector, non-governmental organisations and individuals.  This will give you as a student a deeper understanding of how sustainable development is interpreted and imbued with different kinds of knowledge and priorities. You will develop an understanding of a range of concrete strategies and initiatives developed in the name of sustainable development, from international environmental agreements via governmental regulation to corporate greenwashing tactics. You will critically analyse the effectiveness and consequences of such strategies, and you will also engage with critical perspectives challenging the possibility of sustainable development.  By the end of the module students should be able to:   * Demonstrate a detailed understanding of sustainable development and related concepts, including how they are imbued with different kinds of knowledge and priorities for different actor constellations; * Examine competing theories on the possibility of sustainable development within our current capitalist economy; * Examine sustainable development projects and strategies across scales, and assess their contribution to environmental sustainability.   Indicative topics:   * The History of Sustainable Development; * Sustainable Development in our Current Capitalist Economy; * Between Green Growth and Degrowth; * Gender and Sustainable Development; * Global North vs Global South: State Responses to Sustainable Development; * International Environmental Agreements; * Between Corporate Net-zero Strategies and Greenwashing Tactics; * NGOs and Sustainable Development.   Indicative readings:  Books:   * Meadows, D. (2012) Limits to Growth: The 30-year Update; * Huesemann, J. and Huesemann, M. (2011) Techno-Fix: Why Technology Won't Save Us Or the Environment; * Dryzek, J. (2013) The Politics of the Earth: Environmental Discourses.   Journal articles:   * Demaria, F. et al. (2013) What is Degrowth? From an Activist Slogan to a Social Movement. *Environmental Values;* * Spash, C. (2016) This Changes Nothing: The Paris Agreement to Ignore Reality. *Globalizations;* * Jordan, A. (2008) The Governance of Sustainable Development: Taking Stock and Looking Forwards. *Environment and Planning C: Government and Policy.*   Assessments: 1 x 1,000 word essay (25%), 1 x 3,000 word essay (75%) |
| **LI The Politics of the European Union, 37827** |
| This module will consider the key issues and debates relating to the European Union and the European Integration process. It will examine both theoretically and empirically the historical context of European integration and the development of the EU treaty framework from 1945 to the modern day. It will focus on key European institutions, as well as major areas of policy and key external relations.  By the end of the module students should be able to:   * Understand the historical context and theoretical perspectives on the European Union and integration process; * Demonstrate a critical appreciation of EU governance covering institutions, policies and decision-making processes; * Analyse the EU’s external activities and relations.   Assessments: 1 x 1,000 word briefing report (25%), 1 x 3,000 word essay (75%) |
| **LI Post-Colonial Britain: Race, Identity & Belonging, 37828** |
| The experience of ethnic minorities today is rooted in the colonial past. This module seeks to explore the societal dissonance that exists within modern democratic states. This dissonance centres on the fear of the ‘other’ and co-constitutes the ‘self’, resulting in consequences such as xenophobia and populism. This module explores the impact of colonial structures and provides a historical overview of the progression from race relations to identity politics.  By the end of the module students should be able to:  Engage critically with key texts on race, identity, and post-colonialism;  Gain an understanding of lived experiences of ethnic minorities;  Demonstrate an understanding of the roots of current social movements.  Assessments: 1 x 1,000 word essay (25%), 1 x 3,000 word essay (75%) |
| **LI Russian Politics: From Revolution to Putin, 36027** |
| This module focuses on Russia and its distinctive political systems, from the Russian revolution to Putin’s presidency. In doing so, the module will analyse the defining features of the political regimes of the USSR and post-Soviet Russia. The module will also examine continuities and discontinuities between the USSR and post-Soviet Russia in terms of domestic developments and foreign policies. The module will consider Russia’s relations with other post-Soviet states, especially Ukraine, and their implications for Russia’s domestic politics and international status.  By the end of the module students should be able to:   * Demonstrate a systematic understanding of the key pillars of the political systems in the USSR and post-Soviet Russia and their interplay with Soviet/Russian foreign policies; * Identify the pattern of continuity and change between the USSR and post-Soviet Russia with regard to domestic developments and foreign policies; * Critically analyse the dominance theories and concepts used to analyse the USSR and contemporary Russia’s politics and Russia’s policy in the post-Soviet space; * Develop in-depth understanding of Russian realities and specificity.   Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) |
| **LI US Politics, 36023** |
| This module provides students with an introduction to the nature of the U.S. Political system. This course examines the political thought underpinning the formation of the American Republic. It then examines the key institutions of this system. Finally, the image of American Politics is tested through the examination of several on-going political issues.  By the end of the module students should be able to:  Demonstrate knowledge and understanding of the key institutions of US politics;  Provide a critical understanding of the dynamic and unique nature of US politics;  Realise the centrality of the US Constitution in US political processes;  Understand the key role that Federalism plays in the dynamics of US politics.  Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) |
| ***Final Year Modules*** |
| **Semester 1 Modules** |
| **LH Contemporary International Political Economy, 20911** |
| In the first half of the course, we will address the theoretical aspect to the lack of change in the global political economy after the 2007 financial crisis. We will take a fairly comprehensive look at the state of IPE as a discipline to examine what it has or has not had to say as the financial crisis hit. We begin by asking big questions about what theory is, what an academic discipline is, and what role they should or should not play in shaping political and social change.  In the second half of the course we will apply some of these theoretical insights to empirical case studies (the EU and the UK). This part of the course seeks to examine the resilience of neoliberalism, an important factor explaining the type and degree of continuity and change. To re-emphasise, our overarching aim is to explore the role that a political economy analysis has and should have at the current historical conjuncture.  By the end of the module the student should be able to:  Demonstrate a sound theoretical understanding of the key conceptual issues relating to globalisation;  Apply these to current developments within the international economy;  And be able to show awareness of the wider political context of how international political economy shapes global governance.  Assessments: 1 x 500 word assessment + audio file (25%), 1 x 3,000 word assessment (75%) |
| **LH The Diplomacy of the Arab-Israeli Conflict, 27327** |
| The module is concerned with understanding the causes, dynamics and consequences of the Arab-Israeli conflict, with focus on diplomacy and the role of third party mediation. The first part of the module will deal with the historical origins and the development of the conflict to the establishment of Israel in 1948. The second part will focus on approaches to conflict resolution and in particular mediation. The final part of the module will examine in detail the role of third parties in the evolution of the conflict and the efforts to resolve it through various forms of third-party intervention, from the first armistice agreements to the Israeli-Palestinian peace process.  By the end of the module students should:  Develop knowledge of the key theoretical questions regarding conflict resolution and mediation.  Show an understanding of the key diplomatic and political developments in the Arab-Israeli conflict.  Identify and evaluate the contribution of different third parties to the evolution of the conflict; critically assess their records of intervention.  Think critically about subject matters; identify and address key issues in the modern political history of the Middle East; use both diplomatic and political histories of the region to construct explanations of key developments.  Assessments: 1 x presentation (10%), 1 x 1,500 word essay (30%), 1 x 2,500 word essay (60%) |
| **LH Gender & World Politics, 36021** |
| This course is comprised of two inter-linked parts. There are a range of perspectives and related literatures on gender in international politics, which collectively provide novel approaches to and critical insights into a range of issues and areas conventionally regarded as falling within the domain of international relations and international politics. These include the state; citizenship, constructions of identities and boundaries of political community; ethics; war, peace and security; international institutions; political economy and development and human rights. Contemporary constructivist and approaches in IR, including feminist and queer theory have also expanded the field of study to include, for example, the role of emotion in politics and the significance of aesthetics and the visual in understanding the domain of world politics. In this course, an eclectic approach to gender that draws upon out a various strands of contemporary IR scholarship is utilised to interrogate a range of discrete areas and issues within the ambit world politics.  By the end of the module students should be able to:   * Have a deep understanding of the concept of gender and the various ways in which the concept has been employed in the study of international politics; * Distinguish between gender as a category within the study of international relations and gender as an approach to the study of international relations; * Locate feminist international relations scholarship within a broader range of constructivist and critical approaches to international relations; * Critically interrogate a range of core concepts employed within the study of international relations and international politics, from the perspective on gender; * Demonstrate in-depth knowledge on one discrete area of study on the syllabus.   Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) |
| **LH Global Security, 36022** |
| This module examines different approaches to analysing security dynamics and issues in the post-Cold War world. It encourages students to reflect on the analytical and ethical assumptions that shape security thinking and practice in contemporary global politics. It does so by focusing on key security institutions and actors, by discussing theories which have been used to make sense of global security, and by examining prominent security issues of our time.  By the end of the module students should be able to:   * Demonstrate understanding of a variety of theoretical approaches to security; * Analyse real-world cases in light of this understanding, while showing awareness of historical and political context; * Think critically about how security functions in global politics, and engage with relevant intellectual and policy debates.   Indicative lecture topics:   * Week 1 - What is Global Security? * Week 2 - State Security and National Interest; * Week 3 - National Identity and Ideational Contest; * Week 4 - Securitization; * Week 5 - Critical Approaches to Security; * [Week 6 - Independent Study Week]; * Week 7 - US Grand Strategy and World Order; * Week 8 - Security in Europe; * Week 9 - Non-Western Security; * Week 10 - The Implications of 'Rising China'; * Week 11 - Global Threats.   Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) |
| **LH International Negotiation, 37821** |
| This module focuses on the theoretical and practical aspects of international negotiations. It will first cover how international negotiations are conducted and link negotiation analysis to International Relations theories. It will then focus on particular conceptual issues in negotiations, such as power, leadership and justice, as well as negotiation tactics and strategies. These concepts will be explored in the context of case studies of real world negotiations in the fields of security, trade, development and environment. Finally, the course will include a practical element through a negotiation simulation, where students can get some hands-on experience with both formulating negotiating positions and engaging in a negotiation process. The negotiation simulation will be aided by a software package so that students can engage with the negotiation simulation both in class and outside.  The teaching methods for this module involve two-hour interactive lectures, as well as seminars that cover some aspects of each week’s topic in more detail. There is usually 2 required readings that students are expected to complete before the lecture. During the weeks where the simulation takes place, lectures will be one hour, and will discuss case studies that showcase the concepts discussed in previous weeks, and the negotiating sessions will take place for two hours. There will only be one assigned reading during these weeks so that students can focus on the negotiation process itself.  There are two assignments for this module, which link up the theoretical content and the simulation. The first assignment is formulating a negotiating position prior to the simulation (2,000 words) and the second assignment is a reflective journal on the process and outcome of the negotiation process (2,000 words). There will be support for assignment preparation on canvas, and we will spend some time on this during the teaching sessions as well.  By the end of the module students should be able to:  Describe the particular nature and complexities of international negotiations;  Explain why different negotiation strategies are chosen by negotiators;  Complete the process of formulating a negotiating position;  Critically reflect on the impact of different negotiation strategies on negotiation outcomes.  Indicative topics:  International Negotiation in International Relations;  The process of international negotiation;  Power in International Negotiations;  Negotiating strategies and outcomes;  Mediation and leadership;  Cultural and psychological aspects of negotiation;  Case study 1: two level games and Brexit Britain;  Case study 2: power and small island states in climate negotiations;  Case study 3: coercive diplomacy: EU sanctions targeting Russia;  Negotiation simulation debrief and assignment preparation.  Indicative readings:  Taster reading:  Fisher, Roger and William Ury, 1982, ‘Getting to yes: negotiating agreement without giving in’, London: Hutchinson, available at main library;  Dur, Andreas and Gemma Mateo, 2010, ‘Choosing a bargaining strategy in EU negotiations: power, preferences and culture’, Journal of European Public Policy 17(5): 680-693  Further readings:  Trommer, Silke, 2017, ‘Post-Brexit Trade policy autotomy as pyrrhic victory: being a middle power in a contested trade regime’, Globalizations 14(6): 810-819;  Narlikar, Amrita, 2010, Deadlocks in multilateral negotiations: causes and solutions, Cambridge: CUP;  Karlsson, Christer, et al, 2012, ‘The legitimacy of leadership in international climate change negotiations’, AMBIO 41(supplement 1): 46-55;  Odell, John, 2009, ‘Breaking Deadlocks in international institutional negotiations: the WTO, Seattle and Doha’, International Studies Quarterly 53(2): 273-299.  Assessments: 1 x 2,000 word position paper (50%), 1 x 2,000 word reflection paper (50%) |
| **LH Issues in US Domestic Politics, 23878** |
| This module surveys the key political issues within domestic U.S. politics in the competing light of economic and political explanations of the dynamics of US domestic policy. These issues include Participation/Non-participation, Campaign Finance, Direct Democracy, Gun Control, Immigration, Affirmative Action, Healthcare, Welfare, Capital Punishment, the role of Religion, Abortion, Drugs, Homeland Security, Drugs and Gay Marriage.  By the end of the module students should be able to:  Provide an overview of core issues and controversies within U.S. domestic politics  Demonstrate, critical understanding of underlying debate over the role of competing explanations (ideology, culture war, religion, economic) on U.S. politics  Demonstrate a critical understanding of the role of the economy in the dynamics of U.S. politics  Communicate a detailed understanding of how the system of checks and balances at the centre of its system of government attempts to resolve competing interpretations of the constitution  Assessments: 1 x 1,000 word briefing paper (25%), 1 x 3,000 word essay (75%) |
| **LH Media, Politics & Public Opinion, 37314** |
| This module examines the role of mass media in politics. Being one of the major, if not the most pervasive sources of political information, mass media influence the political arena, government policies, and public opinion. Lectures address empirical and theoretical points on political communication and public opinion literatures, and understand the motivations and practices of the main agents associated with the process of political communication: the media and journalists, the audience, and political actors (parties, leaders and candidates).  The module covers material on the role of mass media in politics, the process of news making, processes such as media concentration and censorship, and the effects that media have on citizens’ political attitudes and behaviour.  By the end of the module students should be able to:  Work individually and in groups to analyse the interaction of media and politics in different contexts;  Critically evaluate the interaction between politics and media in the context of international developments, changing media technologies, and political strategies from the 20th century to the present;  Understand and apply a range of theoretical concepts and analytical approaches to different stages of the political communications process;  Contextualise the political communication theories and applications discussed in the light of their knowledge of British and International politics;  Synthesise their research experience and gained knowledge in a research portfolio that demonstrates understanding and appreciation of media communication research;  Write and edit findings for a general as well as an academic audience.  Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) |
| **LH Parties & Voters across the Globe, 36025** |
| This module focuses on elections, voting and party systems. It examines the main theoretical approaches to the study of voting behaviour and political parties. Drawing on examples from across the globe, the module encourages students to compare and contrast the experiences of parties, politicians and voters in different contexts. Topics covered will vary, but may include electoral behaviour, political campaigning, the features of political parties and the stability or otherwise of party systems.  By the end of the module students should be able to:  Identify, analyse and evaluate different explanations of voting behaviour;  Investigate and critically assess how campaigning shapes elections;  Identify, analyse and evaluate the main theories explaining electoral performance of parties and candidates in a variety of national cases from across the globe;  Compare and contrast the form and content of parties and party systems from a variety of different geographical regions.  Indicative topics:  Electoral Systems and Electoral Manipulation;  Political Parties: Role, Organization and Membership;  Cartel Party Model and Party Financing and Party Systems I: Western Europe;  New Political Parties and Party Systems II: Central and Eastern Europe;  Party Systems III: Latin America;  Party Systems IV: Africa and East Asia;  Turnout;  Party Choice: Columbia and Michigan Schools;  Spatial vs Valence: Issue voting, party performance and leaders;  Campaigning I: Traditional Methods;  Campaigning II: Campaigning in the Digital Age.  Indicative readings:  Baker, A., B. Ames and L. Renno (2020) Persuasive Peers: Social Communication and Voting in Latin America, Princeton: Princeton University Press;  Bleck, J. and N. van de Walle (2018) Electoral Politics in Africa since 1990: Continuity in Change, Cambridge: Cambridge University Press;  De Vries, C. and S. Hobolt (2020) Political Entrepreneurs: The Rise of Challenger Parties in Europe, Princeton: Princeton University Press;  Green, D. and Gerber, A. (2008) Get out the Vote! How to increase voter turnout, 2nd Edition, Washington DC: Brookings Institution Press;  Green, J. and W. Jennings (2017) The Politics of Competence: Parties, Public Opinion and Voters Cambridge: Cambridge University Press;  Haughton, T. and K. Deegan-Krause (2020) The New Party Challenge: Changing Cycles of Party Birth and Death in Central Europe and Beyond, Oxford: Oxford University Press;  Lupu, N. (2016) Party Brands in Crisis: Partisanship, Brand Dilution, and the Breakdown of Political Parties in Latin America Cambridge: Cambridge University Press;  Scarrow, S. (2015) Beyond Party Members. Changing Approaches to Partisan Mobilization Oxford: Oxford University Press.  Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) |
| **LH Political Theory & Social Criticism, 37479** |
| This module examines the ideas of a series of key thinkers who have each made an original contribution to social and political theory, from the early 20th Century to today. The thinkers are unique in their respective styles and intellectual approaches, but through studying them we can also better understand a number of characteristic concepts in modern political thought, such as power, totalitarianism, freedom, agency, diversity, equality and justice. The module situates the thinkers in their respective contexts, as well as exploring their relationship to various movements in social thought, such as conservatism, fascism, Marxism, existentialism, postmodernism and post-colonialism. We evaluate the contribution of the various thinkers as examples of social criticism, examining how their thought intervened in the politics of their day, and students are also encouraged to scrutinise the contemporary relevance of the various thinkers (i.e. is their work still relevant today?), and to critically reflect upon their own wider intellectual interests, in light of the contributions of these influential figures (i.e. how can the work of these thinkers inform my dissertation or the issues covered in my other final year modules?).  By the end of the module students should be able to:  Use a social lens to critically analyse key moments in European political thought since the twentieth century;  Understand the relationship of specific political thinkers to wider movements in political thought;  Use this understanding to analyse both the movements and the thinkers in new ways.  Indicative topics:  Michael Oakeshott;  Isaiah Berlin;  Herbert Marcuse;  Hannah Arendt;  Jurgen Habermas;  Albert Camus;  Michel Foucault;  George Orwell.  Indicative reading:  Walzer, The Company of Critics: Social Criticism and Political; Commitment in the Twentieth Century;  Berlin, The Crooked Timber of Humanity;  Arendt, The Origins of Totalitarianism;  Marcuse, One Dimensional Man;  Foucault, Discipline and Punish.  Assessments: 1 x 1,000 word essay (25%), 1 x 3,000 word essay (75%) |
| **LH The Politics of Protest & Dissent, 37822** |
| Protest and other forms of dissent and resistance are central to our understanding of contemporary politics and democracy - but also crucial to explaining social change, both in the past and in terms of the potential for change in the future.  Examples range throughout historical and contemporary politics - Black Lives Matter, the student tuition fees protests, Extinction Rebellion and the climate change movement, the suffragettes, revolutions in Haiti, Russia, and Spain - are each different types of protest and dissent.  This module sets out to consider a number of important political questions arising from these different types of protest and dissent: why does protest and dissent happen? why is protest and dissent sometimes small in scope and other times produces widespread social change? what effect does protest and dissent have? how do those in power respond to protest and dissent? when is it successful and when not, and why? how (if at all) does protest and dissent create social change? is protest the route to greater social emancipation?  Indicative topics:  protest, dissent and social change  Dissent and the demand for equality  Protest and utopian visions  protest movements, political parties and the state  contemporary protest and its effect  These topics will be explored by studying a number of concrete case studies - both historical and contemporary.  Indicative case studies  revolutions in Haiti, Russia, Spain  the suffragettes and the campaign for the women's vote  the rise of socialist parties  environmentalism, Green Parties and climate change  women's movements and feminism  anti-racism: from the civil rights movement to Black Lives Matter  contemporary protest: anti-austerity and beyond  Whereas protest is often considered ‘outside’ of formal politics, the module instead considers protest and dissent as key elements of the political process. It explores the different ways in which dissent has been expressed, and the impact that this has had, both historically and in the present. It will apply these ideas to examples of protest and dissent, such as the socialist and anti-capitalist movement, women’s movements; anti-racism and anti-colonialist movements; and environmentalism.  By the end of the module students should be able to:  Understand and evaluate the different theoretical approaches that have been developed to explain the relationship between protest, dissent and the political responses of the state;  Demonstrate an empirical knowledge of a number of key historical and contemporary episodes of protest and dissent;  Demonstrate the analytical tools to understand and evaluate protest as an aspect of democratic politics.  Indicative readings  Bailey, D.J., 2017, Protest Movements and Parties of the Left: Affirming Disruption, (London: Rowman and Littlefield International).  Charalambous, G., 2022, The European Radical Left: Movements and Parties since the 1960s, (London, Pluto).  Della Porta, D., 2015, Social Movements in Times of Austerity: Bringing Capitalism Back into Protest Analysis, (Cambridge: Polity).  Flesher Fominaya, C., 2020, Social Movements in a Globalized World (Second edition), (London, Macmillan).  Taylor, K.Y., 2021, From #BlackLivesMatter to Black Liberation, Expanded second edition (Chicago: Haymarket).  Assessments: 1 x 1,000 word media article (25%), 1 x 3,000 word essay (75%) |
| **LH Rising Powers & Global Order, 36026** |
| This module enables students to gain an understanding of the international behaviour of the so-called ‘rising powers’, and their impact upon the governance issues in contemporary international politics. The concept of ‘rising power’ is problematised and examines those states engaged in the BRICS, IBSA, the G20 and BASIC.  By the end of the module students should be able to:  Define and critically reflect upon the role of the domestic, regional and international determinants of the foreign policies of key rising powers;  Analyse critically how the rising power states impact upon key contemporary themes of climate change, UN reform, global security, global economic governance and normative change;  Assess critically the impact of non-state actors on global politics;  Situate theoretically and empirically the different ways of conceptualising ‘rising power’ in light of changes at local, national, regional and global levels.  Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) |
| **LH Topics in British Politics, 20912** |
| This module will allow students to develop a specialised interest in British politics. Students will examine key trends in British politics, from 1945 to the present. In doing so, it will assess the impact and significance of a number of contemporary political projects, including Keynesian social democracy, Thatcherism, Blairism, Cameronism, Brexit and Corbynism. Students will be asked to consider how these projects can be best defined and what impact, if any, they have made to the overall evolution of British politics. In particular, these projects will be assessed in terms of the extent to which they show continuity or change with previous governing practices.  The course opens with four introductory lectures aimed at providing the groundwork for the later part of the module. In these introductory sessions, we will examine the character of Keynesian social democracy, the impact of neo-liberalism and the use of depoliticisation strategies and modernisation discourses in driving change in contemporary British politics. The aim of these introductory sessions is to provide students with an overview of key developments and conceptual tools for understanding post-war British politics.  After the opening lectures students will be asked to examine six ‘topics’ in British politics. The topics are as follows:  How Radical was Thatcherism?  The Conservatives after Thatcher  The New Labour Project  Understanding Cameronism  British Politics in the age of Brexit  Should we be worried about British Democracy?  By the end of the module the student should be able to:  Demonstrate a familiarity with general trends in postwar British politics;  Identify key developments and controversies relating to a number of the topics covered in the course;  Relate specialised knowledge of specific ‘topics’ to broader developments in postwar British politics;  Communicate ideas about British politics in a structured and coherent manner both orally and in writing.  Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) |
| **Semester 2 Modules** |
| **LH Challenges to Liberal Democracy in Europe, 36016** |
| This module explores various ideological and political challenges posed to liberal democracy in Europe. We will consider both emerging and deep-seated challenges, touching on "democratic backsliding" and executive aggrandizement, issues of race and gender and their relationship with Liberal Democracy, corruption, as well as on the role of the media. We will also discuss the impact of the rise of "populist" parties on Liberal Democracy in Europe and the drivers of their success, the long-term impact of totalitarian regimes in 20th century Europe on democracy today, as well as the challenge posed by extremist grassroots groups and movements, particularly on the radical right. Finally, we will consider potential responses and reactions to these challenges.  Studying this module will involve participating in one two-hour lecture and one one-hour group seminar each week, working on the assignments, and keeping up with the essential readings. Every week, as part of the weekly group seminar, we will hold a Seminar Newsroom discussion. You will choose one European country to be the Newsroom country expert on and you will report every week on current affairs from your country of choice, whenever possible making a link to the weekly topic.  By the end of the module students should be able to:  Demonstrate a thorough knowledge of the deep-seated and emerging challenges to Liberal Democracy in Europe;  Identify and describe case studies evidencing the nature and features of these challenges;  Employ scholarly literature and primary sources to solve complex problems.  Indicative lecture topics:  What’s the matter with democracy? Understanding democratic backsliding and other syndromes;  Deep-seated challenges/1: Gender and democracy;  Deep-seated challenges/2: Race and democracy;  Deep-seated challenges/3: Capitalism and democracy;  Emerging challenges/1: Media, fake news and democracy;  Emerging challenges/2: Populism: the supply side (parties);  Emerging challenges/3: Populism: the demand side (voters);  Emerging challenges/4: Far-right extremist grassroots groups;  Explaining (un)democratic patterns: Historical legacies;  Reactions, pushbacks and progressive responses to democratic challenges.  Indicative readings:  Nancy Bermeo (2016). On Democratic Backsliding. Journal of Democracy 27: 1, pp. 5-19;  Leila Hadj Abdou (2016). Racism in Europe. A Challenge for DemocracyLinks to an external site.? In: Ünver Noi, A. and Toperich, S. (eds.): Challenges for Democracy in the European Union and its Neighbours. The Brookings Press;  Matthijs Rooduijn (2018). What unites the voter bases of populist parties? Comparing the electorates of 15 populist parties. European Political Science Review, 10(3), 351-368.  Assessments: 1 x 1,000 word country case report (25%), 1 x 3,000 word essay (75%). You will also be encouraged to submit a formative assessment to help you prepare for your long essay. |
| **LH Conflict and Peace in Deeply Divided Societies, 38862** |
| This module examines the causes of violent conflict in societies that are deeply divided along ethnic, national, religious or linguistic lines. It introduces students to a number of theoretical approaches to understanding the nature of these divisions and the causes and consequences of inter-communal conflict, including their international aspects. It surveys the ways in which conflict in such societies has been managed or resolved, including through peace processes leading to the introduction of institutional mechanisms such as power-sharing or federalism, as well as approaches to facilitating reconciliation. The module combines theory with historical and contemporary case studies from around the world, potentially including but not limited to the former Yugoslavia, Northern Ireland, Cyprus, Lebanon, Rwanda and South Africa.  By the end of the module students should be able to:  Demonstrate a systematic understanding of the variety of theoretical approaches to conflict and peace;  Identify and describe case studies of violent conflict throughout the world, locating them in their appropriate historical and political contexts;  Critically analyse the opportunities and limitations for the resolution of violent conflicts;  Employ scholarly literature and primary sources to solve complex problems.  Indicative topics:  Conflict types and trends;  Ethnic conflict;  Political economy explanations of violence;  The internationalisation of conflict;  Secession and partition;  Power-sharing and post-conflict institutional design;  Territorial approaches to conflict management;  Towards inclusive peace: Gender and sexual minorities;  Post-conflict memorialisation and transitional justice;  The politics of knowledge production about conflict.  Indicative readings:  Catherine Baker (2015) The Yugoslav Wars of the 1990s, Basingstoke: Palgrave Macmillan;  Adrian Guelke (2012) Politics in Deeply Divided Societies, Cambridge: Polity Press;  Elisabeth King and Cyrus Samii (2020) Diversity, Violence, and Recognition, Oxford: Oxford University Press;  John Nagle and Tamirace Fakhoury (2021) Resisting Sectarianism: Queer Activism in Postwar Lebanon, London: Zed Books;  Brendan O'Leary (2019) A Treatise on Northern Ireland, Oxford: Oxford University Press;  Alpaslan Özerdem and Roger Mac Ginty (2019) Comparing Peace Processes, London: Routledge;  Jonathan Tonge (2014) Comparative Peace Processes, Cambridge: Polity Press;  Benjamin A. Valentino (2014) 'Why we kill: The political science of political violence against civilians', Annual Review of Political Science 17: 89-103.  Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) |
| **LH Corruption & Clientelism, 36018** |
| The module examines a ubiquitous dimension of politics: corruption and clientelism. The module explores corruption and clientelism in order to assess the scale and nature of corruption and the role of clientelism in different political systems. The module will combine theoretical, empirical and applied components: understanding corruption and clientelism is necessary for effective anti-corruption strategies. The module will focus on: first, theory and practice of corruption (e.g. what is corruption? what causes it? how do we measure it?) and, second, different forms of political clientelism that generate corruption. The module will offer a global perspective, including a range of case studies, such as China, Russia, Africa and Europe as well as analyse the role of the West both in combating and facilitating corruption around the globe.  By the end of the module students should be able to:   * Demonstrate the main theoretical approaches to corruption and clientelism; * Critically analyse forms of clientelism that generate corruption as well as strategies for combating corruption; * Identify and analyse case studies of corruption and clientelism, locating them in their appropriate theoretical and/or historical contexts; * Employ scholarly literature and primary sources to solve complex analytical problems.   Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 assessment (75%) |
| **LH Environment & Climate Politics: From Global to Local, 36020** |
| Environmental deterioration is a huge challenge facing humanity. Climate change, habitat destruction, pollution and overconsumption are causing poverty, hunger, migration and the spread of disease for millions. Worse is expected in the future if we don’t act swiftly and decisively. This module interrogates the politics and practices of human interaction with the environment, focusing on both theoretical debates and case studies. The theory covered in the module focuses on how our relationship with the planet is socially constructed, and interrogates different approaches to solving environmental problems, including market-based approaches and more radical green theories. The module also examines case studies in environmental politics; these may change from year to year but usually include issues like climate change, animal rights, sustainable development and the relationship between poverty and environment. These issues are covered from a global, national and local perspective.  By the end of the module students should be able to:  Explain the role and impact of different actors in environmental case studies;  Analyse and evaluate key debates in local and global environmental politics;  Explain and critically reflect upon theories of environmental politics.  Indicative topics:  Week 1: Nature and how we value it;  Week 2: Eco-ideologies;  Week 3: Inequalities in/and the environment;  Week 4: Conceptualising other-than-human species;  Week 5: Sustainable development and the Anthropocene;  Week 6: Independent Study week;  Week 7: Eurocentrism of eco-centrism?  Week 8: Ethics of environmentalism in non-Western contexts;  Week 9: Environmental justice in Asia;  Week 10: Environmental politics in practice;  Week 11: Green growth programmes.  Indicative reading:  Doyle, T. and D. McEachern (2008) Environment and Politics (book);  Dryzek, J. (2013) The politics of the Earth: environmental discourses (book);  Robbins, P. et al (2014) Environment and Society: A critical introduction (book).  Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) |
| **LH Parliamentary Studies, 32399** |
| This module involves a trip to Parliament.  This module aims to provide you with a detailed knowledge of how the UK Parliament works (in both theory and practice). Guest speakers from Parliament will complement traditional lectures and seminars to provide you with an in-depth knowledge of how the Houses of Parliament operates both in terms of formal procedures and in terms of informal cultures, traditions and relationships. The main focus of the module will be the UK Parliament but you will be encouraged to adopt a comparative approach when appropriate.  By the end of the module students should be able to:  Demonstrate an in-depth understanding of how the UK Parliament works;  Provide theoretically-informed analyses of particular aspects of Parliament and parliamentary activity;  Present their research in a public-facing, engaging and accessible manner.  Indicative lecture topics are:  Introduction and Parliamentary Research Skills;  The Politics of Parliament;  The Structure of Parliament;  Architecture, Tradition & Ritual in Parliament;  The Legislative Process;  The Role & Reform of Committees;  PMQs & Parliamentary Questions;  The Role of a Backbench MP;  Parliament, Equality & Representation;  Modernisation & Reform of Parliament.  Indicative reading:  Exploring Parliament;  Oxford Handbook of Legislative Studies.  Assessments: 1 x Blog/Vlog post (25%), 1 x 3,500 word annotated research briefing (75%) |
| **LH Strategy, Leadership and Foreign Policy, 36028** |
| This module examines how individuals and groups make foreign policy decisions and the real-world effects that flow from these processes.  It combines insights from leadership studies, social psychology, military strategy, public policy and cultural analyses. Typical questions include: what makes a good leader? Why do smart people make bad decisions? How does strategy differ according to national and regional contexts? How can we evaluate strategic success or failure? How can global decision-making be improved?  As far as possible, it aims to combine theoretical insights with practical case studies and input from policymakers and practitioners.  By the end of the module students should be able to:  Understand the theories and concepts used to explain strategy, leadership and foreign policy.  Think critically about how decisions are made and analyse how this process could be improved.  Demonstrate knowledge of the similarities and differences between strategic actors and how they respond to challenges.  Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) |
| **LH Understanding Migration, 36029** |
| Human mobility has always been an important part of the human experience. As such, it is crucial to gain an understanding of the role of migration in contemporary political, economic and social systems. This module will take an interdisciplinary approach to the study of migration, covering a diverse range of geographic regions, such as the Middle East and Europe. It will engage in a range of theoretical approaches. This will enable the study of different forms of migration (e.g. labour and forced migration) and a variety of topics, including: mobility, borders, identity, inequalities, agency, and citizenship.  By the end of the module students should be able to:  Demonstrate a systematic understanding of key debates about migration;  Apply this understanding of migration to real-world case studies in a critical way;  Draw on appropriate sources in order to effectively evaluate and communicate the impact of migration on social, political, and/or economic issues.  Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) |
| **Second Year – Semester 1 – IDD Modules** |
| **LI Economics Perspectives on Development, 34586** |
| How is economic development measured? What are the key determinants of inclusive growth? This module introduces students to some of the key principles and tools used in development economics. The emphasis is on applying an economic approach to understanding recurring development challenges, including the persistence of poverty, inequality, low rates of economic growth, and conflict. The first half of the module will introduce students to some of the key debates and latest thinking on measuring economic development and basic principles on how to interpret economic data, before examining a range of economic challenges that inhibit development, including the management of natural resources, capital, and economic policy. The second half will explore the effectiveness of a range of economic interventions, including behavioural economics, market interventions, microfinance, trade, private sector development, and the role of global financial institutions in development financing. Weekly lectures will be complemented with participatory weekly seminars, giving students the opportunity to debate and apply different economic theories on what supports and inhibits inclusive development.  By the end of the module students should be able to:  Identify and describe key economic problems facing developing countries;  Explain how economic development is measured, and interpret basic statistics to identify the contribution of different factors to the process of economic development;  Critically evaluate the role of economic interventions in growth and poverty reduction;  Analyse the role of the global financial architecture in the economic development of low and middle income countries.  Assessments: 1 x 2,000 word assessment (50%), 1 x computer-based exam (50%) |
| **LI Understanding Development Assistance, 34446** |
| This module provides an in-depth, critical look at international development assistance, with a special focus on understanding the political economy of aid, and how aid responds to local political dynamics in practice. We will examine the global aid architecture, and the variety of roles international aid actors play, before exploring contemporary debates about aid effectiveness and the potential unintended consequences of aid. We will explore the changing global context for aid - including the emergence of new donors (e.g. China), countries transitioning away from aid, the rise of other forms of finance, and shifting public attitudes to aid in donor countries. At the practical level, we will engage with some of the key tools used by development agencies to analyse and adapt to political economy dynamics, and the effectiveness of these tools. We then turn to the future - beyond aid - and ask whether aid will become less significant, and what, if anything, will replace its role in development. Weekly lectures will be complemented with participatory weekly seminars, giving students the opportunity to research into current aid trends, and critically evaluate aid effectiveness.  By the end of the module students should be able to:   * Outline the scale and complexity of the global aid architecture (including actors and frameworks); * Describe and critique key debates on aid effectiveness; * Analyse the political economy of aid, and how aid adapts to political dynamics in practice; * Critically discuss the future of aid, and its role in relation to other forms of development finance.   Assessments: 1 x Presentation (25%), 1 x 3,000 word assessment (75%) |
| **Second Year – Semester 2 – IDD Modules** |
| **LI Governing States & Societies, 34589** |
| Weak or failing governance is often at the heart of a range of contemporary development challenges. This module critically evaluates different approaches to improving governance. Governance is understood as a set of formal and informal rules for how states function and how state-society relations are managed. The first part of the module will analyse how some governance dynamics – including corruption, weak accountability relations, lack of co-ordination in the state administration, and contestation between state and non-state actors – can hinder progress on inclusive development. The second part will introduce a range of tools and methods widely used to improve governance, including citizen voice and participation, social accountability, changing public sector incentives, and state reform. Weekly lectures are complemented with participatory weekly seminars, giving students the opportunity to apply a governance lens to key recurring constraints to development, and debate the strengths and limitations of a range of top-down and bottom-up approaches to addressing them.  By the end of the module students should be able to:   * Summarise the latest thinking on, and key concepts in, governance and state-society relations; * Describe and critique key tools for, and approaches to, tackling governance and accountability challenges; * Explain the links between the global politics of development and the domestic governance of developing countries; * Analyse the governance challenges facing a diverse range of countries.   Assessments: 1 x 2,000 word assessment (50%), 1 x computer-based exam (50%) |
| **Final Year – Semester 1 Modules – IDD** |
| **LH Development: The Environmental Challenge, 34584** |
| The world is facing unprecedented environmental changes that threaten the wellbeing and very existence of human and nonhuman life. Biodiversity loss, climate change, deforestation, rising sea levels, and heightened risk of natural disasters and pandemics are all interconnected and challenge development at virtually every level. As these interconnected crises intensify, it is ever more apparent that radical changes are needed to how development is understood and practiced. This in turn requires knowledge of the root causes of environmental change – and other environment-related challenges – and understanding of why peoples’ experiences with development, the environment, and environmental crises differ so greatly.  This module seeks to contribute to changing how development is understood and practiced by revealing the ecological dimensions of inequality, injustice, and power in development. For this module, ecology describes interactions between ‘human and nonhuman living beings (plants, animals, persons, insects), nonliving beings and entities (spirits, elements), and collectives (e.g., forests, watersheds)’ (Whyte 2018, 126); requiring no background in the natural science discipline of ecology. Particular attention will be paid to big overarching questions, such as:   * Does protecting the environment compromise development and poverty alleviation? * Are conservation and development aims incompatible or can there be win-win solutions?   In being responsive to these questions, the module will critically engage with related debates and discussions in development – highlighting key arguments and concepts and directing attention towards important alternative perspectives. For example, the module will engage with debates around limits to growth, sustainable development, and planetary boundaries. Case studies will be used to illuminate environmental challenges in different development sectors, such as air pollution and waste management, biodiversity conservation and natural resource management, food and energy production, and industry and infrastructure. Case studies will also help situate relevant debates and discussions in real-world contexts, ensuring the effort to unlearn and reimagine development is empirically informed.  By the end of this module, students should be better equipped to:   * Explain and critique key concepts associated with environment and development; * Analyse the links between environmental and developmental challenges; * Critically evaluate examples of interventions that seek to address both environmental and developmental challenges.   Example lectures:  Week 2: Nature, colonialism/imperialism, capitalism  Week 5: What is the relationship between environment and (in)justice in development?  Week 7: What can food teach us about power relations in development?  Week 9: Extractive- and infrastructure-led development in crisis  Assessments: 1 x 800 word written blog with accompanying short 'vlog' (25%), 1 x 3,000 word assessment (75%) |
| **LH Human Rights & Development, 34592** |
| Is development a fundamental human right? Why and how do human rights matter for development? This module provides students with an understanding of the relationship between rights and development, and examines how rights-based approaches can work in practice. Links between concepts of human rights and development will be identified, such as the capabilities approach and the right to development. Evidence on the causal links between human rights and development will then be examined, including a focus on why we see more repression in poorer countries, and whether improved rights lead to economic development or vice versa. The module considers how human rights can be promoted and realised, both by local actors and social movements, and by external supporters such as aid agencies through funding, advocacy, and their own programming. Weekly lectures will be complemented with participatory weekly seminars, giving students the opportunity to research into the relationship between human rights and development, and how external and local actors can positively or negatively impact this relationship.  By the end of the module students should be able to:   * Outline the historical, philosophical, legal and political dimensions of human rights; * Analyse the links between human rights and development, with reference to theory and examples; * Evaluate the strengths and limitations of different approaches to promoting human rights in a diverse range of contexts.   Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) |
| **Final Year – Semester 2 Modules – IDD** |
| **LH African Politics, 34426** |
| This module introduces students to major debates in the contemporary study of African politics and development, setting these issues within their historical, social and cultural contexts. It will analyse the shifting balance between the state and society, the role of international forces, the changing role of the state in development, and the most recent important trends such as urbanisation and the emergence of particularly young populations. The selected themes will all be examined with reference to continental patterns and variations and reflect key areas of academic and public debate, and fields in which there is a lively and often contested literature.  Weekly lectures will be complemented with participatory weekly seminars, giving students the opportunity to engage with some of the most important questions facing Africa today, such as: What was the impact of colonial rule? Are African states different to European states? Are they really states at all? Why has Africa seen so many civil wars?  By the end of the module students should be able to:  Describe the key features of states in Africa, and discuss whether or not they are different to states elsewhere in the world;  Explain the key domestic/international and political/economic/social/geographical challenges to African development;  Analyse the variation between African countries’ development trajectories and political settlements, with reference to history and theory;  Evaluate the usefulness of different theories and frameworks for understanding politics and development in Africa.  Assessments: 1 x presentation (25%), 1 x 3,000 word assessment (75%) |
| **LH Identity, Inequality & Inclusive Development, 34593** |
| Why is the experience of development often unequal? Who is excluded from development processes? This module will examine the barriers to inclusive development in contemporary societies. It will critically apply key theoretical lenses to a range of identity-based exclusions, from gender, to ethnicity and disability, and examine the effects of this on both individual and collective development outcomes. The first part will examine how power, politics and norms re-produce forms of exclusion. In the second part, we will evaluate different approaches to tackling the challenge of inclusion in development practice. We will critically assess the strengths and limitations of different interventions from by civil society, NGOs, government and development agencies. Weekly lectures will be complemented by participatory weekly seminars, giving students the opportunity to analyse the causes and consequences of exclusion, and debate the merits and prospects of pursuing a more inclusive development agenda.  By the end of the module students should be able to:  Summarise the evidence on the scale and complexity of the barriers to inclusive development;  Explain the links between identity, exclusion and development outcomes at the individual and collective level;  Analyse the role of norms, ideologies and interests in justifying and maintaining inequality and exclusion;  Evaluate the strengths and limitations of a range of approaches to tackling exclusion in development practice.  Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) |

***NB: Please note that all assessments may be subject to change***

**Summary of Modules on offer for Exchange Students**

***Polsis Modules***

Second Year – Semester 1 Modules

1. LI Comparative Politics, 29356
2. LI Global Governance, 27732
3. LI History of Political Ideas, 37483
4. LI International Relations Theory, 20900

Second Year – Semester 2 Modules

1. LI Feminist Political Ideas, 29303
2. LI Globalisation, Capitalism & Welfare, 37042
3. LI International Political Economy, 20895
4. LI International Politics of East Asia, 31213
5. LI International Relations of the Middle East, 29292
6. LI International Security, 20903
7. LI The Politics of Sustainable Development, 37826
8. LI The Politics of the European Union, 37827
9. LI Post-Colonial Britain: Race, Identity & Belonging, 37828
10. LI Russian Politics: From Revolution to Putin, 36027
11. LI US Politics, 36023

Final Year – Semester 1 Modules

1. LH Contemporary International Political Economy, 20911
2. LH The Diplomacy of the Arab-Israeli Conflict, 27327
3. LH Gender & World Politics, 36021
4. LH Global Security, 36022
5. LH International Negotiation, 37821
6. LH Issues in US Domestic Politics, 23878
7. LH Media, Politics & Public Opinion, 37314
8. LH Parties & Voters across the Globe, 36025
9. LH Political Theory & Social Criticism, 37479
10. LH The Politics of Protest & Dissent, 37822
11. LH Rising Powers & Global Order, 36026
12. LH Topics in British Politics, 20912

Final Year – Semester 2 Modules

1. LH Challenges to Liberal Democracy in Europe, 36016
2. LH Conflict and Peace in Deeply Divided Societies, 38862
3. LH Corruption & Clientelism, 36018
4. LH Environment & Climate Politics: From Global to Local, 36020
5. LH Parliamentary Studies, 32399
6. LH Strategy, Leadership and Foreign Policy, 36028
7. LH Understanding Migration, 36029

***IDD Modules***

Second Year – Semester 1 Modules

1. LI Economics Perspectives on Development, 34586
2. LI Understanding Development Assistance, 34446

Second Year – Semester 2 Modules

1. LI Governing States & Societies, 34589

Final Year – Semester 1 Modules

1. LH Development: The Environmental Challenge, 34584
2. LH Human Rights & Development, 34592

Final Year – Semester 2 Modules

1. LH African Politics, 34426
2. LH Identity, Inequality & Inclusive Development, 34593