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|  | First Year Modules (2022/23) **Semester 1**   |  | | --- | | Debates in World Politics I, 37476 (10 credits) | | This module aims to provide students with an applied understanding of prominent ideas and debates within current comparative world politics and international relations. It focuses on the latest dilemmas confronting policymakers, experts and activists, including cooperation and conflict, technological change, social forces and movements, institutions, policies and practices. Students will develop a variety of skills, particularly with regard to case studies and comparative analysis, and offers the necessary grounding for further study in politics, international relations and political economy.  Debates in World Politics I will explore the ability of states to make decisions in an increasingly globalised world, and will consider contemporary challenges to governance.  By the end of the module students should be able to:   * Introduce students to a critical appreciation of the dilemmas facing policymakers in navigating change/changing contexts in current world politics * Identify specific case studies to investigate; dynamics of global politics on different levels of decision-making; * Apply key concepts and methods of comparative politics to analyse challenges in world politics and critically engage with scholarly literature and primary sources.   Assessments: 1 x 2,000 word critical literature review (100%) | | Global History, 34565 (20 credits) | | This module introduces students to some of the principal events, problems and actors in the history of global politics. It enables students to analyse and contextualise some of the significant milestones which have influenced the trajectory of international relations. The module also encourages students to contemplate constructive ways to reflect on global history and on what it means for the present and future of international politics.  By the end of the module students should be able to:   * Demonstrate a familiarity with a number of key historical events and/or periods; * Engage with key debates pertaining to global history; * Show an ability to set these topics in global context; * Critically analyse and evaluate the significance of selected historical episodes.   Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) | | Understanding Politics, 26060 (20 credits) | | This is an introductory course designed to familiarise students with a broad spectrum of theories, approaches and issues related to the concept of power and contemporary political ideas. The aim is to provide students with a solid foundation of key skills and knowledge upon which they can build their own perspectives on a number of themes and issues which they are likely to encounter over the course of their degree programme. The course is divided into two main parts - the first part looks at different conceptions of politics and power, whilst the second half of the course examines a number of contemporary ideas and political issues.  By the end of the module students should be able to:   * Demonstrate a familiarity with a broad spectrum of theories, approaches and issues related to the concept of power and contemporary political ideas; * Distinguish between major theories of power, politics and the state and link these issues of contemporary political debate; * Identify broad trends in the development of political ideas and analytical approaches to the study of politics and power.   Assessments: 1 x 1,500 word review (30%), 1 x 2,500 word proposal (70%) |   **Semester 2**   |  | | --- | | Debates in World Politics II, 37477 (10 credits) | | This module aims to provide students with an applied understanding of prominent ideas and debates within current comparative world politics and international relations. It focuses on the latest dilemmas confronting policymakers, experts and activists, including cooperation and conflict, technological change, social forces and movements, institutions, policies and practices. Students will develop a variety of skills, particularly with regard to case studies and comparative analysis, and offers the necessary grounding for further study in politics, international relations and political economy.  Debates in World Politics II will explore the idea of order and will consider the development of the concept of security, and the shift in discussion from territorial to human security.  At the end of the module the student should be able to:   * Demonstrate a critical appreciation of the dilemmas facing policymakers in navigating change/changing contexts in current world politics; * Identify and apply specific case studies to investigate dynamics of global politics on different levels of decision-making; * Apply key concepts and methods of comparative politics to analyse challenges in world politics and critically engage with scholarly literature and primary sources.   Assessments: 1 x 2,000 word critical literature review (100%) | | Introduction to Political Theory, 31384 (20 credits) | | Political theory tackles the fundamental questions that underlie our political systems. It examines concepts like freedom, equality, rights, and social justice and looks at how these and other concepts have been framed, and what this means for how real world politics should be understood. This module introduces you to political theory through considering these and other key concepts and ideas. You will explore different ways in which they have been framed. You will use them to examine your own understandings of real-world challenges. You should finish the course ready to look more deeply into political questions and with new conceptual tools to help you in your studies of Politics.  At the end of the module the student should be able to:   * Understand key political theory concepts; * Analyse real-world cases using these concepts; * Develop their own political theoretic responses to real-world questions and frame these into coherent arguments; * Critically analyse and evaluate the significance of selected historical episodes.   Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) | | Understanding International Relations, 34202 (20 credits) | | In this module, you are introduced to the study of international politics and the main approaches, theories and debates in the discipline of International Relations. The main aims of this module are both to introduce you to some of the main issues of international politics, such as war and peace, development, regional integration and security, and to make you familiar with different ways to conceptualise and analyse these issues. This means that a substantial part of this module is devoted to the introduction of the main traditional theories of International Relations and the concepts they use. Studying international politics is theoretical, one of the central messages throughout the course is that different theoretical approaches generate different images of the world that build on particular assumptions. Therefore, while you may think you know what the current problems of international politics are and how to solve them, one of the aims of this course is to alert you to other ways of seeing things. This should allow you to make a more confident decision about your own stance towards particular issues and to analyse these issues more thoroughly, but it should also make you question both your own as well as others’ representations of the world.  By the end of the module students should be able to:   * Distinguish major theoretical perspectives on international politics and compare their value for the analysis of specific problems of international politics as well as their basic assumptions and the worldviews they generate; * Identify main actors in international politics and relate them to the contexts in which they operate; * Evaluate analyses of international politics from a theoretically grounded point of view.   Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) |      |  | | --- | | First Year International Development Modules (2022/23) |   **Semester 1**   |  | | --- | | Global Development Challenges I, 34184 (10 credits) | | Co-Requisite: Global Development Challenges II, 34189  What are the key global development challenges and why do they persist? What is being done to address these challenges? This module provides key insights into and analysis of some of the world’s most pressing development challenges, including climate change, poverty, inequality, and migration. We will critically examine each of the Sustainable Development Goals, which form the basis of an international consensus on action to address these challenges. We will analyse the scale of the task for each goal, and explore the feasibility of a range of possible ways to achieve it, from international commitment through to community action. Lectures will be complemented with participatory seminars, giving students the opportunity to understand the scale and complexity of the global development challenges, debate progress towards the SDGs, and understand the key barriers and opportunities for meeting these development goals in the future.  By the end of the module students should be able to:   * Outline the scale and complexity of the key global development challenges; * Describe and critique the Sustainable Development Goals; * Describe and critique approaches to monitoring and measuring progress towards development goals.   Assessments: 1 x 500 word assessment (25%), 1 x 1,500 word assessment (75%) | | Introduction to International Development, 34559 (20 credits) | | | What is development? How can it be measured? Who does what in the name of development, why, and with what effects? This module introduces students to some of the key ideas that have informed international development thinking and practice in recent decades. Using a wide range of real-world examples, we will critically examine some commonly held assumptions and myths, and consider the variety of ways that individuals and societies have pursued development. Students will explore the history and geography of development, and examine the influence of factors such as global markets, domestic politics, and international aid on patterns of development. Through weekly lectures and participatory seminars, students will build a firm understanding of key concepts and theories, and will use them to analyse the barriers to, and opportunities for, inclusive global development.  By the end of the module students should be able to:   * Describe how and why ideas about development – what it is, how it can be measured, its causes and its constraints – have changed over time; * Identify key actors in development, and critically discuss their roles and inter-relationships; * Understand a range of theories that can be applied in international development, and critically evaluate their strengths and weaknesses; * Analyse the constraints on and opportunities for development in a range of country contexts.   Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word learning log/diary (75%)  **Semester 2**   |  | | --- | | Global Development Challenges II, 34189 (10 credits) | | Co-Requisite: Global Development Challenges I, 34184  What are the key global development challenges and why do they persist? What is being done to address these challenges? This module provides key insights into and analysis of some of the world’s most pressing development challenges, including climate change, poverty, inequality, and migration. We will critically examine each of the Sustainable Development Goals, which form the basis of an international consensus on action to address these challenges. We will analyse the scale of the task for each goal, and explore the feasibility of a range of possible ways to achieve it, from international commitment through to community action. Lectures will be complemented with participatory seminars, giving students the opportunity to understand the scale and complexity of the global development challenges, debate progress towards the SDGs, and understand the key barriers and opportunities for meeting these development goals in the future.  By the end of the module students should be able to:   * Outline the scale and complexity of the key global development challenges; * Describe and critique the sustainable development goals; * Analyse how global development challenges may be addressed, with reference to competing theories of and approaches to international development.   Assessments: 1 x Presentation (25%), 1 x 1,500 (75%) | | Politics of Development, 34438 (20 credits) | | Over the past decade, there has been growing recognition that politics matters for development, but how? This module will explore the latest thinking about how politics can enable or constrain development. Politics is understood as a continual process of contestation and negotiation over who gets what, where and how. We will examine this process from the national to the local level, inside and outside the state, and from the formal rules of government, through to the informal ‘rules of the game’. We will use a range of illustrative cases to understand how different types of political systems have evolved, how far we can usefully categorise them, and whether we can predict their influence on development. We will examine contested debates on the links between democracy and development, the role of patronage in development, and the politics of social exclusion. We will also explore cases where local political dynamics and popular mobilisation have pushed through key developmental reform. Throughout the module, students will apply different theoretical lenses - including institutionalism, rational choice, power and collective action – to understand when politics is an obstacle or a solution to complex development problems. Weekly lectures will be complemented by participatory weekly seminars, giving students the opportunity to apply these ideas to a range of real-world scenarios.  By the end of the module students should be able to:   * Distinguish between major theories of the politics of development; * Describe types of political systems, both formal and informal, that can operate at different levels of society; * Critically assess the links between formal and informal political dynamics and poverty, social inclusion and development; * Apply a theoretical lens to explain the political dynamics of a range of developing countries.   Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) | | | |
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|  | Second Year Modules (2022/23) **20 credit POLSIS modules**  **Semester 1**   |  | | --- | | 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.   Resource list: https://rl.talis.com/3/bham/lists/3240C418-B389-EF73-7964-890D840F0075.html?lang=de-DE&login=1  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%) | | 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 words 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.2008.14.2.199> * Culp, Julian, 2016, ‘How irresponsible are rising powers?’, Third World Quarterly 37(9): 1525-1536, available at <https://www.tandfonline.com/doi/abs/10.1080/01436597.2016.1166046>   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%) | | 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%) | | 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**   |  | | --- | | 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 feminist methodological and pedagogical practice; * 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%) | | 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%) | | 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%) | | 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%) | | 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%) | | 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%) | | 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%) | | 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%) | | 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%) | | 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%) |   **20 credit International Development modules**  **Semester 1**   |  | | --- | | 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%) | | 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%) |   **Semester 2**   |  | | --- | | 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 Modules | Final Year Modules (2022/23)  |  | | --- | |  |   **20 credit POLSIS modules**  **Semester 1**   |  | | --- | | 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%) | | 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%) | | 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.   Indicative reading:  <https://birmingham-primo.hosted.exlibrisgroup.com/permalink/f/vmc2c6/44BIR_ALMA_DS51216902490004871>  Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%) | | 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%) | | 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%) | | 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%) | | 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%) |   **Semester 2**   |  | | --- | | 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 Democracy**](https://archive.transatlanticrelations.org/wp-content/uploads/2016/08/Pages-from-Challenges-of-Democracy-2.pdf)**?** 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. | | 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%) | | Law, Politics & the International System, 27837 | | That there are rules governing relations among states and other international actors is, today, almost taken for granted. International law - whether in the form of treaties, trade agreements, human rights norms or UN resolutions - seems pervasive. Yet, its very existence, let alone legitimacy, is not only contestable, but very much contested. This module is concerned with the complex interaction between law, politics and power in the international system. It is animated by the overarching question of whether power politics can ever really be subordinated to law, and, if so, how. The module comprises three broad strands. Firstly, students will be introduced to the concept of international law. What exactly is it? How does it differ from other types of law? Where does international law come from? And, critically, how is it enforced? Secondly, we will analyse in more detail a major subfield of international law - human rights. Here too, truths often taken to be self-evident are, on closer inspection, much more ambiguous. Thus, we will look at the origins and evolution of the concept of human rights, examining questions such as who grants rights? On what authority? And are they universal? Finally, we will use the knowledge acquired through the first two strands to analyse key problems in international law and politics. Taking specific cases, such as the NATO intervention in Kosovo, Russia’s annexation of Crimea and the Nuremberg Trials of Nazi war criminals, we will examine issues surrounding the legitimacy of war, the possibility for justice beyond the state, and the challenge of balancing the norm of state sovereignty with the notion of self-determination. Upon completion of the module, students will have a deep understanding of both the possibilities and limits of law as a tool for mediating power in the international system.  By the end of the module students should be able to:   * Demonstrate a critical understanding of key concepts in international law and politics; * Describe the development of international law and other tools for mediating relations between states, particularly in the post-1945 period; * Analyse the utility of international law and other tools for mediating relations between states; * Draw on the knowledge acquired to analyse contemporary issues and controversies in international relations.   Assessments: 1 x 500 word outline (25%), 1 x 3,500 word essay (75%) | | 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%) | | 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.   Assessments: 1 x 1,000 word media article (25%), 1 x 3,000 word essay (75%)  *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). | | 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%) |   **20 credit International Development modules available to POLSIS students**  **Semester 1**   |  | | --- | | 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%) |   **Semester 2**   |  | | --- | | 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%) | | 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%) |   **20 credit Department of Anthropology & African Studies modules available to POLSIS students - maximum of one per person, limited spaces**  **Semester 1**   |  | | --- | | Ethnographies of the Marginalised, 29673 | | **Ensure you pick a back-up CoSS/IDD/POLSIS module on your module choice form in the event you aren't allocated this module. If you don't and you aren't allocated a place you risk being allocated a different POLSIS module at random**  Ethnographies of the Marginalised explores anthropological interpretations and involvement with socially, economically and politically deprived groups.  In the 1980s, inspired by recent civil rights, feminist and student activism, and in reaction to the social science’s preoccupation with theories of totalising power, anthropologists became concerned with interpreting the actions of the less powerful. Anthropologists asked two questions: How can we account for change? How can we best represent the less powerful ‘other’? The module begins with these two questions, using key theoretical readings to introduce the themes and concerns of early Subaltern Studies. Covering four distinct topics (race, labour, youth and gender), the first half of term draws on key anthropological texts from the 1980s to explore how power differentials can both marginalise and lead to social innovation on the part of the subordinate. The chosen texts have become seminal texts in anthropology because they provide rich ethnographic data about subordinate groups, but they also provide a powerful critique to anthropological method and practice, allowing students to interrogate the aims of the discipline. The second half of the module transcends this focus on dominant/subordinate to examine how we can understand the identities and actions of marginality through the concepts of hope, fantasy, morality and ethics. For these sessions, students are asked to think how groups living beyond the boundaries of power might operate, and how supposedly powerless groups can break through hierarchies of power by using the dominant to act in their interests. The module concludes by considering whether marginalised groups are not just the subject of anthropology but use ethnography to fight their own causes.  Assessments: 1 x 1,500 word essay (40%), 1 x 2,500 word essay (60%) | | Kinship, Gender & Sexuality, 29604 | | **Ensure you pick a back-up CoSS/IDD/POLSIS module on your module choice form in the event you aren't allocated this module. If you don't and you aren't allocated a place you risk being allocated a different POLSIS module at random**  Students will engage with classic concerns in the anthropology of kinship, developing a chronological understanding of developments in the field since the mid-twentieth century. They will study the parallel development of the anthropology of women in the 1970s and 1980s, and the subsequent emergence of the anthropology of gender and sexuality. Topics covered will include: marriage and family forms, the reputed ‘crisis’ of masculinity, attitudes towards romantic love, and discourses of human, women’s and LGBTQ+ rights. Emphasis will be placed on the theoretical contributions of feminist anthropologists as well as debates about the suitability of feminism as a framework for anthropological studies of non-Western societies. Students will be encouraged to engage with the work of African and Asian scholars alongside texts produced by European and North American anthropologists. Case studies will be taken from across the world in an effort to make ‘the familiar strange and the strange familiar’, encouraging students to examine their own assumptions about family forms, gender relations and human sexuality.  Assessments: 2 x 2,000 word essays (50% each) |   **Semester 2**   |  | | --- | | Anthropology of Migration, 31404 | | **Ensure you pick a back-up CoSS/IDD/POLSIS module on your module choice form in the event you aren't allocated this module. If you don't and you aren't allocated a place you risk being allocated a different POLSIS module at random**  Migration as a global phenomenon dominates much of our attention today. It is at the centre of many local, national, and international debates about citizenship, security, and development, as well as about issues of identity, belonging, and diversity. Taking as its point of departure the lived experiences of migrants, refugees and other diasporic people, the course will explore how and why people move, while paying attention to how mobility is regulated and controlled. It will also consider how migration unsettles anthropological concepts and methods, such as, culture, place, the ‘field’, and ethnographic methods. Adopting a historically attuned perspective, we will look at ethnographic examples of migration between and within diverse geographic regions.  Assessments: 2 x 2,000 word essays (50% each) | | Development in Africa, Code TBC | | **Ensure you pick a back-up CoSS/IDD/POLSIS module on your module choice form in the event you aren't allocated this module. If you don't and you aren't allocated a place you risk being allocated a different POLSIS module at random**  This module provides students with a range of theories, concepts and approaches relevant to the interdisciplinary study of African development and explores some of the main debates and issues in the study of livelihood systems on the continent. Drawing on examples and case studies across a range of African countries, it looks at roles and relationships in development interventions, gaps between policy and practice and the structure and dynamics of livelihood systems. The topics covered include some of the major challenges to African development, such as poverty, gender inequality, migration, governance and environmental sustainability. Throughout, particular attention is paid to key strategies, policies and practices employed to improve people’s livelihoods. Students will consider relationships between the state in Africa, development policies and livelihood strategies. The module also focuses on global policy actors (such as the World Bank, the International Monetary Fund, NGOs etc.) and how their policies (such as development and humanitarian assistance, poverty reduction strategy papers) affect livelihood possibilities and development practices on the continent.  Assessments: 2 x 2,000 word essays (50% each) | | Social Life of the Economy, 24821 | | **Ensure you pick a back-up CoSS/IDD/POLSIS module on your module choice form in the event you aren't allocated this module. If you don't and you aren't allocated a place you risk being allocated a different POLSIS module at random**  What is the economy? In what sense can we distinguish it from other aspects of social life? How do we make sense of economic changes, and their effects on people around the world? This module asks fundamental questions about how humans produce, exchange, distribute and consume resources. After questioning what the economy is in the first place, we will explore topics such as money, commodities and gifts, seeking to explain what these things do in society. We will examine the different meanings of work in different places, and see how understandings of time lie at the heart of economic life. The broad, comparative perspective of this module enables students to rethink capitalism itself, asking questions such as: What is the market? How can we best understand globalisation? What is the everyday, social life of global finance?  Assessments: 2 x 2,000 word essays (50% each) | |
| Final Year Module Choice Forms | Final Year Programme Information & Module Choice Forms for 2022/23 Most links below will go live at 9am on Monday 28th February 2022 (UK time). They will close at 11:59pm on Sunday 13th March 2022. Check your programme for specific information on what your module selection process is.   |  | | --- | | **B.A. Anthropology with Political Science, B.A. Anthropology/Political Science, B.A. Political Science with Anthropology** | | **Link to Politics Form:** [**B.A. Anthropology/Political Science**](https://bham.qualtrics.com/jfe/form/SV_cMaFNLUsM9QAuzQ)  **Form goes live:** 9am, Monday 28th February 2022 (UK time)  **Form closes:** 11:59pm, Sunday 13th March 2022 (UK time)  **Home Department:** Anthropology & African Studies  **Total** **credits required (including cores & independent study):** 120 credits, 60 credits in each semester wherever possible. Independent studies count for half their credits in each semester. You need between 40 & 80 credits in Anthropology & between 40 & 80 credits in Politics (so 40 Anthropology/80 Politics, 60 Anthropology/60 Politics, or 80 Anthropology/40 Politics)  **Independent Study:** 40 credit Politics dissertation or independent study in Anthropology  **Core Politics modules:** None  **Optional Politics modules:**  You can choose between none, one, two, three or four 20 credit modules, which including the dissertation adds up to between 40 & 80 credits). They can include:   * POLSIS modules * International Development modules (which count towards your Politics credits) * Professional Development (which counts towards your Politics credits)   **Any other requirements:** Choose your Anthropology modules directly with your home department, who will have further details of the requirements of your programme. | | **B.Sc. Economics/Political Science** | | **Link to Politics Form:** None  **Home School:** Birmingham Business School  **Total** **credits required (including cores & independent study):** 120 credits, 60 credits in each semester wherever possible. Independent studies count for half their credits in each semester. You need 60 credits in Politics & 60 credits in Economics  **Independent Study:** 40 credit Politics dissertation or independent study in Economics  **Core Politics modules:** None  **Optional Politics modules:**  You can choose between one, two or three 20 credit modules, which including the dissertation adds up to 60 credits in Politics.  **Any other requirements:** Choose all of your modules directly with your home school, who will have further details of the requirements of your programme. | | **B.A. History with Political Science, B.A. History/Political Science, B.A. Political Science with History** | | **Link to Politics Form:** [**B.A. History/Political Science**](https://bham.qualtrics.com/jfe/form/SV_bmH8a2nOsWJIE1o)  **Form goes live:** 9am, Monday 28th February 2022 (UK time)  **Form closes:** 11:59pm, Sunday 13th March 2022 (UK time)  **Home Department:** History, unless you choose 80 credits of Politics in both Year 2 & Final Year, then it changes to POLSIS  **Total** **credits required (including cores & independent study):** 120 credits, 60 credits in each semester wherever possible. Independent studies count for half their credits in each semester. You need between 40 & 80 credits in History & between 40 & 80 credits in Politics (so 40 History/80 Politics, 60 History/60 Politics, or 80 History/40 Politics)  **Independent Study:** 40 credit Politics dissertation, [20 credit Politics dissertation](https://canvas.bham.ac.uk/courses/26654/pages/dissertation-23490-20-credits), 40 credit Joint Honours Link dissertation (20 credits in each department, owned by History) or independent study in History  **Core Politics modules:** None  **Optional Politics modules:**  You can choose between none, one, two, three or four 20 credit modules, which including the dissertation adds up to between 40 & 80 credits in Politics. They can include:   * POLSIS modules * International Development modules (which count towards your Politics credits) * One Anthropology & African Studies module. These will be allocated once all forms have closed, and the places allocated will be completely randomised to ensure every student, regardless of when their home department's forms open, has an equal chance at getting on the module. These will count towards your Politics credits * Professional Development (which counts towards your Politics credits)   **Any other requirements:** Choose your History modules directly with your home department, who will have further details of the requirements of your programme. | | **B.A. International Development/Politics & B.A. International Relations/Development** | | **Link to Form:** [**IDD Final Year**](https://bham.qualtrics.com/jfe/form/SV_6salPbtCVJ0Pfg2)  **Home Department:** IDD  **Total** **credits required (including cores & independent study):** 120 credits, 60 credits in each semester. Independent studies count for half their credits in each semester. You need between 40 & 80 credits in International Development & between 40 & 80 credits in Politics (so 40 International Development/80 Politics, 60 International Development/60 Politics, or 80 International Development/40 Politics)  **Independent Study:** 40 credit IDD dissertation  **Core modules:** None  **Optional modules:**  Four 20 credit modules, two from each semester. They can include:   * IDD modules - click [here](https://canvas.bham.ac.uk/courses/44011/pages/idd-undergraduate-module-fair-2022-slash-23/) for details * Political Science & International Studies modules (you must pick at least two of these) * Professional Development (which counts towards either subject) * One Anthropology & African Studies module. These will be allocated once all forms have closed, and the places allocated will be completely randomised to ensure every student, regardless of when their home department's forms open, has an equal chance at getting on the module. These will count towards your Politics credits   **Any other requirements:** None | | **B.A. International Relations** | | **Link to Form:** [**B.A. International Relations**](https://bham.qualtrics.com/jfe/form/SV_di2wykJt5K03fgy)  **Form goes live:** 9am, Monday 28th February 2022 (UK time)  **Form closes:** 11:59pm, Sunday 13th March 2022 (UK time)  **Home Department:** POLSIS  **Total credits required (including cores & independent study):** 120 credits, 60 credits in each semester. Independent studies count for half their credits in each semester  **Independent Study:** 40 credit International Relations dissertation  **Core modules:** None  **Optional modules:**  Four 20 credit modules, which can include:   * POLSIS modules * International Development modules * One Anthropology & African Studies module. These will be allocated once all forms have closed, and the places allocated will be completely randomised to ensure every student, regardless of when their home department's forms open, has an equal chance at getting on the module * Professional Development   **Any other requirements:** None | | **B.A. International Relations with Economics** | | **Link to Form:** [**B.A. International Relations with Economics**](https://bham.qualtrics.com/jfe/form/SV_40X4pNvWZv148zY)  **Form goes live:** 9am, Monday 28th February 2022 (UK time)  **Form closes:** 11:59pm, Sunday 13th March 2022 (UK time)  **Home Department:** POLSIS  **Total credits required (including cores & independent study):** 120 credits, 60 credits in each semester wherever possible. Independent studies count for half their credits in each semester. You need 80 credits in International Relations & 40 credits in Economics  **Independent Study:** 40 credit International Relations dissertation  **Core modules:** None  **Optional International Relations modules:**  Two 20 credit modules, which can include:   * POLSIS modules * International Development modules (which count towards your International Relations credits) * One Anthropology & African Studies module. These will be allocated once all forms have closed, and the places allocated will be completely randomised to ensure every student, regardless of when their home department's forms open, has an equal chance at getting on the module. These will count towards your International Relations credits * Professional Development, which can count towards either subject. If you choose to count it towards your Economics credits, pick three modules from this list, not two   **Any other requirements:** Two 20 credit Economics modules, which can be chosen at the link above. Options are:  **Semester 1**   |  | | --- | | Advanced Macroeconomics, 33109 | | This module builds on the main macroeconomic models studied at Level I. The first part of the module will be concerned with macroeconomic developments in the long run and discusses in a theoretical and empirical context topics such as exogenous and endogenous growth as well as structural unemployment and structural change. The second part will focus on the macro-economy in the short run. This includes discussion of empirical business cycle facts and the development of an appropriate framework which allows for the discussion of topical issues such as the short run effects of fiscal policy, unemployment fluctuations and exchange rate dynamics.  By the end of the module students should be able to:   * analyse the theoretical models of modern macroeconomics research to discuss the main issues relating to business cycles and long-run growth; * analyse issues relating to business cycles and long-run growth both in the UK and in the wider international economy; * appraise selected papers from professional journals.   Assessments: 1 x class test (25%), 1 x coursework assignment (25%), 1 x 2 hour exam (50%) | | Advanced Microeconomics, 33151 | | This module studies advanced concepts in microeconomics building upon foundations acquired in Level I Microeconomics. The module uses calculus and formal mathematical arguments to analyse microeconomic models. Advanced tools such as fixed point theorems and separation theorems will be introduced as necessary in a self-contained way. The first half of the module will largely be based on the topics of individual decision-making such as consumer and producer theory, duality, choice under uncertainty, and intertemporal choice. This leads to the study of aggregate economic outcomes and multi-market equilibrium. The purpose is to enable students to develop a deeper understanding of the market mechanism both in terms of ideal outcomes and when there is market failure. Topics may include existence of competitive equilibrium, the two fundamental theorems of welfare, public goods and externalities, equilibrium under uncertainty, social choice theory – Arrow’s impossibility theorem, voting, and an introduction to mechanism design. The key concepts of the economics of information may also be covered. This will lead to an appreciation of what economic interventions can and cannot achieve in a market economy.  By the end of the module students should be able to:   * demonstrate an in-depth understanding of microeconomic modelling; * assess existing and potential economic policies by relating them to relevant microeconomic theories and models; * apply advanced mathematical skills to formalise concepts pertaining to general equilibrium and social welfare and derive the relevant theorems; * critically analyse economic problems by making systematic and clear predictions and interpretations based on theoretical constructs.   Assessments: 1 x coursework (50%), 1 x 2 hour exam (50%) | | Economics of the European Union, 29176 | | This module explores key elements in the economics of European integration. Its main goal is to provide an analysis of the rationale and the consequences for European countries of the establishment of common economic policies. Discussions on economic policy are based upon analysis of the theory and the methodology and data that have been applied in empirical assessment together with implications of the results obtained. Topics covered include: preferential trading areas, trade policy, the EU’s internal market, financing the EU, monetary union, EU enlargement, potential UK exit from the EU, plus internal policies such as regional policy and competition policy. While the focus is principally on the economic dimension of the European Union, it is firmly placed within the context of the surrounding political debates.  By the end of the module students should be able to:   * apply economic theory to a range of EU issues; * critically assess theories of economic integration; * critically evaluate economic policies of the EU; * research EU issues by using a range of information sources and assess the appropriateness of these sources; * demonstrate communication skills and the abilities to collaborate and work in a team effectively.   Assessments: 1 x 2,000 word essay (50%), 1 x 2 hour exam (50%) | | International Trade Theory & Policy, 33170 | | The module will provide a rigorous analysis of the theoretical concepts that the students have encountered in LI Microeconomics, used for developing trade theory. The module introduces the core of international trade theory and uses these models as the basis for further policy analysis.  The prevailing challenge is to explain the determinants of national comparative advantage, by considering the major traditional theories, including relative differences in labour productivity, factor endowments, production functions and factor specificity followed by more recent explanations of trade patterns such as differences in market structures, the effects of imperfect competition, and scales in production, as well as the theory of trade policy. Relevant empirical evidence relating to these theories and to what degree it provides support for them, will also be investigated.  Following from the theory-based analysis, the module is devoted to the analysis of government trade policies. Topics covered include strategic trade policy (which analyses trade policy under imperfect competition) and political economy (which analyses how trade policy is determined under both median voter and lobbying models). This is followed by examining global and regional moves towards free trade and how these interact with each other. Finally the module considers the motivation for foreign direct investment (FDI), how trade affects growth, and controversies in trade policy. While the focus is mainly on understanding the theory underlying policy choices, examples are used to illustrate the ideas.  By the end of the module students should be able to:   * demonstrate a critical understanding of central international trade theories explaining the patterns of trade and the empirical evidence relating to these theories; * apply partial and general equilibrium models to analyse international trade and evaluate the effects of trade and trade-related policies on welfare; * critically analyse how economic theory is used to formulate trade policy; * demonstrate an advanced, systematic knowledge and understanding of alternative reasons for using trade policy and the institutions governing trade.   Assessments: 1 x coursework (50%), 1 x 2 hour exam (50%) |   **Semester 2**   |  | | --- | | Decision Theory & Games, 33152 | | This module examines the principles and algorithms for making individual decisions and strategic decisions, and provides students with advanced knowledge and analytical skills associated with decision theory and game theory and its economic applications. The purpose of the module is to develop the solid theoretical background necessary to understand the theoretic models and how and why these models were developed and how these models are applied as a tool to solve problems in different areas in economics. The main emphasis is not only on theoretical analysis of abstract decision problems, but also on the discussion and description of solution concepts appropriate for various types of practical economic problems. Decision theories discussed in the module will include Expected Utility Theory as well as a range of the most important alternatives such as Cumulative Prospect Theory. The Decision Theory part of this module will discuss decisions under risk and decisions under ambiguity/uncertainty. The Games part of this module will cover cooperative and non-cooperative games in normal and extensive form as well as game-theoretic aspects of modelling herding behaviour, boundedly rational behaviour (e.g. the level-k model, the cognitive hierarchy model, etc.) and markets (e.g. auctions and market entry games).  By the end of the module students should be able to:   * demonstrate systematic knowledge and understanding in individual decision theory and game theory; * assess different theoretical accounts of individual and strategic decision making; * apply individual decision theory and game theory to formulate and solve complex practical problems; * critically evaluate theoretical constructs and practical applications of individual decision theory and game theory.   Assessments: 1 x coursework (50%), 1 x 2 hour exam (50%) | | Health Economics, 33158 | | This module provides an introduction to the theories and practice of health economics. The first part of the module considers how aspects of market failure influence the characteristics of healthcare systems, and the behaviour of individuals and organisations within such systems. Topics may include: the demand for health and healthcare, externalities, healthcare insurance and other finance mechanisms, incentives for doctors and hospitals, and National Health Service (NHS) policy evolution.  The second part of the module focuses on economic evaluation and decision-making relating to resource prioritisation in the NHS. Economic evaluation is covered in terms of welfarism and extra-welfarism theories, and how these are applied in the methods for conducting cost-benefit analysis and cost-utility analysis, respectively.  The third part of the module focuses on empirical research in health economics. It investigates topics such as the determinants of obesity, mental health problems, health-compromising behaviours, and cardio-vascular disease. Cross-country analyses will be carried out on the different health systems, and contemporary issues, such as whether health care is a luxury good, will be examined.  By the end of the module students should be able to:   * demonstrate knowledge of economic theory underpinning health economics; * compare economic evaluation methods used in healthcare settings; * apply health economics to a variety of issues relating to health and healthcare; * demonstrate knowledge of the econometric techniques typically used in health economics.   Assessments: 1 x class test (25%), 1 x 1,000 word essay (25%), 1 x 2 hour exam (50%) | | History of Economic Thought, 29183 | | This module covers the origin and evolution of several major strands of economic thought from the eighteenth century to the twentieth. The purpose is to provide students with a broad knowledge of the main features in history of modern economic thought, an understanding of major economic writings and the historical context in which they were written, and also of how each generation selects from and re-interprets (and sometimes even distorts) the work of earlier writers. Examples of key thinkers, some of whose work will be discussed include: Quesnay, Mirabeau, Adam Smith, T. R. Malthus, Ricardo, James and John Stuart Mill, Karl Marx, Leon Walras, Jevons, Menger, Alfred Marshall, Pigou, Chamberlin, John Maynard Keynes, Paul Samuelson, Robert Solow, A. W. Phillips and Robert Lucas.  By the end of the module students should be able to:   * demonstrate systematic knowledge and understanding of the main ideas developed by some of the major economists of the period up to the late nineteenth century; * explain the origins of some of the key concepts in modern economics; * comment critically on historical texts in economics from this period.   Assessments: 2 x 1,250 word essays (25% each), 1 x 2 hour exam (50%) | | Industrial Organisation, 33167 | | This module provides students with an understanding of the theory of industrial organisation, alongside relevant empirical evidence and analysis of competition policy. The module applies concepts from microeconomic theory and game theory to help understand industrial structure, the theory of the firm and the behaviour of firms within industries. The main focus is on providing analytical tools to understand the working of imperfectly competitive markets.  The module covers topics related to how markets work, how agents (firms and consumers) interact in a market either strategically or otherwise and how environmental factors, from other firms to policy, affect the market and the participants. After initially considering different pricing strategies under monopoly, most of the module covers issues relating to oligopolistic markets, including product differentiation, advertising, collusion and mergers.  By the end of the module students should be able to:   * apply formal economic methods to analyse firm and industry behaviour; * demonstrate systematic knowledge and understanding of relevant concepts from; * microeconomics and game theory and apply them to specified situations and problems; * critically appraise the operation of competition policy in advanced economies.   Assessments: 1 x problem set (25%), 1 x 1,200 word essay (25%), 1 x 2 hour exam (50%) | | Monetary Policy & Dynamic Macroeconomics, 32223 | | **PRE-REQUISITE: Advanced Macroeconomics, 33109**  This module builds on the main macroeconomic models studied at Level I and on Advanced Macroeconomics in Level H with a particular emphasis on the role of monetary policy and dynamic macroeconomics. The first part of the module will consider some of the building blocks of a monetary macroeconomic model as well as the introduction to key variables and empirical facts in monetary economics. Further, this part of the module considers optimal monetary policy strategies in theoretical frameworks and their relevance in practice. This will include the discussion of policy issues relevant to the conduct of modern monetary policy such as the transmission mechanism, inflation targeting and central bank design. The latter part of the course will provide an overview of the tools used in dynamic macroeconomics and discusses their application in the context of examples. These are related to monetary economics, such as the price puzzle or models with unconventional monetary policy. They will also go beyond the pure focus on monetary policy issues, discussing their interrelation with and the relevance of e.g. fiscal policy and technology shocks and highlighting, in this context, topical issues related to macroeconomics dynamics.  By the end of the module students should be able to:   * analyse the theoretical models of modern macroeconomic research and their role in the conduct of monetary policy; * identify the tools of modern dynamic macroeconomics to address macroeconomic issues in practice; * identify issues relating to the conduct of monetary policy both in the UK and in the wider international economy; * appraise selected papers from professional journals.   Assessments: 1 x coursework (50%), 1 x 2 hour exam (50%) | | Public Economics, 32226 | | This module provides an introduction to public economics¬, which is the positive and normative study of the role of government in the economy through taxation, expenditure and regulation. The module’s aims are to explain the behaviour of government, the responses of individuals, households and firms to that behaviour and the welfare effects of the government’s actions. The module will explore topics related to the two main reasons for government intervention in the economy: allocation of resources, when private market outcomes are Pareto inefficient because of either market failure or the underutilisation of resources (e.g. labour); and distribution of resources, when private market outcomes lead to socially undesirable distributions of income or wealth. This exploration may include studying the notions of efficiency and incidence, which can be used to frame the effects of government intervention on the allocation and distribution of resources in the economy and which are the main measures that economists use to evaluate the welfare effects of government policy. The first part of the module will provide an introduction to public economics, including an overview of the theoretical and empirical tools of analysis that are part of the public economist’s toolkit. The second part of the module will study issues related to market failures and social insurance. Topics related to market failures may include externalities and public goods, political economy, cost benefit analysis, state and local government expenditures and specific problems and solutions related to education. Other topics may include social insurance, social security, unemployment insurance, disability insurance and income distribution and welfare programs. The third part of the module will cover taxation in theory and practise, including an overview of what taxation means and how it works. Topics may include the equity implications of taxation, including tax incidence; inefficiencies of taxation and their implications for optimal taxation as well as taxes on labour supply, savings, risk taking, wealth, businesses and consumption.  By the end of the module students should be able to:   * demonstrate general knowledge and understanding of public economics; * demonstrate familiarity with some applications of economics that have been specific to the study of public economics; * manipulate relevant economic models in the area of public economics; * critically analyse the empirical literature in the area of public economics; * apply critical analysis to the topics of the module, formulate concepts and hypotheses, and show how they are tested in relevant literature.   Assessments: 1 x 2,000 word coursework (50%), 1 x 2 hour exam (50%) |   If you choose to count Professional Development towards your Economics credits, choose only one module from this list, not two. | | **B.A. International Relations with French** | | **Link to International Relations Form:** [**B.A. International Relations with French**](https://bham.qualtrics.com/jfe/form/SV_40Ea3oY0NYyeAK2)  **Form goes live:** 9am, Monday 28th February 2022 (UK time)  **Form closes:** 11:59pm, Sunday 13th March 2022 (UK time)  **Home Department:** POLSIS  **Total credits required (including cores & independent study):** 120 credits, 60 credits in each semester wherever possible. Independent studies count for half their credits in each semester. Due to Modern Languages' 10 credit modules, it may be impossible to split your credits evenly, in which case you should split them 50/70 or 70/50. You need at least 80 credits in International Relations & at least 20 credits in French (so 80 International Relations/40 French or 100 International Relations/20 French)  **Independent Study:** 40 credit International Relations dissertation  **Core modules:**   * French Language Core VI (Semester 1, 10 credits) & * French Language Core VII (Semester 2, 10 credits)   **Optional modules:**  Three 20 credit modules, which can include:   * POLSIS modules * International Development modules * One Anthropology & African Studies module. These will be allocated once all forms have closed, and the places allocated will be completely randomised to ensure every student, regardless of when their home department's forms open, has an equal chance at getting on the module * Professional Development * One additional French module (chosen directly with the Department of Modern Languages at [domlyear4@contacts.bham.ac.uk](mailto:domlyear4@contacts.bham.ac.uk))   **Any other requirements:** None | | **B.A. International Relations with German, B.A. International Relations with Spanish** | | **Link to International Relations Form:** [**B.A. International Relations with German/Spanish**](https://bham.qualtrics.com/jfe/form/SV_bfKMOn30IqjjylM)  **Form goes live:** 9am, Monday 28th February 2022 (UK time)  **Form closes:** 11:59pm, Sunday 13th March 2022 (UK time)  **Home Department:** POLSIS  **Total credits required (including cores & independent study):** 120 credits, 60 credits in each semester wherever possible. Independent studies count for half their credits in each semester. Due to Modern Languages' 10 credit modules, it may be impossible to split your credits evenly, in which case you should split them 50/70 or 70/50. You need 100 credits in International Relations & 20 credits in Modern Languages  **Independent Study:** 40 credit International Relations dissertation  **Core modules:**   * German/Spanish Language Core VI (Semester 1, 10 credits) & * German/Spanish Language Core VII (Semester 2, 10 credits)   **Optional modules:**  Three 20 credit modules, which can include:   * POLSIS modules * International Development modules * One Anthropology & African Studies module. These will be allocated once all forms have closed, and the places allocated will be completely randomised to ensure every student, regardless of when their home department's forms open, has an equal chance at getting on the module * Professional Development   **Any other requirements:** None | | **B.A./B.Sc. Liberal Arts & Sciences** | | **Link to School of Government Form:** [**B.A./B.Sc. Liberal Arts & Sciences**](https://bham.qualtrics.com/jfe/form/SV_agDjjlHFrD6jCXs)  **Form goes live:** 9am, Monday 28th February 2022 (UK time)  **Form closes:** 11:59pm, Sunday 13th March 2022 (UK time)  **Home School:**Liberal Arts & Natural Sciences  **Requirements:** Your home school will have further details of the requirements of your programme, but you can pick any School of Government options at the link above. | | **B.A. Philosophy with Political Science, B.A. Political Science/Philosophy, B.A. Political Science with Philosophy** | | **Link to Politics Form:** [**B.A. Political Science/Philosophy**](https://bham.qualtrics.com/jfe/form/SV_6XTwwnfos6kIgAe)  **Form goes live:** 9am, Monday 28th February 2022 (UK time)  **Form closes:** 11:59pm, Sunday 13th March 2022 (UK time)  **Home Department:** POLSIS, unless you choose 80 credits of Philosophy in both Year 2 & Final Year, then it changes to the School of Philosophy, Theology & Religion  **Total credits required (including cores & independent study):** 120 credits, 60 credits in each semester wherever possible. Independent studies count for half their credits in each semester. You need between 40 & 80 credits in Philosophy & between 40 & 80 credits in Politics (so 40 Philosophy/80 Politics, 60 Philosophy/60 Politics, or 80 Philosophy/40 Politics)  **Independent Study:** 40 credit Politics dissertation or 20 credit Philosophical Project  **Core modules:** None  **Optional Politics modules:**  You can choose between none, one, two, three or four 20 credit modules, which including the dissertation adds up to between 40 & 80 credits in Politics. They can include:   * POLSIS modules * International Development modules (which count towards your Politics credits) * One Anthropology & African Studies module. These will be allocated once all forms have closed, and the places allocated will be completely randomised to ensure every student, regardless of when their home department's forms open, has an equal chance at getting on the module. These will count towards your Politics credits * Professional Development (which counts towards your Politics credits)   **Any other requirements:** Choose your remaining Philosophy modules directly with the School of Philosophy, Theology & Religion. Click [here](https://canvas.bham.ac.uk/courses/61382/pages/module-choice-canvas-page-2021-slash-22) for information and you can contact them at [ptr-ugyear3@contacts.bham.ac.uk](mailto:ptr-ugyear3@contacts.bham.ac.uk) for any queries. | | **B.A. Policy, Politics & Economics** | | **Link to Politics Form:** None  **Home School:**Social Policy  **Total credits required (including cores & independent study):** 120 credits, 60 credits in each semester wherever possible. Independent studies count for half their credits in each semester. You need at least 20 credits in each of the three departments  **Independent Study:** 40 credit dissertation focusing in any department, owned by Social Policy  **Core Politics modules:** None  **Optional Politics modules:**  You can choose between one & two 20 credit modules.  **Any other requirements:** Choose all of your modules directly with your home school, who will have further details of the requirements of your programme. | | **B.A. Political Economy** | | **Link to Form:** [**B.A. Political Economy**](https://bham.qualtrics.com/jfe/form/SV_6GsxixeHmh8H7Bc)  **Form goes live:** 9am, Monday 28th February 2022 (UK time)  **Form closes:** 11:59pm, Sunday 13th March 2022 (UK time)  **Home Department:** POLSIS  **Total** **credits required (including cores & independent study):** 120 credits, 60 credits in each semester. Independent studies count for half their credits in each semester  **Independent Study:** 40 credit Politics dissertation  **Core modules:** None  **Optional modules:**  Four 20 credit modules, which can include:   * POLSIS modules * International Development modules * One Anthropology & African Studies module. These will be allocated once all forms have closed, and the places allocated will be completely randomised to ensure every student, regardless of when their home department's forms open, has an equal chance at getting on the module * Professional Development   **Any other requirements:** None (there are no Economics modules after Year 1) | | **B.A. Political Science** | | **Link to Form:** [**B.A. Political Science**](https://bham.qualtrics.com/jfe/form/SV_6XAU2fGmXlWQMya)  **Form goes live:** 9am, Monday 28th February 2022 (UK time)  **Form closes:** 11:59pm, Sunday 13th March 2022 (UK time)  **Home Department:** POLSIS  **Total credits required (including cores & independent study):** 120 credits, 60 credits in each semester. Independent studies count for half their credits in each semester  **Independent Study:** 40 credit Politics dissertation  **Core modules:** None  **Optional modules:**  Four 20 credit modules, which can include:   * POLSIS modules * International Development modules * One Anthropology & African Studies module. These will be allocated once all forms have closed, and the places allocated will be completely randomised to ensure every student, regardless of when their home department's forms open, has an equal chance at getting on the module * Professional Development   **Any other requirements:** None | | **B.A. Political Science/International Relations** | | **Link to Form:** [**B.A. Political Science/International Relations**](https://bham.qualtrics.com/jfe/form/SV_3reoZcynFDbAeqO)  **Form goes live:** 9am, Monday 28th February 2022 (UK time)  **Form closes:** 11:59pm, Sunday 13th March 2022 (UK time)  **Home Department:** POLSIS  **Total credits required (including cores & independent study):** 120 credits, 60 credits in each semester. Independent studies count for half their credits in each semester  **Independent Study:** 40 credit Politics/International Relations dissertation  **Core modules:** None  **Optional modules:**  Four 20 credit modules, which can include:   * POLSIS modules * International Development modules * One Anthropology & African Studies module. These will be allocated once all forms have closed, and the places allocated will be completely randomised to ensure every student, regardless of when their home department's forms open, has an equal chance at getting on the module * Professional Development   **Any other requirements:** None | | **B.A. Political Science/Social Policy** | | **Link to Form:** [**B.A. Political Science/Social Policy**](https://bham.qualtrics.com/jfe/form/SV_3rxT9JxB95DOxM2)  **Form goes live:** 12pm, Thursday 17th March 2022 (UK time)  **Form closes:** 11:59pm, Friday 1st April 2022 (UK time)  **Home Department:** POLSIS  **Total credits required (including cores & independent study):** 120 credits, 60 credits in each semester. Independent studies count for half their credits in each semester. You can weight your degree equally or choose one extra 20 credit module in either subject, but that subject must be where you choose to do your dissertation. Therefore:   * If you pick the Politics dissertation, choose between one & two 20 credit Politics modules & choose between two & three Social Policy modules to build your existing credits up to 120. * If you pick the Social Policy dissertation, choose between two & three 20 credit Politics modules & choose between one & two Social Policy modules to build your existing credits up to 120.   **Independent Study:**40 credit Politics dissertation or 40 credit Social Policy dissertation  **Core modules:**None  **Optional modules:**  As above, and can include:   * POLSIS modules * Social Policy modules - details of which can be found [here](https://canvas.bham.ac.uk/courses/61712/pages/ba-political-science-and-social-policy-final-year) but should be chosen on the same form at the link above * International Development modules (which count towards your Politics credits) * One Anthropology & African Studies module. These will be allocated once all forms have closed, and the places allocated will be completely randomised to ensure every student, regardless of when their home department's forms open, has an equal chance at getting on the module. A backup IDD/POLSIS choice must be entered for these modules. These will count towards your Politics credits * Professional Development (which counts towards either subject)   **Any other requirements:**None | | **B.A. Political Science/Sociology** | | **Link to Form:** [**B.A. Political Science/Sociology**](https://bham.qualtrics.com/jfe/form/SV_bmBb9sTsJQT39oq)  **Form goes live:** 12pm, Thursday 17th March 2022 (UK time)  **Form closes:** 11:59pm, Friday 1st April 2022 (UK time)  **Home Department:** POLSIS  **Total credits required (including cores & independent study):** 120 credits, 60 credits in each semester. Independent studies count for half their credits in each semester. You can weight your degree equally or choose one extra 20 credit module in either subject, but that subject must be where you choose to do your dissertation. Therefore:   * If you pick the Politics dissertation, choose between one & two 20 credit Politics modules & choose between one & two Sociology modules to build your existing credits up to 120. * If you pick the Sociology dissertation, choose between two & three 20 credit Politics modules & choose between none & one Sociology modules to build your existing credits up to 120.   **Independent Study:**40 credit Politics dissertation or 40 credit Sociology dissertation  **Core modules:**Contemporary Social Theory, Sociology Semester 1  **Optional modules:**  As above, and can include:   * POLSIS modules * Sociology modules - details of which can be found [here](https://canvas.bham.ac.uk/courses/61712/pages/ba-political-science-and-sociology-final-year) but should be chosen on the same form at the link above * International Development modules (which count towards your Politics credits) * One Anthropology & African Studies module. These will be allocated once all forms have closed, and the places allocated will be completely randomised to ensure every student, regardless of when their home department's forms open, has an equal chance at getting on the module. A backup IDD/POLSIS choice must be entered for these modules. These will count towards your Politics credits * Professional Development (which counts towards either subject)   **Any other requirements:**None | | **B.A. Politics, Religion & Philosophy** | | **Link to Politics Form:** [**B.A. Politics, Religion & Philosophy**](https://bham.qualtrics.com/jfe/form/SV_0HEVtkTfENqYJT0)  **Form goes live:** 9am, Monday 28th February 2022 (UK time)  **Form closes:** 11:59pm, Sunday 13th March 2022 (UK time)  **Home School:**Philosophy, Theology & Religion  **Total credits required (including cores & independent study):** 120 credits, 60 credits in each semester wherever possible. Independent studies count for half their credits in each semester. You need at least 20 credits in each of the three subjects  **Independent Study:** 40 credit Politics dissertation, [20 credit Politics dissertation](https://canvas.bham.ac.uk/courses/26654/pages/dissertation-23490-20-credits) or independent study in Philosophy or Theology  **Core Politics modules:** None  **Optional Politics modules:**  You can choose between none, one, two, three & four 20 credit modules, as long as there are at least 20 credits in each of the other two departments. They can include:   * POLSIS modules * International Development modules (which count towards your Politics credits) * One Anthropology & African Studies module. These will be allocated once all forms have closed, and the places allocated will be completely randomised to ensure every student, regardless of when their home department's forms open, has an equal chance at getting on the module. These will count towards your Politics credits * Professional Development (which counts towards your Politics credits)   **Any other requirements:** Choose your other modules directly with your home school, who will have further details of the requirements of your programme. | | **B.A. Russian/International Relations** | | **Link to International Relations Form:** [**B.A. Russian/International Relations**](https://bham.qualtrics.com/jfe/form/SV_81gVBJCVL5AZNXw)  **Form goes live:** 9am, Monday 28th February 2022 (UK time)  **Form closes:** 11:59pm, Sunday 13th March 2022 (UK time)  **Home School:** Modern Languages  **Total** **credits required (including cores & independent study):** 120 credits, 60 credits in each semester wherever possible. Independent studies count for half their credits in each semester. You need between 40 & 80 credits in Russian & between 40 & 80 credits in International Relations (so 40 Russian/80 International Relations, 60 Russian/60 International Relations, or 80 Russian/40 International Relations)  **Independent Study:** 40 credit International Relations dissertation, 40 credit Joint Honours Link dissertation (20 credit in each department, owned by Modern Languages) or independent study in Russian  **Core International Relations modules:** None  **Optional International Relations modules:**  You can choose between none, one, two, three or four 20 credit modules, which including the dissertation adds up to between 40 & 80 credits in International Relations. They can include:   * POLSIS modules * International Development modules (which count towards your International Relations credits) * One Anthropology & African Studies module. These will be allocated once all forms have closed, and the places allocated will be completely randomised to ensure every student, regardless of when their home department's forms open, has an equal chance at getting on the module. These will count towards your International Relations credits * Professional Development (which counts towards your International Relations credits)   **Any other requirements:** Choose your Russian modules directly with your home school, who will have further details of the requirements of your programme. | |