

# **THE MA HANDBOOK**

## **Your guide to MA & Diploma Programmes In Political Economy**

**2013 – 2014**

To be used in conjunction with the School of Social Science PGT Handbook 2013-14 available at:  
<http://www.socialsciences.manchester.ac.uk/intranet/pg/handbooks/>

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## **WELCOME TO THE GRADUATE OFFICE IN POLITICAL ECONOMY**

**Welcome** to the Graduate Office in Political Economy! Thank you for choosing to study with us.

This handbook contains all of the information that you need for your Graduate programme. You should read this handbook in conjunction with the *Faculty of Humanities, School of Social Sciences Student Guide for Taught Masters, Postgraduate Diploma and Postgraduate Certificate*. Therein you will find important information about, among other things, the Faculty of Humanities, the facilities available to you, registration information, timetabling of research courses, library resources, plagiarism, computing and printing, health and safety, photocopying, post and transcripts. You should also familiarise yourselves with the *Faculty of Humanities, School of Social Sciences Guide for Research Students and Supervisors*. Both documents are available on our website.

For the most up-to-date information, please go to our website: <http://www.socialsciences.manchester.ac.uk>. The handbook also contains important day-to-day information such as how to contact a member of the graduate team.

We very much hope that you will enjoy your time with us in Manchester. I look forward to meeting you all soon.

Professor John O'Neill  
Programme Director

## **THE GRADUATE TEAM**

### **Programme Director**

Professor John O'Neill, Room 4.045, Tel: 0161 275 4853

[john.f.o'neill@manchester.ac.uk](mailto:john.f.o'neill@manchester.ac.uk)

Office hours: TBA

### **Administrator to the Programme**

Amanda Bridgeman, Room 2.003, Tel: 0161 275 4885

[amanda.bridgeman@manchester.ac.uk](mailto:amanda.bridgeman@manchester.ac.uk)

Office hours: 8.00 – 4.00

You should also know about the head of our Discipline areas:

### **Head of Philosophy**

Professor Thomas Uebel, Room: 4.046

[Thomas.e.Uebel@manchester.ac.uk](mailto:Thomas.e.Uebel@manchester.ac.uk)

### **Head of Politics**

Professor Andrew Russell, Room: 4.029

[Andrew.Russell@manchester.ac.uk](mailto:Andrew.Russell@manchester.ac.uk)

### **Head of Economics**

Ed Amann, Room 3.022

[Edmund.Amann@manchester.ac.uk](mailto:Edmund.Amann@manchester.ac.uk)

### **Head of School of Environment & Development**

Professor Simon Guy, Room 2.041

[Simon.Guy@manchester.ac.uk](mailto:Simon.Guy@manchester.ac.uk)

### **Director of Manchester Business School**

Michael Luger

[Michael.Luger@mbs.ac.uk](mailto:Michael.Luger@mbs.ac.uk)

A full listing of all staff involved in the Programme and their contact details can be found on the following pages.

### **External Examiner**

- a. Generic statement outlining the role of External Examiners  
External Examiners are individuals from another institution or organisation who monitor the assessment processes of the University to ensure fairness and academic standards. They ensure that assessment and examination procedures have been fairly and properly implemented and that decisions have been made after appropriate deliberation. They also ensure that standards of awards and levels of student performance are at least comparable with those in equivalent higher education institutions.
- b. Statement about External Examiners' reports  
External Examiners' reports relating to this programme will be shared with student representatives at the Staff Student Liaison Committee (SSLC), where details of any actions carried out by the programme team/School in response to the External Examiners' comments will be discussed. Students should contact their student representatives if they require any further information about External Examiners' reports or the process for considering them."
- c. External Examiners Details  
The External Examiner for this programme is Professor Tony Heron who is a Professor in International Politics at the University of York.

Please note that it is inappropriate for students to make direct contact with External Examiners under any circumstances, in particular with regards to a student's individual performance in assessments. Other appropriate mechanisms are available for students, including the University's appeals or complaints procedures and the UMSU Advice Centre. In cases where a student *does* contact an External Examiner directly, External Examiners have been requested not to respond to direct queries. Instead, External Examiners should report the matter to their School contact who will then contact the student to remind them of the

other methods available for students. If students have any queries concerning this, they should contact their Programme Office (or equivalent).

## **INFORMATION POINTS & COMMUNICATION**

### **University Student Portal**

The University has a Student Portal through which you can view a summary of your e-mails, view your library account, get examination information, and access the Student System through which you register, find your timetable and marks. The portal also links through to all University Policy's and Procedures, some of which are referenced further on in your handbook. [www.studentnet.manchester.ac.uk](http://www.studentnet.manchester.ac.uk)

### **E-mail**

Most of the information sent out by administrators and academics comes via your *University of Manchester* e-mail address which you are allocated upon arrival (e.g. John.Smith@postgrad.manchester.ac.uk). This can be accessed via the internet, or you can set up your University e-mail to be diverted to your personal e-mail account. **It is your responsibility to ensure that you regularly check your e-mail accounts.** If you believe that you are not receiving all relevant e-mails, you must inform your Programme Administrator *immediately*.

### **Contact Details**

It is your responsibility to keep all contact details up-to-date on the on-line student system (which you used to register). If you change address during the course of the academic year, you must update this system accordingly.

### **School of Social Sciences Intranet**

The main reference point for information about your programme, the discipline and the School is the School's Student Intranet <http://www.socialsciences.manchester.ac.uk/intranet/pg/>

The individual discipline pages will also hold details of student representatives for each programme, once they have been nominated. <http://www.socialsciences.manchester.ac.uk/intranet/pg/reps/>

### **Health and Safety**

There is a Health and Safety online course (SOCS61230) which is compulsory and available through Blackboard.

A range of occupational health services are available to students. Further information is available at <http://www.studentnet.manchester.ac.uk/occupational-health/> including links to a range of policies.

With respect to Display Screen Equipment (including computer monitor screens) you can find further information at <http://www.socialsciences.manchester.ac.uk/intranet/healthandsafety/>

### **Accidents and Emergencies**

All accidents at work or study must be reported to the School Safety Adviser for SOSS, Lucy Jones, Arthur Lewis Building, telephone 0161 275 1757, email: [lucy.jones@manchester.ac.uk](mailto:lucy.jones@manchester.ac.uk)

There are first aid boxes located at main reception points in all buildings on campus and in some discipline areas. Contact details of first-aiders for each building can be obtained from the front desk.

## **STUDENT-FACING IT FACILITIES**

### **Sohol - Arranging meetings with academic staff**

Students are advised to use the Sohol System, email or phone. If staff are not available to meet at a time arranged students should inform the Receptionist in the Pod in that area and their PG Administrator.

<http://www.socialsciences.manchester.ac.uk/intranet/pg/sohol/>

**Campus Solutions** is the student system. From here you will be able to check your timetable, keep track of your course choices, grades, financial situation, and registration, along with many other functions.

<https://www.portal.manchester.ac.uk/uPortal/render.userLayoutRootNode.uP>

## Blackboard: courses and enrolments

The teaching and learning activities within your courses are enhanced and supported by the use of Blackboard. All of your courses/spaces are listed in: <http://my.manchester.ac.uk/> under the 'Blackboard' tab. Within this tab you will find:

- a list of all the courses you are registered to take, under the 'Course List',
- a list for Programme spaces or other 'Organisations', in the 'My Communities' list.

You can also access Blackboard on your smartphone using the Blackboard Mobile Learn app. For guidance, search for 'How to: Access your Bb9 course through a Mobile Phone or Tablet' in the Knowledge Base at: <http://www.manchester.ac.uk/servicedesk/>

Courses become available to students one week before the start of teaching. For most courses in 2013/14 this is:

- Semester 1 and all-year courses: 9th September 2013
- Semester 2 courses: 20th January 2014

To ensure that you have access to all of your courses within Blackboard, you must be enrolled on them through the Student Records system. Once enrolled, your courses should appear in Blackboard within 24 hours. Also, your tutor needs to have 'activated' your Blackboard course in order for you to access it. If you cannot see a course you expect to see, please:

- contact your School Administrator to check that you have been enrolled;
- check with your tutor that they have made the course available;

Note: If you change your course enrolments there will also be a delay of up to 24 hours in acquiring your new courses and removing those you are no longer taking.

Your Blackboard course(s) will contain different elements, depending on how your tutor(s) have set them up. They may be used for course materials, lecture handouts, coursework submission, quizzes, additional resources, discussion boards or blogs, for example. If you have any queries about the content, please check with your tutor first.

After enrolment or changing your enrolments, if your courses are not correctly listed in Blackboard after 24 hours, please let us know which course(s) you are missing by going through <http://www.manchester.ac.uk/servicedesk/>

For general information on Blackboard and access to support information, please visit: [www.studentnet.manchester.ac.uk/blackboard](http://www.studentnet.manchester.ac.uk/blackboard)

Please note: periods when Blackboard access may not be possible (at-risk periods) are Sundays 2am to 5am, Easter holidays and the whole of July. Notification of significant downtime during Easter and July will be communicated through My Manchester Student News.

## **TIER 4 VISA ATTENDANCE MONITORING CENSUS – for the attention of Tier 4 Visa holders.**

As your Tier 4 sponsor, the University of Manchester must monitor your attendance and be assured that you are fully engaged with your course of study or research. We also need to ensure that you we have up-to-date contact details for you. If you leave Manchester for any reason during your studies we also need to know this.

You must attend the census points in addition to complying with the attendance requirement of your programme of study.

Attendance at lectures and tutorial is mandatory and this is recorded on campus solutions.

### **When are the census points?**

The Census Dates for 2013/14 for all active Tier 4 students are as follows.

Census Point	Dates	Where
October 2013	30 September – 8 October 2013	New students - at central registration Returning students - Postgraduate Office, 2 <sup>nd</sup> Floor Arthur Lewis Building
January 2014	13 January – 24 January 2014	Postgraduate Office, 2 <sup>nd</sup> Floor Arthur Lewis Building

May 2014	14 May – 27 May 2014	Postgraduate Office, 2 <sup>nd</sup> Floor Arthur Lewis Building
July 2014	18 July – 25 July 2014	Postgraduate Office, 2 <sup>nd</sup> Floor Arthur Lewis Building

Please note:

- Please enter these dates in your diary. You must report in person on one occasion during each census period with your student card to the PG Reception Desk on the 2nd Floor of Arthur Lewis building during the dates specified.
- You must ensure that your current term-time address, telephone number and other contact details are correct and up to date at all times. How do I do this – [click here](#).
- If you are going to be away from Manchester during any period of your registration you need to let your administrator know by completing this [form](#).
- You will receive a reminder e-mail from the School about each census point. You must check your University e-mail account regularly. Failure to check your e-mail account is not a valid reason to be absent from a census point.
- If you cannot attend in person during the dates specified, please let the school know by completing this [online form](#).
  - If you cannot attend due to illness you must provide a copy of a medical certificate to your Programme Administrator
  - If you are unable to attend the census you should report in person to the School as soon as possible after you return to campus.
  - Students who are recorded as interrupting their studies are not expected to attend during their period of interruption

#### **What happens if I cannot attend a census point?**

The School must be able to confirm your presence to the UKBA by the end of each census point in the academic year. If you do not attend a census point when required and you do not provide a valid explanation for your absence you will be deemed to be “not in attendance”.

Those students identified as “not in attendance” will be reported to the UKBA and the University will cease to sponsor the student’s Tier 4 visa. The Tier 4 visa will then be curtailed and the student will be required to leave the UK within 60 days

#### **Further information**

For more information on Tier 4 visas:

[www.ukba.homeoffice.gov.uk/visas-immigration/studying/adult-students/](http://www.ukba.homeoffice.gov.uk/visas-immigration/studying/adult-students/)

Your responsibilities as a tier 4 student are outlined in the crucial guide [here](#).

If you have any concerns about the attendance monitoring census points, or your Tier 4 visa status, please contact [pbs@manchester.ac.uk](mailto:pbs@manchester.ac.uk)

## **GETTING STARTED**

### **Length of the prescribed course**

#### **Master's degree:**

According to the current regulations, the period of registration at this University for the degree of Master of Arts (MA), Master of Science (MSc) or Master of Research (MRes) is 12 months full-time or 27 months part-time. The period of registration commences in September 2013 until September 2014 for full time students and to December 2015 for part-time students.

### **Postgraduate Diploma**

A 9 month full-time or 18 month's part-time programme. The period of registration runs from September 2012 until June 2013 for full-time students and to June 2014 for part-time students.

### **The Academic Year**

<b>2013-2014</b>
<b>First Semester</b>
Attendance: 16 September 2013 – 13 December 2013 Christmas Vacation: 14 December 2013 – 13 January 2014 Attendance: 13 January 2014 – 26 January 2014
<b>Second Semester</b>
Attendance: 27 January 2014 – 3 April 2014 Easter Vacation: 4 April 2014 – 28 April 2014 Attendance: 29 April 2014 – 6 June 2014

### **Choosing your MA Course Units**

The MA degree and the Postgraduate Diploma comprise a number of course units which add up to 120 credits. To this the MA adds a dissertation worth 60 credits. Preparation for the dissertation begins early in the academic year, though the bulk of it is normally written over the summer. Our MA programme comprises 1 30-credit course unit and 6 15 credit course units divided between two semesters. A full listing of the postgraduate course units can be found later in this guide.

Details of all course units taught in the Faculty of Humanities are available at:

<http://www.socialsciences.manchester.ac.uk/postgraduate/taught/modules/>

You will have an opportunity during registration week to discuss your module options with your programme convenor.

### **Changing your MA Course Units**

If you decide to change any of your course unit options, you can make the alteration yourself online (see 'Guide to Using Self-Service Course Unit Selection' included in your registration pack). However, before you process any changes, you will need to complete a *Course unit Change Form* (available from the School Postgraduate Office, room 2.003, Arthur Lewis Building or downloadable from the Intranet) so that we have a record of any alterations to your choice of course units. Changes to your choice of course units must be made no later than the dates specified.

**In Semester I you must make any course unit changes by Friday 4th October.  
In Semester II you must make any course unit changes by Friday 7<sup>th</sup> February.**

### **Attendance Requirements**

**Attendance at seminars is compulsory. If you know in advance of circumstances beyond your control preventing you from attending a seminar you should contact the course unit tutor as soon as possible to explain your absence. Unexcused absences will result in poor participation marks.**



## **THE MA ASSESSMENT SYSTEM**

With some variation on modules with specific requirements, we operate a three-part assessment regime. In addition to the essay mark (which remains the dominant mode of assessment) we require two further assessments to be made: one for a student presentation and one based on your class participation.

### **Assessment Requirements**

The final mark for any MA course undertaken normally comprises three elements in the following ratio:

- **Essay 75% of total**
- **Presentation 15% of total**
- **Participation 10% of total**

Some course units have slightly different assessment procedures. You should consult each course unit's guide for complete assessment details. (Please note: courses taken outside of Politics are governed by the regulations of the discipline area that provides them. They may entail assessment by formal examination and may have different penalties for late submission, non-attendance and so on. If you take such a course you are obliged to make yourself aware of, and comply with, the rules of the discipline area offering it).

### **The Taught Degree Regulations Glossary of Terms<sup>[1]</sup> states the following with regard to Compulsory Course units:**

*'Compulsory Course units: Course units which cannot be substituted and must be taken in order to meet the intended learning outcomes of the programme (see pre-requisites). Compulsory course units are not normally compensatable.'*

PGT Programmes in the School of Social Sciences have course units which are compulsory and may be termed as such. However, programmes in the School do allow compensation for compulsory course units in line with point 14 of the PGT regulations:

*'PGT programmes can be compensated up to 30 credits for PG Diploma/ Masters and 15 credits for a PG Certificate. The number of credits compensated and those referred cannot exceed half the taught credits in total.'*

### **Assignment Criteria**

The following criteria for assessment govern the way in which we mark assignments and dissertations. These guidelines have been established by the School of Social Sciences and, as such, operate across the School's discipline areas:

<b>40 – 49% (40% = Pass at PG Certificate/ Diploma level)</b>	Work should be at a postgraduate level although not reaching the level required for a Masters course. Such work should provide a competent discussion of relevant material, although this may be largely descriptive and lack critical/analytical depth. Work should be well structured, well presented and demonstrate an awareness of relevant literature.
<b>50 – 59% (50% = Pass at MA level)</b>	This represents the minimum performance required on a Masters course. Work should provide a competent discussion of relevant material and some evidence of critical/analytical thought. It should be well structured, well presented, demonstrate an awareness of relevant literature and consistently evidence arguments/assertions by reference to relevant literature/research.
<b>60 – 69% (Merit at MA level)</b>	Work that is competent and well presented, touching very good work at the top end of the range. This work should be critical and comprehensive in its coverage and have a degree of depth and imagination in the presentation and consideration of the material, especially at the top end.
<b>70 – 79%</b>	This is excellent work, showing evidence of comprehensiveness and focus, with critical depth and insight that befits work at graduate level. These grades mean that the student is producing work that fits within a distinction profile.
<b>80% +</b>	This is outstanding work in every respect constituting or approaching publishable

<sup>[1]</sup> <http://documents.manchester.ac.uk/display.aspx?DocID=13146>

### Presentation Assessment

If you make a competent effort to offer a presentation according to the tutor's guidelines regarding remit, length and format, then the presentation mark should have a minimal comparative effect on the essay marks. If you clearly fall short of the stated guidelines fail to present at all, or make a particularly good job of it then the presentation mark should result in a small adjustment in comparative performance.

What constitutes a 'presentation' is for the tutor to decide. It might be a class paper with supporting material or it may be a series of more frequent exercises (such as a verbal summary and critique of a particular source, the carrying out of a statistical exercise etc). The objective is to test your capacity to demonstrate oral and other presentation skills within clear time constraints and independently of assessed written work.

### Presentation Criteria

In giving marks for a presentation it is important to maintain the same criteria as those employed for essay marking, namely, those based on the standard examiner's scales. Just as one would consider awarding a mark of 70 and above only to outstanding essays, so one would consider awarding a mark of 70 and above only to the most impressive presentations. Moderators will ensure that first markers are using an appropriate scale.

Given the evident difficulties involved in comparatively assessing oral presentations, it is suggested that the tutor works with a fairly simple assessment format rather than attempt to distinguish by way of fine percentages.

Presentation	
70-90%	Excellent presentation: excellent delivery, thorough preparation, deep understanding, well timed.
60-69%	Very good presentation: clear delivery, well prepared, sound understanding, well timed.
50-59%	Good presentation: comprehensible delivery, preparation and understanding, satisfactory timing.
40-49%	Passable presentation: acceptable delivery, some preparation evident, understanding but patchy, tries to respect timing limits.
0-39%	Failure to deliver a presentation.

### Participation

Participation is, again, a rather difficult area in which to pass fine judgement. Tutors are mindful of the dangers of overly penalising the shy or reticent student or over-rewarding those who are domineering or simply verbose. By and large this mark should not unduly influence comparative assessment unless you are particularly remiss with regard to your attendance and participation or particularly effective as a constructive and well-prepared contributor. The principal objective is to emphasise the development of a full range of skills during the discussions and exercises carried out during seminars and to test and reward these. It also provides the tutor with an opportunity to penalise clearly inadequate preparation or participation and reward excellence in the seminar setting.

### Participation Criteria

Marks are awarded for contributions to class discussion and activities. Tutors should be mindful of the dangers of overly penalising the shy or reticent student or over-rewarding those who are domineering or simply verbose. Therefore colleagues should utilize the following scheme:

Participation	
70-90%	Consistent quality participation based on thorough preparation. Always displays analytical skills and a clear understanding of the issues. Able to cross relate issues and develop intelligent/reflective answers. Consistent quality contribution to discussions.
60-69%	Quality participation based on good preparation. Usually displays analytical skills and understanding of the issues. Evidence of capacity to cross relate issues and develop sound answers. Contributes positively to discussions
50-59%	Good preparation demonstrated. Either a lot of participation of variable quality, or less

	participation but of good quality. Demonstrates reasonable comprehension of the issues. Able to clarify responses and contribute to discussions.
<b>40-49%</b>	Little evidence of participation when present. Misses obvious issues; answers are unclear and disjointed. Contributes very little or nothing to discussions.
<b>0-39%</b>	Participation and contribution virtually non-existent or unhelpful. No preparation apparent. Unable to answer questions or to clarify vague and ambiguous answers. Apparent lack of commitment to study in the course.

### Information for MA Essay Submissions

Hand in dates below unless otherwise stated in the course guides. Essays must be submitted via Blackboard/Turnitin

Semester I	Final deadline – 3.00pm Monday 13 <sup>th</sup> January – Philosophy, Politics, Political Economy Final deadline – 3.00pm Wednesday 15 <sup>th</sup> January – Economics
Semester II	Final deadline – 3.00pm Tuesday 6 <sup>th</sup> May – Philosophy, Politics, Political Economy Final deadline – 3.00pm Wednesday 7 <sup>th</sup> May – Economics

## **PLEASE REMEMBER THAT UNTIL THE PRELIMINARY EXAMINATION BOARD IN JUNE ALL MARKS ARE PROVISIONAL AND MAY STILL BE AMENDED UNTIL THE FINAL EXAMINATION BOARD IN NOVEMBER.**

- Length of Assignments - Course unit convenors will state the specific length limits for individual pieces of work. (Assignments exceeding the specified length by more than 10 per cent will be penalised).
- Submissions - All assignments must be submitted to Turnitin via Blackboard by the deadline stated.
- Problems - If you are encountering any problems, please see either your course unit convenor or the Programme Director.
- Bibliography & Referencing - A full bibliography should be appended listing all sources consulted in preparing the assessment assignment. This should be arranged alphabetically, and in time order for publication in the case of where several works by the same author (or government or other collective source) are being used. Where no author is available for quotation, the title of the publication (for example, a newspaper or poster) should be placed alphabetically in the bibliography. Journals should be identified by their volume numbers as well as by the year of issue. A bibliography constructed in this way will permit references to be made easily in the text. In an appropriate place, the author, year of publication and page reference can be placed in parenthesis, for example (Banton, 1967, p. 143). In other words, use the standard Harvard referencing system.

Please read carefully the information on our policy on assignment extensions.

### Turnitin

The University uses electronic systems for the purposes of detecting plagiarism and other forms of academic malpractice and for marking. Such systems include TurnitinUK, the plagiarism detection service used by the University.

As part of the formative and/or summative assessment process, you may be asked to submit electronic versions of your work to TurnitinUK and/or other electronic systems used by the University (this requirement may be in addition to a requirement to submit a paper copy of your work). If you are asked to do this, you must do so within the required timescales.

The School also reserves the right to submit work handed in by you for formative or summative assessment to TurnitinUK and/or other electronic systems used by the University. Please note that when work is submitted to the relevant electronic systems, it may be copied and then stored in a database to allow appropriate checks to be made.

## **Guidelines for Assignments**

Students will receive an appropriate level of guidance to help them draft their assignments. The type and level of guidance will vary according to the specific needs of the subject matter, but some general guidelines will apply across all degree courses.

1. Students can discuss a plan of their assignment with the course convenor at an early stage. Approval of a plan, however, does not automatically translate into a good mark.
2. Students can expect to discuss only one plan of each assignment.
3. Course convenors are not expected to look over a draft of an assignment.
4. Assignment feedback and provisional marks will usually be available in accordance with the University's feedback policy.

## **The University's policy on late submission of course work assignments/essays and dissertations**

If you submit your course work or dissertation late there will be a penalty of 10 marks per day (sliding scale) applied for up to 10 days. So, for example, if you submit your course work or dissertation 2 days late, 20 marks will be deducted after examination. A day includes weekends and weekdays.

Extensions to the submission deadline can be granted to students where there are exceptional mitigating circumstances (e.g. compelling medical reasons). It is vital that you provide documentary evidence to support your application. The application must be submitted before the due date of your work. You are advised to refer to the [University's Policy on Mitigating Circumstances](#) for what constitutes grounds for mitigation.

[Essay/Assignment Extension Application form](#)

[Dissertation Extension Request form](#)

## **Mitigating Circumstances and extension requests**

If you think that your performance or academic progress is likely to be affected by your circumstances or that you may not be able to hand in your assignment/dissertation by the deadline, you may submit a Mitigating Circumstances form/extension request form, with relevant supporting documentation, for consideration by the Mitigating Circumstances Committee and Board of Examiners.

The nature of the supporting documentation required will vary according to the nature of the circumstances, but it must be sufficiently independent and robust to confirm the veracity of the case you are making. Please note that it is your responsibility as the student to submit a request for consideration of mitigating circumstances by the published deadlines. You should not wait until your results are issued or the deadline for the submission of your work to have passed to apply for mitigating circumstances as cases will not be accepted retrospectively.

## **Grounds for Mitigation**

Students should be aware that grounds for mitigation are 'unforeseeable or unpreventable circumstances that could have a significant adverse affect on your academic performance'. Please see below for examples of possible mitigating circumstances as well as circumstances which will not be considered as grounds for mitigation.

Examples of possible mitigating circumstances:

- significant illness or injury;
- the death or critical/significant illness of a close family member/dependant;
- family crises or major financial problems leading to acute stress;
- absence for jury service or maternity, paternity or adoption leave.

## **Circumstances which will NOT normally be regarded as grounds for mitigation:**

- Holidays and events which were planned or could reasonably have been expected
- Assessments which are scheduled closely together
- Misreading the timetable or misunderstanding the requirements for assessment
- Inadequate planning and time management
- Failure, loss or theft of a computer or printer that prevents submission of work on time: students should back up work regularly and not leave completion and printing so late that they cannot find another computer or printer
- Consequences of paid employment
- Exam stress or panic attacks not diagnosed as illness.

## Assignment Extension Policy

For Mitigating Circumstances please read this in conjunction with the information on Medical & Personal Problems and Mitigating Circumstances as outlined on pages 29 – 32.

Please note that this policy also applies to the Dissertation. To apply for an extension:

1. Extension applications should be made on the 'Application for Extension to Submission Date' form available from the School website at:  
<http://www.socialsciences.manchester.ac.uk/intranet/pg/>
2. Where relevant applications must be accompanied by documentary evidence e.g. certification by a qualified doctor specifying nature of illness, duration and impact on ability to study, letter from qualified counsellor, copy police incident report etc.
3. Applications must be submitted to your programme administrator
4. Applications for extension to the submission date must be made in advance of the published submission date. Applications received after the submission date will not be accepted.
5. Your application will then be considered by the Programme Administrator within your DA.
6. When the extension request is approved or rejected, the student will be formally notified by the School office by email.

## Assessing Marks

The marks for January examinations, as issued to graduate students by the Postgraduate Office, are **provisional** marks and are provided for information only. **Provisional** marks for assessed essays submitted in Semester 2 may be given to students. **Confirmed** marks for examination papers will not be made available to students until after the June meeting of the School Postgraduate Committee. Students are advised that:

- these marks may be raised or lowered by the external examiners.
- once marks have been agreed by the internal examiners and issued to students, they can only be changed via the external examiners.
- if the mark for a particular exam is both 'marginal' and 'critical' to the overall result, the exam paper / assessed essay will always be referred to the appropriate external examiner.
- questions of compensation will be dealt with in the June Examinations Board, when the full range of results is available.
- marks are never confirmed until the meeting of the School Postgraduate Taught Programmes Examinations Board in June.
- the University does not allow student appeals against the academic judgements of Examiners.

The pass mark on all our taught Masters programmes is 50%. The pass mark on the Postgraduate Diploma is 40%.

## **GUIDANCE TO STUDENTS ON PLAGIARISM AND OTHER FORMS OF ACADEMIC MALPRACTICE**

*Preface:* please note that the School reserves the right to request electronic copies of course work assessments. These may be used to investigate suspected cases of academic malpractice. For help and advice on plagiarism and related matters, potential sources of assistance are: your academic advisor; your course tutors; the Student Guidance Service; and Paul Smith, the School's Student Support Officer.

**Plagiarism** is presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement. It also includes 'self-plagiarism' (which occurs where, for example, you submit work that you have presented for assessment on a previous occasion), and the submission of material from 'essay banks' (even if the authors of such material appear to be giving you permission to use it in this way). Obviously, the most blatant example of plagiarism would be to copy another student's work. Hence it is essential to make clear in your assignments the distinction between: the ideas and work of other people that you may have quite legitimately exploited and developed, and the ideas or material that you have personally contributed.

[http://www.humanities.manchester.ac.uk/studyskills/essentials/writing/avoiding\\_plagiarism.html](http://www.humanities.manchester.ac.uk/studyskills/essentials/writing/avoiding_plagiarism.html)

## **ETHICAL ISSUES IN RESEARCH**

In carrying out their work, researchers inevitably face ethical dilemmas which arise out of competing obligations and conflicts of interest. Research proposals involving human subjects are coming under closer scrutiny; it is an

issue that the University takes very seriously. Therefore it is important that steps are taken to ensure that safeguards are in place, not only in the interests of the participants but also those of the investigator conducting the research. This brief statement aims to alert all postgraduate students undertaking research to issues that raise ethical concerns and more generally to identify good research practice. This might apply to any research student in the Faculty but is particularly relevant to students in the Social Sciences whose research work involves other humans. In general, "research on human beings" will raise ethical issues and this is why you are required to declare whether or not this applies to your dissertation topic and, if so, how these ethical issues are to be addressed. In doing so, you are providing an assurance that you have read the [Notes of Guidance on completing an application form for the approval of a research project by the Committee on the Ethics of Research on Human Beings](#) and the [Guidelines for Applicants](#). The brief guide to [Research Governance](#) will help you and your supervisor ascertain if you require ethical approval. All of these guides are available on the School of Social Sciences intranet at <http://www.socialsciences.manchester.ac.uk/intranet/pg/ethics/>

In particular, a research student and their supervisor preparing a thesis must adhere to the following fundamentals:

- Researchers have a responsibility both to safeguard the interests of those involved in, or affected by, their work, and to report their findings accurately and truthfully. They need to consider the effects and consequences of their work for those they study and other interested parties.
- Researchers should satisfy themselves that the research they undertake is worthwhile and that the techniques proposed are appropriate. They should be clear about the limits of their detachment from, and involvement in, their areas of study and recognise the diversity of social and other research so that they can respond reasonably and courteously to those with whom they disagree.
- Researchers should never present others' work as their own. Nor should they misrepresent knowingly the findings of their research or the work of others. (See section on Plagiarism above).

#### **Procedure for Pre-screening your research for ethical issues, confirming your Dissertation Title and submitting forms for Ethical Approval**

- a) If you are on a MA, MSc, MRes or Diploma programme with option to upgrade to one of the aforementioned programmes, you will receive by email a form called "*Confirmation of Dissertation Titles & Pre-Screening of Applications For Ethics Opinion of Research Projects form*" from your Programme Administrator in February or March. This form is also available on our intranet. <http://www.socialsciences.manchester.ac.uk/intranet/pg/ethics/>

The purpose of this form is for you and your supervisor to confirm your Dissertation Title and to pre-screen your research to ascertain whether or not it will require ethical approval.

The purpose of pre-screening is to ensure that your project is scientifically sound and that it has been assessed to see if it requires ethical approval. The purpose of pre-screening is **NOT** to undertake ethics review. This **MUST** be done by our University Ethics Committee with authority to undertake such a review. You and your supervisor should **complete and return this form** to your Programme Administrator **by no later than 1st May 2014**

- b) If your research requires ethical approval you and your supervisor must also complete an Application form for approval of a research project, available at <http://www.socialsciences.manchester.ac.uk/intranet/pg/ethics/index.html>, for consideration by the University's Ethics Committee. The deadline for you to return this form is **10<sup>th</sup> May 2014**, although you may wish to return it alongside your pre-screening form.
- c) Safety - If the project involves a likelihood of danger to the researcher above and beyond risks normally associated with social sciences research the student is required to complete a risk assessment form available from our intranet. <http://www.socialsciences.manchester.ac.uk/intranet/pg/ethics/>

The above dates are final deadlines. You can submit your forms anytime from 1st April with the approval of your supervisor.

You will find **full details**, along with our procedure, forms and Guidance notes on our website at <http://www.socialsciences.manchester.ac.uk/intranet/pg/ethics/>. When the University Ethics Committee is assessing applications for Ethical consideration, they may require further information. If this is the case students can expect to receive feedback directly by email from Committee. You and your supervisor may be asked to submit additional information or to attend the University Ethics Committee. No work on a research

project can take place until pre-screening has been fully completed and, if required, formal ethical approval has been obtained. **Please be aware that the University cannot guarantee that it will provide the required insurance to students who embark on their research and have not submitted an ethical declaration.** More information on students and insurance can be found via our intranet site.

## **THE DISSERTATION**

### **Notice to submit your Dissertation**

Subject to you being Passed Subject To Dissertation at the Examinations Board in June you will be sent a "[Notice of Submission Form](#)", together with information about the presentation of your dissertation ie. [Guidance for the Presentation of Taught Masters Dissertations](#) <http://documents.manchester.ac.uk/display.aspx?DocID=2863>

This will only be sent to you if you have submitted your "[Confirmation of Dissertation Title & Pre-Screening for Ethical consideration](#)" form and, if applicable, your "[Application form for approval of a research project](#)". Please submit a completed, signed, paper copy of your Notice of Submission along with your dissertation.

Please note that according to our regulations you must complete the taught component (course units) of your degree before you can proceed to dissertation. A student who works on their dissertation before being formally passed subject to dissertation by our Examinations Board do so at their own risk.

Students registered on the MA must submit a dissertation, which is normally **12,000 - 15,000 words long**. If you require an extension to your Dissertation submission then you must complete an extension form electronically and email to the programme director in the same way as with an essay extension request.

### **Dissertation Word Limit**

All pieces of assessed work including the dissertation are subject to prescribed word limits. Students exceeding the maximum word limits on any assessed work may be penalised. All word limits are inclusive of notes, but exclusive of bibliography and appendices. The word count also includes quoted material. This applies to both essays and dissertations.

### **Dissertation Supervision**

There is no need for you to arrange a supervisor for yourself. You will be allocated a supervisor in accordance with your research area and research interests. In all cases, you will be allocated a supervisor with the experience and expertise to facilitate the successful completion of your dissertation. Please note that a student does not have a right to be supervised by a particular member of staff.

We will provide you with an appropriate supervisor in the first few weeks of semester two. We will be able to do this once you have completed a Preliminary Research Proposal as a component of POLI60312 Dissertation Research Design. This will give us an indication of the precise area of research you are interested in and enable us to match you to an appropriate member of staff.

You can expect to have no more than five meetings with your supervisor before the end of June. These meetings provide you with the opportunity to refine and supplement the work will you be doing in POLI60312 as they relate, specifically, to your dissertation.

A student should meet regularly with her/his supervisor in order to obtain helpful guidance. At these meetings, a student is able to consult with the supervisor about the chosen topic, about narrowing the topic to a researchable question or problem, and about relevant primary and secondary sources. If you need help with primary and secondary sources, talk with your supervisor. Also, the student can discuss with the supervisor her/his reading and its relevance for the student's topic and also any problems that the student has encountered. These meetings with the supervisor will help establish the student's authorship of the submitted dissertation.

Given the differences between a dissertation and a course essay and given the aims and objectives of the dissertation, a student writing a politics dissertation should not expect her/his supervisor to provide a topic and/or reading list. However, the supervisor is available to help a student define a researchable question or problem and to provide advice about relevant sources, both primary and secondary. Hence, meeting with the

supervisor should help ensure that the student's research remains focused on the student's chosen topic. In addition, the supervisor can help a student with the structure of the dissertation.

Furthermore, a supervisor will read and comment upon a dissertation plan and draft material. By giving draft chapters to her/his supervisor, the student helps to establish her/his authorship of the final dissertation. A student can only expect her/his supervisor to read and comment upon material if s/he submits the material no later than the end of June. While a supervisor might read and comment upon material submitted after that date, a supervisor has no obligation to do so.

### **Dissertation Presentation and Guidance**

Guidelines on the presentation of your dissertation including binding requirements are available on the intranet at the following:

<http://www.socialsciences.manchester.ac.uk/intranet/pg/dissertation/>

(See Section 4: Preparing Your Dissertation)

Students will be required to submit two bound copies and upload an electronic version on Turnitin. Further details are available in the Postgraduate School Taught Programmes handbook (bound back to back with the paper copy of this handbook) and available electronically at:

<http://www.socialsciences.manchester.ac.uk/intranet/pg/handbooks/>

### **Dissertation Submission Date:**

**Monday 1st September 2014** – for all full-time students who started in September 2013

**Monday 1<sup>st</sup> December 2014** for all part-time students who started in September 2012.

For **those students who fail to satisfy the taught element of their PGT programme and have to do referrals in the August** Exam period before being permitted to proceed to dissertation, the deadline for you to submit your dissertation will be **Monday 13th January 2014**. Students who do not satisfy the examiners after referrals will be considered against the criteria for award of a PG Diploma or Certificate.

## **MAKING CHANGES**

### **Applications to interrupt the course**

A student may be permitted to interrupt the course for good cause, such as illness, family crisis or bereavement. The provision for interruption is important because it effectively 'stops the clock' and postpones the programme. It is therefore very much in the student's interest to seek formal interruption where the progress of study has been disrupted by any unforeseen circumstance. In such cases, the Graduate Office should be informed of the reasons for the request and a medical certificate should be provided if an interruption is sought on health grounds. Where appropriate, students are also advised to consult their funding body before making such an application.

Interruption applications should be made on the 'Application to Interrupt Programme' form available from the School website at: <http://www.socialsciences.manchester.ac.uk/intranet/pg/>

### **Research Council-funded students**

Students funded by a UK Research Council (e.g. ESRC, AHRC) **must** obtain permission by completing the relevant form as explained above. Applications must be accompanied by full supporting evidence (supervisors statement of support, medical note etc). The School will then apply directly to Faculty for approval and the Research Council will be contacted accordingly.

### **Withdrawing from a Programme**

If, after consultation with your supervisor, you decide, for whatever reason, to withdraw from a programme of study you must inform the Postgraduate Office by completing the relevant form.

The Postgraduate Office will then update your Student Record, which will prompt the Fees Office to contact you regarding any refund due.



Withdrawal applications should be made on the 'Application for Withdrawal from Programme' form available from the School website at: <http://www.socialsciences.manchester.ac.uk/intranet/pg/>

## **OPPORTUNITIES FOR FURTHER STUDY – A PHD?**

The School welcomes enquiries and applications for research programmes throughout the year.

If you are interested in applying for funding for a PhD please be aware that it is now **generally** required that you have completed a Research Training (RT) Masters in the first instance. However, we do of course welcome applications from any Masters student regardless of what programme they are doing. The School's current RT courses are:

Political Science (Research Route)	MA	PG Diploma
International Politics (Research Route)	MA	PG Diploma
Human Rights (Research Route)	MA	PG Diploma
Political Economy (Research Route)	MA	PG Diploma
Economics	MSc	
Economics and Econometrics	MSc	
Econometrics	MSc	
Sociological Research	MSc	
Anthropological Research	MA	
Philosophy	MRes	
Social Research Methods & Stats.	MSc	PG Diploma

The minimum academic entry requirements for admission to the PhD is a Masters degree at Merit level, which **MUST** include an overall taught course average of 60% (with no mark below 50%) **and** a dissertation mark of 60%

The University normally holds a Postgraduate Open Day in November and further details will be available via <http://www.manchester.ac.uk/postgraduate/opendays/>

Information on all School funding opportunities, including details on the deadlines will be advertised via <http://www.socialsciences.manchester.ac.uk/postgraduate/funding/>

Competition for funding is very strong and we therefore advise that you consult with a prospective supervisor regarding your research proposal before submitting a full application. Applications must be submitted via the on-line application service at <http://www.manchester.ac.uk/postgraduate/howtoapply/>

If you have any further queries please email [pg-soss@manchester.ac.uk](mailto:pg-soss@manchester.ac.uk)

## **UNIVERSITY POLICIES & REGULATIONS**

There are a number of University policies and regulations which apply to you during your period of registration. Further details can be found at <http://documents.manchester.ac.uk/studentrelatedlist.aspx>

These policies may undergo changes during your period of registration. You will be notified when changes take place, e.g. by email or by posting updates to the Document Resources section of the School of Social Sciences website at: <http://www.socialsciences.manchester.ac.uk/intranet/pg/>

## **THE MA & POSTGRADUATE DIPLOMA**

Our MA lasts for either twelve (full-time) or twenty-seven months (part-time) and comprises 7 individual modules and a 12000-15000 word dissertation (worth 60 credits). Modules are taught on a weekly basis in either 90 minute or two hour classes over a semester. To balance your work load, our MAs are organised so that you take 4 modules in Semester One (September to December) and 3 in Semester Two (February to May). Preparation for the dissertation begins early into the academic year. Here we provide you with training in question formation, and research planning and design. We also put in place a supervisory arrangement enabling you to get help and advice throughout the process. The bulk of writing on the dissertation then occurs between May and September.

At the core of the degree are a number of compulsory modules which offer you the essentials of the discipline and provide you with the skills training necessary to successfully complete your MA. There are two distinct routes through the MA, a **Standard Route** and a **Research Route**.

On the **Standard Route** there are two compulsory modules: Theoretical Approaches to Political Economy (30 credits), and Dissertation Research Design (15 credits). Students choose from one of four MA pathways:

Theoretical Political Economy  
Political Economy of Society, Space and Environment  
Political Economy of Finance, Business and Employment  
Political Economy of Development.

Students on the standard route take at least two core modules from their chosen pathway together with three other optional modules at least one of which will come from that pathway.

The **Research Route** is an ESRC recognised 1 + 3 programme which offers training in both quantitative and qualitative research methods. On the Research Route there are 5 compulsory modules: Theoretical Approaches to Political Economy (30 credits), Philosophy of Politics (15 credits) & Dissertation Research Design (15 credits), Introduction to Quantitative Methods (15 credits), plus three Qualitative Methods modules (each worth 5 credits). Students choose from one of four MA pathways:

Theoretical Political Economy  
Political Economy of Society, Space and Environment  
Political Economy of Finance, Business and Employment  
Political Economy of Development.

Students on the research route take at least one core module from their chosen pathway together with one other optional module from that pathway.

Students who register for the Postgraduate Diploma may proceed to the dissertation component of the MA if they have achieved grades of 50% or over in all taught units, and produce a viable dissertation proposal. If a student does not proceed from the Diploma to the MA but has passed all taught units at 40% or higher, they will be awarded a Postgraduate Diploma, for which no dissertation is required.

## COURSE MODULES STANDARD ROUTE

### Theoretical Political Economy Pathway Standard Route

Semester 1

Semester 2

#### SECTION 1

Compulsory modules – you must complete all modules

POEC61011 Theoretical Approaches to  
Political Economy

POLI60312 Dissertation Research Design

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#### SECTION 2

Pathway Core – you then choose two modules from this section

Semester 1

Semester 2

POLI70311 Critical Approaches to IPE

GEOG70951 Marxist Political Economy

POEC60062 Central Concepts in Political  
Economy

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#### SECTION 3

Recommended Optional Modules (including those not chosen in Section 2) – you choose three modules from this section.

ECON60101 Microeconomic Theory  
ECON60111 Macroeconomic Theory  
PHIL60051 Ethics  
PHIL60221 Philosophy of Social Science  
POLI60031 Varieties of Capitalism  
POLI70761 Marxism & International Politics  
POLI70721 Theories of Rights

ECON60212 Poverty, Inequality and Government in  
Less Developed Countries  
POLI70282 Globalisation & IPE  
POLI70612 Debating Justice  
POLI70692 Justice & Pluralism  
POLI70872 Democracy: Theory & Practice  
POEC61002 Politics, Economics & Environment

With the approval of your pathway director you may choose from the wider list of Political Economy modules.

You may take:

3 modules in semester 1 and 4 modules in semester 2

4 modules in semester 1 and 3 modules in semester 2

Semester 1

Semester 2

**SECTION 1**

Compulsory modules – you must complete all modules

POEC61011 Theoretical Approaches to  
Political Economy

POLI60312 Dissertation Research Design

**SECTION 2**

Pathway Core – you then choose two modules from this section

Semester 1

Semester 2

IDPM60801 Environment & Development

ECON60782 Economics of Environmental  
Policy

GEOG70911 Issues in Environmental Policy

POEC61002 Politics, Economics &  
Environment

**SECTION 3**

Recommended Optional Modules (including those not chosen in Section 2) – you choose three modules from this section.

ECON60281 Environmental Economics  
ECON60681 Natural Resource Economics  
GEOG70951 Marxist Political Economy

ECON60422 Environmental Valuation  
IDPM60552 Climate Change, Disasters & Urban  
Poverty

With the approval of your pathway director you may choose from the wider list of Political Economy modules.

You may take:

3 modules in semester 1 and 4 modules in semester 2

4 modules in semester 1 and 3 modules in semester 2

Semester 1

Semester 2

**SECTION 1**

**Compulsory modules – you must complete all modules**

POEC61011 Theoretical Approaches to Political Economy

POLI60312 Dissertation Research Design

**SECTION 2**

**Pathway Core – you then choose two modules from this section**

Semester 1

Semester 2

POLI60081 The Politics of Money & Finance  
BMAN72201 Analysing Companies:  
Business Models, Narrative & Numbers

POLI60292 Business & Politics under Advanced  
Capitalism

**SECTION 3**

**Recommended Optional Modules (including those not chosen in Section 2) – you choose three modules from this section.**

BMAN70051 Multinational & Comparative Employment Systems  
IDPM60131 Work & Employment in the Global Economy  
IDPM60711 Economic Development  
IDPM60741 Migration & Development  
IDPM72121 International Finance for Development  
POLI60031 Varieties of Capitalism

IDPM60002 Industrial Competitiveness  
IDPM60272 Global Institutions, Trade Rules & Industrialisation  
IDPM72162 Contemporary Issues in Development Finance

With the approval of your pathway director you may choose from the wider list of Political Economy modules.

**You may take:**

**3 modules in semester 1 and 4 modules in semester 2 or**

**4 modules in semester 1 and 3 modules in semester 2**

Semester 1

Semester 2

**SECTION 1**

Compulsory modules – you must complete all modules

POEC61011 Theoretical Approaches to Political Economy

POLI60312 Dissertation Research Design

**SECTION 2**

Pathway Core – you then choose two modules from this section

Semester 1

Semester 2

ECON60171 Industrialisation in Developing Countries

ECON60212 Poverty, Inequality & Government in Less Developed Countries  
IDPM60072 Political Economy of Development

**SECTION 3**

Recommended Optional Modules (including those not chosen in Section 2) – you choose three modules from this section.

ECON60691 Economics For Rural Development  
IDPM60141 Poverty & Development  
IDPM60711 Economic Development  
IDPM60801 Environment and Development  
IDPM70801 Gender & Development  
IDPM72121 International Finance for Development

ECON60022\* Development Microeconomics  
ECON61902 Topics in the Development of China  
IDPM60272 Global Institutions, Trade Rules & Industrialisation  
IDPM60292 Trade Theory and Development  
IDPM60392 Politics & Development  
IDPM72162 Contemporary Issues in Development Finance  
POLI70492 Human Rights and World Politics

With the approval of your pathway director you may choose from the wider list of Political Economy modules

You may take:

3 modules in semester 1 and 4 modules in semester 2

4 modules in semester 1 and 3 modules in semester 2

## Course Modules Research Route

### Theoretical Political Economy Pathway Research Route

Semester 1

Semester 2

#### **SECTION 1**

**Compulsory modules – you must complete all modules**

POEC6101 | Theoretical Approaches to Political Economy

POLI60312 | Dissertation Research Design

POLI70771 | Philosophy of Politics

SOST70511 | Introduction to Quantitative Methods

QRM Research Training modules 3 x 5 credits

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#### **SECTION 2**

**Pathway Core – you then choose one module from this section**

Semester 1

Semester 2

POLI70311 | Critical Approaches to IPE

POEC60062 | Central Concepts in Political Economy

GEOG70951 | Marxist Political Economy

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#### **SECTION 3**

**Recommended Optional Modules (including those not chosen in Section 2) – you choose one module from this section (preferably from semester 2).**

ECON60101 | Microeconomic Theory  
ECON60111 | Macroeconomic Theory  
PHIL60051 | Ethics  
PHIL60221 | Philosophy of Social Science  
POLI60031 | Varieties of Capitalism  
POLI70762 | Marxism & International Politics  
POLI70721 | Theories of Rights

ECON60212 | Poverty, Inequality and Government in Less Developed Countries  
POLI70282 | Globalisation & IPE  
POLI70612 | Debating Justice  
POLI70692 | Justice & Pluralism  
POLI70872 | Democracy: Theory & Practice  
POEC61002 | Politics, Economics & Environment

**Ideally you would take core and optional courses in semester 2, however, if you wish to take a semester one course from the Standard route list, please consult the Programme Director.**

**SECTION 1**

Compulsory modules – you must complete all modules

POEC61011 Theoretical Approaches to Political Economy

POLI60312 Dissertation Research Design

POLI70771 Philosophy of Politics

SOST70511 Introduction to Quantitative Methods

QRM Research Training modules 3 x 5 credits

**SECTION 2**

Pathway Core – you then choose one module from this section

IDPM60801 Environment & Development

ECON60782 Economics of Environmental Policy

GEOG70911 Issues in Environmental Policy

POEC61002 Politics, Economics & Environment

**SECTION 3**

Recommended Optional Modules (including those not chosen in Section 2) – you choose one module from this section.

ECON60281 Environmental Economics  
 ECON60681 Natural Resource Economics  
 GEOG70951 Marxist Political Economy

ECON60422 Environmental Valuation  
 IDPM60552 Climate Change, Disasters & Urban Poverty

Ideally you would take core and optional courses in semester 2, however, if you wish to take a semester one course from the Standard route list, please consult the Programme Director.



**SECTION 1**

Compulsory modules – you must complete all modules

POEC61011 Theoretical Approaches to Political Economy

POLI60312 Dissertation Research Design

POLI70771 Philosophy of Politics

SOST70511 Introduction to Quantitative Methods

QRM Research Training modules 3 x 5 credits

**SECTION 2**

Pathway Core – you then choose one module from this section

POLI60081 The Politics of Money & Finance

POLI60292 Business & Politics under Advanced Capitalism

BMAN72201 Analysing Companies: Business Models, Narrative & Numbers

**SECTION 3**

Recommended Optional Modules (including those not chosen in Section 2) – you choose three modules from this section.

BMAN70051 Multinational & Comparative Employment Systems  
 IDPM60131 Work & Employment in the Global Economy  
 IDPM60711 Economic Development  
 IDPM60741 Migration & Development  
 IDPM72121 International Finance for Development  
 POLI60031 Varieties of Capitalism

IDPM60002 Industrial Competitiveness  
 IDPM60272 Global Institutions, Trade Rules & Industrialisation  
 IDPM72162 Contemporary Issues in Development Finance

**Ideally you would take core and optional courses in semester 2, however, if you wish to take a semester one course from the Standard route list, please consult the Programme Director.**

**SECTION 1**

Compulsory modules – you must complete all modules

POEC61011 Theoretical Approaches to Political Economy

POLI60312 Dissertation Research Design

POLI70771 Philosophy of Politics

SOST70511 Introduction to Quantitative Methods

QRM Research Training modules 3 x 5 credits

**SECTION 2**

Pathway Core – you then choose one module from this section

ECON60171 Industrialisation In Developing Countries

ECON60212 Poverty, Inequality and Government in Less Developed Countries

IDPM60072 Political Economy of Development

**SECTION 3**

Recommended Optional Modules (including those not chosen in Section 2) – you choose one module from this section.

ECON60691 Economics For Rural Development  
 IDPM60141 Poverty & Development  
 IDPM60711 Economic Development  
 IDPM60801 Environment and Development  
 IDPM70801 Gender & Development  
 IDPM72121 International Finance for Development

ECON60022\* Development Microeconomics  
 ECON61902 Topics in the Development of China  
 IDPM60272 Global Institutions, Trade Rules & Industrialisation  
 IDPM60292 Trade Theory and Development  
 IDPM60392 Politics & Development  
 IDPM72162 Contemporary Issues in Development Finance  
 POLI70492 Human Rights and World Politics

Ideally you would take core and optional courses in semester 2, however, if you wish to take a semester one course from the Standard route list, please consult the Programme Director.

## COURSE MODULE DESCRIPTIONS 2013/14

### Compulsory Modules

Course	POEC61011
Title	Theoretical Approaches to Political Economy
Tutor(s)	Professor John O'Neill & Dr John Salter
Email:	john.f.o'neill@manchester.ac.uk <a href="mailto:john.salter@manchester.ac.uk">john.salter@manchester.ac.uk</a>

**Credit rating:** 30

**Aims:** The unit aims to:

- provide students with the theoretical grounding in political economy which they can employ in whichever particular pathway of study they will pursue in the MA in Political Economy programme;
- introduce students to the central classical and contemporary traditions of political economy;
- enable students to understand and evaluate the arguments of the major theorists in those tradition;
- enable students to critically analyse and employ central concepts in political economy.

**Objectives:** On completion of the course students will be able to:

- understand and evaluate the central claims and arguments by the different theorists and traditions in political economy;
- articulate the differences between these theorists and traditions;
- analyse and employ some of the central concepts of political economy.

On completion of the course students will be able to demonstrate:

- the ability to analyse the argument of key primary texts;
- the ability to formulate their own informed views about the traditions and texts studied;
- the ability to write a cogent and well-argued essay on a topic taken from the course unit;
- the ability to give a successful seminar presentation on a topic from the course unit.

On completion of the course students will be able to demonstrate:

- the ability to produce an advanced and substantial piece of individual written research work, to an agreed deadline;
- quote appropriately from published texts, and use one of the recognised referencing systems in line with the demands of accepted good practice in academic and professional writing;
- the ability to set appropriate goals and to work both independently and cooperatively.

On successful completion of this course unit, participants should have developed:

- analytic and critical skills;
- the ability to argue from evidence;
- the ability to communicate ideas effectively;
- problem solving skills

### **Assessment**

One essay 6000-7000 words 75%, Seminar presentation 15%, Participation 10%

Course	POLI70771
Title	Philosophy of Politics Research
Tutor	Stephen Hood/Dr Stephanie Collins
Email	<a href="mailto:stephen.hood@manchester.ac.uk">stephen.hood@manchester.ac.uk</a> <a href="mailto:Stephanie.collins@manchester.ac.uk">Stephanie.collins@manchester.ac.uk</a>

### Compulsory on Research Route only

### **Content**

How and why do we study politics in the ways that we do – and should we do things differently? This course examines key issues in the philosophy of social science, with special attention to the way we actually do political science and political theory. While many philosophy of social science courses are very abstract, this course is also aimed at guiding the practice of research in politics. We will examine such issues as: whether politics is a science; the logic of comparison; postpositivism and the social construction of reality; meaning and interpretation; facts and values; different ideas of rationality; and the conceptual basis of political research.

## Outcomes

By the end of the course, students will be able to:

- understand and evaluate different philosophies of social science;
- recognise how they apply to the actual study of politics;
- appreciate the similarities and contrasts between the study of political theory, political science, public/social policy, and international politics;
- understand key theoretical terms in social science and politics, by completing an assessed glossary.

**Teaching Methods:** Weekly 2-hour seminar. Discussion will centre on a text or texts which students will be expected to have read in advance. Apart from the first seminar, every meeting will be led by students who will have prepared a short presentation on the weekly topic.

**Assessment:** 3,500-word essay (75%), presentation (15%), participation (10%).

## Preliminary Reading:

- Jonathan Moses and Torbjørn Knutsen, *Ways of Knowing* (Palgrave, 2007).
- Gary King, Robert Keohane and Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton University Press, 1994). Chapter 1 is online at: <http://press.princeton.edu/chapters/s5458.pdf>.
- Jon Elster, *Explaining Social Behavior: More Nuts and Bolts for the Social Sciences* (Cambridge University Press, 2007).

<b>Course</b>	<b>POLI 60312</b>
<b>Title</b>	<b>Dissertation Research Design</b>
<b>Tutor</b>	<b>Stephen Hood</b>

This unit forms an integral part of all MA programmes offered by Politics. It builds on the critical understanding of theories and research methodologies employed in the field of political science which students will have acquired in Semester 1 in POLI 60301 Comparative Political Analysis (for standard route students) or in POLI70771 Philosophy of Politics Research (for research route students).

**Aims:** The aims of this module are:

- To develop a critical understanding of the processes involved in designing an advanced level research project in politics
- To support students in developing, researching and writing up their own original research proposal, with a topic that is viable for a Masters level dissertation
- To provide opportunities for students to critically apply their knowledge of political science theory and research methodologies in evaluating a range of research proposals developed by current and past MA students
- To encourage students to engage, more broadly, in active learning and to reflect on and identify their further intellectual development and training needs

**Outcomes:** On completion of this unit, students will:

- Have identified a suitable MA dissertation topic and research question and held a preliminary meeting with their dissertation supervisor
- Have written up a detailed research proposal, formulating a plan for completing their MA dissertation
- Have further developed, in completing these tasks, a range of practical and transferable skills in bibliographic and information location and retrieval; communication and presentation; time management and planning; and have engaged with ethical considerations in research
- Have further developed their ability to lead, participate in and sustain collective learning through group discussion

## Teaching Methods:

There will be one introductory lecture on how to design and write a successful MA dissertation, followed by two seminar sessions focussing on key questions of research process and methodology. The final four seminars will be given over to student presentations of their own research proposals, offering the chance for students to receive feedback on their work from the rest of their seminar group.

## Assessment:

2500-word dissertation proposal (60%); presentation (20%); participation (20%).

## Preliminary reading:

Burnham, Peter & K. Gilland, W. Grant, Z. Layton-Henry (2008) *Research Methods in Politics* Basingstoke: Palgrave Macmillan (2<sup>nd</sup> edn)  
 Dolowitz, David & S. Buckler, F. Sweeney (2008) *Researching Online* Basingstoke: Palgrave Macmillan  
 Harrison, Lisa (2001) *Political Research: An Introduction* London: Routledge  
 Hay, Colin (2002) *Political Analysis: A Critical Introduction* Basingstoke: Palgrave Macmillan.  
 Landman, Todd (2000) *Issues and Methods in Comparative Politics: An Introduction* London: Routledge  
 Marsh, David & G. Stoker (2010) *Theory and Methods in Political Science* Basingstoke: Palgrave Macmillan (3<sup>rd</sup> edn)

## **Core Pathway Modules**

<b>Course</b>	<b>POLI70311</b>
<b>Title</b>	<b>Critical approaches to International Political Economy</b>
<b>Tutor</b>	<b>Dr Greig Charnock</b>
<b>Email</b>	<a href="mailto:Greig.charnock@manchester.ac.uk">Greig.charnock@manchester.ac.uk</a>

**Note that this module is a pre-requisite for POLI70282**

### **Aim:**

- To provide an advanced introduction to the major conceptual approaches in critical International Political Economy.
- To examine the utility of each conceptual approach.
- To assess on this basis the body of IPE theory and the evolution of the field of International Political Economy.
- To enhance students' critical, evaluative and communicative skills.

**Objectives:** By the end of the course you can expect to:

- have developed a comprehensive and considered understanding of the field of critical International Political Economy.
- have developed a critical understanding of the scholarly literature.
- be able to work with and be critical of key conceptual approaches.
- be able to identify salient issues and new areas of research within the discipline.
- have enhanced your critical, evaluative, and communicative skills through your participation in class discussions, your research and delivery of class presentations your production of a course essay and your contributions to a reflective seminar portfolio.

**Course Content:** The course is designed as an advanced-level overview of the field of critical International Political Economy, with emphasis on an examination of the theoretical approaches and conceptual frameworks on which it rests. In doing so, the course sets the foundations for students to continue their exploration of key aspects of critical International Political Economy in the second semester in POLI70282: Globalisation and International Political Economy.

The course begins by exploring the emergence of the field of IPE, its foundations and the intellectual project it sets out to advance. It then moves on to examine in turn the dominant theoretical approaches to the study of IPE, starting with a brief survey of orthodox approaches to International Political Economy (realism, neorealism, liberalism and neoliberal institutionalism) the course then focuses on a selection of critical approaches to International Political Economy including Marxism, world systems theories, neo-Gramscian theories, feminism, post-colonial approaches and constructivism. The course concludes by returning to the questions of the nature of International Political Economy, its contributions, and its future directions.

### **Teaching Methods:**

- 1 x one hour introductory session
- 8 x weekly two hour seminar

**Assessment:** 3,500 word assessed essay (75%); presentation (15%); and seminar portfolio (10%)

### **Preliminary Reading:**

- Ronen Palan (ed) (2012) *Global Political Economy: Contemporary Theories*, second edition, London: Routledge.

Stuart Shields, Ian Bruff and Huw Macartney (eds) (2011) *Critical International Political Economy: Dialogue, Debate, and Dissensus*, Basingstoke: Palgrave Macmillan.

<b>Course</b>	<b>POLI60062</b>
<b>Title</b>	<b>Central Concepts in Political Economy</b>
<b>Tutor</b>	<b>Professor John O'Neill &amp; Dr Terry Peach</b>
<b>Email</b>	<b><a href="mailto:john.f.o'neill@manchester.ac.uk">john.f.o'neill@manchester.ac.uk</a> &amp; <a href="mailto:terry.peach@manchester.ac.uk">terry.peach@manchester.ac.uk</a></b>

**Aims:** The unit aims to:

- Provide an historical introduction to some of the central concepts employed in political economy;
- Consider the role these concepts play in different classical approaches to political economy;
- Analyse their use in the texts of central theorists in political economy;
- Enable students to analyse and employ the concepts and to evaluate the different approaches to their use in political economy.

**Objectives** On completion of the course students will be able to:

- Analyse and employ a number of central concepts of political economy
- Appraise the arguments employing those concepts in the theoretical traditions of political economy
- Analyse the use of the concepts in some central texts in political economy.

On completion of the course students will be able to demonstrate:

- the ability to analyse the arguments of key texts;
- ability to develop clear and well-structured arguments of their own on the topic;
- the ability to write a cogent and well-argued essay on a topic taken from the course unit;
- the ability to give a successful seminar presentation on a topic from the course unit.

On completion of the course students will be able to demonstrate:

- the ability to produce an advanced and substantial piece of individual written research work, to an agreed deadline;
- quote appropriately from published texts, and use one of the recognised referencing systems in line with the demands of accepted good practice in academic and professional writing;
- the ability to set appropriate goals and to work both independently and cooperatively
- present a clear and well-structured argument in discussion.

On successful completion of this course unit, participants should have developed:

- analytic and critical skills;
- the ability to argue from evidence;
- the ability to communicate ideas effectively;
- problem solving skills

### **Course Content**

Topics are likely to include the following: classical conceptions of 'political economy'; the 'invisible hand' and 'unintended consequences' arguments; theories of 'value'; 'exploitation'; and conceptions of 'happiness' and 'welfare'.

**Teaching Methods:** 8 x 2 hour seminar

**Assessment:** Essay 3500 words 75%; Presentation (15%) and participation (10%)

<b>Course</b>	<b>GEOG70951</b>
<b>Title</b>	<b>Marxist Political Economy</b>
<b>Tutor(s)</b>	<b>Professor Erik Swyngedouw</b>
<b>Email</b>	<b>erik.swyngedouw@manchester.ac.uk</b>

#### **Aims**

- Provide students with the theoretical grounding in Marxist political economy through a close reading of Marx' Capital Volume 1 and David Harvey's Limits to Capital
- Introduce students to the epistemological and ontological foundations of Marxist Political Economy
- Familiarise students with key original texts in Marxist Political Economy
- Enable students to mobilise dialectical and historical materialist analysis to critically analyse contemporary political-economic and political-ecological configurations.

#### **Objectives:** Knowledge and understanding: *Students should be able to:*

- understand and evaluate the central claims and arguments of Marxist Political Economy;
- understand and evaluate core concepts like dialectics, historical materialism, and the key concepts of Marxist Political Economy;
- Mobilise Marxist Political Economy to understand contemporary political economic themes and issues;
- Assess critically the contribution of Marxist Political Economy with respect to other political economic traditions.

#### *Intellectual skills:* On completion of the course students will be able to demonstrate:

- the ability to analyse the argument of key primary texts of Marxist political economy;
- the ability to formulate their own informed views about texts studied;
- the ability to write a cogent and well-argued essay on a topic taken from the course unit;
- The ability to use Marxist concepts and perspectives for the analysis of a wide range of issues and problems;

#### *Practical skills:* On completion of the course students will be able to demonstrate:

- the ability to produce an advanced and substantial piece of individual written research work, to an agreed deadline;
- quote appropriately from published texts, and use one of the recognised referencing systems in line with the demands of accepted good practice in academic and professional writing;
- the ability to set appropriate goals and to work both independently and cooperatively.

#### *Transferable skills and personal qualities:* On successful completion of this course unit, participants should have developed:

- analytic and critical skills;
- close reading and analysis of texts;
- the ability to argue from evidence;
- the ability to communicate ideas effectively;

**Assessment:** One essay – 3500 worth 75%; Seminar Presentation 15%; Participation 10%

**Course Content:** This course will provide an advanced introduction in the core concepts, mode of argumentation and style of exposition of classic Marxist Political Economy. The course will be based on close reading, interpretation, and discussion of Capital Volume 1 (Karl Marx). The course will involve the critical analysis of central concepts in Marxist political economy such as dialectics, value, nature, environment, space, accumulation, class and class struggle, labour, capital, money, politics. Additional literature will be used to situate, clarify and apply key Marxist concepts and perspectives.

**Teaching Methods:** Teaching will take place in 10 sessions. Each week will include a lecture and a one-hour seminar. Students will be assigned reading to do each week, and the seminar will be led by different students each week, each of whom will have prepared a short presentation on the set reading. Individual meetings will be held to discuss the theme and structure of the assessed essay.

#### **Preliminary reading**

- Marx, K. Capital Volume 1. Penguin Classics
- Harvey D. Limits to Capital, Verso (2007 – new and updated edition)

#### **Auxiliary Texts:**

Fine, B. (2003) *Marx's "Capital"*. Pluto Press.  
 Gouverneur J. (1983) *Contemporary Capitalism and Marxist Economics*. Barnes and Noble.  
 Hardt A., Negri, A. (2004) *Empire*. Cambridge, Mass.: Harvard University Press  
 Harvey, D. (1981) *Limits to Capital*. Oxford: Blackwell  
 Harvey, D. (2004) *The New Imperialism*. Oxford: Blackwell  
 Harvey D. (2009) *Reading Marx' Capital*, Verso (publication date Nov 2009)  
 Mandel, E. (1962) *Marxist Economic Theory*, Merlin Press.  
 Ollman, B. (2003) *Dance of the Dialectic*. University of Illinois Press.  
 Ollman, B. (1993) *Dialectical Investigations*. Routledge

### Web Resources

<http://davidharvey.org/reading-capital/>

<b>Course</b>	<b>BMAN72201</b>
<b>Title</b>	<b>Analysing Companies: Business Models, Narrative &amp; Numbers</b>
<b>Tutor</b>	<b>Professor Julie Froud</b>
<b>Email</b>	<a href="mailto:Julie.froud@mbs.ac.uk">Julie.froud@mbs.ac.uk</a>

### Aims

- To introduce the concept of business model as a way of understanding the opportunities and constraints faced by companies of different kinds in delivering financial performance.
- To introduce literatures on shareholder value and financialisation about how capital market pressure for financial results, which originated in the US and UK and is now widespread and has an impact upon strategic choices open to management
- To provide practical exercises on firms and business sectors which both test understanding and require students to apply concepts and demonstrate skills with company-based case material.

**Learning Outcomes:** *After successfully completing this course, students should be able to:*

- Analyse company financial performance, understanding how revenues, costs and the external business environment contribute to understanding business models
- Apply techniques of financial analysis to companies and industries, as well as critically appraise secondary accounts of performance and trajectory
- Explain and use case material to illustrate the political and cultural economy arguments about how increased pressure from the stock market requires giant firms to produce a narrative of corporate purpose and corroborating financial numbers.
- Appreciate the significance of capital market actors in the development and presentation of strategy.

**Content:** The course is designed to allow students to develop and apply techniques of financial analysis of firms and industries. It assumes little or no familiarity with basic performance indicators used to measure and interpret corporate performance. However, the course is not simply about how to analyse performance. First, it helps to develop understanding of the concept of a business model which allows consideration of both opportunities and constraints that arise from the product and the capital markets. Second, it provides relevant context by analysing corporate performance in an era of shareholder value where investors (especially institutional investors) are more demanding. Third, it introduces the importance of narrative or stories in understanding both how companies present their strategy and achievements, as well as how these are interpreted by external commentators like analysts and journalists. Altogether, this course provides an up-to-date overview of how many companies face multiple and complex problems in developing strategy and delivering improved performance. In addition to the difficulties many firms face in competitive, mature or highly regulated product markets, firms now encounter increased pressure to deliver higher returns to shareholders, as well as being the target of campaigns for shareholder value from hedge funds and other activist investors.

The course draws extensively on international company cases (some of which are based on the lecturer's own research). Through use of such case material, students gain an in-depth appreciation of the strategy and performance of large multinational firms like Sony and GlaxoSmithKline, as well as of smaller companies. The course is intended to develop general financial literacy and understanding of company and sectoral performance, as well as providing an opportunity to critically reflect on some of the assumptions that underlie many approaches to strategy.

During the course there are interactive seminar sessions which allow discussion of company cases and other examples. Students will have the opportunity to prepare group presentations in some of these sessions, which



facilitates development of presentation and communication skills. The provisional structure of the course is given below, though the lecturer reserves the right to update lecture and seminar topics in line with current events in the corporate sector and in financial markets.

In most weeks the session will consist of a one hour lecture and a one hour discussion session, where advance preparation is usually required.

**Part 1: weeks 1-3**

Understanding business models: composition of costs, sources of revenues, financing companies  
Analysing company performance: operating performance, returns to investors  
The industry context: how industry helps shape company performance

**Part 2: weeks 4-5**

Classical strategy, firms and the product market  
Evaluating arguments about sources of competitive advantage and misunderstandings about performance

**Part 3: weeks 6-8**

The intrusion of the capital market: shareholder value, value based management and the evidence on value creation  
Corporate performance in a financialized world: narrative and numbers  
How do hedge funds, private equity and activist investors change the decision frame for corporate managers?

**Part 4: weeks 9-11**

Researching a financialised company and its industry  
Industry example and presentations  
Company example and presentations

**Teaching Methods:** Lectures and seminars

**Assessment:** Individual written work (30%); 2 hour examination (70%)

**Preliminary Reading**

A full reading list with week-by week readings will be provided at the start of the course.

As background reading, the following will be useful:

- Froud, J., Johal, S. Leaver, A and Williams K. *Financialization and Strategy* (2006) London: Routledge
  - Ellis, J. and Williams, D. *Corporate Strategy and Financial Analysis* (Pitman)
- Rosenzweig, P (2007) 'Misunderstanding the nature of company performance', *California Management Review*, vol.49, no.4, pp.6-20

<b>Course</b>	<b>POEC61002</b>
<b>Title</b>	<b>Politics, Economics &amp; Environment</b>
<b>Tutor</b>	<b>Professor John O'Neill</b>
<b>Email</b>	<a href="mailto:john.f.o'neill@manchester.ac.uk">john.f.o'neill@manchester.ac.uk</a>

**Aims**

The unit aims to:

- Introduce some of the main economic approaches to social choices about the environment in theory and practice;
- Examine the utilitarian underpinnings of these approaches and the debates in ethical theory about their adequacy
- Consider recent deliberative approaches to environmental choices;
- Critically assess the adequacy of these deliberative approaches

**Objectives**

On completion of the course students will be able to:

- Demonstrate knowledge of some major approaches to environmental decision making;
- Critically examine attempts to price environmental goods;
- Understand the theoretical foundations of cost-benefit analysis;
- Critically discuss different accounts of justice between and within generations;
- Appraise the major different approaches to sustainability;

- Consider the theory and practice of deliberative democracy as applied to environmental decisions;
- Assess the problems in extending standard accounts of decision making to include the interests of non-humans and future generations
- demonstrate the ability to analyse the arguments of key texts;
- demonstrate ability to develop clear and well-structured arguments of their own on the topic ;
- demonstrate the ability to write a cogent and well-argued essay on a topic taken from the course unit;
- demonstrate the ability to give a successful seminar presentation on a topic from the course unit.
- demonstrate the ability to produce an advanced and substantial piece of individual written research work, to an agreed deadline;
- quote appropriately from published texts, and use one of the recognised referencing systems in line with the demands of accepted good practice in academic and professional writing;
- demonstrate the ability to set appropriate goals and to work both independently and cooperatively
- present a clear and well-structured argument in discussion.

On successful completion of this course unit, participants should have developed:

- analytic and critical skills;
- the ability to argue from evidence;
- the ability to communicate ideas effectively;
- problem solving skills

### Assessment

3500 word essay = 75%: Seminar Presentation = 15%: Participation = 10%

### Course Content

A variety of different and competing decision making tools and procedures have been employed in environmental decision making from formal procedures such cost-benefit analysis and multi-criteria decision analysis to deliberative institutions such as citizens juries and consensus conferences. In this course we look at the theoretical underpinnings of these different approaches. Doing so will take us into foundational issues in ethics, in particular those surrounding the utilitarian assumptions of some of these approaches. It will cover issues in social and political philosophy concerning the use of market-based approaches to the solution of environmental problems, different models of democracy and their role in environmental policy making, the appeal to justice and equality within and between different generations in environmental policy, and the compatibility of environmentalism with liberalism.

### Teaching Methods

8 x 2 hour seminars

<b>Course</b>	<b>IDPM60801</b>
<b>Title</b>	<b>Environment &amp; Development</b>
<b>Tutor</b>	<b>Gale Raj-Reichert</b>
<b>Email</b>	<a href="mailto:Gale.Reichert@manchester.ac.uk">Gale.Reichert@manchester.ac.uk</a>

**Aims:** This module identifies the ways that concerns with environment and natural resource management affect development policy and practice.

**Objectives:** Students should be able to:

#### *Knowledge and understanding:*

- Critical analysis of the role of scientific measurement and political values in defining environmental problems in developing countries and strategies to combat them.
- Understanding of the theoretical basis for frameworks of environmental governance and familiarity with the experience of implementing such frameworks in developing countries.
- Familiarity with models of environmental decision-making proposed to achieve 'sustainable development'

#### *Intellectual skills:*

- critical thinking, reflection, self-awareness and an ability to take responsibility for your own learning
- information handling skills, evaluation and analysis of different kinds of evidence,
- an ability to assess the merits of contrasting theories, explanations and their policy implications
- an ability to develop, articulate and sustain logical, structured and reasoned arguments in both written and oral

contexts;

*Transferable skills and personal qualities* : Beyond the multiple critical thinking and understanding skills above:

- self management, time management and an ability to take responsibility for your own learning
- a greater awareness of your responsibility as a local, national and international citizen and an interest in lifelong learning

**Assessment:** One 3,000 word essay (100%)

### Course Content

- Making development 'sustainable': Environmental Impact Assessment, sustainability indicators, and participatory decision-making.
- Environmental struggle and justice: the politics of development and environmental change
- Environmental uncertainty: the role of science in environmental politics: case studies. (supported by a tutorial)
- Population growth and environmental change.
- The 'tragedy of the commons': property rights and environmental management.
- Decentralisation and equitable resource management
- Climate Change and its implications for Development: mitigation and adaptation
- Environmental conflict and security (Tutorial session)
- Gender, the environment and development
- Treaties and Markets: International environmental regulation and management
- The privatisation of environmental governance (supported by a tutorial)

**Teaching Methods:** 8 x 2-hr Lectures & 3 x 1-hr Tutorials

### Preliminary reading

Adams, W. (2001) Green Development (2nd Edn) Routledge.

Leach, M. and Mearns R. (1996) The Lie of the Land. James Currey, Oxford.

Ostrom E. (1990) Managing the Commons. Cambridge University Press.

Peet, R and Watts, M (2005) Liberation Ecologies (2nd Edn) Routledge, London.

Peet, R and Watts, M (2011) Global Political Ecology. Abingdon, Routledge.

Robbins, P (2004) Political Ecology: A critical Introduction. Blackwell, Oxford

Robbins, P., J. Hintz, et al. (2010). Environment and society: a critical introduction. Oxford, Wiley-Blackwell.

<b>Course</b>	<b>ECON60782</b>
<b>Title</b>	<b>Economics of Environmental Policy</b>
<b>Tutor</b>	<b>Noel Russell</b>
<b>Email</b>	<a href="mailto:Noel.Russell@manchester.ac.uk">Noel.Russell@manchester.ac.uk</a>

**Aims:** At the end of this course students should be able to understand and critically discuss:

- (i) the theory on economic significance and causes of environmental degradation including the consideration of market failure, regulatory failure and organizational failures;
- (ii) alternative approaches to pollution management including the characteristics of control instruments required for non-homogenous pollution;
- (iii) implications of imperfect information, trans-boundary pollution, uncertainty and transaction costs for the selection of environmental policy instruments;
- (iv) the role of policy instruments in the innovation and diffusion of environmentally friendlier technologies (claims versus case study experiences); and
- (v) analytical methods (including cost-benefit and cost-effectiveness analysis) to assess the efficiency and effectiveness implications of environmental policy approaches both ex ante and ex post.

### Assessment

- (a) Written unseen exam: 2 hours (60 % of overall mark)
- (b) Research proposal paper (40 % of overall mark)

**Information:** To take this module you would need a background in undergraduate Micro economics.

**Course Content:** This course provides a survey from the perspective of economics of public policy issues regarding the protection of environmental quality. The course covers both conceptual and methodological topics and recent and current applications.

The course identifies five key phases to the environmental policy-making process:

- Problem recognition and description of the problem
- Assessment of alternative interventions
- Comparison and choice (ex ante)
- Implementation
- Evaluation (ex post)

In particular, the course discusses the information required for the last three phases of the policy process and presents analytical methods and techniques to provide this information. Case studies are used throughout the course to illustrate the use of the methods and techniques. The case studies are based on journal articles which are required reading for this course.

The first part of the course is a review of the principles of environmental economics. In the second part, the focus is on incentives and instruments and the implications of abatement-cost heterogeneity. The third part examines further complications for instrument selection arising from imperfect information, benefit-and-cost uncertainty, trans-boundary pollution and transaction costs. In part four the focus is on the effect of public policies on technological change which may be among the most important determinants of success in environmental protection. Finally, in part five we address the positive political economy of environmental policy (does it work?).

### Teaching Methods

The course includes three types of teaching activities:

- Formal lectures
- Homework assignments. (The homework assignments are designed to help prepare for the exam)
- Writing a research proposal paper.

### Preliminary reading: *Recommended textbooks:*

- Sterner, T. (2020) *Policy Instruments for Environmental and Natural Resource Management, Resources for the Future*, ISBN 1-891853-12-0
- Callan, Scott J. and Janet M. Thomas (2006) *Environmental Economics and Management: Theory, Policy and Applications (4th Edition)*, South-West College Publ. International Student Edition, ISBN 0-324-53668-2.
- Stavins, Robert N. (ed) (2005) *Economics of the Environment: Selected Readings (5th edition)*. Harvard University, New York/London: W.W. Norton & Co, ISBN 0-393-92701-6.

### Other recommended reading:

- Harrington, W., R. Morgenstern and T. Sterner (eds) (2004) *Choosing Environmental Policy – Comparing Instruments and Outcomes in the United States and Europe*, Resources for the Future, Washington DC, ISBN 1-891853-88-0
- Glover, D. (2003) “How to design a research project in environmental economics?”
- Glover, D. (2002) “What makes a good policy research paper? Ten examples”.

For both articles please see [http://www.idrc.ca/en/ev-7995-201-1-DO\\_TOPIC.html](http://www.idrc.ca/en/ev-7995-201-1-DO_TOPIC.html)

<b>Course</b>	<b>GEOG70911</b>
<b>Title</b>	<b>Issues in Environmental Policy</b>
<b>Tutor</b>	<b>Dr Noel Castree</b>
<b>Email</b>	<a href="mailto:noel.castree@manchester.ac.uk">noel.castree@manchester.ac.uk</a>

### Aims

- To provide participants with a detailed working knowledge of the principles, practices and outcomes of environmental policy today
- To explore some of the key challenges of enacting environmental policy
- To give participants a detailed understanding of environmental policy as it operates in a range of environmental sectors and resource locations

### Assessment:

1. The module is assessed primarily on the basis of one extended piece of written work.
2. Conceptual mapping exercise: Aside from your term paper you are required to submit a diagram – entirely of your own making – that presents all the facets of the environmental policy process as you perceive them, and all the relevant issues pertaining to environmental policy formation and implementation.

You will be asked to draft an initial version of this diagram for session 1 of the module, and this will form the basis of your final diagram, to be submitted in January along with your term paper. There is no 'right' way to design this diagram: we invite you to use your imagination and your diagrammatical skills to design a diagram that captures effectively the environmental policy process. Since, in practice, all environmental policies are specific, your diagram should be an attempt to identify the general or common components of the environmental policy process. This is an exercise in 'holistic' thinking. The diagram is worth 15% of the overall assessment. It should be presented in a professional way and not be hand drawn but, rather, printed on large size paper (minimum A3). If you wish to print up your diagram in colour and laminate it so much the better.

**Information:** What is 'environmental policy'? What importance should it assume within the wider universe of policy types (economic, social, cultural ...)? What values should environmental policy embody? Whose interests should it serve? These questions speak to some of the major issues in defining, formulating and implementing environmental policy. Environmental policy, in its various concrete forms, has fast risen up local, national and international policy agendas since the late 1980s. Policy principles, goals and instruments must today be devised in a highly charged context in which talk of 'environmental crisis' and a transition to 'sustainable living' are commonplace.

This interdisciplinary unit offers participants a real world – rather than purely theoretical – perspective on the links between principles, practice and outcomes in the arena of environmental policy. It relates closely to the semester 1 core course unit for the MSc in Environmental Governance ('Theories of Environmental Governance', led by Dr. James Evans) and explores how different governance paradigms and instruments play-out on the ground. The unit is compulsory and core for MEG students, but can be taken as an option by others with the approval of the module convenor.

The unit is split into two sections. The first part maps-out some of the principal dimensions of environmental policy and explores some of the generic facets, institutions, aims and concepts of environmental policy, regulation, management and governance. The second part, which comprises the bulk of the unit, takes participants into different topical-arenas each week, exploring how policy is framed and enacted in the spheres such as water resources, minerals extraction and atmospheric pollution. Emphasis is placed on real-world challenges and the outcomes of policy implementation. The module is team taught, and over the weeks – quite aside from the topical variations – the course teachers will expose participants to different substantive aspects of environmental policy today – from the challenges of multi-level governance to the differences between 'hard' and 'soft' (voluntary) environmental measures, and so on. Also, a range of relevant stakeholders and institutions in the environmental policy domain will be encountered over the weeks. Finally, the ethical and moral choices that are necessarily built-into all environmental policy measures will be highlighted throughout: environmental policy is not only a technical issue because values and choices about desirable goals are always involved.

**Teaching Methods:** seminars, based on set readings, with some lecturing and a practical/role-play exercise

<b>Course</b>	<b>POLI60292</b>
<b>Title</b>	<b>Business &amp; Politics under Advanced Capitalism</b>
<b>Tutors</b>	<b>Ian Bruff</b>
<b>Email</b>	<b>Ian.Bruff@manchester.ac.uk</b>

**Aims:** The course unit aims:

- To examine the contours of business power in the leading capitalist economies.
- To describe the main ways business now organises as an interest in these economies
- To examine the impact of business in selected policy domains
- To link the study of business in the European Union to established theories of business power under democratic capitalism.

**Learning Outcomes:** On completion of this unit successful students will be able to demonstrate:

- Describe the changing pattern of business lobbying
- Describe the debates about how business power is impacting acting on selected policy domains
- Link the debates about business at EU level with wider analytical debate about business power under democratic capitalism.

**Content:** The analytical context: theories of business power. The economic context: models of capitalism and business power. The historical context: the development of business organisation. Configurations of business organizations in selected systems: the United States, United Kingdom, European Union and Japan. The organization of business lobbying at the global level.

**Teaching and learning methods:** 1 x 1 hour, 7 x 2 hour seminars

**Assessment:**

Assessed essay	3,500 words	75%
Learning log	3,500 words maximum.	15%
Participation		10%

**Preliminary reading:**

G.K. Wilson, *Business and Politics: a comparative introduction*, 3<sup>rd</sup> ed. Palgrave: 2003.

Michael Moran, *Business and Politics*. Oxford University Press, 2009: this book can be downloaded (for limited periods) from the John Rylands website.

<b>Course</b>	<b>POLI60081</b>
<b>Title</b>	<b>Politics of Money &amp; Finance</b>
<b>Tutor</b>	<b>Dr Adrienne Roberts</b>
<b>Email</b>	<a href="mailto:Adrienne.Roberts@manchester.ac.uk">Adrienne.Roberts@manchester.ac.uk</a>

**Aims:** A common assumption is that the 2007-09 financial crisis has repoliticised global finance. In reality, finance has been at the core of the global restructuring of capitalism for over a century. The task of liberalising, managing, containing, re-liberalising, and “restraining” global finance has been a central preoccupation for state managers and economic actors alike over this extended period. More mundanely however, the so-called ‘financialization of everyday life’ has fundamentally reshaped social existence in the global era. This module is thus interested in both the *high* and *low* politics of money and finance. Whether this world of global finance should continue is also a question that animates this module. This course is divided into three main sections, the first of which looks at the history of money, finance and the global political economy by focusing on key defining moments in the complex relationship between global finance, nation-states, national societies and the international system. While a number of theoretical issues are raised in the first section, the second section looks in more depth into some of the ways that we think about and conceptualize money and finance. The third section looks at several contemporary issues, including new forms of financial innovation and the most recent global financial crisis.

**Learning Outcomes:** The main aim of this course is to help students build a systematic understanding of the political and social foundations of global financial markets, their operation and impact on the world economy and everyday life. Students should be able to articulate critical and theoretically informed arguments regarding the historical development of financial power, the contemporary features of the global financial system and the effects of this system on politics and society in countries of advanced capitalism as well as in the Global South. By the end of the course, students should have a basic understanding of the political economy of money and finance that they can apply, both theoretically and practically, in future research, study or employment in the banking, financial or public sector or elsewhere.

**Content:**

1. Introduction

Part I: Theoretical and Historical Perspectives on Money and Finance

2. From *Haute Finance* to the Great Depression
3. The Bretton Woods System and Embedded Liberalism
4. Neoliberalism and Finance in Development

Part II: Conceptualizing Money and Finance

5. Hegemony, Legitimacy and the Culture of Finance
6. Gender, Race and the Social Meaning of Money

Part III: Contemporary Issues and Perspectives in Global Finance

7. Financialization of Everyday Life
8. Finance in/and Crisis

**Teaching and learning methods:**

1 x 1 hour, 7 x 2 hour seminars

**Assessment:**

Assessed essay	3,500 words	75%
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Learning log	3,500 words maximum.	15%
Participation		10%

### Preliminary reading:

Arrighi, Giovanni. *The Long Twentieth Century: Money, Power and the Origins of Our Times*. London: Verso, 1994.  
 De Goede, Marieke. *Virtue, Fortune, and Faith*. Minneapolis and London: University of Minnesota Press, 2005.  
 Germain, Randall. *The International Organisation of Credit*, Cambridge: Cambridge University Press, 1997.  
 Helleiner, Eric. *States and the Reemergence of Global Finance: From Bretton Woods to the 1990s*. Ithica and London: Cornell University Press, 1994.  
 Knafo, Samuel. *The Making of Modern Finance: Liberal Governance and the Gold Standard*, Abingdon: Routledge, 2013.  
 Martin, Randy. *Financialization of Daily Life*. Philadelphia: Temple University Press, 2002.  
 Panitch, Leo, and Sam Gindin. *The Making of Global Capitalism*. New York: Verso, 2012.  
 Strange, Susan. *Casino Capitalism*, Manchester: Manchester University Press, 1997.  
 Strange, Susan. *Mad Money*, Manchester: Manchester University Press, 1998.

<b>Course</b>	<b>ECON60171</b>
<b>Title</b>	<b>Industrialisation in Developing Countries</b>
<b>Tutor</b>	<b>Dr Ed Amann</b>
<b>Email</b>	<a href="mailto:Edmund.Amann@manchester.ac.uk">Edmund.Amann@manchester.ac.uk</a>

### Aims: The aims of this course are to:

The aims of this course are to: (i) develop an understanding of the strategies and policies, and the nature and outcomes, of the industrialisation process in a variety of less developed countries (LDCs) in the post-1945 period; (ii) examine critically the theory and experience of alternative industrialisation strategies, comparing the Latin American experience of import-substituting industrialisation (ISI) with export-oriented industrialisation (EOI) in East-Asia; (iii) examine the role of the transnational corporation (TNC) and state policies in the development process, especially with respect to technology transfer and the development of new competitive advantages; (iv) identify alternative theoretical perspectives with which to analyse industrialisation experiences; (v) evaluate the role of the state in the industrialisation process.

### Objectives: At the end of this course students should be able to:

(i) demonstrate a clear understanding of the dynamics of the industrialisation process; (ii) evaluate critically alternative industrialisation strategies and specific country experiences from differing theoretical perspectives; (iii) demonstrate an understanding of globalisation and its implications for LDC industrialisation; (iv) demonstrate an awareness of the major issues relating to technology and economic development; (v) demonstrate a clear understanding of orthodox and revisionist views of the role of the state in the industrialisation process.

**Summative Assessment:** A two hour examination in which students have to answer two questions from a selection of five. The examination will take place in January 2014.

**Formative Assessment:** An essay question from a past paper to be answered in an hour outside of class. The submission deadline for this is Wednesday 6<sup>th</sup> November 2013. Feedback will be provided in written form, verbally in class and, if requested, verbally during office hours. Students will also be required to take part in a group seminar presentation in class. This will also form part of the formative assessment and verbal feedback will be given in class.

### Course Content

1. Globalisation and Industrial Development in LDCs: An Overview
2. Theoretical Perspectives on Industrialisation
3. Strategies of Industrialisation: Import Substituting Industrialisation
4. The 'Post-Import-Substitution' and 'Brazilian' Models of Development
5. Strategies of Industrialisation: The Export of Manufactured Goods
6. TNCs and the Transfer of Technology
- 7 & 8. The State, Trans National Corporations and the Development of National Technological Capabilities
9. International Competitiveness and Industrialisation

### Preliminary reading

For those that need to revise basic ideas in development economics, see A.P. Thirlwall, Growth and Development, 8th Edition, 2006, Palgrave Macmillan.

No one book covers all the material in this course unit but the following books are highly recommended.

\*M. Cimoli, G. Dosi and J. Stiglitz Industrial Policy and Development, Oxford University Press, Oxford, 2009

John Weiss, Industrialisation and Globalisation: Theory and Evidence from Developing Countries, Routledge, 2002.

\*Peter Dicken, Global Shift: Reshaping the Global Economics Map of the 21st Century, 4th Edition, Sage Publications, 2003..

\*D. Colman and F.I. Nixson, Economics of Change in Less Developed Countries, 3rd ed., Harvester Wheatsheaf, (esp. Chapters 2,3, 9-11).

G. Wignaraja, Competitiveness Strategy in Developing Countries: A Manual for Policy Analysis, Routledge, 2003.

Ha-Joon Chang, Kicking away the ladder: development strategy in historical perspective, Anthem Press, London, 2002.

\*Ha-Joon Chang (Ed.), Rethinking Development Economics, Anthem Press, 2003.

<b>Course</b>	<b>ECON60212</b>
<b>Title</b>	<b>Poverty, Inequality &amp; Government Policy in Less Developed Countries</b>
<b>Tutor</b>	<b>Dr Indranil Dutta</b>
<b>Email</b>	<a href="mailto:i.dutta@manchester.ac.uk">i.dutta@manchester.ac.uk</a>

**Aims:** The aim of this course is to examine the different meanings of development and their implications for  
(a) the construction and interpretation of different indices of both a society's well-being and ill-being  
(b) the degree and type of government's role in the development process.

**Objectives:** At the end of this course students should be able to:

(i) demonstrate an understanding of the different notions of development; (ii) establish the links between different notions of development and different indices of well-being, inequality and poverty; (iii) identify and calculate the major relevant indices of inequality and poverty; (iv) establish the links between the different notions of development and the role of the state.

**Assessment:** exam 85%, essay 15%

**Information:** There are no formal pre-requisites for this course. However, students are advised that a good background in economics is assumed.

**Course Content:** Topics include:

Topic 1: The Meaning and Measurement of Inequality

Topic 2: Distribution and Development

Topic 3: The Meaning and Measurement of Poverty

Topic 4: Poverty and Development

Topic 5: Multidimensional Approaches to Wellbeing and Deprivation

**Teaching Methods:** Lectures and Tutorials

**Preliminary reading:**

Topic 1:

Sen, A.K. (with James Foster) (1998) On Economic Inequality, Oxford University Press, Oxford. Available as an electronic copy from the library website.

Foster (1985) Inequality Measurement in Peyton Young (Ed.) Fair Allocation, AMS Vol 33.

Topic 2:

Kuznets (1955) Economic Growth and Income Inequality, American Economic Review

Topic 3:

Banerjee and Duflo (2007) The Economic Lives of the Poor, Journal of Economic Perspectives.

Sen, A. K. (1979), "Issues in the measurement of poverty", Scandinavian Journal of Economics, Vol. 81 pp. 285- 307

Sen (1998) On Economic Inequality (with James Foster)

Topic 4:

Dollar and Kraay (2003) Journal of Economic Growth

Foster and Szekely (2008) International Economic Review.



<b>Course</b>	<b>IDPM60072</b>
<b>Title</b>	<b>Political Economy of Development</b>
<b>Tutor</b>	<b>Dr Sarah Bracking</b>
<b>Email</b>	<a href="mailto:Sarah.I.bracking@manchester.ac.uk">Sarah.I.bracking@manchester.ac.uk</a>

**Aims:** The course uses political economy to illuminate and critically evaluate development possibilities, constraints and outcomes. Within a historical context it reviews the way our global and institutional architecture has been formed, how it operates today, and how it might be influenced. The approach is empirical and practical, in the sense that it focuses on the 'requirements' for successful development - such as global public goods, foreign direct investment, international market access, labour - and how these are regulated, distributed and rationed. Students who take this course will achieve a broad political economy lens through which to see how other issues in development are framed.

### Objectives

- To provide a historical and theoretical knowledge of global economic governance and the global institutions of governance which shape political economies
- To review the role of political economy as a cornerstone discipline of Development Studies
- To provide an overview of different paradigms of political economy used in international development
- To illustrate the overriding ways in which debt, aid, trade, investment, and mineral resource endowments affect different developing countries' prospects
- To assess past and current prospects of industrialisation and manufacturing in Southern countries
- To explain the modus operandi of major institutional regulators in the global economy, including the WTO, IMF and World Bank
- To analyse the representation of political economy issues in the global governance discourse
- To review the experience to date of developing countries' influence in changing the 'rules of the game' in the global political economy
- To contextualise theoretical political economy within case-study examples

**Assessment:** One 3,000 word assignment (100%)

### Course Content

#### Lectures

1. Political economy of development: are the inter-state system and the global economy in conflict?
2. Markets as institutions: The political economy of market formation and market collapse
3. Generating resources for development (1): structural adjustment, debt and the development banks (IMF, WB)
4. Generating resources for development (2): the role of industrialisation, foreign direct investment (FDI) and multinational corporations (MNCs)
5. Generating resources for development (3): the state and labour (SB) (week 30)
6. The political economy of agriculture, agribusiness, and rural resources
7. Mining and development
8. The political economy of the MDGs

The course will include case studies of different ways countries have tried to benefit from globalisation processes, foreign direct investment, opportunities to industrialise and engage in migrant labour regimes.

#### Seminars

- What contribution can political economy make to understanding development? (Relationship to IR theories, schools of political economy, international economic governance) (Week 2)
- How do countries attract (or repel) development finance and foreign direct investment? (Including the role of multinational companies in development). What are the prevailing patterns of industrialisation and labour relations (inc. migration) to newly industrialising economies? (Week 4)
- What is the 'resource curse' in relation to minerals and oil? How can we explain the political economy of agriculture and agribusiness? (Week 6)
- What are the opportunities and problems of global regulation? (Codes of practice, conventions, extra-territorial legislation, WTO, UNCTAD) Globalisation? (Week 8)

**Teaching Methods:** 8 lectures of 1½ hours; 4 guided sessions of 1½ hours

**Preliminary reading**

Afshar H and Barrientos S (1998), *Women, Globalisation and Fragmentation in the Developing World*, Macmillan  
Bisley, N (2007) *Rethinking Globalisation* Palgrave Macmillan  
Bond P (2006) *Looting Africa*, ZED books  
Bracking S (2008), *Money and Power: great predators in the political economy of development*, Pluto Books  
Bush R (2007) *Poverty and Neoliberalism*, Pluto Press  
Chari S and Corbridge S (2009), *The Development Reader*, Routledge  
Hoogvelt A (2001) *Globalisation and the Post-colonial World: The New Political Economy of Development*, Macmillan  
Kiely, R (2006) *New Political Economy of Development* Palgrave Macmillan  
Madeley J (1999) *Big Business Poor Peoples: The Impact of Transnational Corporations on the World's poor*, Zed Books  
Murray W E (2006) *Geographies of Globalisation*, Routledge  
Palan R (2000) ed. *Global Political Economy: Contemporary Theories*, Routledge, London  
Payne A (2005) *The Global Politics of Unequal Development*, Palgrave  
Polanyi K (2002), *The Great Transformation*, forward by Stiglitz J reprint. Beacon Press, Boston  
Potter R B, Binns T, Elliott J A, Smith D (2004) *Geographies of Development*, Pearson  
Saad-Filho A and Johnston D eds. (2004), *Neo-Liberalism: a Critical Reader*, Pluto Press  
Spratt, S (2009), *Development Finance*, Routledge  
Thirwell A P (2006) *Growth and Development*, Palgrave,  
Williams G, Meth P and Willis K (2009), *Geographies of Developing Areas*, Routledge

**Optional Pathway Modules**

<b>Course</b>	<b>ECON60101</b>
<b>Title</b>	<b>Microeconomic Theory</b>
<b>Tutor</b>	<b>Horst Zank</b>
<b>Email</b>	<a href="mailto:horst.zank@manchester.ac.uk">horst.zank@manchester.ac.uk</a>

**Aims:** The aim of this course is to lay the foundations of an understanding of the modern, advanced principles of microeconomic analysis.

**Objectives:** At the end of this course students should have a graduate level of understanding of

- (i) consumer theory
- (ii) theory of the firm
- (iii) partial equilibrium
- (iv) general equilibrium
- (v) information economics.

**Assessment:** 100% unseen examination in January.

**Information:** Pre-requisite: The equivalent of a good 3rd Year Microeconomics at UG-level

**Teaching Methods:** Lectures and Tutorials

**Preliminary reading**

- Geoffrey A. Jehle and Philip J. Reny *Advanced Microeconomic Theory*, 2nd Edition, Addison-Wesley (2001) ISBN: 0-321-20453-0. This is a modern text which covers the material in the course; this is a fairly formal text and the essential reading for this course unit.
- Andreu Mas-Colell, Michael D Whinston and Jerry Green *Microeconomic Theory*, Oxford UP, (1995). ISBN: 0-19-510268-1 (Pbk). This is an advanced and technically demanding text that sets the standard for graduate microeconomics.

Other Reading:

- Hal Varian, *Intermediate Microeconomics*, Norton, Fifth Edition (1999). ISBN: 0-393-97370-0. An excellent basic textbook that covers much of the core material at an intermediate undergraduate level. It is particularly useful if your microeconomic background is weak or needs refreshing.
- Hal Varian, *Microeconomic Analysis*, 3rd edition, Norton (1992) ISBN: 0-393-95735-7. Another fine text from Varian

which covers most of the core material at a more advanced level; again a fairly formal text and now relatively dated.

- Paul Milgrom and John Roberts, Economics, Organization and Management, Prentice Hall, (1992). ISBN: 0-13-224650-3. The leading text on the application of economic principles to the study of management.

<b>Course</b>	<b>ECON60111</b>
<b>Title</b>	<b>Macroeconomic Theory</b>
<b>Tutor</b>	<b>Prof Keith Blackburn</b>
<b>Email</b>	<a href="mailto:keith.blackburn@manchester.ac.uk">keith.blackburn@manchester.ac.uk</a>

**Aims:** The aim of this course is to provide rigorous training in the principal methodologies, theories and techniques of modern macroeconomic analysis.

**Objectives:** At the end of this course students should be able to:

- understand and critically evaluate alternative approaches
- develop models of their own from which to derive original results.

**Assessment:** 1 hour test, venue to be announced; 2 hour examination in January 2014.

**Information:** Pre-requisites: Students must be taking either ECON60081 or ECON60561, or must demonstrate an appropriate quantitative background

#### **Course Content**

- \*Infinite Horizons and Overlapping Generations
- \*Real Business Cycles
- \*Monetary Business Cycles
- \*Growth and fluctuations

**Teaching Methods:** Lectures and Tutorials

#### **Preliminary reading**

Blanchard, O.J. & S. Fischer, 1989. Lectures on Macroeconomics, MIT Press.

Romer, D., 1996, Advanced Macroeconomics, McGraw-Hill

<b>Course</b>	<b>PHIL60051</b>
<b>Title</b>	<b>Ethics</b>
<b>Tutor(s)</b>	<b>Dr Michael Rush</b>
<b>Email</b>	<a href="mailto:Michael.Rush@manchester.ac.uk">Michael.Rush@manchester.ac.uk</a>

#### **Aims:**

The aim of this course is to familiarise students with some central philosophical concepts in ethics.

#### **Intended Learning Outcomes:**

On completion of this unit successful participants will have:

- read and understood some of the main texts from the relevant reading lists and from elsewhere;
- attended the seminars, and participated in discussion;
- acquired and developed the analytic skills which are necessary for the formation of their own considered views, for the evaluation of questions, and for putting forward good answers.

#### **Key Transferable Skills:**

On successful completion of this course unit, participants should have developed:

- Problem solving skills.
- Analytic and critical skills.
- The ability to argue from evidence.
- The ability to communicate ideas effectively.
- The ability to set appropriate goals and to work independently and/or cooperatively.

**Curriculum Content:**

The course will begin with a discussion of three questions of ethics: (i) what sorts of things are of value, and why they are valuable? (ii) How does such value relate to our reasons to act in certain ways? (iii) How do we determine what we ought to do?

We will then consider a pair of concepts central to the philosophical discussion of ethics in the social and political sphere. These concepts are (i) promising and (ii) gratitude.

**Teaching and Learning Methods:**

Teaching will be seminar based, with a two hour seminar each week over seven weeks. A student will introduce each week's topic by giving a presentation on it. There will also be an initial one hour meeting in which the convenor will present an overview of the course and its topics, and a final meeting of one hour.

**Assessment**

MRes - Assessed Essay 5000 words 100%

MA – Assessed Essay 3500 words 75%, presentation 15% and participation 10%

**Preliminary Reading**

Wiggins D. *Ethics: Twelve Lectures on the Philosophy of Morality*. London: Penguin, 2006

Williams B. *Ethics and the Limits of Philosophy*. London: Fontana, 1985.

<b>Course</b>	<b>POLI70612</b>
<b>Title</b>	<b>Debating Justice</b>
<b>Tutor</b>	<b>Stephanie Collins</b>
<b>Email</b>	<a href="mailto:Stephanie.collins@manchester.ac.uk">Stephanie.collins@manchester.ac.uk</a>

**Aim**

This course aims to introduce postgraduate students to normative analysis and philosophical reasoning through the critical study of contemporary political philosophy over the past forty years.

**Outcomes**

On completion of this unit successful students will be able to:

- Employ a rigorous analytical approach in critically evaluating the key theories of justice in contemporary Anglophone political philosophy.
- Examine and critique the central claims of liberal egalitarianism, libertarianism, communitarianism, feminism, and multiculturalism.
- Develop their own responses to urgent and theoretically complex problems of justice.

**Content**

John Rawls famously claimed that “Justice is the first virtue of social institutions.” Social institutions are just or unjust to the extent that they distribute benefits and burdens in the appropriate manner. The goal of a theory of justice is to identify what that appropriate manner is. In this course, students will examine the strengths and weaknesses of the best liberal egalitarian, libertarian, communitarian, feminist, and multiculturalist approaches to justice offered in recent debates. Students will critically examine the work of Rawls, Nozick, Sandel, Cohen, Okin, and Kymlicka, among others.

**Teaching Methods**

Teaching will take place in weekly two-hour seminars. Students will be assigned reading and preparatory questions for each week.

**Assessment**

Essay of 3,500 words (75%), paper/presentation (15%), participation (10%).

**Preliminary Reading**

The following are useful introductory works.

- Kymlicka, Will. *Contemporary Political Philosophy: 2<sup>nd</sup> Edition*. Oxford: Oxford University Press, 2002.
- Farrelly, Colin. *Contemporary Political Theory: A Reader*. London: Sage, 2004.

<b>Course</b>	<b>POLI70692</b>
<b>Title</b>	<b>Justice and Pluralism</b>
<b>Tutor</b>	<b>Steve de Wijze</b>
<b>Email</b>	<b>dewijze@gmail.com</b>

**Aim:** This course aims to introduce students to the problem of justifying an inclusive conception of justice in societies where citizens inevitably hold incommensurable conflicting values and differing conceptions of the good life. The module examines the notions of *multiculturalism* and *pluralism* in the context of a liberal democracy seeking to make sense of these concepts, and whether the standard liberal conceptions of justice are able to deliver fairness to all. The notion of toleration will be one of the main focuses of the module and the work of recent theorists such as John Rawls, Susan Mendus, John Horton, Richard Rorty, Iris Marion Young, to mention a few, will be introduced and critically examined. The practical part of the module explores in detail some particular problems that arise in pluralist societies. It is intended that these practical debates will highlight the real-world importance of studying the issue of justice and pluralism and will test the adequacy of, as well as clarify, various liberal conceptions of justice.

**Outcome:** The objectives of this course are to enable students to understand, and seek solutions to, the difficult problems that cultural, religious, ethnic and moral pluralism causes for contemporary democratic societies. In addition, they should become familiar with, and be able to, critically evaluate the various liberal and non-liberal attempts to address these problems.

**Content:** All contemporary developed societies are characterized by diversity or pluralism. Groups within those societies have different ethnic, cultural and religious backgrounds and accordingly have different beliefs about social justice and the human good. Many political theorists believe that the existence of such pluralism raises special problems for the justification of political actions, including policy and legislation. For instance, in a society characterized by deep disagreement about matters of religious faith, how can we determine the limits to free speech and the appropriate stance towards teaching creationism? And if we should tolerate cultural or religious practices that we oppose, why should we do so? Is it because we cannot be certain that we are right or is it that toleration is good in itself? This module considers answers to these questions in large part through an examination of arguments for toleration and explores their implications for practical debates about justice in pluralist societies.

#### **MODULE OVERVIEW**

1. Introduction: Why Study Pluralism & Justice?
2. Value Pluralism: Deep and Reasonable Pluralism
3. What is Toleration? Non-liberal and liberal
4. Democratic toleration
5. Truth versus Reasonableness
6. Multiculturalism: Headscarves and Circumcision
7. Censorship & Free Speech
8. Civic and Religious Education

**Teaching Methods:** 1 x 1hr seminar and 7 x 2 hour seminars. Students will be required to present papers on specified topics which will serve as the basis for that particular week's seminar. Completed essays (or a summary page) must be photocopied and handed out to the class for the seminar meeting.

#### **Assessment:**

Essay (3500 words): 75%, Presentation: 15%, Participation: 10%.

#### **Preliminary Reading:**

There is no core textbook for this module but chapters in Catriona McKinnon's *Toleration: a critical introduction* will provide a clear introduction to some of the topics. You are expected to read beyond this textbook in preparation for each seminar. Many of the practical debates that are relevant to this module are not given central place in the module. This is partly because there are too many to teach and partly because some debates have received little or no attention by philosophers. So that you might pursue your own intellectual

curiosity, wherever it takes you, I have given short reading lists for topics that are relevant to the week's topic but will not be central to our discussion. If you would like other suggestions then email me.

### Suggested Reading:

These texts are all available in the John Rylands Library.

- Barry, Brian (2001) *Culture and Equality: An Egalitarian Critique of Multiculturalism* (Polity Press)  
Docherty, T. (1993) *Postmodernism: A Reader* (London, Harvester Wheatsheaf).  
Gutmann, A. (ed.) (1992) *Multiculturalism and >The Politics of Recognition* (Princeton: Princeton UP).  
Kymlicka, W. (1995) *Multicultural Citizenship- A Liberal Theory of Minority Rights* (Clarendon Press).  
Kymlicka, W. (2002) *Contemporary Political Philosophy - An Introduction* (Oxford: OUP)

<b>Course</b>	<b>POLI70282</b>
<b>Title</b>	<b>Globalisation &amp; International Political Economy</b>
<b>Tutor</b>	<b>Stuart Shields</b>
<b>Email</b>	<a href="mailto:Stuart.Shields@manchester.ac.uk">Stuart.Shields@manchester.ac.uk</a>

### THE MODULE POLI70311 CRITICAL APPROACHES TO IPE IS A PRE-REQUISITE FOR THIS COURSE

**Aim:** This course will explore some of the central issues and topics concerning the political economy of globalisation. The central theme will be the relationship between states, capitalism, the international and domestic in the context of emerging governance structures and processes associated with globalisation. Participants therefore bring to bear the theoretically informed understanding of changing issues and topics in the contemporary IPE studied in POLI70311 upon empirical and case study issues.

**Learning Outcomes:** On completion of this unit successful participants will be able to:

1. Have developed a comprehensive and considered understanding globalisation and international political economy.
2. Have developed a critical understanding of the scholarly literature.
3. Be able to identify salient issues and new areas of research within the discipline of IPE.
4. Have enhanced their critical, evaluative, and communicative skills through participation in class discussions, independent research, and the production of a course essay.
5. Describe and analyse the changing nature of the state and politics in relation to debates concerning globalisation in concrete political and institutional forms.
6. Stimulate critical thinking in the analysis of international/world events through reflective practice and, in doing so, to make themselves aware of their own assumptions and values and the consequences of these.

### Content

1. Course introduction and housekeeping
2. What is 'globalisation'?
3. Money, Finance, and Crises
4. Production and Work
5. Governance in a Global Era
6. Anti-Globalisation and the Politics of Resistance
7. What's missing in the study of globalisation?
8. Student Presentations

**Teaching Methods:** 2-hour seminar once a week for 7 weeks plus 1 hour organisational meeting

**Assessment:** Assessment on this module is by means of three components: a research essay worth 75% of the final mark; a seminar portfolio worth 10%; and a group presentation worth 15%.

**Preliminary Reading:** *There are no general textbooks for this module, but students should familiarise themselves with the arguments contained in two or three of the following:*

- Jagdish Bhagwati (2004) *In Defence of Globalisation*, New York: Oxford University Press
- Peter Dicken (2007) *Global Shift: Mapping the Changing Contours of the World Economy*, 5<sup>th</sup> edition, London: Sage; early editions will suffice also.
- Bill Dunn (2008) *Global Political Economy: A Marxist Critique*, London: Pluto.

- Andrew Glyn (2006) *Capitalism Unleashed: Finance, Globalisation and Welfare*, Oxford: Oxford University Press.
- David Held et al (1999) *Global Transformations: Politics, Economics, and Culture*, Cambridge: Polity Press.
- David Held & Anthony McGrew (2003) *Global Transformations Reader*, Cambridge: Polity Press
- Paul Hirst, Grahame Thompson & Simon Bromley (2009) *Globalisation in Question*, 3<sup>rd</sup> edition, Cambridge: Polity.
- Robert O'Brien & Marc Williams (2010) *Global Political Economy: Evolution and Dynamics*, 3<sup>rd</sup> edition, Basingstoke: Palgrave
- Anthony Payne (2005) *The Global Politics of Unequal Development*, Basingstoke: Palgrave.
- Nicola Phillips, ed (2005) *Globalizing International Political Economy*, Basingstoke: Palgrave.
- John Ravenhill (2008) *Global Political Economy*, 2<sup>nd</sup> edition, Oxford University Press.
- William I Robinson (2006) *A Theory of Global Capitalism: Production, Class and State in a Transnational World*, Baltimore: Johns Hopkins University Press.
- Jan Aart Scholte (2005) *Globalization: A Critical Introduction*, 2<sup>nd</sup> edition, Basingstoke: Palgrave.
- Martin Wolf (2004) *Why Globalization Works*, Yale University Press.

<b>Course</b>	<b>POLI70761</b>
<b>Title</b>	<b>Marxism &amp; International Politics</b>
<b>Tutors</b>	<b>Greig Charnock</b>
<b>Emails</b>	<a href="mailto:Greig.Charnock@manchester.ac.uk">Greig.Charnock@manchester.ac.uk</a>

### Aims

In general, this module serves as both a methodologically minded introduction to Marxist scholarship on recent transformations in global capitalism and regimes of 'governance', as well as route to considering the social, economic and political constitution of 'the international' as a field or object of study. The particular aims of the module are:

- To introduce and analyse key Marxist or historical materialist approaches to International Politics.
- To critically evaluate the contemporary relevance of Marxist scholarship
- To engage critically with literatures on global restructuring processes and international politics more generally
- To critically interrogate the concepts of 'the international' and 'the global'
- To reflect upon the relationship between scholarship, power and resistance in the contemporary global order
- To reflect upon the causes and consequences of the 'great recession' (2008-), and the current state Marxian scholarship addressing the global significance of the crisis
- To develop an understanding of the fundamental differences between ostensibly similar positions within Marxist scholarship

### Learning Outcomes

On completion of this unit successful participants will be able to:

7. Identify and differentiate the different ways of approaching international politics within Marxist scholarship
8. Explain the principal philosophical and methodological differences between Marxist approaches and non-Marxist approaches to international politics
9. Show critical awareness of the conceptuality of 'the international' and 'the global'
10. Show critical awareness of the relation between crises and international politics
11. Have demonstrated independent, critical research skills
12. Have enhanced their communicative skills through participation in class discussions, independent research, delivery of group presentations, and the production of a research essay
13. Stimulate critical thinking in the analysis of international/world events through reflective practice and, in doing so, be aware of their own assumptions and values and the consequences of these.

### Course Content

1. Course housekeeping and Introduction
2. Why Marxism?
3. The Circulation of Capital
4. The World Market and Globalisation
5. The Uneven Development of Capitalism
6. Marxism and the 'Great Recession'
7. Why not Marxism?
8. Concluding Plenary and Workshop

## Teaching Methods

This course will be taught via a weekly two-hour seminar.

## Assessment

Assessment on this module is by means of three components: a research essay worth 75% of the final mark; a seminar portfolio worth 10%; and a critical review worth 15%.

## Preliminary Materials

RSA Animate – David Harvey on the Crises of Capitalism, at [http://www.youtube.com/watch?v=qOP2V\\_np2c0](http://www.youtube.com/watch?v=qOP2V_np2c0)  
Saad-Filho, A (2006) 'Introduction', in *Anti-Capitalism: A Marxist Introduction*, edited by A. Saad-Filho (London: Pluto)  
Marx, K & F Engels (1848) *The Manifesto of the Communist Party*, part one.

<b>Course</b>	<b>POLI70721</b>
<b>Title</b>	<b>Theories of Rights</b>
<b>Tutor</b>	<b>Dr Richard Child</b>
<b>Email</b>	<a href="mailto:Richard.child@manchester.ac.uk">Richard.child@manchester.ac.uk</a>

**Aim:** The aim of this course is to examine recent attempts to provide a firm theoretical foundation for rights-discourse. Attention will be given to contemporary writings in moral philosophy, political philosophy and jurisprudence. Questions to be considered include: What is a *right*? Which theory of rights offers the best defence for rights? Do children or animals have rights? How do rights relate to other elements of a moral or political theory, such as duties and goals? Are there good reasons to abandon rights-discourse altogether?

**Outcome:** Students will be expected to develop a good understanding of a selection of recent articles on rights theory and thus to equip themselves to take an informed and critical position on current controversies about rights. In so doing, they will acquire experience in the analysis, construction and presentation of theoretical arguments.

**Content:** Summary of Topics -

1. The analysis of rights (Hohfeld, interest theory, choice theory)
2. Subjects of rights (animals, children, future generations)
3. Human rights, welfare rights
4. Rights and utility
5. Self-ownership and property rights
6. Rights and autonomy
7. Scepticism about rights

**Teaching Methods:** The course will be taught in seven 2 hour sessions with a 1 hour introductory session. Seminars will include presentations by students, to be arranged at the first meeting where advice will be given regarding their format and content.

**Assessment:** One essay of 3,500 words (75%); One presentation of approximately 10 minutes (15%); Participation (10%).

## Preliminary Reading:

- Peter Jones, *Rights* (Basingstoke: Palgrave, 1994) purchase of this text is required
- Jeremy Waldron, *Theories of Rights* (Oxford: Oxford University Press, 1984).

<b>Course</b>	<b>POLI70872</b>
<b>Title</b>	<b>Democracy: Theory and Practice</b>
<b>Tutor</b>	<b>Dr Richard Child &amp; Dr Maria Sobolewska</b>
<b>Emails</b>	<a href="mailto:richard.child@manchester.ac.uk">richard.child@manchester.ac.uk</a> <a href="mailto:Maria.sobolewska@manchester.ac.uk">Maria.sobolewska@manchester.ac.uk</a>

**Aim:** To provide a bridge between the theory and practice of democracy as found in the local, national and international arenas. Using theoretical insights, definitions and concerns, the aim of the course is to focus on a number of empirical and practical problems which concern democratic theorists and practitioners around the world.

## Outcome:

- An in-depth knowledge and understanding of the values and goals underlying democratic theory.



- An ability to identify and describe the complex problems that arise in the implementation of democracy at the local, national and international levels.
- Show an in-depth critical knowledge of the attempts to solve various contemporary problems associated with democratic theory and its application.
- The ability to critically reflect on the contemporary debates concerning the democratic deficit, the representation of minorities in a liberal democratic society, teaching civic skills in schools especially those concerned with inculcating the values of democracy, the effect of different electoral systems on the realisation of democratic values and ideals.
- To articulate and defend their own position *vis à vis* the value and importance of democratic values and their practical implementation at the local, national and international arenas.

**Content:** This course examines the important normative theoretical frameworks which discussions of democracy and its applications take place. For example, some of the key questions are: Why is democracy valuable? What values underlie the ideal democratic system? Should democracy be modelled on the idea of a forum or market place? These important insights are then applied to several practical concerns and issues which concern contemporary societies at the local, national and international levels.

### Weekly Topics:

- (1) Organization/Introduction
- (2) Democracy: Normative Underpinnings.
- (3) Democracy: Market or Forum?
- (4) Democracy and Liberalism: natural bedfellows?
- (5) Democratic Systems: Proportional versus Winner-Takes-All.
- (6) Representing minorities and gender in democratic societies.
- (7) Applying democracy at the local, national and international levels: problems and pitfalls. (8) Teaching democratic values to children and attracting first time voters.
- (9) The democratic deficit: turnout problems, modernising elections, compulsory voting. (10) Democracy and international affairs: what model of democracy should the UN use?

**Teaching Methods:** 8 x 2 hour lectures

**Assessment:** One essay of 3,500 words (75%), paper/presentation (15%), participation (10%).

### Preliminary Reading:

- Beetham, D. (2005) *Democracy: A Beginner's Guide* (Oxford: One World Publications)
- Blais, Andre (2000) *To Vote or Not to Vote: The Merits and Limits of Rational Choice Theory* (Pittsburgh: University of Pittsburgh Press).
- Christiano, Thomas (ed.) (2003) *Philosophy and Democracy* (Oxford: OUP)
- Dahl, Robert. (2000) *On Democracy* (New Haven: Yale UP)
- Eliasoph, N. (1998) *Avoiding Politics: How Americans Produce Apathy in Everyday Life* (Cambridge: Cambridge University Press)
- Fasulo, L. (2004) *An Insider's Guide to the United Nations* (New York; UNDP)
- Goodin, R. & Pettit, P. (1997) *Contemporary Political Philosophy: An Anthology* (Blackwell).
- Gutmann, Amy and Dennis Thompson. *Democracy and Disagreement* (Cambridge: Harvard UP)
- Milner, Henry (2002) *Civic Literacy: How Informed Citizens Make Democracy Work* (Hanover: University Press of New England).
- Parkinson, John. (2006) *Deliberating in the Real World: Problems of Legitimacy in Deliberative Democracy* (Oxford: OUP)

<b>Course</b>	<b>ECON60422</b>
<b>Title</b>	<b>Environmental Valuation</b>
<b>Tutor</b>	<b>Luca Panzone</b>
<b>Email</b>	<a href="mailto:Luca.Panzone@manchester.ac.uk">Luca.Panzone@manchester.ac.uk</a>

**Aims:** The module aims to introduce students to the rationale for, and theoretical basis of, environmental valuation. It trains students in the analysis and interpretation of data generated by commonly used environmental valuation methods.

**Objectives:** On completion of this unit successful students will be able to demonstrate they can:

- (i) recognise and describe different categories of value attached to environmental goods and their attributes,

- (ii) explain the theoretical basis for environmental valuation,
- (iii) understand the similarities and differences between valuation mechanisms,
- (iv) develop and estimate various econometric models for environmental valuation,
- (v) assess the controversies regarding the use of valuation methods and some of the theoretical and philosophical issues surrounding those controversies.
- (vi) evaluate the behavioural limitations to implementation of environmental policies.

**Assessment:** 20% economic practical assessment, 30% essay, 50% unseen exam

**Information:** Pre-Requisite: Good undergraduate training in environmental economics and econometrics

### Course Content

#### 1. Environmental Economics and Valuation

Markets and Market Failure; Externalities; Coase theorem; Efficiency and instrument choice; Redistributive effects of taxation; Cost-Benefit analysis; Market instruments.

#### 2. Economics of Environmental Valuation and Welfare

WTA-WTP; Consumer Surplus, Equivalent Variation and Compensating Variation; different categories of value; Welfare effects of a price change.

#### 3. Revealed preference (RP) – 1: Hedonic model

Definition of Revealed vs Stated preferences; general price equation; Rosen (1974) approach; Definition of econometric equilibrium; identification of WTP/WTA equations from equilibrium.

Lab 1: introductory econometrics, OLS.

#### 4. Revealed preference (RP) – 2: Other RP methods

Travel cost analysis; Defensive behaviour; Experimental Auctions; Benefit transfer.

#### 5. Stated preference – 1: Contingent valuation

Open-ended questionnaires; Single- and Double-bounded CV; Data management, modelling and estimation of WTP

#### 6. Stated preference – 2: Choice experiments

Random utility theory; Data management, modelling and estimation of WTP.

Lab 2: Econometric analysis of contingent valuation data

Lab 3: Econometric analysis of choice experiment data

#### 7. Behavioural economics

Failures in economic models of behaviour; Behavioural experiments; Choice Architecture; experimental assessment of non-market values; Behavioural anomalies in environmental economics.

#### 8. Combining revealed and stated preferences

Comparing results using revealed and stated preferences; Econometric approaches to combine revealed and stated preferences.

### Preliminary reading

Textbooks:

- Champ, Boyle, and Brown (2008). *A Primer on Nonmarket Valuation*. Kluwer.
- Hanley, N.; White, B.; Lusk, J. (2007). *Environmental Economics, Theory and Practice*. Oxford University Press and MacMillan Publishers.
- Haab & McConnell (2003). *Valuing Environmental and Natural Resources: The Econometrics of Non-Market Valuation*. Edward Elgar Publishing.

Further (optional) reading:

- Le Grand J., Propper C., and Smith S. (2008). *The Economics of Social Problems* (4th ed.). Palgrave Macmillan.

<b>Course</b>	<b>ECON60281</b>
<b>Title</b>	<b>Environmental Economics</b>
<b>Tutor</b>	<b>Dr Dan Rigby</b>
<b>Email</b>	<a href="mailto:Dan.rigby@manchester.ac.uk">Dan.rigby@manchester.ac.uk</a>

**Aims:** The module seeks, at an introductory graduate level, to provide students with an understanding of the basic principles of (environmental) economics and to apply these in three main areas of analysis: the relationship between population growth, economic growth and environmental quality, the economic understanding of the 'benefits' and 'costs' of environmental change; and the instruments of environmental policy.

**Objectives:** After completing the module students should be able to:

- Demonstrate their understanding of the basic concepts and forms of analysis relevant to environmental economics.
- Critically evaluate the relationship between economic development and environmental quality.
- Critically evaluate the relative merits of measuring, in economic terms, the damage caused by pollution and the benefits from pollution controls.
- Explain the main differences between regulatory and economic instruments, and the advantages and disadvantages of each.
- Demonstrate their understanding of environmental assessments and cost-benefit analysis as methods of project appraisal.

**Assessment:** 3250 word assessed essay (64%); 3 M/C tests (36%)

**Information:** This module is designed for students with no training in Economics, if you have such training then another module may be more suitable.

#### Course Content

- Overview of basic concepts and forms of analysis relevant to environmental economics
- Different types of economic system; price determination and resource allocation in different types of markets;
- market end regulatory failures (including analysis of externalities and public goods); measures of national income, wealth and welfare (including the search for measures of sustainability);
- Environmental protection and its macro-economic consequences.

#### Preliminary reading

Introductory Course Notes:

Perman, R, Ma, Y, McGilvray, J and M.Common (2003) Natural Resource and Environmental Economics. Chap. 2 The Origins of the Sustainability Problem. Longman

(NOTE: There are 1996 and 1999 editions of this book that are very similar)

Edwards-Jones, G, Davies, B and S.Hussain (2000) Ecological Economics. Chapter 3, 'Economic Principles for Non-Economists'. Blackwell Science. (chaps 2 & 4 useful also)

Relevant chapters in any introductory economics textbook (such as:

J.Sloman Economics (Prentice Hall, latest available edition), or

D. Begg, S. Fischer, R. Dornbusch Economics (McGraw Hill, latest available edition)

on topics:

The nature of economic problems; demand, supply and the determination of price; perfect competition; equity and efficiency; market failure and externalities; the meaning, measurement and determination of national income.

If you can't find an edition of Sloman or Begg et al in the library just use another introductory text.

It is not advised that you buy such a book as we will not refer to it after Week 3.

<b>Course</b>	<b>ECON60681</b>
<b>Title</b>	<b>Natural Resource Economics</b>
<b>Tutor</b>	<b>Prasenjit Banerjee</b>
<b>Email</b>	<a href="mailto:prasenjit.banerjee@manchester.ac.uk">prasenjit.banerjee@manchester.ac.uk</a>

**Aims:** The aim of this course is to develop students' understanding of (i) the fundamental relationships between economic activity, natural resources and environmental functions and (ii) the ways in which both neoclassical and ecological economics understand these relationships and the implications of the differences in these understandings.

**Objectives:** At the end of this course students should be able to:

1. demonstrate their understanding of some of the fundamental relationships between economic activity and the 'natural environment';
2. demonstrate their understanding of the optimal rate of use of non renewable natural resources and the role of the interest rate, extraction costs and backstop technologies on the price and supply path;
3. use bioeconomic models & demonstrate their understanding of the optimal rate of use of renewable natural resources and role of property rights regimes;
4. demonstrate their understanding of the relationships and tensions between resource exploitation, trade, regulation and development

**Assessment:**

2 hour exam in January 2012 (weighted at 50%), 2 exercises (weighted at 10% and 40%)

**Course Content**

Topic 1. Basic concepts and introduction

Topic 2. Economics of Non-Renewable resources

Topic 3. Economics of Renewable Resources

Topic 4. Case Studies (mainly Renewable resources – e.g. Elephants and Ivory) and Sustainability

**Teaching Methods:** Lecture/Tutorial

**Preliminary reading:** *There is a wide range of books in the University libraries which deal with the issues covered in this course. Among the most suitable are:*

- Varian, Hal R., Intermediate microeconomics: a modern approach (any Ed.)
- B. C. Field, An introduction to Natural Resource Economics, Waveland Press inc. (2nd Ed).

The Main textbook used is:

- R. Perman, Y. Ma, J. McGilvray, M. Common (2003), Natural Resource and Environmental Economics (3rd Ed.)

Complementary readings

- Conrad, J (1999) Resource Economics. CUP
- Hanley, N, Shogren, J and White, B (1997) Environmental Economics in Theory and Practice Macmillan.
- J.M. Hartwick and N.D. Olewiler (1998), The Economics of Natural Resource Use, Addison Wesley
- Chiang, AC (1992) Elements of Dynamic Optimisation. McGraw Hill.
- T. Tietenberg, Environmental and Natural Resource Economics, Pearson / Addison Wesley
- Stavins, Robert N. (2005) Economics of the Environment: Selected Readings (5th edition). Harvard University.
- D.W. Bromley, ed. (1995), Handbook of Environmental Economics, Blackwell, UK

<b>Course</b>	<b>IDPM60552</b>
<b>Title</b>	<b>Climate Change, Disasters and Urban Poverty</b>
<b>Contributors:</b>	<b>Alfredo Stein Heinemann</b>
<b>Emails:</b>	<a href="mailto:Alfredo.Stein@manchester.ac.uk">Alfredo.Stein@manchester.ac.uk</a>

**Aims:** The overall aim of the course is to understand how urban poor communities' resilience to climate change and disasters can be strengthened.

More specifically, the course aims to:

- Explore the complex interrelation between climate change, disasters, poverty and urban development.
- Provide understanding on how to integrate climate change adaptation and risk reduction into development planning, disaster response and recovery.

- Analyse the role that local coping strategies, urban institutions and governance (can) play in addressing increasing climate change impacts and disasters.

**Objectives:** On completion of this unit, successful students will be able to:

- Demonstrate a critical understanding of climate change and disasters, as well as of related theories and concepts on adaptation and disaster risk management for sustainable urban poverty reduction.
- Demonstrate the need to adopt a holistic approach to adaptation and disaster risk management.
- Show knowledge of frameworks and operational tools for integrating climate change adaptation and risk reduction into urban development planning, disaster response and recovery, thus building related governance capacities.

**Assessment:** Group presentation (25%) and 3,000 word essay (75%)

### Brief description of unit

Climate change represents one of the most serious challenges currently facing urban poverty reduction. Despite uncertainties within the field of climate science, there is a broad consensus that human-induced carbon emissions are already causing climate change. At a global level, the poor are most likely to experience its effects; in particular, the urban poor majority in cities of the global South are among the most vulnerable to climate-related disasters and changing patterns of severe weather.

Over the past two decades alone, disasters have claimed more than two million lives, with 98 per cent of casualties occurring in developing countries, and climate-related disasters accounting for two-thirds of the total. As well as one-off events, urban residents' homes and livelihoods are also threatened by slow, insidious, weather-related changes brought about by climate change. In urban areas where institutional responses are limited by resources or capacity, households, small businesses and communities are leading adaptation efforts at the local level.

This course will explore how best to strengthen the resilience of these communities to climate change and climate-related disasters, in support of sustainable urban poverty reduction.

**Teaching Methods:** 8 x 2-hour lectures; 3 x 2-hour seminars, one thematic seminar for group presentations. Guided individual reading for lectures and seminars

### Preliminary reading

- Bicknell, J., Dodman, D. and Satterthwaite, D. (eds) (2009) *Adapting Cities to Climate Change*, London: Earthscan
- DFID (2005) *Disaster risk reduction: a development concern*, [URL document], 2010-01-19, Available online: <http://www.dfid.gov.uk/Documents/publications/disaster-risk-reduction.pdf>
- Few, R., Osbahr, H. et al. (2006) *Linking Climate Change Adaptation and Disaster Risk Management for Sustainable Poverty Reduction*, Synthesis Report. Vulnerability and Adaptation Resource Group (VARG), European Commission. Available online: [http://www.preventionweb.net/files/570\\_10367.pdf](http://www.preventionweb.net/files/570_10367.pdf)
- Moser, C., A. Norton, Stein, A., Georgieva, S., 2010. *Pro-Poor Adaptation to Climate Change in Urban Centers Report No. 54947-GLB*, Washington D.C., World Bank.
- Pelling, M. (2011) 'The adaptation age'. In: Pelling, M. *Adaptation to climate change : from resilience to transformation*. London : Routledge. 3-19.
- Cynthia Rosenzweig et al eds (2011) *Climate Change & Cities* Cambridge: CUP.
- Satterthwaite, D.; Huq, S.; Pelling, M.; Reid, H. and Romero Lankao, P. (2009) 'Adapting to Climate Change in Urban Areas: The possibilities and constraints in low- and middle-income nations', in Bicknell, J., Dodman, D. and Satterthwaite, D. (eds) (2009) *Adapting Cities to Climate Change*, Earthscan: London.
- Tanner, T. and Allouche, J. (2011) 'Towards a New Political Economy of Climate Change and Development', *IDS Bulletin* 42(3), 1–14. Available online: <http://onlinelibrary.wiley.com/doi/10.1111/idsb.2011.42.issue-3/issuetoc>
- UNHabitat (2011) *Global Report on Human Settlements 2011 Cities & Climate Change* London: Earthscan.

<b>Course</b>	<b>BMAN70051</b>
<b>Title</b>	<b>Multinational and Comparative Employment Systems</b>
<b>Tutor</b>	<b>Arjan Keizer</b>
<b>Email</b>	<a href="mailto:arjan.keizer@mbs.ac.uk">arjan.keizer@mbs.ac.uk</a>

**Aims:** This course unit has the objectives of enabling students to understand and explain:

- the implications of the growing internationalization of business and trade for the employment policies of companies;

- the character of persistent difference in national employment systems among advanced capitalist countries;
- how differences in employment institutions in different countries shape and constrain employment policies of multinational companies;
- the various ways multinational companies manage labour to meet complex cross-national operations in the production and delivery of goods and services

the challenges to national employment systems posed by the increasing presence of multinational companies.

**Learning Outcomes** At the end of the course unit students will be able to:

- identify changes in the key characteristics of the international business environment;
- explore research questions around the changing nature of the multinational company and its influence on national employment systems;
- demonstrate skills of comparative analysis of national employment systems.

**Content:** This course unit seeks to explain the growing role of multinational companies (MNCs) and the changing character of the international division of labour, in the context of a growing internationalization of business and trade and persistent differences in the employment systems of different countries. The course unit assesses the changing international business context. It considers the different dimensions of globalisation and introduces the student to features of 'national employment systems', focusing on systems of corporate governance and welfare, training and labour market regulation (wage-setting and employment protection). It explores how these employment systems interact with the variety of structures and strategies of MNCs, drawing on both international business and international HRM literature. A key feature of MNC HR practices is the degree of adaptation between home and host countries, with further variations across industry sectors. These issues are explored through careful readings of survey and case study results. The course concludes with a consideration of institutions governing pan-national labour standards.

**Teaching Methods:** Lecture/Seminar – two hours per week for 10 weeks

**Assessment:** 2 hour examination – 100%

**Preliminary Reading**

- Harzing, A-W. and Van Ruysseveldt, J. 2004. (2<sup>nd</sup> ed). *International Human Resource Management*. London: Sage.
- Rubery, J. and Grimshaw, D. 2003. *The Organisation of Employment: an International Perspective*, London: Palgrave.

<b>Course</b>	<b>IDPM60002</b>
<b>Title</b>	<b>Industrial Competitiveness</b>
<b>Tutor</b>	<b>Dr Khalid Nadvi</b>
<b>Email</b>	<a href="mailto:Khalid.m.nadvi@manchester.ac.uk">Khalid.m.nadvi@manchester.ac.uk</a>

**Aims:** Globalisation is transforming the world economy in radical ways. In particular, it is placing local producers under greater pressure to engage with, and compete in, the global economy in order to survive and grow. How can local producers in the developing world enhance their abilities and their competitive edge? How are such producers linked into global markets? What possibilities are there for such producers to innovate, acquire new know-how and grow? What are the new areas of competition? What evidence is there of global industrial success, and of industrial failure, within the developing world? What are the implications for policy? This module aims to address these questions by providing students with a thorough understanding of emergent areas within global competition and industrial development. It uses an analytical framework that incorporates macro analysis of trade and industrial policy with meso (sectoral) and micro (firm and household) level insights. In addition to providing a theoretical and conceptual understanding, it draws on recent empirical evidence and research case studies.

**Objectives:** The course has three objectives.

First, students acquire a thorough knowledge and understanding of key bodies of literature in the field of global industrial competitiveness, including a sense of the leading debates within this field and a grasp of the divergent empirical evidence from different parts of the world. Second, students engage critically with the literature. Through its emphasis on group-based and interactive learning the module will strengthen students' abilities in undertaking critical reading, in participating in group exercises and in conducting oral presentations. Third, students develop independent research skills in the area of industrial competitiveness. The module will strengthen students' analytical abilities, allowing them the possibility to undertake independent desk-based research on their selected themes and promote their capacities to present high quality written outputs.

**Assessment:** One 4000 word essay (100%) Title to be discussed with course unit convenor.  
Re-sit: One 4000 word essay (100%) Title to be discussed with course unit convenor.

**Course Content:** The module is structured in four parts. Part 1 sets the context of the wider debate on the gains from globalisation, and its implications for industrial development. Part 2 address distinct aspects of industrial restructuring and international competitiveness. This includes discussion of the model of flexible specialisation and the restructuring of large scale manufacturing; the role of local industrial clusters in promoting local competitiveness, and the significance of global value chains in organising global production and distribution activities and its implications for upgrading and governance processes. Part 3 looks more closely at innovation and technical learning in bringing about upgrading, drawing on evidence on national innovation systems, knowledge systems and learning. Part 4 returns to the theme of winners and losers by focusing in greater detail on the comparative lessons of industrial competitiveness of the Emerging Powers (China, East Asia and India) on the one hand and sub-Saharan Africa and Latin America on the other. The module concludes with a policy game session that focuses on distinct strategies for promoting industrial competitiveness.

Session 1 Introduction and context setting

Session 2 The Globalisation Debate: Immiserising growth or sustained competitiveness?

Session 3 New Perspectives on Industrial Organisation – Flexible Specialisation, Industrial Clusters and Global Value Chains

Session 4 Industrial clusters: Exploring empirical evidence of collective efficiency – Group case studies

Session 5 Global value chains: Empirical evidence of upgrading and governance – Group case studies

Session 6 Technical Capabilities, Upgrading, Innovation and Learning

Session 7 Industrial success: Asian Drivers – China, India, East Asia

Session 8 Industrial failure?: Sub-Saharan Africa & Latin America

Session 9 Promoting industrial competitiveness – what lessons for policy?

Session 10 Ethical Role Play Game

**Teaching Methods:** Lectures, Seminars, Group Based Presentations, Tutorials (and possible factory visit). This module draws on a range of teaching and learning strategies, from lectures, group presentations, classroom discussions and independent learning by students. Most three hour sessions will typically be organized around a short lecture followed by a seminar. The seminar component will be organized around specific questions, exercises or group presentations that students will have been advised of prior to the class and would be expected to have prepared for before coming to the class. Students are expected to have completed the required readings for each session. There will also be some occasional 1.5 hour tutorials for more in-depth discussion on core readings. We may also undertake a factory visit during the course.

**Preliminary reading:** There are no specific texts that cover all aspects of this course, and each session has a distinct set of readings. However, the following books and articles are recommended:

Amsden, A., 2001, *The Rise of the Rest: Challenges to the west from late industrializing economies*, Oxford: Oxford University Press (see Chapter 1)

Best, M.H., 1990, *The New Competition: Institutions of industrial restructuring*, Cambridge: Polity.

Dicken P., 2007, *Global Shift: Mapping the Changing Contours of the World Economy*, 5th edn., London, Sage.

Guy, F., 2009, *The Global Environment of Business*, Oxford, Oxford University Press.

Kaplinsky, R., 2005, *Globalisation, Poverty and Inequality: Between a rock and a hard place*, Cambridge: Polity Press.

Nadvi, K. and Schmitz, H., 1999, 'Industrial Clusters in Developing Countries', *World Development*, Special Issue, vol 27., no.9. (see especially the introduction)

Porter M., 1998, *The Competitive Advantage of Nations*, London: Macmillan.

Schmitz, H., (ed.), 2004, *Local Enterprises in the Global Economy: Issues of Governance and Upgrading*, Cheltenham:

Edward Elgar. (see especially Chapters 1, 2 and 4)

<b>Course</b>	<b>IDPM60131</b>
<b>Title</b>	<b>Work &amp; Employment in the Global Economy</b>
<b>Tutors</b>	<b>Stephanie Barrientos</b>
<b>Email</b>	<a href="mailto:Stephanie.Barrientos@manchester.ac.uk">Stephanie.Barrientos@manchester.ac.uk</a>

**Aims:** The aim of this course is to examine issues of work and employment in the global economy. Students will be able to develop an appreciation for different conceptual approaches and be exposed to key debates and significant trends. The course will cover conventional and critical theories of labour markets, work and employment. Specific

dimensions of labour markets will be covered, such as economic migration, gender, informality and unfree labour. These will be examined within the context of the changing dynamics of work in a global economy, including both rising mobility and increasing insecurity of work. Different approaches to workers' rights and labour market regulation will be considered, including labour organizing, international labour standards in trade agreements, and multi-stakeholder interventions.

**Objectives:** On successful completion of this unit students will:

- Demonstrate a grounded understanding of conceptual approaches, empirical trends and issues concerning labour regulation
- Understand and be able to compare conceptual and analytical debates over work and employment in the development of the global economy
- Be able to critically evaluate empirical data, case studies and official reports on work and employment in the global economy
- Have developed their critical, analytical, writing, communication and presentation skills

**Assessment:** 3,500 – 4,000 word essay (100%)

Re-sit: 3,500 – 4,000 word essay (100%)

### Course Content

- Changing Dynamics of Work and Employment
- Labour and Globalisation and its Impacts on Mobility
- Labour Economies in Developing Countries
- Global Value Chains and Global Production Networks: Influences on Divisions of Labour
- Informality and Unfree Labour
- Feminisation of Employment
- Labour Organising and the Health and Safety of Workers
- Labour Standards, Ethical Trade and CSR
- The International Labour Organisation and the Better Works Programme
- The Future of Work (Student Group Presentations)

**Teaching Methods:** Seminars/Lectures and tutorials

### Preliminary reading

W. Milberg (ed) (2004) Labor and the Globalization of Production Basingstoke, Palgrave

Ness, I., A. Offner and C. Sturr, (eds.) (2009) Real World Labor. Dollars and Sense, Boston

N. Castree, N. Coe, K. Ward and M. Samers (2003) Spaces of Work: Global Capitalism and the Geographies of Labour London, Sage.

J. Bair, (ed.) Frontiers of Commodity Chain Research Stanford University Press, Stanford, CA K.

G. Gereffi (2006) The New Offshoring of Jobs, Geneva, International Labour Organisation

K. Elliott and R. Freeman (2003) Can Labour Standards Improve under Globalisation? Washington D.C., Institute for International Economics

<b>Course</b>	<b>IPDM60272</b>
<b>Title</b>	<b>Global Institutions, Trade Rules &amp; Development</b>
<b>Tutor</b>	
<b>Email</b>	<a href="mailto:@manchester.ac.uk">@manchester.ac.uk</a>

**Aims:** The overall aim of this module is to analyse current issues and policy debates relating to economic development in the context of globalization and new 'public and private trade rules'. The course will focus on the following issues: debates over the role of multi-lateral organisations and government in economic development, export promotion and the new challenges and opportunities faced in a globalized world economy; new trading issues and disputes in the WTO; World Bank, IMF and the Washington consensus; changing trade dynamics governed by Multinational Corporations (MNCs) and outsourcing through global production networks; the role of global standards, especially labour standards and corporate social accountability, in local patterns of economic development; Fair trade and alternative trading systems.

**Objectives:** On successful completion of the module study fellows should acquire:

- A comprehensive knowledge of the main theoretical and analytical approaches relating to global institutions (public and private) and trade policy in developing and emerging economies
- An awareness of the interactions between global institutions, new trade rules and national policymaking in developing countries



- An awareness of the role of public and private actors in the formulation of export strategies, trade policy and trade regimes
- An understanding of developments in the area of international standards and corporate social accountability
- A critical appreciation of the role of multinational corporations and questions relating to technological capability building and value chain upgrading.
- A critical awareness of the basis of Fair Trade and Alternative Trading Systems

**Assessment:** 4000-word essay (100%)

Re-sit: 4000-word essay (100%)

**Course Content:** The Lecture Programme will include:

1. Analytical Approaches to Global Institutions (Public and Private) and Trade Policy
2. The 'Washington Consensus': IMF and the World Bank
3. The Multilateral Trading System: GATT to the WTO
4. WTO: GATS and the Doha Round of WTO Negotiations
5. EU and Regional Trade Agreements
- 6: Global Standards, Trade Agreements and Voluntary Certification
- 7: International Labour Organisation and Labour Standards
- 8: Fair Trade and Alternative Trading Systems
- 9: Corporate Social Accountability and Ethical Trade
- 10: The Ethica Game: A role play game on Trade Rules, Global Competitiveness and International Development

**Teaching Methods:** 2 hours lecturer per week; 10 X 2 = 20 total lecture hours for the semester; 5 X 2 = 10 hours tutorials

**Preliminary reading:** There are no specific texts that cover all aspects of this course, and each session has a distinct set of readings. However, the following are recommended as preliminary readings:

- Gruber, Lloyd, 2000, Ruling the world: Power politics and the rise of supranational institutions, Princeton: Princeton University Press.
- Michael J. Trebicock and Robert Howse, 2005, The Regulation of International Trade, Third Edition.
- Bernard Hoekman and Petros Mavroidis (2007), World Trade Organisation: Law, Economics and Politics, London, Routledge.
- Sampson, Gary P., 2005, The WTO and Sustainable Development, United Nations University Press, c. 315pp.
- Porter, M.E. 1998, The Competitive Advantage of Nations, London: Macmillan.
- Barrientos, S and Dolan, C (2005), Ethical Sourcing in the Global Food System, Earthscan, London.
- Jenkins, R., R. Pearson, and G. Seyfang, 2002, Corporate Responsibility and Labour Rights, Codes of conduct in the Global Economy, Earthscan.
- J. Stiglitz and A. Charlton (2005), Fair Trade for All: How Trade Can Promote Development, Oxford University Press

<b>Course</b>	<b>IDPM60711</b>
<b>Title</b>	<b>Economic Development</b>
<b>Tutors</b>	<b>Ralitza Dimova</b>
<b>Email</b>	<a href="mailto:ralitza.dimova@manchester.ac.uk">ralitza.dimova@manchester.ac.uk</a>

**Aims:** The course aims to provide a thorough review and critical assessment of contemporary issues in economic development, covering the main analytical approaches, empirical evidence and policy issues in development economics. As a core module for the Masters in International Development, it will provide the knowledge base and analytical approaches for the Programme.

**Objectives:** On completion of the unit students will be able to:

- Understand and apply the main theories and models of economic development;
- Understand the role of the state and the market in facilitating economic development;
- Apply the knowledge and skills acquired to the study of the main forces sustaining and limiting economic development today, and the design of effective policy interventions.

**Assessment:** Essay 1: 1500 word essay (30%); Essay 2: 2500 word essay (70%)

**Re-sit:** 2500 word essay (100%)

### Course Content

1. Economic Development: Overview
2. Economic Growth: Theory and Experience;
3. Issues in Economic Inequality
4. Poverty and Undernutrition
5. Population Growth and Development
6. Migration and Development
7. Credit Markets
8. Land and labour markets
9. Insurance and vulnerability

**Teaching Methods:** Lectures and seminars/tutorials

### Preliminary reading

Ray, D. 1999. Development Economics, Oxford University Press.

A.P. Thirlwall. 2006. Growth and Development (8th ed). Basingstoke: Palgrave Macmillan.

M.P. Todaro and S.C. Smith. 2008. Economic Development (10th ed). Harlow: Addison Wesley Pearson.

<b>Course</b>	<b>IDPM60741</b>
<b>Title</b>	<b>Migration &amp; Development</b>
<b>Tutor</b>	<b>Tanja Bastia</b>
<b>Email</b>	<a href="mailto:tanja.bastia@manchester.ac.uk">tanja.bastia@manchester.ac.uk</a>

**Aims:** The unit aims to:

- Provide students with an understanding of migration theories, specifically in relation to current migration-development debates
- Encourage students to analyse different forms of migration and their relationship to development and social change
- Provide students with the skills to be able to examine the outcomes of migration, for countries and communities of origin as well as those where people migrate to
- Encourage students to critically evaluate migration policies

**Objectives:** *On completion of this unit successful students will be able to:*

- Critically evaluate the relationship between different forms of migration, development and social change
- Show a good understanding of current migration trends and key definitions of different forms of mobility
- Demonstrate knowledge of different approaches to migration
- Demonstrate an ability to analyse the consequences of different forms of migration in relation to development at origin and destination.
- Analyse the impacts of migration at different levels of analysis.
- Demonstrate the ability to critically analyse material in the readings and present their arguments coherently both through written assignments and oral presentation.
- Writing skills, including presentation, content and analysis;
- Time management skills;
- Presentation skills, through practicing group presentations in tutorials;
- Group work skills, by working on presentations with their peers;
- Communication skills, through presentations and discussions.

*Transferable skills and personal qualities:*

- During this course unit, you will be encouraged to develop the following abilities and skills:
- critical thinking, reflection, self-awareness and an ability to take responsibility for your own learning,
- information handling skills, evaluation and analysis of different kinds of evidence,
- an ability to assess the merits of contrasting theories, explanations and their policy implications
- an ability to develop, articulate and sustain logical, structured and reasoned arguments in both written and oral contexts;

**Assessment:** One essay of 3,000 words (100%)

**Brief description of unit**

The aim of this course unit is to provide students with an understanding of the relationship between mobility, development and social change, including a critical engagement with different approaches and policies related to spatial mobility.

The course will begin by placing current migrations in historical context and introduce students to the regulatory regimes that have both facilitated and prevented people from moving. The course will then examine relevant aspects of migration within and across national borders, including urbanisation, social networks, the feminisation of migration, labour migration, trafficking. Students will also learn about different migration policies and their impact on migrants and their families.

The course aims to equip students with the skills necessary to develop a critical understanding of remittances and social change resulting from migration as well as the institutional frameworks that aim to regulate migration.

The final session will address current initiatives aiming to protect migrants' rights.

**Teaching Methods:** 9 x 2 hour lectures; 6 x 1 hour integrated class activities

**Preliminary reading**

Bailey, Adrian (2010) Population Geographies, gender, and the migration-development nexus', *Progress in Human Geography*, 34: 375-386

Castles, Stephen and Mark J. Miller (2009) *The Age of Migration: International Population Movement in the Modern World*, 4th edition, MacMillan Press: Basingstoke

De Haan, Arjan (1999) 'Livelihoods and Poverty: the Role of Migration – a Critical Review of the Migration Literature', *The Journal of Development Studies*, 36 (2): 1-47

De Haas, Hein (2007) Turning the tide? Why development will not stop migration, *Development and Change*, 38(5): 819-841

DeWind, Josh et al. (eds) (2008) *Migration Within and Across Borders: Research and Policy Perspectives on Internal and International Migration*, IOM, Geneva, available [http://essays.ssrc.org/acrossborders/?page\\_id=3](http://essays.ssrc.org/acrossborders/?page_id=3)

Faist, Thomas, Margit Fauser & Peter Kivisto (2011) *The migration-development nexus: A transnational perspective*. Basingstoke: Palgrave Macmillan

Glick Schiller, Nina & Thomas Faist (2010) *Migration, development, and transnationalization : A critical stance*. New York: Berghahn Books

Kothari U, 2002, *Migration and Chronic Poverty*, Chronic Poverty Research Centre, WP 16, available <http://cprc.abrc.co.uk/pubfiles/16Kothari.pdf>

Mercer, C., B. Page and M. Evans (2008) *Development and the African diaspora: place and the politics of home*, Zed, London

Portes, Alejandro (2001) 'Introduction: the Debates and Significance of Immigrant Transnationalism', *Global Networks*, 1 (3): 181-193

Seamers, Michael (2010) *Migration*, Routledge

Skeldon, Ronald (1997) *Migration and Development: a Global Perspective*, Longman: Harlow

UNDP (2010) *Human Development Report 2009: Overcoming barriers: Human mobility and development*, UNDP: New York

<b>Course</b>	<b>IDPM72121</b>
<b>Title</b>	<b>International Finance for Development</b>
<b>Tutor</b>	<b>Ralitza Dimova</b>
<b>Email</b>	<a href="mailto:ralitza.dimova@manchester.ac.uk">ralitza.dimova@manchester.ac.uk</a>

**Aims:**

- Analyse the characteristics of the various forms of international financial flows which are used to assist the economic growth and development of low-income countries.
- Investigate how less-developed economies can improve their position in the global financial system so as to strengthen their growth and development prospects

**Objectives:** On completion of this course, students should be able to:

- (i) Understand the theoretical arguments for and against the different types of foreign capital inflows
- (ii) Assess the trends and changes in the magnitude and composition of international financial flows to developing countries

- (iii) Evaluate the impact of foreign finance on the growth and broader development goals of less developed countries
- (iv) Assess the effectiveness of macroeconomic policy issues that are important today in international finance

**Assessment:** 2500 word essay (80%); Group assignment (20%)

Re-sit: 2500 word essay (100%)

### Course Content

The impact of financial flows on growth and development  
 New developments of international trade as a form of finance for development  
 Foreign debt and debt resolution  
 Foreign aid  
 Foreign direct investments  
 Financial globalisation and its impact on growth and development  
 Migration and remittances as a form of finance for development

**Teaching Methods:** Lectures and tutorials

**Preliminary reading:** There are no required book readings. The reading list is fairly long and article based. All required readings will be posted on Blackboard.

<b>Course</b>	<b>IDPM72162</b>
<b>Title</b>	<b>Contemporary Issues in Development Finance</b>
<b>Tutor</b>	<b>Dr Antonio Savoia</b>
<b>Email</b>	<a href="mailto:antonio.savoia@manchester.ac.uk">antonio.savoia@manchester.ac.uk</a>

**Aims:** The course will review and evaluate the recent debate on the role of financial and credit markets for economic development. It will discuss the desirability and limitations of deeper and far-reaching finance (financial development), as well as its origins. This course aims to analyse the current trends in developing countries and to explore the history, theoretical base, development and challenges in this area.

**Objectives:** On completion of this course, students should be able to:

- Acquire an understanding of contemporary research and policy concerns relating to the effects of financial and credit systems on economic development.
- Gain knowledge of why some economies develop far-reaching credit and financial markets.
- Critically demonstrate the awareness of current issues and debate in the field of microfinance.
- Be able to critically interpret and debate current issues in the field of development finance.

### Content:

#### Part I:

- Finance and Economic Development: An Overview of the Issues. Credit Markets and Capital Markets. Financial development, access to financial services and savings.
- Effects of Financial Development: Poverty and Inequality. What determines financial development?

#### Part II:

- Microfinance / Regulation.

**Teaching Methods:** Lectures and Tutorials

**Assessment:** 3000 word essay (100%)

**Resit:** 3000 word essay (100%)

### Preliminary Reading:

- Allen, L (1997), "Capital Markets and Institutions: A Global View", John Wiley and Sons, Chichester.
- Demirguc-Kunt, A and Levine, R (2001), "Financial Structure and Economic Growth: A Cross-Country Comparison of Banks, Markets, and Development, MIT Press, Cambridge MA.
- Mishkin, F.S and Eakins, S.G (2006), "Financial Markets and Institutions, Addison Wesley, New York.
- Miskin, F.S (2001), "The Economics of Money, Banking and Financial Markets", Addison Wesley, New York
- Harwood, A., Pomerleano, M and Litan R.E (1999) (ed), "Financial Markets and Development: Crisis in Emerging Markets", the Brookings Institution, Washington, D.C
- David Hulme and Thankom Arun (2009), Microfinance - A Reader, Routledge.

- Rhyne, E (2009) Microfinance for bankers and investors: Understanding the opportunities and challenges of the market at the bottom of the Pyramid. McGraw Hill.
- Beatriz Armendariz and Jonathan Morduch (2010), The Economics of Microfinance (second edition), MIT Press
- Ditcher Thomas and Malcolm Harper (2007) What's wrong with Microfinance? Practical Action Publishing

<b>Course</b>	<b>ECON60022</b>
<b>Title</b>	<b>Development Microeconomics</b>
<b>Tutor</b>	<b>Dr Katsushi Imai</b>
<b>Email</b>	<a href="mailto:Katsushi.imai@manchester.ac.uk">Katsushi.imai@manchester.ac.uk</a>

**\*This course is heavy in maths.**

**Aims:** The principal aim of this course is to provide students with a thorough understanding of microeconomic models applied to a wide range of issues of development and poverty in less developed countries (LDCs) based on the critical examinations of the main text book and journal articles on theory and empirical evidences. The course also aims to provide students with a good background and ideas for their future research in applied development microeconomics, such as PhD research.

**Objectives:** At the end of the course, through reading of references and attending lectures, students should be able to understand and explain:

- (i) the neo-classical agricultural household model applied to households in LDCs,
- (ii) the structure of rural factor markets (e.g. labour, land and credit markets) with reference to the effects of risk and information problems,
- (iii) models on health and nutrition and the relevant empirical literature,
- (iv) concepts, measurement and models on poverty, poverty dynamics and vulnerability as well as issues on policy interventions, such as, targeted poverty alleviation policies in LDCs and
- (v) criticisms against the standard microeconomic household models from the need of using different units or concepts, such as models of intra-household allocations and bargaining, social capital and institutions and states.

Students will also be expected to

- (i) read the journal articles in development microeconomics and development micro-econometrics critically, for example, by understanding the limitations in assumptions for the models,
- (ii) link the conclusions of the models and results to the broad issues on development and poverty as well as relevant public policies, and
- (iii) have some ideas for methodologies to carry out their own research projects in development microeconomics and development micro-econometrics.

### **Course Content**

Lecture 1 & 2 Introduction to Development Microeconomics - Rural Credit Markets (by Katsushi Imai)  
 Lectures 2 & 3 Models of Microfinance on Rural Credit Markets (by Katsushi Imai)  
 Lecture 4 Risk Insurance and Savings under Risk in Rural Economy (by Katsushi Imai)  
 Lecture 5: Policy Issues on Poverty Alleviation in LDCs (by Katsushi Imai)  
 Lecture 6: Agricultural Household Models (by Alessia Isopi)  
 Lecture 7 Intra-household Models (by Alessia Isopi)  
 Lecture 8-9 Contract theory applied to development issues (by Alessia Isopi)  
 Lecture 10 Labour Markets in Developing Countries (by Alessia Isopi)

**Teaching Methods:** Lectures and Tutorials

**Assessment:** 2 hour exam at the end of Semester 2.

**Preliminary reading:** For those who need to revise basic issues in development microeconomics, see Todaro, M. and S. C. Smith, 2002, Economic Development, Eighth edition, Longman.

A main textbook used in this course is:

Pranab Bardhan and Christopher Udry, Development Microeconomics, New York, Oxford University Press, 1999.

Other useful textbooks are:

Basu, K. Analytical Development Economics, MIT Press, 2003.

Angus Deaton, The Analysis of Household Surveys: A Microeconometric Approach to Development Policy, New York, John Hopkins University Press, 1997

Partha Dasgupta, An Inquiry into Well-Being and Destitution New York: Oxford University Press, 1993.

These will be supplemented by a number of journal articles, working papers and book chapters detailed as follows.

<b>Course</b>	<b>ECON60691</b>
<b>Title</b>	<b>Economics for Rural Development</b>
<b>Tutor</b>	<b>Dr Adam Ozanne</b>
<b>Email</b>	<a href="mailto:Adam.ozanne@manchester.ac.uk">Adam.ozanne@manchester.ac.uk</a>

**Aims:** The aim of this course is to provide students who have had no previous exposure to economics with an understanding of the basic concepts and underlying principles of microeconomic theory. For students with a non-economics background, it provides the foundation required for taking other economic courses.

**Objectives:** At the end of this course, students should understand and be able to explain the theories of production, consumption, exchange and welfare.

### Course Content

Introduction: The Economic Problem.

The Market Economy: Supply and Demand

Behind the Demand Curve: Theory of Consumer Behaviour

Behind the Supply Curve: Theory of Production

Monopoly

Public Goods and Externalities

Welfare Economics: Equity vs. Efficiency

**Teaching Methods:** lectures and tutorials

**Assessment:** 3000 word assessed essay

**Preliminary reading:** There is no single best textbook for the course. However, you are advised to examine the following three textbooks and purchase at least one.

Begg, D., Fischer, S. and R. Dornbusch, Economics, McGraw-Hill, 1984 (2nd ed.).

Chacholiades, M., Microeconomics, Macmillan, 1986.

Colman, D. and T. Young, Principles of Agricultural Economics: Markets and Prices in Less Developed Countries, Cambridge University Press, 1989.

The following books have also been used in the preparation of the course:

- Heilbroner, R., The Worldly Philosophers, Pelican, 1983.
- Mair, D. and Miller, A.G. (editors), A Modern Guide to Economic Thought: An Introduction to Comparative Schools of Thought in Economics, Edward Elgar, 1991.
- Lipsey, R.G. and Chrystal, K.A, An Introduction to Positive Economics, Oxford University Press, 1995.
- Nicholson, W., Microeconomic Theory: Basic Principles and Extensions, Dryden Press, 1992 (5th ed.).
- Varian, H.R., Intermediate Microeconomics: A Modern Approach, Norton, 1990 (2nd ed.).
- Pindyck, R.S. and Rubinfeld, D.L., Microeconomics, Maxwell Macmillan International, 1992 (2nd ed.).
- Ruffin, R.J., Intermediate Microeconomics, Harper Collins, 1992 (2nd ed.).
- Glahe F.R. and Lee, D.R., Microeconomics: Theory and Applications, Harcourt Brace Jovanovitch, 1980.
- Griffiths, A. and Wall, S., Intermediate Microeconomics: Theory and Applications, Pearson Education, 2000 (2nd ed.).
- Field, B.C., Environmental Economics: An Introduction, McGraw-Hill, 1994.
- Besanko, D. and Braeutigam, R.R., Microeconomics, John Wiley & Sons, 2005 (2nd ed.).
- Hubbard, R.G. and O'Brien, A.P., Microeconomics, Pearson Prentice Hall, 2006.
- Bernheim, B.D. and Whinston, M.D., Microeconomics, McGraw-Hill, 2008.

<b>Course</b>	<b>ECON61902</b>
<b>Title</b>	<b>Topics in the Economic Development of China</b>
<b>Tutor</b>	<b>Dr Xiaobing Wang</b>
<b>Email</b>	<a href="mailto:Xiaobing.wang@manchester.ac.uk">Xiaobing.wang@manchester.ac.uk</a>

**Aims:** The course unit aims to familiarise students with different perspectives on the current issues of the Chinese economy: the development strategy, the source and the potential of economic growth, labour market integration and segregation, and income distribution.

**Objectives:** On completion of this unit successful students will be able to:

- (i) Gain an understanding of how China's reform period economy functions.
- (ii) Explore the degree and characteristics of China's transition and economic development.
- (iii) Establish the links between the labour market formation and the consequences for industrial development.
- (iv) Demonstrate an understanding of the current situation, the causes and the solution of the urban-rural divide and the increasing inequality.
- (v) Identify the major economic problems China is facing today and consider potential solutions.

**Assessment:** Final examination 70%, Coursework, 20%, Presentation, 10%

**Information:** Pre-requisite: Intermediate Economics and Introductory Econometrics

### Course Content

Topic one: China in the world: the economic history of China

Topic two: Development strategy and practice in China in the reform era

Topic three: Labour market formation: segregation and integration

Topic four: Income distribution and the urban-rural divide

Topic five: Development under globalization: determinants of growth and potential

**Teaching Methods:** Lectures and Tutorials

### Preliminary reading

Key textbook:

Naughton, Barry., (2007), *The Chinese Economy: Transitions and Growth*, Cambridge, Mass.: MIT Press.

Key readings:

Chow, Gregory. (2007), *China's Economic Transformation* (second edition). Oxford: Blackwell

Garnaut, Ross and Huang, Yiping., (2000), *Growth without Miracles: Readings on the Chinese Economy in the era of Reform*. New York, Oxford University Press.

Knight, John. And Song, Lina., (1999). *The Rural-Urban Divide: Economic Disparities and Interactions in China*. Oxford, Oxford University Press.

Knight, John. And Song, Lina., (2005). *Towards a labour market in China*. New York, Oxford University Press.

Lin, Justin Yifu, Cai, Fang. And Li. Zhou., (2003), *The China Miracle*. Hong Kong: Chinese University Press

Wu, Jinglian., (2005), *Understanding and Interpreting Chinese Economic Reform*, Singapore: Thomson

<b>Course</b>	<b>IDPM60141</b>
<b>Title</b>	<b>Poverty &amp; Development: Concepts, Analysis &amp; the International Policy Agenda</b>
<b>Tutor:</b>	<b>Solava Ibrahim</b>
<b>Emails</b>	<a href="mailto:solava.ibrahim@manchester.ac.uk">solava.ibrahim@manchester.ac.uk</a>

**Aims:** All students should be able to:

- Have a critical understanding of the different approaches to understanding, measuring and analysing poverty
- Demonstrate a knowledge of the diverse levels at which poverty reduction can be addressed and the challenges encountered at each level
- Critically engage with the key strategies and mechanisms for reducing poverty
- Understand the current international poverty agenda and its implications
- Identify the different factors affecting the diverse performance in poverty reduction

### Intended learning outcomes

Intellectual skills

- Be able to conduct a critical analysis

- Be able to compare different case studies
- Be able to conduct research on poverty

#### Practical skills

- Writing essays
- Preparing presentations
- Debating and discussing

#### Transferable skills and personal qualities

- Group work / Team work
- Group and individual presentations - Communication skills
- Critical thinking and reflection

#### Assessment

One 3,000 word essay (100%)

#### Brief description of unit

1. Why Poverty? - Concepts and Definitions
2. The Challenges of Poverty Reduction
3. Measuring Poverty?
4. Advocating Poverty? Global Norms and Global Governance
5. Does Growth Reduce Poverty? Pro-poor Growth
6. Protecting the Poor? - Social Protection and Vulnerability
7. Organising the Poor? - GROs and CSOs for Poverty Reduction
8. The Politics of Poverty Reduction? – PRSPs and Beyond
9. Panel: How to render Poverty Reduction More Effective?

#### Learning and teaching processes

Lectures: 9 x 2 hour sessions

Tutorials: 3 x 2 hour sessions

+ 2 x 1 hour essay writing workshops

#### Preliminary reading

- Addison, T., D. Hulme and R. Kanbur (2009) Poverty Dynamics: Interdisciplinary Perspectives. OUP.
- Banerjee, A. V.; R. Bénabou and D. Mookherjee (eds) (2006). Understanding Poverty, London: Oxford University Press.
- Barrientos, A. and D. Hulme (eds.) (2008). Social Protection for the Poor and Poorest: Concepts, Policies and Politics. London, Palgrave.
- Booth, A. and P. Mosley. (eds) (2003) The New Poverty Strategies: what have they achieved? What have we learned? Palgrave/Macmillan.
- CPRC. The International Chronic Poverty Reports I & II. [www.chronicpoverty.org](http://www.chronicpoverty.org). Also see the CPRC Working Paper series.
- Grusky, D. B. and R. Kanbur (eds) (2006). Poverty and Inequality, Stanford: Stanford University Press.
- Hulme, D. (2010) Global Poverty: How Global Governance is Failing the Poor. Routledge.
- Maxwell, S. (1999). 'The Meaning and Measurement of Poverty', ODI Poverty Briefing No.3: February.
- <http://www.odi.org.uk/publications/poverty.html>
- Sen, A. (1999). Development as Freedom, Oxford: Oxford University Press.
- World Bank (2000) World Development Report 2000/1 (World Bank)
- <http://www.worldbank.org/poverty/wdrpoverty/report/index.htm>
- UNDP. Human Poverty Reports. [www.undp.org/poverty](http://www.undp.org/poverty)
- UNRISD (2010) Combating Poverty and Inequality: Structural Change, Social Policy and Politics. [www.unrisd.org](http://www.unrisd.org)

<b>Course</b>	<b>IDPM60292</b>
<b>Title</b>	<b>Trade Theory and Development</b>
<b>Tutor</b>	<b>Dr. Osman Uttata</b>
<b>Email</b>	<a href="mailto:Osman.outtata@manchester.ac.uk">Osman.outtata@manchester.ac.uk</a>

**Aims:** The aim of the course is to provide analytical techniques to gain insight into international trade theory, trade policy tools and their implications for growth and development. Upon the completion of this course students will



have a good understanding of trade theories, international trade policies, world trading system and their consequences on many issues in developing countries. The first half of the course will provide an in-depth analysis of main trade theories. This section aims to equip students with the skills to use trade theories to understand the impact of different trade policies and economic factors on economy. The second half of the course will focus on the practical aspects of the in international trade, such as political economy of trade, the effect of different trade policies on economic growth and development, and the implications of WTO rules for developed and developing countries.

**Objectives:** On successful completion of this unit students will:

- be expected to demonstrate a good understanding of the main trade models, their assumptions, implications, and differences among different theories
- be expected to use trade theories to provide an analytical discussion of the impact of a trade policy
- develop an understanding of the underlying causes of various trade policies of developed and developing countries from both economic and political perspective
- develop a critical understanding of the role of trade flows in promoting economic growth and economic development
- be able to critically discuss the issues related to trade openness, liberalisation and economic performance
- be expected to discuss the limits of trade policy reform

**Assessment:** 30% of the final mark will be determined by in class group presentations (15%) and a 1500 report on the topic of the presentation (15%). The topics of the presentation will be announced after the semester starts.

70% of the final mark will be determined by a 4000-word essay.

The essay project will be a country report on “the effect of trade liberalization on economic performance and income inequality”. Any country except for industrialized countries can be chosen for the study. Data can be obtained from the following sources which are available on the electronic database of the University of Manchester on the web page of John Rylands Library-<http://rylibweb.man.ac.uk/eres>

Re-sit: 4000 word essay (100%)

### Course Content

Lecture 1: Trade Theories: Overview of the Course; Introduction to Trade Theories; Labor Productivity and Comparative Advantage: the Ricardian Model.

Lecture 2: Trade Theories: Factor Proportions (Heckscher Ohlin) Model

Lecture 3: Trade Theories: Specific Factor Model and Standard Trade Theory

Lecture 4: Trade Theories: Strategic Trade Theory

Lecture 5: The Instruments of Trade Policy and the

Lecture 6: Evaluating the Benefits and the Costs of Free Trade and Protection

Lecture 7: The Political Economy of Trade Policy

Lecture 8: Regionalism vs. Globalism: Trade creation and trade diversion. Discussion of NAFTA, Mercosur or the EU

Lecture 9: WTO: Rounds, TRIMS, TRIPS, and Dispute Settlement

Lecture 10: Trade Policies in Developing Countries; Effects on Economic Growth, Development and Poverty

**Teaching Methods:** Lectures and presentations

**Preliminary reading:** (The preliminary reading listed below are available at the library and on electronic journals at the universities web page)

- Krugman, Paul. R. and Obstfeld, Maurice International economics, theory and policy, 8th Edition, Addison, Wesley and Longman, 2009.
- Pugel, Thomas, International Economics, 12th edition, McGraw-Hill-Irwin, 2004.
- Salvatore, Dominick, International economics: trade and finance, Hoboken, N.J.: Wiley 10th ed., 2011.
- Hufbauer, Gary Clyde; Schott, Jeffrey J. and Wong, Woan Foong, Figuring out the Doha round, Peterson Institute for International Economics. Washington, D.C.: Peterson Institute for International Economics 2010.
- Stern, M. Robert, Globalization and international trade policies, Hackensack, N.J.; London : World Scientific 2009.
- Bernhofen, Daniel, M., Empirical international trade, Edward Elgar Pub. 2010.
- Dunkley, G., Free trade: Myths, reality and alternatives, London: Zed Books, 2004. - ISBN 1-85649-863-8
- Todaro, M.P., Smith, S.C., Economic development, 8th Edition, 2002.
- Buffie, E., Trade policy in developing countries, Cambridge University Press, 2001.
- Hoekman, B; Kostecki, M., The Political Economy of the World Trading System: The WTO and Beyond, 2nd Edition, Oxford: Oxford University Press, 2001.
- Lombaerde, Philippe; Puri, Lakshmi, Aid for trade: global and regional perspectives 2007, world report on regional integration, Dordrecht: Springer Netherlands 2009.

- “Blyth, Mark, Routledge handbook of international political economy (IPE): IPE as a global conversation, London Routledge 2009.
- Lester, Simon; Mercurio Bryan, Bilateral and regional trade agreements: commentary and analysis, Cambridge: Cambridge University Press 2009.
- Serra, Narcis and Stiglitz, Joseph E. The Washington Consensus reconsidered towards a new global governance, Oxford: Oxford University Press 2008.
- McCulloch, N; Winters, A; Cicera, X., Trade liberalization and poverty: a handbook, London: Centre for Economic Policy Research, 2001, ISBN 1-898128-62-6
- Srinivasan, T.N., Developing countries and the multilateral trading system: from the GATT to the Uruguay Round and the future, Boulder, Colorado: Westview Press 2000.
- Hoekman, B; Mattoo, A, Development, trade and the WTO: a handbook, World Bank, Washington, 2002.
- OECD, The development dimensions of trade, 2001.
- Toye, J., 2003, Trade and development: directions for the 21st century, Cheltenham: Edward Elgar, 2003.
- Chang, H-J; Green, D., 2003, The Northern WTO agenda on investment: do as we say, not as we did, Geneva: South Centre, CAFOD, 2003.
- Correa, C., 2000, Intellectual property rights, the WTO and developing countries: The Trips agreement and policy options, Zed Books / Third World Network, 2000.
- Peet, R, 2003, Unholy trinity: The IMF, World Bank and the WTO London: Zed Books, 2003.

<b>Course</b>	<b>IDPM60392</b>
<b>Title</b>	<b>Politics &amp; Development</b>
<b>Tutor</b>	<b>Dr Sarah Bracking</b>
<b>Email</b>	<a href="mailto:sarah.l.bracking@manchester.ac.uk">sarah.l.bracking@manchester.ac.uk</a>

**Aims:** The overall aim of this module is to critically explore the multiple links between politics and development. The module concentrates on the way in which the nation- state, as opposed to NGOs or civil society, negotiates with institutions and discourses within global society and politics. The first half of the module is principally theoretical, while the second provides some examples of politics in action.

The course will provide:

- A critical examination of the major political debates that are currently ‘live’ within international development policy discourses, including ‘political conditionality’, ‘good governance’ and ‘democratisation’
- An analysis of the representation of politics and development issues in the global governance architecture
- Some case studies within politics and development, taken from the African continent
- An examination of ‘politics without the state’, including when it is absent, collapsed or malign
- An exploration of particular malign state forms such as patrimonialism, spoils politics and political corruption
- An introduction to the emerging forms of political analysis that can inform development policy and practice
- An appraisal of the future prospects for state-led political change.

### Objectives

The aim is to provide a module that interrogates the key political discourses about and within development policy and practice for the benefit of practitioners, policy-makers, and future negotiators in the state and global governance terrain. The political theory provided aims to equip students with an essential toolbox of concepts in political analysis. Alongside this, the module aims to illustrate the spontaneity of politics in reality, and its resistance to management and intervention

**Assessment:** One 3,000 word assignment (100%)

### Course Content

The course begins by contextualising politics within development policy since the early 1980s: political conditionality, good governance, democratisation, rights-based development and the post-colonial critique. The course explores how people-based initiatives can ameliorate or enhance state-based politics, and the new and emerging research methods in development studies that are framed to understand these processes. The course also explores when the ‘ideal’ liberal form of state doesn’t work, and the government turns to corruption, and the state collapses or fails to function. A case study of the international obligations to those falling outside a legal state in the case of refugees or war will be examined. The course then returns to the future of state-based policy from a redistributive perspective, and the policy choices open to states in the ‘new’ global order.

1. What is politics in development?
2. History of politics and development: conditionality and governance
3. Discourses in development: democratisation

4. The politics of redistribution and the developmental state
5. The Politics of 'Good Governance': the case of decentralisation and poverty reduction
6. The politics of what works in reducing chronic poverty: comparative case study analysis
7. States in trouble: case-study analysis
8. Political corruption

**Teaching Methods:** 8 lectures of 1½ hours; 4 guided tutorial sessions of 1 ½ hours

**Preliminary reading**

Abrahamsen, R (2000), *Disciplining democracy: development discourse and good governance in Africa*, London Zed Books

Beetham D, et al, (2008), *Assessing the Quality of Democracy: A Practical Guide*, International IDEA, Stockholm

Bracking S (2007), *Corruption and Development*, Palgrave London

Chabal, P(2009), *Africa: The Politics of Suffering and Smiling* Zed books

Cooke B and Kothari U (2001) *Participation: The New Tyranny*, Zed Books, London

Dean, H (1999) *Governmentality: Power and Rule in Modern Society*, Sage, London

Duffield M (2001) *Global Governance and the New Wars* Zed Books

Harrison G (2004), *The World Bank and Africa: the Construction of Governance States* London: Routledge

Kegley C W and Raymond G A, (2009), *The Global Future: A Brief Introduction to World Politics*, Wadsworth Leftwich

A (2000), *States of Development: on the primacy of politics in development*, Cambridge, Polity Press

McGrew A (2000), "Power shift: from national government to global governance?" In Held D ed. *A Globalising World: Culture, Economic, Politics* Routledge and Open University Press

Potter D (2000), "Democratisation, 'Good Governance' and Development" in Allen T and Thomas A *Poverty and Development into the 21st Century* Open University Press

Saad-Filho A and Johnston D, (2005), *Neoliberalism: A Critical Reader*, Pluto

Spero, J. E. and Hart, J. A. (2003) *The Politics of International Economic Relations*, Wadsworth: Belmont

Tornquist O (1999), *Politics and Development*, Sage

<b>Course</b>	<b>IDPM70801</b>
<b>Title</b>	<b>Gender &amp; Development</b>
<b>Tutor</b>	<b>Beverly Metcalfe</b>
<b>Email</b>	<a href="mailto:Beverly.metcalfe@manchester.ac.uk">Beverly.metcalfe@manchester.ac.uk</a>

**Aims**

- To provide students with a critical understanding of the theoretical perspectives and concepts that underpin the field of gender and development/human development, including WID, WAD and GAD approaches.

To enable students to understand the link between gender and key debates within public management policy, human development and development management including: managing inequalities in Develop practical tools and techniques to build human capabilities, education, knowledge and skills and eradicate social injustices

*Transferable skills and personal qualities*

Research skills specifically in e-journal databases and in navigating complex regional/geographic databases such as the World Bank, UN, ILO.

Planning skills and the complexity underpinning planning and public policy processes for managing and eradicating inequality at different scales.

*Critical thinking and problem solving skills*

*Team working.*

- organizations/societies, managing skills upgrading/ ict , poverty, migration, power and empowerment, and the role of masculinities/femininities in gender and development.
- To develop analytical skills in relation to gender policy/public policy at the organization and national levels

**Objectives**

*Knowledge and understanding*

Understand key analytical debates in the field of gender and development  
 Understand key stakeholders in gender and development and role played in shaping gender relations and social inclusion/excision

Critically appreciate role of women’s organizations and international agencies in education and development

*Intellectual skills*

Critically evaluate the intellectual origins of gender analysis and to explore contemporary debates in development theory, public management policy and practice aligned with gender in global economy  
Have a critical appreciation of gender, governance and state institutions and public policy approaches to gender planning  
Demonstrate critical appreciation of concepts of power and empowerment

#### *Practical skills*

Apply concepts to a range of gender settings in order to support inclusive development

Motivation and self-directed learning.

An awareness of inequalities and difference and how they shape and have informed broader social theory, public policy and international development agendas.

Communication skills and self-development and awareness

**Assessment:** One essay of 3000 words (100%)

#### **Course Content**

Indicative Content

- Analyzing Gender and Inequality in Organizations/Societies

Organization/HR/Institutional Development -WID/GID/GAD and Critical Men's Studies

- Gender Analytical Frameworks (GAF) , Gender Planning and Project Management
- Gender National Action Plans, Gender Mainstreaming and Public Policy Management:
- Globalization, Gender and Inequalities-International Organizations, MDG Review and Progress
- Women's Organizations and Role in Human Development

Political Participation, Power and Empowerment

- Gender, Organizations and ICT's Role in Skills Development
- Feminisation of Poverty Thesis / Poverty Reduction Strategies and Public Policy
- Contemporary gender issues including inter alia Public Policies on Gender and Migration, Gender and Environment, Gender and CSR
- Gender Aware Public Policy/Organization Planning: - Role of Masculinities and Femininities in Development

**Teaching Methods:** Lectures, plus 4 tutorials (plus relevant sessions for Development @Manchester Seminars held on Tuesday 4.30-6.00 not every week)

#### **Preliminary reading**

Indicative List, Journal, Websites, Texts

- Compare/Development and Change
- Equality, Diversity and Inclusion
- Gender and Development/Gender and Education
- Gender, Work and Organization
- Gender, Technology and Development
- Human Resource Development International
- Human Resource Development Review
- Feminist Economics/International Journal of Feminist Politics
- Journal of European Women's Studies
- Journal of Development Studies/Third World Quarterly

#### **Websites- Most reports free on web**

- Annual UN Human Development Reports
- Women UN reports (Previously UNIFEM)
- World Bank worldbank.org
- Women's Organizations, , i.e GenderWatch, Muslim Living Under Muslim Laws etc

**Module is research led and based on scholarly journals and research expertise of team detailed in Module Handbook but following are useful texts, classic articles.**

- Afshar, H. and Barrientos S. (Eds.) (1999) *Women, Globalization and Fragmentation in the Developing World*, Macmillan, Basingstoke

- Blackden, S. Canagarajah, S. Klasen and D. Lawson (2007) in (eds) George Mavrotas and Anthony Shorrocks , 'Gender and growth in Africa: Evidence and issues', ['Advancing Development: Core Themes in Global Development'](#), Palgrave, UK.
- Cornwall, A Harrison, Whitehead, A. 2007 *Feminisms in Development: Contradictions, Contestations and Challenges*, London, New York, Zed Press .
- IDS Bulletin, (2010) *Negotiating Empowerment*, 42.1
- Kabeer, N. (1994) *Reversed Realities: Gender Hierarchies in Development Thought*, London: Verso
- Metcalfe, B.D. (2008) 'Women, management and globalization in the Middle East,' *Journal of Business Ethics*, Vol. 83, 1 November, 85-100.
- Metcalfe, B.D and Rees, C. (2010) 'Gender, globalization and organization, exploring, power, relations and intersections,' *Equality, Diversity and Inclusion*, Vol. 29, 1, 5-22.'
- Cornwall, Andrea and Molyneux, Maxine (2006) 'The Politics of Rights—Dilemmas for Feminist Praxis: An introduction', *Third World Quarterly*, 27: 7, 1175 -1191
- Fennel, S. Arnot M (2008) *Gender, Education and Quality in a Global Context*, Routledge, London.
- Mohanty, C et al (eds) *Third World Women and the Politics of Feminism*, Indiana University Press
- Moser, Caroline (1993) *Gender Planning and Development: Theory, Practice and Training*, London, Routledge
- Naples, N.A Desai, M. (2002/2005) *Women's Activism and Globalization*, London, Routledge.
- Reilly, N, (2010) *Women's Human Rights*, Cambridge, Polity.
- UNDP (2009), *World Survey on the Role of Women in Development*, Division for the Advancement of Women, New York, NY: United Nations (BB)
- UNDP (2009) *Making the MDG's Better For Women*, New York, N.Y
- Yuval-Davis, Nira. (2006.) 'Human/Women's Rights and Feminist Transversal Politics.' Pp. 275–295 in *Global Feminism: Transnational Women's Activism, Organizing, and Human Rights*, Myra Marx Ferree and Aili Mari Tripp. New York: New York University Press
- WEF (2012) Gender Gap published annually covering education, employment, politics and health
- World Bank (2012) Gender Reports Numerous

<b>Course</b>	<b>POLI70492</b>
<b>Title</b>	<b>Human Rights in World Politics</b>
<b>Tutor</b>	<b>Dr James Pattison</b>
<b>Email</b>	<a href="mailto:James.pattison@manchester.ac.uk">James.pattison@manchester.ac.uk</a>

**Aim:** This course introduces students to the theory and practice of human rights in world politics. It focuses on a key issue: how are we to implement and to achieve human rights in world politics? Thus, a central aim is to assess the suitability of the current and potential agents, mechanisms, and institutions of human rights. To achieve this aim, the course first considers the philosophical underpinnings of human rights, including the (purported) universality of human rights. It then assesses the current mechanisms and agents of implementing human rights, including states, the UN, and international criminal tribunals. The final part of the course considers ways of reforming the international system in order to achieve human rights, such as the proposals of a UN standing army. More generally, the course aims include the development of oral skills through general discussion, team-work skills through group presentation, written skills through the assessed essay, and research skills from the use and assessment of large amounts of complex material. In doing so, it also aims to improve students' critical and analytic skills.

**Outcome:** By the end of the course, students should be able to identify, outline, analyse, and critically assess specific theories of human rights and how they inform specific practices. They should also have a sound grasp of the complex dynamics in world politics that can frustrate the protection of human rights around the globe, as well as the adequacy of the international community's mechanisms for the enforcement of human rights. They should be able to express their own views with recourse to (and sometimes rejection of) the literature covered in the module. They should also be able to provide a well-structured and coherent presentation with the use of visual aids and answer questions about your presentation confidently.

**Content:** This module is designed to provide an advanced introduction to questions of the theory and practice of human rights in world politics. The teaching programme revolves around three key areas: (1) the foundations of human rights; (2) the current implementation and enforcement of the human rights regime in world politics; and (3) proposals for improving the international community's ability to achieve human rights enforcement.

**Outline:**

1. Introduction - *The Foundations of Human Rights*
2. The Philosophical Foundations of Human Rights
3. The Political and Legal Foundations of Human Rights - *Implementing Human Rights*

4. Human Rights and Foreign Policy
5. Human Rights, War, and Intervention
6. The Responsibility to Protect
7. Human Rights and International Criminal Justice - *Achieving Human Rights*
8. Reforming the International System

**Teaching Methods:** 1 x 1 hour introductory seminar, 7 x 2 hour seminars

**Assessment:** Essay of 3,500 words: 75%; Presentation to seminar group: 15%; Participation: 10%

**Preliminary Reading:**

- Brown, Chris (2002). *Sovereignty, Rights and Justice: International Political Theory Today* (Cambridge: Polity Press).
- Donnelly, Jack (2003). *Universal Human Rights in Theory and Practice*, Second Edition (Ithaca & London: Cornell University Press).
- Dunne, Timothy and Nicholas Wheeler (eds) (1999). *Human Rights in Global Politics* (Cambridge: Cambridge University Press).
- Forsythe, David (2006). *Human Rights in International Relations*, Second Edition (Cambridge: Cambridge University Press).
- Goodhart, Michael (ed.) (2009). *Human Rights: Politics and Practice* (Oxford: Oxford University Press)
- Haas, Michael (2008). *International Human Rights: A Comprehensive Introduction* (New York: Routledge).
- Mertus, Julie A. (2005). *The United Nations and Human Rights: A Guide for a New Era*, First Edition (London: Routledge).
- Nickel, James W. (1987). *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights* (Berkeley & London: University of California Press).
- Shue, Henry (1980). *Basic Rights: Subsistence, Affluence, and U. S. Foreign Policy* (Princeton: Princeton University Press)
- Steiner, Henry J., Philip Alston, and Ryan Goodman (eds) (2008). *International Human Rights in Context*, Third Edition (Oxford: Oxford University Press).

## **OTHER USEFUL INFORMATION**

### **The University of Manchester Alumni Association**

*What does alumni mean?* It simply means 'former student' and you become one after studying here.

The University of Manchester Alumni Association is the main point of contact for the University's global network of over 270,000 former students. It gives you the opportunity to continue a lifelong connection with us and to remain an active part of The University of Manchester. It also gives you some added extras; we offer exclusive discounts and services, you can continue learning with discounted CPD courses and access to learning resources, and get insight into cutting-edge research through our alumni events – including the annual Cockcroft Rutherford lecture – exclusive and free to alumni. This lecture has been delivered by Professor Andre Geim, discoverer of graphene, and leading science communicator Professor Brian Cox.

You automatically become a member of the Alumni Association on graduation, but to get the full benefit you should register with our online alumni community 'Your Manchester Online' [www.manchester.ac.uk/yourmanchester](http://www.manchester.ac.uk/yourmanchester) during your final year.

### **Careers Service**

From the moment you arrive to university, we encourage you to be proactive about planning and developing your career. The Careers Service can help you in many ways, including:

- Exploring your career options and ideas
- Looking for part-time or vacation work
- Finding out about specific jobs and sectors
- Improving the skills sought by employers
- Finding graduate jobs, internships or postgraduate study;
- Writing strong applications and CVs
- Succeeding at interviews and assessment centres
- Starting your own business, and much more.

Please do not wait until your final year to access these services, or you might find that you have missed out on an important opportunity, such as a summer internships.

The Careers Service is located in the Atrium, University Place. (<http://www.manchester.ac.uk/medialibrary/maps/campusmap.pdf>) Building number 13.

tel: 0161 275 2829

email: [careers@manchester.ac.uk](mailto:careers@manchester.ac.uk)

[www.manchester.ac.uk/careers/students/](http://www.manchester.ac.uk/careers/students/)

### **IS Services within the Faculty of Humanities**

Students at the University of Manchester enjoy access to a wide range of high quality IS services provided across campus. Within Humanities itself there are in excess of 500 computers located within Faculty buildings available for student use complementing the 1000+ seats provided by the University in public clusters – including a public cluster at Owens Park.

All cluster computers are configured in the same way and provide access to services offered by schools, faculties and central service providers such as Humanities ICT Office (<http://ict.humanities.manchester.ac.uk/>), IT Services (<http://www.studentnet.manchester.ac.uk/it-services/>) and the University Library (<http://www.library.manchester.ac.uk/>). These include printing, scanning and copying and access to a wide range of general use and course specific software on the Windows 7 operating system. A list of software is available at

<http://ict.humanities.manchester.ac.uk/facilities/software/HumanitiesClusterSoftware.html>

Full details of the services offered, including a list of available locations, can be found at <http://www.itservices.manchester.ac.uk/wireless/>.

Help and advice is available from our Service Desk which can be contacted by phone, via the web, email or in person. Physical Service desk support is available at the University Library and the Joule Library. Details of opening hours and other contact details can be found at <http://www.itservices.manchester.ac.uk/contacts/>. Telephone support is available 24 hours a day throughout the year.

## **Academic Appeals**

The purpose of this regulation is to safeguard the interests of students and may only be used when there are adequate grounds for doing so which are outlined in the regulation. It may not be used simply because you are dissatisfied with the outcome of your assessment or other decision concerning your academic progress.

Appeals based upon provisional decisions of the University cannot be considered.

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/formal-procedures/academic-appeals/>

## **Complaints**

If you have a complaint it should be made as soon as possible, and in any case within eight weeks, of the events or actions (or lack of actions) which have prompted the complaint. The University will not normally consider complaints made after this period, unless there is good reason for the delay.

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/formal-procedures/complaints/>

## **Dignity at Work and Study**

The University of Manchester does not tolerate any form of harassment, discrimination or bullying. If you believe that you are being bullied or harassed, you can contact a Harassment Advisor. Harassment Advisors provide confidential support and information to students and staff on the University's policy and will be able to explain the options available to you. For further information see

<http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=2755>

## **Student Representation**

The University of Manchester is committed to receiving and responding to student feedback in order to bring about improvement in the quality of the student experience and development of learning and teaching within the institution.

Student representation covers a diverse range of activities and structures and student feedback can be provided by a number of different means, for example, through programme evaluation questionnaires, the academic advisor system or through students being present at Staff-Student Liaison Committees or Programme Committees. Representation enables dialogue between the student body and staff in order to aid development of programmes of study, the student experience and the quality of the institution as a whole. This dialogue can take place in both formal and informal structures and circumstances.

For further information please go to the Students Union Website

<http://manchesterstudentsunion.com/voice/academicreps>

Student representatives will also be called upon to attend one or two Faculty-level meetings per year.

Student representatives may also be sought during the course of the year to sit on smaller working groups where student input is important.

The individual discipline pages will also hold details of student representatives for each programme, once they have been nominated. <http://www.socialsciences.manchester.ac.uk/intranet/pg/reps/>

## **The University Of Manchester Library**

<http://www.manchester.ac.uk/library>

The University of Manchester Library, one of the best-resourced academic libraries in the country, provides you with the resources and support you need throughout your programme.

The Library houses all the essential text books, across various sites, and has an extensive online collection of e-books, e-journals and research databases.

## **Facilities**

The Main Library holds the principle collections for social sciences, including social anthropology, and offers group study rooms, individual study spaces and computer clusters. Wi-Fi is available throughout the building and a cafe lounge can be found on the ground floor.

The Alan Gilbert Learning Commons provides a state of the art 24/7 learning environment, offering flexible open



learning spaces, multimedia facilities, computer clusters and bookable group study rooms plus runs a wide range of study skills workshops throughout the academic year.

In addition to the main sites, there are a number of specialist libraries located across the campus which may hold texts for your area and provide study facilities.

For details of Library locations, facilities and opening hours see the [library website](#).

### **Getting Started: Quick Guide**

You will need your student card to access all library sites around campus and your central university username and password to access the electronic resources.

Use [Library Search](#) to find books, eBooks, online journals and articles.

The [Library Subject Guides](#) are a very useful starting point for finding information on relevant library resources for your subject area. There are guides for all subject areas including Economics, Philosophy, Politics, Sociology, Social Anthropology and Social Statistics. Use these guides to find out which databases to use, how to reference, how to keep up to date with research and access online training tutorials.

[My Manchester](#) *MyLibrary* tab has quick links to all of the Library's resources and services available,

### **Training and Research Support**

The Library runs a series of information skills sessions and skills clinics throughout the year. Details of sessions, times and how to book are available via the [My Learning Essentials](#) Training Calendar.

For general enquiries or support with finding, accessing or using the electronic resources contact the library in person, via phone or online.

See the [Enquiries and Feedback](#) page or complete the Library Request form via [MyManchester](#).

### **Library News and Updates**

Keep up to date with the latest library developments via [Facebook](#) or [Twitter](#).

# MA Political Economy Course Unit Timetable 2013/14

## Theoretical Political Economy Pathway

The courses highlighted in green are for RESEARCH route students only. \*Choose one workshop

SEM 1	Monday	TUESDAY	WEDNESDAY	THURSDAY
9.00		<b>ECON60111 (T)</b> Macroeconomic Theory - Martin Harris, Casken Theatre  <b>POLI70311</b> Critical Approaches to IPE - <b>HBS Hanson</b>		
10.00		<b>POLI70311</b> Critical Approaches to IPE - <b>HBS Hanson</b>	<b>POLI70761</b> Marxism & International Politics (10.00-12.00) - <b>HBS G35</b>	<b>POEC61011 (S1)</b> Theoretical Approaches to Pol Econ – <b>ALB G.019</b>
11.00		<b>ECON60111 (L)</b> Macroeconomic Theory (11.00-13.00) - Martin Harris, Casken Theatre		
12.00			<b>SOCS70511 (L)</b> Intro to Qualitative Methods <b>Coupland 1 Pear Theatre</b>	<b>ECON60101(L)</b> Microeconomic Theory (12.00-14.00) <b>Williamson G.047</b>
13.00	<b>POLI70771</b> Philosophy of Politics Research (13.00-15.00) <b>Univ Place 4.209</b>		<b>IQM Workshop 1 *</b> 1.15 – 2.40, <b>HBS 2.1</b>	
14.00		<b>ECON60101(T)</b> Microeconomic Theory - Williamson G.003	<b>IQM Workshop 1 *</b> 1.15 – 2.40, <b>HBS 2.1</b> <b>IQM Workshop 2 *</b> 2.45 – 4.10, <b>HBS 2.1</b> <b>POLI70721</b> Theories of Rights – Coupland 3 LG14	<b>POEC61011 (S2)</b> Theoretical Approaches to Pol Econ – <b>Univ Place 5.208</b>
15.00		<b>ECON60101(T)</b> Microeconomic Theory - Williamson G.003	<b>IQM Workshop 2 *</b> 2.45 – 4.10, <b>HBS 2.1</b> <b>POLI70721</b> Theories of Rights – Coupland 3 LG14 <b>POLI60031</b> - Varieties of Capitalism – Alan Turing A114	
16.00		<b>POEC61011 (L)</b> Theoretical Approaches to Pol Econ (16.00-18.00) - <b>HBS Hanson</b>	<b>IQM Workshop 3 *</b> 4.15 – 5.40, <b>HBS 2.1</b> <b>POLI60031</b> - Varieties of Capitalism – Alan Turing A114	<b>GEOG70591</b> Marxist Political Theory (16.00-18.00) <b>ALB G.030/31</b>
17.00			<b>IQM Workshop 3 *</b> 4.15 – 5.40, <b>HBS 2.1</b>	

PLEASE NOTE: Most Economics modules start in week 2 of teaching in Semester 1 but please check Blackboard for further details

SEM 2	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
10.00	<b>POLI60312</b> <b>DRD (LEC)</b> (10.00-12.00) week 1 only – Ellen Wilkinson C5.1	<b>POLI70282</b> Globalisation & IPE (10.00-12.00) <b>Crawford House Room A</b>		
11.00	Seminar 1, Roscoe 4.8 Seminar 2, HBS Hanson			
12.00			<b>POLI60312 DRD</b> (12.00-14.00) Seminar 5, Crawford House Room D Seminar 6, HBS G7	
13.00	<b>POLI60312</b> <b>DRD (13.00-15.00)</b> Seminar 3, Dover St BS1 Seminar 4, HBS Hanson			
14.00	<b>POLI70612</b> Debating Justice (13.00-15.00) - <b>HBS G34</b>		<b>POLI70872</b> Democracy: Theory & Practice (14.00- 16.00) - <b>HBS Hanson</b>	<b>POEC60062</b> Central Concepts in PE (14.00-16.00) – <b>HBS G35</b>
15.00				
16.00		<b>ECON60212 (L)</b> Poverty, Inequality (16.00-18.00) – <b>Simon Building</b> <b>4.038</b>	<b>POLI70692</b> Justice & Pluralism (16.00-18.00) – <b>HBS Hanson</b>	
17.00				<b>ECON60212 (T1)</b> Poverty, Inequality Stopford Theatre 5
18.00				<b>ECON60212 (T2)</b> Poverty, Inequality Stopford Theatre 5

MA Political Economy Course Unit Timetable 2013/14

Political Economy of Society, Space & Environment pathway (Standard Route)

The courses highlighted in green are for RESEARCH route students only. Choose one workshop\*

SEM 1	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00		ECON60281 (L) Environmental Economics (9.00-11.00) Roscoe 2.4			
10.00			ECON60681 (L) Natural Resource Economics (10.00-12.00) ALB G.018	POEC61011 (S1) Theoretical Approaches to Pol Econ – ALB G.019	ECON60681 (T) Natural Resource Economics Ellen Wilkinson B3.1
11.00				ECON60281 (T) Environmental Economics Stephen Joseph 1.1	ECON60681 (T) Natural Resource Economics Ellen Wilkinson B3.1
12.00			SOC570511 (L) Intro to Qualitative Methods Coupland 1 Pear Theatre	ECON60281 (T) Environmental Economics Stephen Joseph 1.1	
13.00	POLI70771 Philosophy of Politics Research – Univ Place 4.209		IQM Workshop 1 * 1.15 – 2.40, HBS 2.1		
14.00	IDPM60801 Environment & Development POLI70771 Philosophy of Politics Research – Univ Place 4.209		IQM Workshop 1 * 1.15 – 2.40, HBS 2.1 IQM Workshop 2 * 2.45 – 4.10, HBS 2.1	POEC61011 (S2) Theoretical Approaches to Pol Econ – Univ Place 5.208	
15.00	IDPM60801 Environment & Development		IQM Workshop 2 * 2.45 – 4.10, HBS 2.1 POLI60031 - Varieties of Capitalism		
16.00	GEOG70911 Issues in Environmental Policy (16.00-18.00) Univ Place 4.205	POEC61011 (L) Theoretical Approaches to Pol Econ (16.00-18.00) - HBS Hanson	IQM Workshop 3 * 4.15 – 5.40, HBS 2.1 POLI60031 - Varieties of Capitalism	GEOG70591 Marxist Political Theory (16.00-18.00) ALB G.030/31	
17.00			IQM Workshop 3 * 4.15 – 5.40, HBS 2.1		

PLEASE NOTE: Most Economics modules start in week 2 of teaching in Semester 1 but please check Blackboard for further details

SEM 2	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
9.00		ECON60782 (L) Economics of Environmental Policy (9.00-11.00) – Roscoe 1.008		
10.00	POLI60312 DRD (LEC) (10.00-12.00) week 1 only – Ellen Wilkinson C5.1		POEC61002 Politics, Economics & Environment (10.00-12.00) – Dover St BS1	
11.00	Seminar 1, Roscoe 4.8 Seminar 2, HBS Hanson			
12.00			POLI60312 DRD (12.00-14.00) Seminar 5, Crawford House Room D Seminar 6, HBS G7	
13.00	POLI60312 DRD (13.00-15.00) Seminar 3, Dover St BS1 Seminar 4, HBS Hanson			
14.00	POLI60312 DRD (13.00-15.00) Seminar 3, Seminar 4, ECON60422 Environmental Valuation (14.00-16.00) Univ Place 4.214	IDPM60552 Climate Change, Disasters and Urban Poverty (14.00-16.00)		
15.00	ECON60422 Environmental Valuation (14.00-16.00) Univ Place 4.214			
16.00				
17.00				

MA Political Economy Course Unit Timetable 2013/14

Political Economy of Finance, Business & Employment pathway (Standard Route)

\*The courses highlighted in green are for RESEARCH route students only, choose one workshop

SEM 1	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	
10.00		<b>BMAN70051 (LEC)</b> Multinational & Comparative Employment Systems –	<b>IDPM72121</b> International Finance for Development  <b>BMAN72201</b> Analysing Companies - Simon 2B	<b>POEC61011 (S1)</b> <b>Theoretical Approaches to Pol Econ – ALB G.019</b> <b>IDPM60131</b> Work & Employment in the Global Economy <b>Roscoe 4.4</b>	
11.00	<b>IDPM60741</b> Migration & Development Weeks 1, 9&10 Weeks 2-5 & 7-8	<b>BMAN70051 (LEC)</b> Multinational & Comparative Employment Systems –	<b>IDPM72121</b> International Finance for Development  <b>BMAN72201</b> Analysing Companies - Simon 2B	<b>IDPM60131</b> Work & Employment in the Global Economy <b>Roscoe 4.4</b>	
12.00	<b>IDPM60741</b> Migration & Development Weeks 1, 9&10 Weeks 2-5 & 7-8	<b>BMAN70051 (SEM 1)</b> Multinational & Comparative Employment Systems –	<b>SOCS70511 (L)</b> Intro to Qualitative Methods <b>Coupland 1 Pear Theatre</b>		
13.00	<b>IDPM60741</b> Migration & Development Weeks 2-5 & 7-8  <b>POLI70771</b> Philosophy of Politics Research – Univ Place 4.209	<b>BMAN70051 (SEM 2)</b> Multinational & Comparative Employment Systems -	<b>IQM Workshop 1 *</b> 1.15 – 2.40, <b>HBS 2.1</b>		
14.00	<b>POLI70771</b> Philosophy of Politics Research – Univ Place 4.209		<b>IQM Workshop 1 *</b> 1.15 – 2.40, <b>HBS 2.1</b> <b>IQM Workshop 2 *</b> 2.45 – 4.10, <b>HBS 2.1</b>	<b>POEC61011 (S2)</b> <b>Theoretical Approaches to Pol Econ – Univ Place 5.208</b>	
15.00			<b>IQM Workshop 2 *</b> 2.45 – 4.10, <b>HBS 2.1</b> <b>POLI60031</b> - Varieties of Capitalism – Alan Turing A114	<b>POLI60081</b> – Politics of Money & Finance <b>(15.00-17.00) – HBS Hanson</b>	
16.00		<b>POEC61011 (L)</b> <b>Theoretical Approaches to Pol Econ (16.00-18.00) - HBS Hanson</b>	<b>IDPM60711</b> Economic Development <b>(16.00-17.00)</b> <b>POLI60031</b> - Varieties of Capitalism – Alan Turing A114		
17.00					
SEM 2	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00				<b>POLI60292</b> Business & Politics under Advanced Capitalism <b>(9.00-11.00)</b> Univ Place 4.210	
10.00	<b>POLI60312 DRD (LEC)</b> <b>(10.00-12.00) week 1 only – Ellen Wilkinson C5.1</b> Seminar 1, Roscoe 4.8 Seminar 2, HBS Hanson,				<b>IDPM60002</b> Industrial Competitiveness <b>(10.00-13.00) Roscoe 2.10</b>
11.00					
12.00			<b>POLI60312 DRD</b> <b>(12.00-14.00)</b> Seminar 5, Crawford House Room D Seminar 6, HBS G7		
13.00	<b>IDPM60272</b> Global Institutions, Trade Rules & Industrialisation <b>(13.00-15.00)</b>				
14.00					<b>IDPM72162</b> Contemporary Issues in Development Finance <b>(14.00-16.00)</b>
15.00					

**MA Political Economy Course Unit Timetable 2013/14**  
**Political Economy of Development Pathway (Standard Route)**  
**The courses highlighted in green are for RESEARCH route students only. Choose one workshop\***

SEM 1	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
9.00				<b>IDPM60141</b> Poverty & Development:
10.00			<b>IDPM70801 (LEC)</b> Gender & Development  <b>IDPM72121</b> International Finance for Development	<b>IDPM60141</b> Poverty & Development  <b>POEC61011 (S1) Theoretical Approaches to Pol Econ – ALB G.019</b>
11.00		<b>ECON60171</b> Industrialisation in Developing Countries <b>(11.00-13.00)</b> Dover Street BS3	<b>IDPM70801 (LEC)</b> Gender & Development  <b>IDPM72121</b> International Finance for Development	
12.00			<b>SOCS70511 (L)</b> Intro to Qualitative Methods <b>Coupland 1 Pear Theatre</b> <b>IDPM70801 (TUT)</b> Gender & Development	<b>ECON60691 (T)</b> Economics for Rural Development
13.00	<b>POLI70771</b> Philosophy of Politics Research – Univ Place 4.209	<b>IDPM60711</b> Economic Development <b>13.00-15.00</b>	<b>IQM Workshop 1 *</b> <b>1.15 – 2.40, HBS 2.1</b>	
14.00	<b>POLI70771</b> Philosophy of Politics Research – Univ Place 4.209  <b>IDPM60801</b> Environment & Development <b>14.00-16.00</b>		<b>IQM Workshop 2 *</b> <b>2.45 – 4.10, HBS 2.1</b>	<b>ECON60691 (L)</b> Economics for Rural Development  <b>POEC61011 (S2) Theoretical Approaches to Pol Econ – Univ Place 5.208</b>
15.00				<b>ECON60691 (L)</b> Economics for Rural Development
16.00		<b>POEC61011 (L) Theoretical Approaches to Pol Econ (16.00-18.00) - HBS Hanson</b>	<b>IQM Workshop 3 *</b> <b>4.15 – 5.40, HBS 2.1</b>	
17.00				

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SEM 2	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
10.00	<b>IDPM60072</b> Political Economy of Development – <b>POLI60312 DRD (LEC) (10.00-12.00)</b> week 1 only – Ellen Wilkinson C5.1 Seminar 1, Roscoe 4.8 Seminar 2, HBS Hanson	<b>IDPM60392</b> Politics & Development <b>(10.00-12.00) -</b>		<b>ECON60022 (L)</b> Development Microeconomics Univ Place 5.210
11.00	<b>IDPM60072</b> Political Economy of Development <b>POLI60312 DRD (LEC) (10.00-12.00)</b> week 1 only – Ellen Wilkinson C5.1 Seminar 1, Roscoe 4.8 Seminar 2, HBS Hanson,	<b>POLI70492</b> HR in World Politics – <b>(11.00-13.00) – HBS Hanson</b>		<b>POLI70492</b> HR in World Politics – Williamson G.33 <b>ECON60022 (L)</b> Development Microeconomics Univ Place 5.210
12.00			<b>POLI60312 DRD (12.00-14.00)</b> Seminar 5, Crawford House Room D Seminar 6, HBS G7	<b>POLI70492</b> HR in World Politics – Williamson G.33 <b>ECON61902 (L)</b> Topics in the Development of China – Roscoe 1.001
13.00	<b>POLI60312 DRD (13.00-15.00)</b> Seminar 3, Dover St BS1 Seminar 4, HBS Hanson <b>IDPM60272</b> Global Institutions, Trade Rules & Industrialisation			<b>ECON61902 (L)</b> Topics in the Development of China – Roscoe 1.001
14.00	<b>POLI60312 DRD (13.00-15.00)</b> Seminar 3, Dover St BS1 Seminar 4, HBS Hanson <b>IDPM60272</b> Global Institutions, Trade Rules & Industrialisation			<b>IDPM72162</b> Contemporary Issues in Development Finance
15.00				
16.00		<b>ECON60212 (L)</b> Poverty, Inequality & Government – Simon Building 4.038		<b>ECON60212 (T1)</b> Poverty, Inequality & Gov – Stopford Building Theatre 5 <b>IDPM60292</b> Trade Theory & Development -
17.00			<b>ECON60022 (T)</b> Development Microeconomics – Martin Harris, Casken Theatre	<b>ECON60212 (T1)</b> Poverty, Inequality & Gov – Stopford Building Theatre 5 <b>IDPM60292</b> Trade Theory & Development -