THE MA HANDBOOK

Your guide to MA & Diploma courses in Politics 2013-2014

To be used in conjunction with the School Postgraduate Taught Handbook
http://www.socialsciences.manchester.ac.uk/intranet/pg/handbooks/

Contents

In 2004 what was the Victoria University of Manchester (VUM) but which was known as the University of Manchester) merged with the University of Manchester Institute of Science and Technology (UMIST) to create one of the biggest and best Universities in Europe – the University of Manchester! The merger brought with it an opportunity to review and revise many of our procedures. One aspect of this has seen the University adopt a series of new abbreviations for its various sub units. This can all be very confusing both for those of us that already are in Manchester and it can be bewildering for many coming from the outside! To help you out, here is a list of the abbreviations that you are most likely to encounter.

ALB	Arthur Lewis Building
SoSS	School of Social Sciences
DA	Discipline Area
HoDA	Head of Discipline Area

Research Centres associated with Politics

MANCEPT	Manchester Centre for Political Thought
IPEG	Institute for Political and Economic Governance
JMCE	Jean Monnet Centre of Excellence in European Studies
DCERN	Democracy, Citizenship and Elections Research Network
CCS	Centre for Chinese Studies
BWPI	Brooks World Poverty Institute
GRN	Gender Research Network
ISC	Institute for Social Change
PEI	Political Economy Institute

Research Clusters in Politics

	Analytical Political Theory
	Comparative Public Policy
	Electoral Politics
	Global Political Economy
	Post-structural and Critical Thought
BoGS	Board of Graduate Studies
ESRC	Economic and Social Research Council
AHRC	Arts and Humanities Research Council
ORS	Overseas Research Scholarship
MA	Master of Arts
MPhil	Master of Philosophy (Research)
PhD	Doctor of Philosophy
PGDip	Postgraduate Diploma
PDP	Personal Development Planning

WELCOME TO THE GRADUATE CENTRE IN POLITICS!

Welcome to the Graduate Centre in Politics and thank you for choosing to study with us. The University of Manchester is the largest single site university in Britain. The quality, breadth and volume of research activity is unparalleled in the UK as indicated in the results of the independent Research Assessment Exercise (RAE). By 2015, The University of Manchester aims to hold a world-class leading research profile and be among the top 25 universities in the world.

Politics is one of Europe's top centres for research and teaching, bringing together one of the largest groupings of politics staff in the UK and covering almost all areas of the discipline. In July 2007 Politics moved into a brand new building – The Arthur Lewis Building – which is home to all areas in the School of Social Sciences and offers postgraduate students excellent resources and the opportunity to become part of Politics alongside academic members of staff. Politics has a highly developed research culture and performed very well in the most recent

(2008) Research Assessment Exercise. According to official figures 80% of Politics' research activity is "world-leading", "internationally-excellent" or "internationally-recognized". This result places Politics at Manchester in 4th place among the UK's Politics departments in terms of Research Power. We also scored top marks of 24, in the most recent external evaluations of teaching, held in 2001. With such extensive and high quality teaching and training resources we are able to offer potential postgraduates a unique range of choices when it comes to courses and supervision.

In 2010 **Politics** revamped all our existing MA programmes revising the Compulsory and optional course content. In 2011 we introduced a new MA in Ethics and Political Philosophy. This means an even wider range of specialised MA modules for you to choose from and greater opportunities to be taught by leading experts in a range of politics specialisms. All our MAs (Research and Standard) include research skills training across both semesters ensuring that you have the skills not only to successfully complete your course but also to succeed once you graduate. As you would expect, we strive to ensure that all our courses conform to (and in many cases exceed) the guidelines set by our various external auditing bodies. This means that we are serious about our commitments to research training as set out by the Economic and Social Research Council (ESRC), and we subscribe to the Quality Assurance Agency's (QAA) Code of Practice for Postgraduate Research Courses and its Politics and International Relations bench marking.

As well as excellence in teaching and research, your MA is about meeting new people. Our student body reflects a growing global community. We proudly count among our number students from all over the globe and the diversity of our student body enriches and enhances your learning experience and ours. I am confident that you will enjoy your time with us. If for some reason you have a problem or would like to give us some feedback on our teaching provision, please do not hesitate to contact us. We will be only too pleased to listen and, if we can, help. We continually seek to improve our provision and your feedback is invaluable in this regard.

In order to ensure the quality of your learning experience we introduced a number of reforms whereby the module convenor could vary the length of seminars (either 2 or 3 hours) to fit the material under discussion; employing a wider variety of learning techniques; setting aside more time in the seminar schedule for independent learning; and mainstreaming personal development planning (PDP). As part of our reforms last year we also enhanced the role of the Programme Directors, who act as academic advisers for each of our specialist MAs. We believe we do a good job; inevitably, however, improvements can always be made. Please let either your Programme Director, Nick Turnbull the MA Director or myself know if you have any suggestions.

This handbook contains all of the information that you should need for your Masters degree. It includes information about our MA courses, how they work and how they are structured. All of our MAs are built around a common structure of skills training and subject-specific content – the exact blend of which varies according to whether you choose to take a research or standard route (about which you'll find much more in the following pages). The handbook then lets you know how you can add your own mark to your MA by choosing from a range of options from an almost unrivalled range of modules. The handbook also contains important day-to-day information such as how to contact a member of the graduate team or Politics more generally, what our policy is on essay extensions, how we will communicate with you in those moments when we need to outside of seminars, and so on.

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. Those of your taking our research route MAs 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: www.socialsciences.manchester.ac.uk/politics/postgraduate/

We very much hope that you will enjoy your time in Manchester. I look forward to meeting you all and wish you every success in your MA.

Dimitris Papadimitriou
Politics Graduate Director

THE GRADUATE CENTRE TEAM

Our MA and Postgraduate Diploma courses are taught by The Graduate Centre in Politics, in the School of Social Sciences which is in the Faculty of Humanities. The Graduate Centre is run by the Graduate Team, comprising of the Director, the MA Director, the PhD Director, the MA Programme/Pathway Directors and the Secretary to the Centre. We are:

Director of the Graduate Centre Semester 1 **Dr Stuart Shields** **Room 4.023 Arthur Lewis Building** **Tel: 0161 275 7824** **Email: Stuart.shields@manchester.ac.uk** **Office Hour: TBA**	**Director of the Graduate Centre Semester 2** **Dr Dimitris Papadimitriou** **Room 4.019, Arthur Lewis Building** **Tel: 0161 275 4888** **Email: dimitris.papadimitriou@manchester.ac.uk** **Office Hours: TBC – please book through SOHOL**
MA Director Semester 1 Dr Nick Turnbull Room 4.024, Arthur Lewis Building Tel: 0161 275 4833 Email: nick.turnbull@manchester.ac.uk Office Hours: TBA	**MA Director Semester 2** Dr Stuart Shields Room 4.023 Arthur Lewis Building Tel: 0161 275 7824 Email: Stuart.shields@manchester.ac.uk Office Hour: TBA
PhD Director Semester 1 Dr Shogo Suzuki Room: 4.004, Arthur Lewis Building Tel: 0161 275 0906 Email: Shogo.Suzuki@manchester.ac.uk Office Hours: Book through SOHOL	**PhD Director Semester 2** Dr Cristina Masters Room: 4.006, Arthur Lewis Building Tel: 0161 275 1308 Email: Cristina.Masters@manchester.ac.uk Office Hours: Book through SOHOL

PhD Admissions
Dr Richard Child
Room: 4.034, Arthur Lewis Building
Tel : 0161 275 4978
Email: Richard.child@manchester.ac.uk

Administrator to the Graduate Centre
Probably the most important person in the graduate team and someone who you will have a significant amount of day to day contact with is Amanda (Millie) – the graduate centre administrator. Her details are:

Amanda Bridgeman Room 2.003, Arthur Lewis Building
Tel: 0161 275 4885 Amanda.Bridgeman@manchester.ac.uk.
Office hours: Monday – Friday 8.00am-1pm and 1.30pm– 4.00pm

Head of Politics Discipline Area
Dr Andrew Russell, Room 4.029, Arthur Lewis Building
Appointments can be made with Dr Russell via email Andrew.Russell@manchester.ac.uk.

MA Programme/Pathway Directors

Pathway Directors are responsible for the day to day administration of your MA pathway and act as academic advisers. If you do have any concerns, problems or worries about your course, the pathway director is often the best person to contact first.

Politics TBA Room: Arthur Lewis Building Tel: 0161 275 Email: @manchester.ac.uk Office Hours:	
Political Science **i)** **European Politics & Policy** TBA Room Tel: 0161 275 Email: @manchester.ac.uk Office Hour: TBA	
ii) **Democracy & Elections** Dr Maria Sobolewska Room, 4.037 Arthur Lewis Building Tel: 0161 275 4889 Email: maria.sobolewska@manchester.ac.uk Office Hours: TBA	**iv)** **Political Theory** Dr Stephen Hood Room: 4.003 Arthur Lewis Building Tel: 0161 306 6929 Email: Stephen.Hood@manchester.ac.uk Office Hours:
iii) **Governance & Public Policy** Dr Maria Sobolewska Room, 4.037 Arthur Lewis Building Tel: 0161 275 4889 Email: maria.sobolewska@manchester.ac.uk Office Hours: TBA	**v)** **Ethics & Political Philosophy** Stephanie Collins Room: 4.003 Arthur Lewis Building Tel: 0161 275 Email: Stephanie.collins@manchester.ac.uk Office Hours:
Human Rights **i)** **Political Science & ii) Law/Political Science** Dr Richard Child Room : 4.034 Arthur Lewis Building Tel: 0161 275 4978 Email: richard.child@manchester.ac.uk Office Hours: TBA	
International Politics **i)** **International Relations** Dr Andreja Zevnik Room 4.034 Arthur Lewis Building Tel: 0161 275 4899 Email: andreja.zevnik@manchester.ac.uk Office Hour: TBA	**ii)** **International Political Economy** Dr Gabriel Siles-Brugge Room 4.023 Arthur Lewis Building Tel: 0161 275 7824 Email: Gabriel.Siles-Brugge@manchester.ac.uk Office Hour: TBA

External Examiners

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.

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."

External Examiners Details
The External Examiners for this programme are:
- Professor Peter Burnham from University of Birmingham where he is a Professor of Political Science and International Studies
- Professor Susan Banducci from University of Exeter where she is a Professor of Politics
- Professor Tony Heron from University of York where he is a Professor of International Politics
- Professor Adam Fagan from Queen Mary, University of London where he is a Professor of European Politics and Head of School.

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).

POLITICS STAFF TELEPHONE & EMAIL LIST – 2013/14

For individual staff teaching and research profiles, please visit the Politics Staff Profile webpages at
http://www.socialsciences.manchester.ac.uk/disciplines/politics/about/staff/

Name	Room Number	Telephone Number	Email
Annesley, Claire	4.012	54879	Claire.Annesley@manchester.ac.uk
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Zevnik, Andreja	4.060	54899	Andreja.Zevnik@manchester.ac.uk

STAFF RESEARCH INTERESTS

Name	Research Interests
Annesley, Claire	Comparative politics, political economy and welfare capitalism with a focus on gender
Barabantseva, Elena	Chinese identity politics and nationalism, transnationalism, theories of development, Chinese ethnic politics, the overseas Chinese, poststructuralist international relations
Bindman, Eleanor	Social policy and welfare rights, EU-Russia relations, human rights, Russian politics
Bruff, Ian	Capitalism and development in an era of 'globalisation', social theories of international relations and everyday life, the evolution of European political economies
Buckley, Karen	Global Political Economy, World Social Forum, international relations
Charnock, Greig	International politics, crisis and urban transformation
Child, Richard	Political philosophy, legal philosophy, and ethics
Collins, Stephanie	Political theory: global justice, collective obligation, links between moral and political theory
Death, Carl	African politics and development (post-apartheid South Africa), environmental politics and sustainable development, Foucauldian governmentality analysis
De Wijze, Stephen	Political Theory. Ethical constraints and effective political action, the problem of dirty hands and a political ethic. Anglo-American theories of justice. Informal logic and argumentation theory. Democracy - theory and practice. Secular accounts of evil
Fitzpatrick, Danny	Governance of urban diffuse pollution in the UK and Europe
Ford, Rob	Public opinion research, partisan and electoral politics. Racial attitudes and relations. Research methodology
Gains, Francesca	Comparative public policy; gender policy, policy making processes; political management reform in central and local government; Labour politics and policies
Gateva, Eli	EU Enlargement policy; EU Conditionality; EU policy-making; Europeanisation ; Transition and regional development in Central and South East Europe; EU foreign policy
Gibson, Rachel	New media, political parties and citizen participation. Political campaigning. Social attitude surveys
Gorlizki, Yoram	Russia and the Soviet Union; the nature of dictatorship (e.g. the Stalinist and Nazi cases); the emergence of legal systems (e.g. rise of the Soviet justice system); and the relationship between politicians and bureaucrats
Green, Jane	Electoral politics, party competence, voter participation and turnout
Guittet, Emmanuel-Pierre	Antiterrorism, surveillance and intelligence theories and practices in western democracies; police and judicial cooperation in EU. Sociology of clandestine organizations, political violence and terrorism; defence and security issues, critical security studies
Hood, Stephen	Political theory. The role of markets in theories of distributive justice. Workplace organisations and the labour market. Ideal and non-ideal theory. Democratic theory
Humphreys, Peter	Comparative media and telecommunications policy. Regulation, policy making, and political economy of the communications sectors
Jennings, Will	Executive Government; Public Opinion & Public Policy; Comparative and British Politics; Political Methodology; Political Behaviour; The Politics and the Management of Risk in Mega-Projects and Mega-Events such as the Olympic Games; Dynamic Modelling of Politics & Policy
Lawler, Peter	Western internationalism; foreign policies of the UK, Canada, Australia and the Scandinavian states; war, normative theory of international relations; national stories and narratives
Masters, Cristina	Feminism and masculinity and practices of (in)security in international politics; US military and technology in war and security. Non-structural theories of international politics
Morgan, Kevin	Social, cultural and political history of the left in Britain and in Europe
Ni Mhurchu, Aioleann	Critical citizenship studies, international migration and postmodern political theory

Papadimitriou, Dimitris	Contemporary Greek politics and the European Union's relations with Eastern Europe
Pattison, James	International political theory, particularly the ethics of war, private military and security companies, and humanitarian intervention
Pin-Fat, Veronique	"Grammatical reading" - an application of the philosophy of the later Wittgenstein to world politics, particularly in relation to ethics, international relations theory, gender and human rights
Richards, David	British politics, Australian politics, public policy, governance, globalisation, state theory and political biography
Richardson, Liz	Civic participation and citizenship, behaviour change techniques, neighbourhood governance, local politics and local government, public services, public policy, methodological innovation including participatory research approaches, and experimental methods
Roberts, Adrienne	International Political Economy, Feminist Political Economy, Gender and Finance, Political Economy of Crime and Punishment
Ronzoni, Miriam	Political theory: justification of normative principles, methodology of constructivism, moral intuitions in constructivism, principles of justice
Russell, Andrew	Political parties, elections and campaigning and electoral engagement
Schemmel, Christian	Political theory: justice and equality, international political theory, the relationship between social and global justice. Applied political theory: justice and the welfare state, moral psychology, philosophical and psychological research on self-respect
Schmitt, Hermann	Electoral politics, political behaviour, European elections
Shields, Liam	Political and moral philosophy, social justice, distributive justice
Shields, Stuart	International Political Economy, Eastern Europe and post-communist transition, EU enlargement, Marxism, Antonio Gramsci, neoliberalism, globalisation
Siles-Brügge, Gabriel	European and International Political Economy
Sobolewska, Maria	Electoral politics; political integration of ethnic minorities; religious, ethnic and political identity. Quantitative political analysis.
Suzuki, Shogo	International Relations theory with reference to East Asia, Sino-Japanese relations, Chinese foreign policy, Japanese foreign policy, Sino-Japanese reconciliation
Talbot, Colin	Public services and public management reform
Turnbull, Nick	Governance, public policy, social policy, British politics, political rhetoric
Wilkinson, Rorden	International trade, the World Trade Organisation, development, globalisation, global poverty and inequality, small island states.
Wilson, Angelia	The US Christian right. Politics of gender and sexuality. Construction of social values.
Wilson, Japhy	International political economy: space, power and ideology, philanthrocapitalism and the politics of development in sub-Saharan Africa, historical materialism, psychoanalytic critique of ideology
Zehfuss, Maja	War and the politics of ethics. Ethical failures in warfare and on instances in which soldiers have refused to fight. A critique of the just war tradition. The ideas of humanity, vulnerability, and memory. International and poststructural thought.
Zevnik, Andreja	Security studies, political philosophy with critical theory and law. Continental and political philosophy (notions of political subjectivity, sovereignty, community and human rights), security, terrorism and resistance, international and domestic terror and anti-terror legislation, human rights and law

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

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

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

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.

INTRODUCTION TO THE GRADUATE CENTRE

The Graduate Centre

Apart from the seminars you attend as part of your course work, you are all welcome and strongly encouraged to attend Politics Research Cluster activities (the respective research cluster and centre web addresses are below). These will be publicized via the School of Social Science 'what's on' email sent weekly. In addition to emails, you will find information about these on the notice boards and from your module convenors.

Research Clusters in Politics

Analytical Political Theory http://www.socialsciences.manchester.ac.uk/disciplines/politics/research/apt/
Comparative Public Policy http://www.socialsciences.manchester.ac.uk/disciplines/politics/research/cpp/
Electoral Politics http://www.socialsciences.manchester.ac.uk/disciplines/politics/research/electoralpolitics/
Global Political Economy http://www.socialsciences.manchester.ac.uk/disciplines/politics/research/gpe/
Post-structural & Critical Thought http://www.socialsciences.manchester.ac.uk/disciplines/politics/research/pct/

Politics also organises a number of other open and informal research activities you might be interested in.

Brooks World Poverty Institute (BWPI) http://www.bwpi.manchester.ac.uk

Centre for Chinese Studies (CCS) http://www.ccs.humanities.manchester.ac.uk/

The SoSS Gender Research Network (GRN) http://www.socialsciences.manchester.ac.uk/gendernetwork/index.html

Institute for Political and Economic Governance (IPEG) http://www.ipeg.org.uk/

Democracy, Citizens and Elections Research Network (DCERN) http://www.dcern.org.uk/

Institute for Social Change (ISC) http://www.humanities.manchester.ac.uk/socialchange/

Jean Monnet Centre for European Studies (JMCE) http://www.socialsciences.manchester.ac.uk/jeanmonnet/

Political Economy Institute (PEI) http://www.socialsciences.manchester.ac.uk/pei/

The Historical Materialism Research Rroup
www.socialsciences.manchester.ac.uk/disciplines/politics/research/hmrg/

The Research Network on Love http://www.socialsciences.manchester.ac.uk/disciplines/politics/research/rnl/

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 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, 2nd Floor Arthur Lewis Building
January 2014	13 January – 24 January 2014	Postgraduate Office, 2nd Floor Arthur Lewis Building
May 2014	14 May – 27 May 2014	Postgraduate Office, 2nd Floor Arthur Lewis Building
July 2014	18 July – 25 July 2014	Postgraduate Office, 2nd 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/

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

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

2013-2014
First Semester
Attendance: 16 September 2013 – 13 December 2013 Christmas Vacation: 14 December 2013 – 13 January 2014 Attendance: 14 January 2014 – 26 January 2014
Second Semester
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 courses *normally* comprise eight 15-credit course units divided equally between two semesters, though some courses do have slightly different credit ratings. A full listing of Politics postgraduate course units can be found later in this guide. You will have an opportunity during registration week to discuss your module options with your programme director.

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 Oct.**
> **In Semester II you must make any course unit changes by Friday 7th Feb.**

> **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 and the Politics Postgraduate Administrator 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[1] 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:

40 – 49% (40% = Pass at PG Certificate/ Diploma level)	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.
50 – 59% (50% = Pass at MA level)	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.
60 – 69% (Merit at MA level)	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.
70 – 79%	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.
80% +	This is outstanding work in every respect constituting or approaching publishable work.

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[1] 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%	Very poor presentation or 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.
40-49%	Little evidence of participation when present. Misses obvious issues; answers are unclear and disjointed. Contributes very little or nothing to discussions.
0-39%	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 - 3.30pm 13th January 2014**
Semester II   **Final deadline - 3.30pm 6th May 2014**

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.

Accessing 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

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 7123677. 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 <u>NOT</u> to undertake ethics review. This <u>MUST </u>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 **10th 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
Allocation of supervisors:
Do not arrange a supervisor for yourself. You will be allocated a supervisor in accordance with your research area and research interests, in light of the available staff members. 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.

Key Supervisory Principles

Your supervisor is there to provide on-going feedback and guidance on your dissertation. You should meet regularly.

The Supervisor will provide key advice on:
- question framing,
- theory-building,
- the research design or argument, and
- the appropriate methodology.

Supervisors may offer advice on some preliminary readings, but it is not the responsibility of the supervisor to provide a reading list or to provide a design, argument, theory, etc. Nor will they act as editors - reading and correcting your written prose. The emphasis throughout will be on providing you with feedback on the quality of your work and how to improve it.

The Student will:
- select your own topic, find readings, generate a research design or argument, and locate evidence and supporting materials, as well as analysing such evidence.
- take responsibility for organising meetings and for agreeing mid-way deadlines (e.g. for feedback) with the supervisor, via email or in person. It is the student's duty to establish contact and keep in touch with his or her supervisor throughout the year.
- raise any concerns or problems with their supervisor at the earliest opportunity. You should organise meetings and submit work to be read in a timely fashion, and as early as possible.

Supervisory Meetings
You can expect to have six meetings in total. This includes four meetings in person with your supervisor before the June Postgraduate Exam Board (held in the final week of June). After this time, students will continue to receive supervision, and can expect another two meetings. Supervisors' availability will, however, be affected by the possibility of them being away on research fieldwork or annual vacation. Therefore, in July and August, students should negotiate with supervisors as to when supervision will take place and in what form, e.g. email exchange, phone, Skype, reading drafts.

During the second semester, 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 academic and empirical sources. If you need help with academic and empirical sources, talk with your supervisor. Also, the student can discuss with the supervisor her/his reading, potential methodology and/or research data 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 as an extended piece of independent inquiry-based research as opposed to a standard 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 a 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 academic and empirical. 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.

In subsequent meetings, students may submit via email or bring hard-copies of draft chapters or sections for supervisors to read and comment on any issues that may need addressing in terms of the development of the thesis. Supervisors are not expected to provide edited feedback highlighting misprints, name corrections, typos, poor English etc.

The Final Meeting:
The final meeting should involve either the discussion of a near complete draft of your dissertation, or part of it. This can either be sent in email form to your supervisor prior to the meeting or you may bring a hard-copy along with you. In circumstances in which you have not written a draft, this meeting will be a final discussion of the progress of the dissertation, identifying problems and clarifying your argument. At this final meeting the Supervisor should never give any indication of a mark or grade. The purpose of the meeting is to look over and give feedback on the draft work in order to advise whether the dissertation is at the appropriate level and conforms to the course's aims and objectives.

At this meeting, the supervisor will also provide advice and comment on the work being produced and provide students with feedback on where and how that work can be improved prior to the final submission deadline. Matters that supervisors can comment on in this meeting include:
- the research question
- dissertation structure
- methodology
- and the balance of coverage (for example between theory and empirical matter)
- referencing, and
- general academic style

The last meeting provides opportunities for feedback on the development of the dissertation; students and supervisors will want to ensure they discuss both general and substantive issue in sufficient depth in this final one-to-one session. Sufficient formative and summative feedback should be given by supervisors to provide the student with the opportunity to improve their work before their submission of a final draft. It is not the role of the supervisor at or prior to this meeting to have read verbatim the whole draft, but instead to have sufficiently looked over and identified any issues that still need addressing in the areas listed above.

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 1st 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.

Dissertation Marking Criteria

Criteria	➢ 80% A+	70 – 80% A	60 – 69 % B	50 – 59% C	40 – 49% D	Fail
Intellectual content and originality (25%)	High intellectual content, novel ideas and integrated excellently with the existing literature. Likely to be publishable.	Very good intellectual content, some novel ideas, integrated well with the literature. Possibly publishable	Good intellectual content, developed with reference to the literature.	Moderate intellectual content, with some integration with the literature.	Some evidence of intellectual input, limited integration with the literature.	Little evidence of intellectual content. Clear evidence of repeating previous work without additional intellectual input.
Coherence of overall report (10%)	Excellent. Clear and logical progression through and between sections. All aims and outcomes of the project are very clear.	Very good. Logical progression through and between sections. All aims and outcomes clear.	Good. Mostly logical progression through and between sections. Main aims and outcomes of the project are clear.	Moderate. Progression through and between sections uneven or unclear at times. Main aims and outcomes of the project moderately clear.	Poor. Little logical progression through and between each section. Some sections not appropriate to the project as carried out. The main aims and outcomes of the project lack clarity.	Flawed. No clear progression at all through and between sections. The report does not have any clear aims or outcome. No scientific focus.
Project design and methods (25%)	Excellent. Design and method totally in alignment with objectives.	Very good. Design and method aligned well with objectives.	Good. Any faults are minor and do not detract from the overall quality of the project.	Moderate. Minor faults which detract from the overall quality of the research, but most of the methods used are sound.	Poor. Some major faults which detract from the overall quality of the project. Methods used are partially appropriate or correct.	Extremely poor. Methods inappropriate or incorrect for the project. The project lacks validity due to these flaws.
Results and analysis (25%)	Excellently presented. Results analysed & interpreted at a level suitable for publication.	Presented to a high standard, with no major flaws. With minor changes results and analysis suitable for publication.	Well presented, with occasional flaws and minor errors only. Analysis & interpretation mostly sound.	Moderately presented, but with some major flaws or several minor errors. Analysis & interpretation moderate.	Poorly presented, several major flaws and/or many minor errors. Analysis & interpretation contain significant deficiencies	Extremely poorly presented, with many major flaws and many minor errors. Analysis & interpretation very poor or absent.
Overall presentation (10%)	Excellent throughout. All figures and tables clear with suitable legends/captions	Very good throughout, with only minor shortcomings	Good throughout, with no major flaws but occasional minor errors. Some figures/tables unclear.	A few major flaws and/ or several minor errors. Several figures or tables of poor quality	Some major flaws and/or frequent minor errors. Many poor quality figures/tables.	Many major flaws and many minor errors. Overall poor presentation of figures and tables.
Use of literature and references (5%)	Complete: fully and correctly cited, up to date and appropriate. Extensive literature resources used to provide balance and an informed view. Interpretation of literature provides basis for project objectives.	Complete and correctly cited, up to date and appropriate. Literature clearly links to project objectives.	Mostly complete and correctly cited, with minor omissions or errors only. Some link between literature and project objectives.	Moderately complete and cited, with occasional major flaws or some minor omissions or errors. Little interpretation of literature and link to project objectives	Incomplete or incorrectly cited, with some major omissions or errors. Some failures to cite sources. Difficulty in interpreting literature and using it as basis for project objectives.	Material used is frequently not cited and referencing is flawed throughout. No evidence of a link between literature and the project.

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

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

Politics offers four comprehensive MA courses – in Political Science, International Relations, Human Rights and Politics – and a postgraduate diploma. With the exception of our MA in Politics - a wide ranging degree that enables you to choose 6 options from those offered across the full range of sub-disciplines encompassed by Politics - each of our MAs can be taken as an ESRC approved research route or as a standard route. The choice between a research and standard route depends on whether or not you intend to go on to study for a Doctorate (a PhD). The research route adds to subject-specific content all of the training required to progress to a PhD; while the standard route allows you to substitute some of this training for additional subject-specific content.

Within our MAs in Political Science, International Politics and Human Rights you can choose from various specialist 'pathways'. For the MA in Political Science you can choose from European Politics and Public Policy, Governance and Public Policy, Political Theory, Ethics and Political Philosophy and Democracy and Elections. The MA in International Politics enables you to choose from International Relations and International Political Economy. And our MA in Human Rights allows you to choose between Political Science and Law/Political Science. Here it is in plain English!

Masters Degree	Pathways available	Routes available
Political Science	European Politics and Public Policy	Research and Standard
	Political Theory	Research and Standard
	Governance and Public Policy	Research and Standard
	Democracy and Elections	Research and Standard
	Ethics and Political Philosophy	Standard only
International Politics	International Relations	Research and Standard
	International Political Economy	Research and Standard
Human Rights	Human Rights (Political Science)	Research and Standard
	Human Rights (Law/Political Science)	Research and Standard
Politics	No specific pathway	Standard only

Our MAs last for either twelve (full-time) or twenty-four months (part-time). Each comprises eight individual modules (each worth 15 credits), a 12-15,000 word dissertation (worth 60 credits). Modules are taught on a

weekly basis in two hour classes over a semester. To balance your work load, our MAs are organised so that you take four modules in Semester One (September to December) and four in Semester Two (February to May). Each of the modules is examined on the basis of continuous assessment (through essays, oral presentations, course exercises, and participation). 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 each degree is a series of compulsory modules that offer you the essentials of each sub-discipline and provide you with the skills training necessary to successfully complete your MA. We also provide training in computing, and career and communication skills. The remainder of your MA comprises those courses that you choose, enabling you to make the MA uniquely your own. As you would expect from one of the largest political science centres in Europe, you have plenty to choose from! To find out more about our MAs, as well as about the course options available to you, turn to the listing towards the back of this handbook. If after that you still have questions, please do not hesitate to contact us.

Part-Time Students
The MA Courses are also offered for part-time study. For part-time students the modules are run and assessed as per the full-time course, however instead of four modules per semester, part-time study is normally offered via two modules per semester over two years i.e. 60 credits per year.

- Part-Time MA/PG Diploma Standard Route
    i) Compulsory Modules: Part-time students on the MA Politics and MA Political Science (Governance and Public Policy, Democracy and Elections and European Politics and Policy) Standard Pathways must select the Compulsory module 'Comparative Political Analysis' in the first year, and the Compulsory module 'Dissertation Research Design' in the 2nd year.
    As well as these modules, over years 1 and 2 students MUST select a further 30 credits (45 credits for Human Rights students) of 'Pathway Specific' core modules. Students can take these courses in any combination across years 1 & 2 of their course.
    ii) Optional Modules: Part-time standard route students MUST select 60 credits of optional course units over the two years. These optional course units are split into two types: Pathway Specific and Politics Recommended optional course units. Students must select 30 credits of pathway specific optional course units, and 30 credits of politics recommended optional course units over the 2 year duration of the programme.

- Part-Time MA/PG Diploma Research Route
    i) Compulsory Modules: Part-time students must select the Compulsory module 'Philosophy of Politics' in the first year and the Compulsory module 'Dissertation Research Design' in the 2nd year.
    As well as these modules, over years 1 and 2 students MUST select a further 60 credits (75 credits for Human Rights students) of core modules.
    ii) Optional Modules: Part-time research route students MUST select 30 credits of 'Pathway Specific' optional course units (15 credits for Human Rights students) over the two years. Students can take the 30 (15) credits of optional course units in year 1 or 2 depending on how they choose to weight their course choices over the 2 years.

The dissertation is then undertaken between the June of the second year and submitted in the September. In certain cases this pattern of study can be arranged differently; however this must be discussed with your Course Director.

The Research Route MA

We offer three research route MAs:

- Political Science
- International Politics
- Human Rights

Within these research route MAs, you can choose from various specialist 'pathways'. A summary of the modules available for each pathway is provided later on in this booklet (see pages 17 - 24)

Each of these ESRC approved courses fulfil the research training requirements that are a prerequisite for PhD research funding in the UK and are designed for those students seeking to go on to complete a three-year doctoral course or who wish simply to obtain an externally credited MA with rigorous research training. UK and EU candidates who successfully complete one of these courses to a good standard (generally at an average grade of 60 per cent or better) are eligible to apply for three year ('+3') Economic and Social Research Council (ESRC) Scholarships. In normal circumstances the ESRC will not offer PhD scholarships to UK or EU students who have not completed an approved research MA or have not had research training that is demonstrably equivalent to that provided in approved courses. Increasingly, other sources of UK funding for doctoral research in the UK also require research training such as is provided by these courses.

Training in generic social science research methods is fundamental to the research route MA. The strong emphasis upon theories and research methods in the social sciences reflects the view that preparation for a successful research career (whether pursued through a PhD or in future employment) requires a general grounding in social science research methods as well as specialisation in a particular field. Our MAs fulfil this requirement through four modules: Philosophy of Politics, Quantitative Methods, Qualitative Methods and Dissertation Research Design.

Grounding in the Philosophy of Politics provides an awareness of what is at stake in contrasting approaches and a basis for critical evaluation of those approaches and the research methods they advocate; training in Qualitative and Quantitative methods provide basic competence in Compulsory research methods and Dissertation Research Design helps students with the planning of their dissertation.

Quantitative Methods (15 Credits) – Further details in the QRM Handbook

Qualitative Methods (15 Credits) – Further details in the QRM Handbook

Philosophy of Politics (15 Credits)

This module introduces students to some of the central issues in the Philosophy of Politics: the debate between the naturalist and the hermeneutic conceptions of social science and a review of the current state of play, the promise and the problems of rational choice theory and a critical discussion of the roles of values in social science and the possibility for social scientific objectivity. By the end of the module students will be able to identify standard positions on all the issues considered and discuss their relative strengths and weaknesses in an informed fashion. Students will also have formed a considered opinion of how the various philosophical views bear on the social scientific discipline they are studying or are most familiar with.

Dissertation Research Design (15 Credits)

This unit forms an integral part of all MA courses offered by Politics. It provides a basis upon which all postgraduate students can build generic skills which are essential for the successful completion of their studies. The unit is designed to offer students guidance for the preparation of their MA dissertations through a series of small and highly interactive discussion groups.

DEMOCRACY & ELECTIONS RESEARCH ROUTE

Semester 1	Semester 2

SECTION 1
Compulsory modules – you must complete all modules in this section

POLI70771 Philosophy of Politics

POLI60312 Dissertation Research Design

POLI60121 Political Parties in Contemporary Britain

POLI70872 Democracy: Theory & Practice

SOCS70511 Intro to Quantitative Methods

Qualitative Research Methods (3 x 5 credits)

- -

SECTION 2
Pathway Specific – you then choose <u>one</u> module <u>each</u> semester from this section

<u>Semester 1</u>	<u>Semester 2</u>

POLI60241 Rhetoric in Politics

POLI60292 Business & Politics under Advanced Capitalism

POLI70191 Media, Politics & Policy

POLI70102 The Politics of Europeanisation

POLI70271 Understanding Governance

POLI70672 Women, Sex & Politics

POLI70381 EU: Politics & Policy

POLI70892 Governance & the Welfare State

POLI71051 Post Communist Transitions

SOCH71042 Comparative Citizen Politics

With the approval of your pathway director you may choose from the wider list of Politics, shown at:
http://www.socialsciences.manchester.ac.uk/postgraduate/taught/modules/courselist.html?department=13 and up to 15 credits from outside Politics

EUROPEAN POLITICS & PUBLIC POLICY RESEARCH ROUTE

Semester 1	Semester 2

SECTION 1
Compulsory modules – you must complete ALL modules in this section

POLI70771 Philosophy of Politics

POLI60312 Dissertation Research Design

POLI70381 EU Politics and Policy Making

POLI70102 Politics of Europeanization

SOST70511 Intro to Quantitative Methods

Qualitative Research Methods (3 x 5 credits)

- -

SECTION 2
Pathway Specific – you then choose <u>one</u> module <u>each</u> semester from this section

Semester 1	Semester 2

POLI60031 Varieties of Capitalism

POLI60292 Business and Politics under Advanced Capitalism

POLI70191 Media, Politics and Policy

POLI70672 Women, Sex and Politics

POLI70271 Understanding Governance

POLI70852 The EU as an International Actor

POLI70311 Critical Approaches to IPE

POLI70872 Democracy: Theory & Practice

POLI71051 Post Communist Transitions

POLI70892 Governance and the Welfare State

With the approval of your pathway director you may choose from the wider list of Politics, shown at: http://www.socialsciences.manchester.ac.uk/postgraduate/taught/modules/courselist.html?department=13 and up to 15 credits from outside Politics

GOVERNANCE & PUBLIC POLICY RESEARCH ROUTE

Semester 1	**Semester 2**

SECTION 1
Compulsory modules – <u>you must complete</u> all modules in this section

POLI70771 Philosophy of Politics

POLI60312 Dissertation Research Design

POLI70271 Understanding Governance

POLI70892 Governance and the Welfare State

SOCS70511 Intro to Quantitative Methods

Qualitative Research Methods (3 x 5 credits)

- -

SECTION 2
Pathway Specific – you then choose <u>one</u> module <u>each</u> semester from this section

Semester 1	**Semester 2**

POLI60121 Political Parties in Contemporary Britain

POLI60292 Business & Politics under Advanced Capitalism

POLI60241 Rhetoric in Politics

POLI70102 The Politics of Europeanization

POLI70191 Media, Politics & Policy

POLI70422 Global Governance

POLI70381 EU Politics & Policy

POLI70492 Human Rights in World Politics

POLI70672 Women, Sex & Politics

POLI70852 The EU as an International Actor

POLI70872 Democracy: Theory & Practice

POLI71092 Governance Placement

With the approval of your pathway director you may choose from the wider list of Politics, shown at:
http://www.socialsciences.manchester.ac.uk/postgraduate/taught/modules/courselist.html?department=13 and up to 15 credits from outside Politics

POLITICAL THEORY RESEARCH ROUTE

Semester 1	Semester 2

SECTION 1
Compulsory modules – <u>you must complete</u> all modules in this section

POLI70771 Philosophy of Politics

POLI60312 Dissertation Research Design

POLI70601 Political Theory Research Training

POLI70612 Debating Justice

SOCS70511 Intro to Quantitative Methods

Qualitative Research Methods (3 x 5 credits)

- -

SECTION 2
Pathway Specific – you then choose <u>one</u> module <u>each</u> semester from this section

Semester 1	Semester 2

POLI60121 Political Parties in Contemporary Britain

POLI60182 Global Justice

POLI60241 Rhetoric in Politics

POLI60222 Ethics of Killing

POLI70191 Media, Politics & Policy

POLI70492 Human Rights in World Politics

POLI70271 Understanding Governance

POLI70672 Women Sex & Politics

POLI70721 Theories of Rights

POLI70692 Justice & Pluralism

POLI70761 Marxism & International Politics

POLI70872 Democracy: Theory & Practice

With the approval of your pathway director you may choose from the wider list of Politics, shown at: http://www.socialsciences.manchester.ac.uk/postgraduate/taught/modules/courselist.html?department=13 and up to 15 credits from outside Politics

INTERNATIONAL POLITICAL ECONOMY RESEARCH ROUTE

Semester 1	Semester 2

SECTION 1
Compulsory modules – you must complete ALL modules in this section

POLI70771 Philosophy of Politics

POLI60312 Dissertation Research Design

POLI70311 Critical Approaches to IPE

POLI70282 Globalisation and IPE

SOCS70511 Intro to Quantitative Methods

Qualitative Research Methods (3 x 5 credits)

- -

SECTION 2
Pathway Specific – you then choose at least one module each semester from this section

Semester 1	Semester 2

Semester 1

POLI60031 Varieties of Capitalism

POLI60081 Politics of Money & Finance

POLI60321 Perspectives on Contemporary China

POLI70191 Media, Politics and Policy

POLI70381 EU Politics & Policy

POLI70761 Marxism & International Politics

POLI71051 Post Communist Transitions

POLI71061 China in the International System

Semester 2

POLI60292 Business & Politics under Advance Capitalism

POLI70102 The Politics of Europeanisation

POLI70422 Global Governance

POLI70612 Debating Justice

POLI70852 The EU as an International Actor

POLI70872 Democracy: Theory & Practice

POLI70892 Governance & the Welfare State

With the approval of your pathway director you may choose from the wider list of Politics, shown at: http://www.socialsciences.manchester.ac.uk/postgraduate/taught/modules/courselist.html?department=13 and up to 15 credits from outside Politics

INTERNATIONAL RELATIONS RESEARCH ROUTE

Semester 1	Semester 2

SECTION 1
Compulsory modules – you must complete ALL modules in this section

POLI70771 Philosophy of Politics

POLI60312 Dissertation Research Design

POLI70401 Graduate seminar in International Politics

POLI70412 Advanced Graduate Seminar in IP

SOCS70511 Intro to Quantitative Methods

Qualitative Research Methods (3 x 5 credits)

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SECTION 2
Pathway Specific – you then choose <u>one</u> module <u>each</u> semester from this section

Semester 1	Semester 2

POLI60081 The Politics of Money & Finance

POLI60072 International Terrorism under Question

POLI60091 Authority, Subjectivity, Temporarlity

POLI60222 Ethics of Killing

POLI60321 Perspectives on Contemporary China

POLI60292 Business and Politics under Advanced Capitalism

POLI70311 Critical Approaches to IPE

POLI70282 Globalisation and IPE

POLI70451 Ethics in World Politics

POLI70422 Global Governance

POLI70721 Theories of Rights

POLI70462 Security Studies

POLI70761 Marxism & International Politics

POLI70492 Human Rights in World Politics

POLI71061 China in the International System

POLI70612 Debating Justice

POLI70672 Women, Sex and Politics

POLI70872 Democracy: Theory & Practice

With the approval of your pathway director you may choose from the wider list of Politics, shown at: http://www.socialsciences.manchester.ac.uk/postgraduate/taught/modules/courselist.html?department=13 and up to 15 credits from outside Politics

HUMAN RIGHTS with LAW RESEARCH ROUTE

Semester 1	Semester 2

SECTION 1

Compulsory modules – you must complete ALL modules in this section

POLI70771 Philosophy of Politics

POLI60312 Dissertation Research Design

LAWS60291 Human Rights Law (30 credits)

POLI70492 Human Rights in World Politics

SOST70511 Intro to Quantitative Methods

Qualitative Research Methods (3 x 5 credits)

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SECTION 2

Pathway Specific – you then choose <u>TWO modules </u>from this section.

Semester 2

POLI60182 Global Justice

POLI60222 Ethics of Killing

POLI60502 Human Rights Vocational Placement

POLI70422 Global Governance

POLI70612 Debating Justice

POLI70672 Women, Sex and Politics

POLI70692 Justice & Pluralism

POLI70872 Democracy: Theory and Practice

With the approval of your pathway director you may choose from the wider list of Politics, shown at:
http://www.socialsciences.manchester.ac.uk/postgraduate/taught/modules/courselist.html?department=13 and up to 15
credits from outside Politics

Semester 1	Semester 2

SECTION 1
Compulsory modules – you must complete ALL modules in this section

POLI70771 Philosophy of Politics	POLI60312 Dissertation Research Design
POLI70451 Ethics in World Politics	POLI70492 Human Rights in World Politics
POLI70721 Theories of Rights	
SOST70511 Intro to Quantitative Methods	

Qualitative Research Methods (3 x 5 credits)

SECTION 2
Pathway Specific – you then choose <u>one module</u> from this section.

Semester 2

POLI60182 Global Justice

POLI60222 Ethics of Killing

POLI60502 Human Rights Vocational Placement

POLI70422 Global Governance

POLI70612 Debating Justice

POLI70672 Women, Sex and Politics

POLI70692 Justice & Pluralism

POLI70872 Democracy: Theory and Practice

With the approval of your pathway director you may choose from the wider list of Politics, shown at: http://www.socialsciences.manchester.ac.uk/postgraduate/taught/modules/courselist.html?department=13 and up to 15 credits from outside Politics

The Standard Route MA

Our standard route MAs are less research training intensive and better suited to those wishing to obtain a high-level specialist subject qualification but who do not wish to pursue rigorous research training. The standard route MA gives you the opportunity to explore an area in depth and at a high level of understanding. We currently offer four standard route MAs. All have a common training course unit –Dissertation Research Design (15 Credits) – and, with the exception of the MA in Politics, all consist of two Compulsory units leaving you to choose five units to suit your interests.

Please note that Politics reserves the right to cancel any optional module at short notice.

Note: Although this MA does not preclude you from undertaking a PhD in the UK, it does not provide the training required by the ESRC for eligibility to apply for one of its funding awards. Students from outside the UK or the EU are not eligible for ESRC funding. Nevertheless, many universities, including Manchester, require you to undertake research training equivalent to that provided in our research MAs during the first year of a doctoral course before permitting you to proceed.

The 'standard route' MA courses aim to:

- Provide an advanced, systematic and critical understanding of issues at the forefront of political science, international politics or human rights.
- Provide an advanced critical awareness of the location of political science, international politics or human rights within the wider field of social science, both in terms of its subject matter and the most prominent theoretical and methodological orientations therein.
- Provide research practice through a required dissertation linked to a research course located within Politics and supervised by an active researcher.
- Train students to become autonomous and self-aware life-long learners able to apply their existing knowledge and skills in innovative ways in a variety of contexts.
- Enable students' to communicate their acquired knowledge and research findings to specialist and non-specialist audiences.
- To provide students with the knowledge and skills to equip them for a range of careers in the public and private sectors requiring advanced knowledge of the theoretical and practical dimensions of political science and international politics and permit students to specialise according to their anticipated career progression.

Political Science Standard Route
EUROPEAN POLITICS & PUBLIC POLICY

Semester 1	**Semester 2**

SECTION 1
Compulsory modules – you must complete ALL modules in this section

POLI60301 Comparative Political Analysis	POLI60312 Dissertation Research Design
POLI70381 EU Politics and Policy Making	POLI70102 Politics of Europeanization

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SECTION 2
Pathway Specific – you then choose <u>at least one</u> module each semester from this section

Semester 1	**Semester 2**
POLI60031 Varieties of Capitalism	POLI70852 The EU as an International Actor
POLI70191 Media, Politics and Policy	POLI70872 Democracy: Theory & Practice
POLI71051 Post Communist Transitions	POLI70892 Governance and the Welfare State

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SECTION 3
Recommended Optional Modules (including those not chosen in Section 2) – you choose one module each semester from this section.

POLI70271 Understanding Governance	POLI60292 Business and Politics under Advanced Capitalism
POLI70311 Critical Approaches to IPE	POLI70672 Women, Sex & Politics

With the approval of your pathway director you may choose from the wider list of Politics, shown at:
http://www.socialsciences.manchester.ac.uk/postgraduate/taught/modules/courselist.html?department=13 and up to 15 credits from outside Politics

POLITICAL THEORY STANDARD ROUTE

Semester 1	**Semester 2**

SECTION 1
Compulsory modules – <u>you must complete</u> all modules in this section

POLI70601 Political Theory Research

POLI60312 Dissertation Research Design

POLI70612 Debating Justice

SECTION 2
Pathway Specific – you then choose <u>at least two </u>modules in semester one and one module in semester two from this section

Semester 1	**Semester 2**

POLI60241 Rhetoric in Politics

POLI60182 Global Justice

POLI70721 Theories of Rights

POLI60222 Ethics of Killing

POLI70692 Justice & Pluralism

SECTION 3
Recommended Optional Modules (including those not chosen in Section 2) – you choose one module per semester from this section.

Semester 1	**Semester 2**

POLI60121 Political Parties in Contemporary Britain

POLI70492 Human Rights in World Politics

POLI70191 Media, Politics & Policy

POLI70672 Women Sex & Politics

POLI70271 Understanding Governance

POLI70872 Democracy: Theory & Practice

POLI70761 Marxism & International Politics

With the approval of your pathway director you may choose from the wider list of Politics, shown at: http://www.socialsciences.manchester.ac.uk/postgraduate/taught/modules/courselist.html?department=13 and up to 15 credits from outside Politics

ETHICS & POLITICAL PHILOSOPHY

Semester 1	Semester 2

SECTION 1
Compulsory modules – <u>you must complete</u> all modules in this section

POLI70601 Political Theory Research

POLI60312 Dissertation Research Design

PHIL60051 Ethics

POLI70612 Debating Justice

- -

SECTION 2
Pathway Specific – you then choose <u>one</u> module from this section <u>each</u> semester

Semester 1	Semester 2

PHIL60221 Philosophy of Social Science

PHIL60232 Evaluating Emotions

PHIL60271 Mental Causation

PHIL60282 Aesthetic Values

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SECTION 3
Recommended Optional Modules (including those not chosen in Section 2) – you choose one module per semester from this section.

Semester 1	Semester 2

POLI70721 Theories of Rights

POLI60182 Global Justice

POLI60222 Ethics of Killing

POLI70872 Democracy: Theory & Practice

POLI70672 Women, Sex & Politics

POLI70692 Justice & Pluralism

POEC60062 Central Concepts in Political Economy

GOVERNANCE & PUBLIC POLICY STANDARD ROUTE

Semester 1	**Semester 2**

SECTION 1
Compulsory modules – <u>you must complete</u> all modules in this section

POLI60301 Comparative Political Analysis

POLI60312 Dissertation Research Design

POLI70271 Understanding Governance

POLI70892 Governance and the Welfare State

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SECTION 2
Pathway Specific – you then choose <u>at least one</u> module each semester from this section

Semester 1	**Semester 2**

POLI60121 Political Parties in Contemporary Britain

POLI70102 The Politics of Europeanization

POLI60241 Rhetoric in Politics

POLI70672 Women, Sex and Politics

POLI70191 Media, Politics & Policy

POLI70872 Democracy: Theory and Practice

- -

SECTION 3
Recommended Optional Modules (including those not chosen in Section 2) – you choose one module per semester from this section.

Semester 1	**Semester 2**

POLI60292 Business and Politics under Advanced Capitalism

POLI70422 Global Governance

POLI70381 – EU: Politics & Policy Making

POLI70492 Human Rights in World Politics

POLI70852 The EU as an International Actor

POLI71092 Governance Placement

With the approval of your pathway director you may choose from the wider list of Politics, shown at: http://www.socialsciences.manchester.ac.uk/postgraduate/taught/modules/courselist.html?department=13 and up to 15 credits from outside Politics

DEMOCRACY & ELECTIONS STANDARD ROUTE

Semester 1	Semester 2

SECTION 1
Compulsory modules – you must complete all modules in this section

POLI60301 Comparative Political Analysis

POLI60312 Dissertation Research Design

POLI60121 Political Parties in Contemporary Britain

POLI70872 Democracy: Theory and Practice

- -

SECTION 2
Pathway Specific – you then choose at least one module each semester from this section

Semester 1	Semester 2

POLI70191 Media, Politics and Policy

POLI70102 The Politics of Europeanization

POLI70381 EU Politics & Policy

SOCH71042 Comparative Citizen Politics

POLI60241 Rhetoric in Politics

- -

SECTION 3
Recommended Optional Modules (including those not chosen in Section 2) – you choose one module each semester from this section.

Semester 1	Semester 2

POLI70271 Understanding Governance

POLI60292 Business and Politics under Advanced Capitalism

POLI71051 Post Communist Transitions

POLI70672 Women, Sex & Politics

POLI70892 Governance and the Welfare State

With the approval of your pathway director you may choose from the wider list of Politics, shown at: http://www.socialsciences.manchester.ac.uk/postgraduate/taught/modules/courselist.html?department=13 and up to 15 credits from outside Politics

Semester 1	**Semester 2**

SECTION 1
Compulsory modules – <u>you must complete</u> two modules in each semester

POLI70401 Graduate seminar in International Politics

POLI60312 Dissertation Research Design

POLI70462 Security Studies

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SECTION 2
Pathway Specific – you then choose <u>at least two</u> modules in semester one and one module in semester two from this section

Semester 1	**Semester 2**
POLI60091 Authority, Subjectivity, Temporality	POLI60072 International Terrorism under Question
POLI70451 Ethics in World Politics	POLI70422 Global Governance
POLI70721 Theories of Rights	POLI70492 Human Rights in World Politics
POLI71061 China & the International System	POLI70612 Debating Justice

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SECTION 3
Recommended Optional Modules (including those not chosen in Section 2) – you choose one module each semester from this section.

POLI60081 Politics of Money & Finance
POLI60321 Perspectives on Contemporary China
POLI70311 Critical Approaches to IPE

POLI60292 Business and Politics under Advanced Capitalism
POLI70282 Globalisation and IPE
POLI70412 Advanced Graduate Seminar in IP
POLI70672 Women, Sex & Politics
POLI70872 Democracy: Theory & Practice

With the approval of your pathway director you may choose from the wider list of Politics, shown at:
http://www.socialsciences.manchester.ac.uk/postgraduate/taught/modules/courselist.html?department=13 and up to 15 credits from outside Politics

INTERNATIONAL POLITICAL ECONOMY STANDARD ROUTE

Semester 1   **Semester 2**

SECTION 1
Compulsory modules – you must complete ALL modules in this section

POLI60301 Comparative Political Analysis

POLI60312 Dissertation Research Design

POLI70311 Critical Approaches to IPE

POLI70282 Globalisation and IPE

- -

SECTION 2
Pathway Specific – you then choose <u>at least one</u> module <u>each</u> semester from this section

Semester 1   **Semester 2**

POLI60031 Varieties of Capitalism

POLI60292 Business & Politics under Advance Capitalism

POLI60081 Politics of Money & Finance

POLI60321 Perspectives on Contemporary China

POLI70102 The Politics of Europeanization

POLI70761 Marxism & International Politics

POLI70422 Global Governance

- -

SECTION 3
Recommended Optional Modules (including those not chosen in Section 2) – you choose one module per semester from this section.

Semester 1   **Semester 2**

POLI70191 Media, Politics and Policy
POLI70381 EU Politics & Policy
POLI71051 Post Communist Transitions
POLI71061 China in the International System

POLI70612 Debating Justice

POLI70852 The EU as an International

POLI70892 Governance and the Welfare State

With the approval of your pathway director you may choose from the wider list of Politics, shown at: http://www.socialsciences.manchester.ac.uk/postgraduate/taught/modules/courselist.html?department=13 and up to 15 credits from outside Politics

Human Rights Standard Route
HUMAN RIGHTS Political Science

Semester 1	Semester 2

SECTION 1
Compulsory modules – you must complete ALL modules in this section
One of

POLI60312 Dissertation Research Design

**POLI60301 Comparative Political Analysis

OR

POLI70492 Human Rights in World Politics

**POLI70401 Graduate seminar in International Politics

AND

POLI70451 Ethics in World Politics

POLI70721 Theories of Rights

** Choose one of these modules

- -

SECTION 2
Pathway Specific – you then choose <u>at least one module each semester</u> from this section.

Semester 1	Semester 2

POLI60241 Rhetoric in Politics

POLI60182 Global Justice

POLI60222 Ethics of Killing

POLI60502 Human Rights Vocational Placement

POLI70612 Debating Justice

POLI70692 Justice and Pluralism

- -

SECTION 3
Recommended Optional Modules (including those not chosen in Section 2) – you choose one module from this section (semester 2 only)

POLI70872 Democracy: Theory and Practice

POLI70422 Global Governance

POLI70672 Women, Sex & Politics

With the approval of your pathway director you may choose from the wider list of Politics, shown at: http://www.socialsciences.manchester.ac.uk/postgraduate/taught/modules/courselist.html?department=13 and up to 15 credits from outside Politics.

HUMAN RIGHTS with LAW STANDARD ROUTE

Semester 1	Semester 2

SECTION 1
Compulsory modules – you must complete ALL modules in this section

POLI60312 Dissertation Research Design

LAWS70191 Human Rights Law (30 credits)

POLI70492 Human Rights in World Politics

- -

SECTION 2
Pathway Specific – you then choose <u>one module each semester</u> from this section.

Semester 1	Semester 2

POLI70451 Ethics in World Politics

POLI60182 Global Justice

POLI70721 Theories of Rights

POLI60502 Human Rights Vocational Placement

POLI70612 Debating Justice

POLI70872 Democracy: Theory and Practice

- -

SECTION 3
Recommended Optional Modules (including those not chosen in Section 2). You choose one per semester

POLI60241 Rhetoric in Politics

POLI60222 Ethics of Killing

POLI70422 Global Governance

POLI70672 Women, Sex and Politics

POLI70692 Justice and Pluralism

With the approval of your pathway director you may choose from the wider list of Politics, shown at:
http://www.socialsciences.manchester.ac.uk/postgraduate/taught/modules/courselist.html?department=13 and up to 15 credits from outside Politics

POLITICS STANDARD ROUTE

Semester 1	Semester 2

Compulsory modules – <u>you must complete</u> BOTH modules in this section.

POLI60301 Comparative Political Analysis	POLI60312 Dissertation Research Design

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You then chose the remaining 90 credits from these options - 3 modules for each semester.

POLI60031 Varieties of Capitalism POLI60081 The Politics of Money & Finance POLI60091 Authority, Subjectivity, Temporality POLI60121 Political Parties in Contemp. Britain POLI70191 Media, Politics and Policy POLI60241 Rhetoric in Politics POLI60321 Perspectives in Contemporary China POLI70271 Understanding Governance POLI70311 Critical Approaches to IPE POLI70381 EU Politics and Policy making POLI70401 Graduate Seminar in IP POLI70451 Ethics in World Politics POLI70601 Political Theory Research POLI70721 Theories of Rights POLI70761 Marxism & International Politics POLI71051 Post-Communist Transitions POLI71061 China & the International System	POLI60072 International Terrorism under Question POLI60182 Global Justice POLI60222 Ethics of Killing POLI60292 Business and Politics under Advanced Capitalism POLI70102 The Politics of Europeanisation POLI70282 Globalisation and IPE POLI70412 Advanced Graduate Seminar in IP POLI70422 Global Governance POLI70462 Security Studies POLI70492 Human Rights in World Politics POLI70672 Women, Sex and Politics POLI70612 Debating Justice POLI70692 Justice and Pluralism POLI70852 The EU as an International Actor POLI70872 Democracy: Theory and Practice POLI70892 Governance and the Welfare State

With the approval of your pathway director you may choose up to 15 credits from outside Politics.

THE POSTGRADUATE DIPLOMA IN POLITICS
There are two pathways to this qualification:

Pathway 1
You enrol on a diploma only pathway. This requires that you take 50% of your courses from the third year undergraduate syllabus and 50% from the MA postgraduate modules on offer. The exact choice of courses is a matter for the student in liaison with the MA Director. This pathway **does not** allow the student to transfer to the MA in the same academic year. Subject to satisfactory completion of this pathway, the student can apply for the MA Course in subsequent years.

Pathway 2
You enrol on the 'Diploma Route to MA'. This requires you to take courses on your chosen 'standard route' MA course. All of the courses that you undertake will be at the MA level. If you achieve course assessment marks at MA level (that is, at or above the pass mark of 50%) on all of your courses, and are deemed to have achieved the required Masters standard by the June MA Examinations Board of your second year, you are upgraded to the MA course and permitted to proceed to the Dissertation. If you do not qualify to move over to the MA and you pass all their courses at diploma level (that is, at or above the pass mark of 40%) you will receive a Postgraduate Diploma.

Note: students who have completed the coursework components of the MA courses but are not deemed to have satisfied the MA examination requirements, and are therefore not allowed to proceed to dissertation, but have satisfied the Diploma examination requirements may be offered a Diploma in lieu of the MA.

Non-Politics Optional Modules
Below is a listing of non-politics optional courses available to politics students, organised by module code. Please note that some of these modules are only available as optional course units to students on specific Politics programmes/pathways.
To view the course module descriptions for these course units, please refer to page 87. For further information on non-politics course units, please visit the Faculty postgraduate course unit database at: http://www.socialsciences.manchester.ac.uk/course_units/pg/

Course Modules by Code

ECON	61902	Topics in the Economic Development of China
HIST	61051	Twentieth-century China: Rebellion, Revolution and Reform
HIST	61122	Sexuality, Gender and Urban Culture
IDPM	60392	Politics & Development
IDPM	60451	Conflict Analysis
IDPM	60682	Public Policy Systems and Methods
IDPM	60751	Government in Business
LAWS	60291	Human Rights Law (MA Human Rights L/PS only) (30 credits)
POEC	60062	Central Concepts in Political Economy
POEC	61002	Politics, Economics & Environment
POEC	61011	Theoretical Approaches to Political Economy (30 credits)
SOCH	70162	Applying Quantitative Methods
SOCH	71042	Comparative Citizen Politics
SOCH	71012	Social Capital & Social Change
SOCY	60071	Politics & Culture
SOST	60421	Survey Research

Semester 1

Course	POLI60031
Title	**Varieties of Capitalism**
Tutor	**Dr Ian Bruff**

Aims: The course unit aims to:
- Familiarise students with the theoretical approaches which identify varieties of capitalism and welfare capitalism
- Critically assess the comparative advantages of competing approaches to state-market relations
- Evaluate the impact of global and domestic crisis on capitalist models
- Look at case studies of major capitalist economies to illustrate these points
- Enhance students' analytical skills

Learning Outcomes: On completion of this unit successful students will be able to demonstrate:
- What are the main varieties of capitalism and welfare capitalism
- Why different models of capitalism exist and persist
- The impact of process of change on these models
- The empirical details of nominated case studies,
- Enhanced oral and written analytical skill.

Content: Capitalist economies vary significantly in how relations between the state and markets are structured and in how much emphasis is placed on the welfare state. The rise of neo-liberal economics led to many predictions of convergence of the main varieties of capitalism and a levelling down of social systems, yet significant distinctions still remain. This course will begin by highlighting the main approaches to the study of varieties of capitalism and identify the main forces of change. Then, using a case study approach, the course will evaluate in detail some of the features, debates and transformations of major capitalism economies. The case studies dealt with in seminars will vary, but will be drawn from the following selection: UK, USA, Germany, Russia, China, Japan, France.

Teaching and learning methods: The seminar will be arranged as weekly, two hour seminars.

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

Preliminary reading:
- Hall, P. A. and Soskice, D. (eds) (2001) *Varieties of Capitalism: the Institutional Foundations of Comparative Advantage,* Oxford: Oxford University Press.

Also:
- Coates, D. (2000) *Models of Capitalism: Growth and Stagnation in the Modern Era.* Cambridge: Polity
- Crouch, C. and Wolfgang, S. (eds) (1997) *Political Economy of Modern Capitalism: Mapping Convergence and Diversity*, London: Sage.
- Scharpf, F. and Schmidt, V. (eds) (2000) Welfare and Work in the Open Economy: Diverse Responses to Common Challenges in Twelve Countries (Oxford: Oxford University Press).

Course	POLI 60072
Title	**International Terrorism under question**
Tutor	**Dr Emmanuel-Pierre Guittet**

In our puzzling violent world, terrorism has become a major source of concern and unease for political actors and a new topic for research and teaching in academia. Teaching and learning about terrorism is challenging for both methodological and ethical reasons: the question of objectivity and definition, of the access to primary sources, the unprecedented number of publications available on the market, the problem of fear, emotion and ordinary representations of violence and the growing popularity for such a topic are demanding issues for every political science teacher and a challenge for every student who wants to get acquainted with the subject area or acquire more advanced and critical knowledge.

Aims: The course unit aims to:
- Investigate the phenomenon of the form of violence known as "terrorism";
- Get at the roots of terrorism and analyse the various facets associated with this phenomenon;
- Give an account on the theories and analyses to explain political violence by non-state actors, the organizational patterns of terrorist cells, groups and networks;
- Introduce past and present comparative examples of clandestine organizations;
- Focus on the historical and sociological roots of violence.
- Investigate the international responses in the context of the "War on Terror".

Learning Outcomes: *On completion of this unit, successful students will be able to:*
- A considered understanding of the history and rationale of violence of non-state actors;
- A comparative knowledge of different clandestine organizations;
- Enhanced critical perspective for the understanding of collective violence, political violence and terrorism;
- Enhanced critical, evaluative, and communicative skills

Content:
1) Introduction - Researching, teaching and learning (something about) terrorism
Welcome in your class - Fascination, Fear and Ignorance!- 'Pornography' or 'Profanity'? - Triangle or Quadrangle of violence - assessment and sessions

2) "LADY DYNAMITE, LET'S DANCE QUICKLY" - Propaganda by deed, class oppression and revolution in mind
Citizen, Bourgeois and Revolutionary - Propaganda by deed - Violence on the Front Page - the birth of Modern police

3) REBELS WITH A CAUSE - *Nationalism, guerrilla and Freedom Fighters*
Self-determination and "Freedom Fighters" - Frantz Fanon and the Handbook of Black Revolution - Jungle warfare, urban warfare, Guevara and Marighela - A radical political sub-culture of dissent

4) "TO DRAIN THE WATER FROM THE FISH" - *Counter-insurgency, national security and deceptive antiterrorism*
Technicians of revolutionary warfare - Dissemination of counter-insurgency - "National security" doctrine and "Dirty War" - War on Terror" - "Win Hearts and Minds"

5) IMAGINARY FRIENDS? - *Micro-analysis, group dynamics and patterns of radicalization*
A survival simulation game - What is a group? - What trust and loyalty do? - Peer pressure, cohesion and dissensus - Minority Report - Clandestine counter society

6) I HAPPILY SACRIFICE MY LIFE! - *Fanaticism, Jihad and Suicide Missions*
Suicide, A state of the art - dying to kill; Elements for a strategic reflection - Sacrifice; Dulce et decorum est pro patria mori? - Rhetoric of emotions and martyrdom

7) MONEY MAKES THE WORLD GOES ROUND... - *Underworld Economy and sponsorship*
Stratagems, Needs, incomes and channels - State-sponsorship, Autonomy and collusion - arrangement, Conventional crime and political activity - black market

8) LOOSE TALK COSTS LIVES! *Communication, Apparence & narration: per formative violence?*
The paradox of insurgent communication - Insiders, sympathizers, bystanders and outsiders - Mass-Media coverage, impact and fear - Performance and mise-en-scène

9) WAY IN... WAY OUT? *Does retirement from violence make sense?*
Eight characters in search of an exit - Death, justification and detachment - Disengagement, demobilization and transition - Toward a typology of exit routes? - "Role exit", memory, victims and civil society

Teaching and learning methods:
The delivery of the module will be structured around one week of introductory lecture followed by seven seminar sessions. Seminars are absolutely central to the learning experience at MA level*.* Each class consists of an introduction by the tutor and a class discussion designed to explore in more detail the subject at hand. Seminars will be supplemented by

video/DVD documentaries and possibly one or two guest speakers. Every student will write a research paper that examines a particular aspect of terrorism or counter-terrorism.

Assessment:
One essay of 3,500 words (75%), Book review (25%)

Preliminary reading:
- AMOORE L., DE GOEDE M. (2008), *Risk and the War on Terror*, London: Routledge.
- BAUMAN Z. (1999), *In search of politics*, London: Polity
- BIGO D., TSOUKALA A. (Eds.) (2008), *Terror, insecurity and Liberty. Illiberal Practices in Liberal Regimes after 9/11*, London: Routledge.
- BROOKS M. (2003), *The Zombie Survival Guide: Complete Protection from the Living Dead*, Three River Press
- CASSESE A. (1989), *Terrorism, Politics and Law*, Cambridge: Polity Press.
- CRENSHAW M. (Ed.) (1995), *Terrorism in Context*, University Park: Pennsylvania State University Press.
- DONOHUE L. K. (2008), *The costs of counterterrorism. Power, Politics and Liberty*, Cambridge: Cambridge University Press
- EDKINS J., ZEHFUSS M. (Eds.) (2009), *Global Politics. A new introduction*, London: Routledge
- ERICSON R. V., STEHR N. (Eds.) (2000), *Governing Modern Societies*, Toronto: University of Toronto Press
- GAMBETTA D. (Ed.) (2005), *Making sense of suicide missions*, Oxford: Oxford University Press.
- GEORGE A. (Ed.) (1991), *Western State Terrorism*, Cambridge: Cambridge Polity Press.
- GILL P., MARRIN S., PHYTHIAN M. (Eds.) (2008), *Intelligence Theory. Key questions and Debates*, London: Routledge
- JACKSON R. (2005), *Writing the war on terrorism*, Manchester: Manchester University Press
- JACKSON R., SMYTH M.B., GUNNING J. (Eds.) (2009), *Critical terrorism studies. A new research agenda*, London: Routledge
- LURIE A. ([1967] 1998), *Imaginary friends*, New-York: Henry Holt and Company.
- TILLY C. (2003), *The Politics of Collective Violence*, Cambridge: Cambridge University Press.
- WIEVIORKA M. (1988), *The Making of Terrorism*, Chicago: University of Chicago Press.

Course	**POLI60081**
Title	**Politics of Money and Finance**
Tutor	**Dr Adrienne Roberts**

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

Preliminary reading:
Arrighi, Giovani. *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.

Course	**POLI60091**
Title	**Authority, Subjectivity, Temporality**
Tutor	**Dr Emmanuel-Pierre Guittet, Dr Andreja Zevnik, Dr Aoileann Ni Mhurchu**

Aim:
This seminar will trace some key authors, texts and notions that have been discussed, approved or condemned in the study of (international) politics through the centuries. No prior knowledge of philosophy is required, only a willingness to explore, question and learn some of the key thinkers of our political modernity.

The course unit aims to:
- Explore key foundational concepts in international politics - 'authority', 'subjectivity' and 'temporality' - from medieval times to the present day;
- Bring to life these foundational concepts and make students aware of their importance for the development of the modern discipline/study of international politics;
- Engage and discuss the chosen concepts through key thinkers including but not limited to Marsilius of Padua, St Augustine, Bodin, Hobbes, Machiavelli, La Boetie, Du Plessis Mornay, Spinoza, Schmitt, Lacan, Bataille, Deleuze, Nancy, Agamben, Fanon, Bhabha, Kristeva, Benjamin, Rancière;
- Explore the genealogy of these foundational concepts to enable students to engage with key thinkers who use these concepts;
- Consider the interconnected nature of these foundational concepts;

Outcome: On completion of this unit successful students will be able to demonstrate (areas to address include Knowledge and understanding, Intellectual Skills, Practical Skills, Transferable Skills and personal Qualities):

- An understanding of the genealogy of the foundational concepts of 'authority', 'subjectivity' and 'temporality';

- Be able to understand and express a variety of key ideas and arguments in political philosophy and be able to argue about contemporary philosophers with a deeper understanding of their intellectual background and legacy
- The ability to question predominant narratives/histories of the nature of the international relations discipline
- An ability to understand and critically examine historical and ideational structures on which the discipline of international politics is founded;
- An ability to engage with key critical thinkers who use the key concepts of 'authority', 'subjectivity' and 'temporality';
- An ability to apply the arguments and approaches studied to real and hypothetical cases;
- Oral, teamwork, written, and research skills.

Content:
This course will provide a genealogy of the foundational political concepts 'authority', 'subjectivity' and temporality'. It will be team taught with each of the lecturers taking responsibility for (leading) one third of the sessions. In the first two sessions 'authority', 'subjectivity' and 'temporality' will be explored in the context of medieval thought; the subsequent two sessions will think with and against the dominant medieval account of 'authority', 'subjectivity' and 'temporality' through the prism of early modern to poststructural thought and in the final two sessions these foundational concepts will be looked at in the context of de-colonisation and re-globalization.

Introduction: What is at stake? Genealogical enquiry into key questions of politics
Session 1: *Authoritas, Protestas and Asylum:* Influence of the Roman Law and Aristotle – impact of the culture of late antiquity familiar to the Fathers of the Church.
Session 2: *Authority, Law and Sovereignty:* Lineage of Authoritative Texts – Duality and conflicts between kingship and priesthood – reality of evil and God's grace – Holy trinity – community – Liturgy – theological matrix of State sovereignty
Session 3: *The One, the Sovereign and the Nomos:* examining early modern and modern contestations of a dominant spatio-temporal image of authority and sovereignty that emerged with the end of Medieval thought/ Church Fathers
Session 4: *People, Multitude and the Missing:* examining classical and modern interpretations of authority, counter-authority and contesting hierarchies of power, language and unified humanist subjectivity
Session 5: *Barbarian, Outsider and Excess*: exploring understandings of counter-modernity and the importance of loss and recovery of self after/post/through colonialism and anti-imperialism
Session 6: *Otherness, Precarity and Disposability*: examining the increasing precariousness of political belonging in a re-globalising world
Conclusion: Authority, Subjectivity, Temporality

Teaching Methods:
The course will be taught on the basis of six two-hour session seminars and an introduction and conclusion seminar. The course is team taught and thus brings expertise from several members of the department together. Each department member will be responsible for two sessions. The seminars will have 50 minutes of overview provided by the lecturer whose expertise covers that area; this will be followed by an intense discussion period for students to engage with the issues raised in the readings and in the overview. During the second hour of the seminar a group will present a discussion on a picture which is chosen specifically for that session. The aim of the picture presentation is to allow students to engage with the aesthetic underpinnings of the foundational ideas which are being discussed – for example, to consider how they are represented in architecture, artefacts and symbols. This exercise will be assessed through two components – oral in class presentation (15%) and a written piece in which groups reflect and critically engage with the significance of the picture. At the beginning of each session a student(s) will be selected and asked to summarise in 5 minutes key discussions from the previous week. After the seminar the rapporteur(s) will be asked to submit A4 bullet point summary of their contribution.

Use of e-learning:
The Blackboard site for the course will contain relevant links to further sources and websites. Relevant seminar material will be posted on the site – for example the pictures which the students must do presentations on in groups.

Assessment:

Assessment activity	Length required	Weighting within unit
Group Picture Exercise		30% (15% + 15%)
a) Group presentation on the picture	15 min (15%)	

b) Written reflective piece on the picture	1000 words (15%)	
Essay	3,500 words	70%

Preliminary Reading:
- Arendt, H. (1996) *Love and Saint Augustine*, Chicago: The University of Chicago Press
- Aquinas, T. (2002) *Political Writings,* Cambridge University Press [translated by R. W. Dyson]
- Badiou, A. (2003) *Saint Paul: The Foundations of Universalism*, Stanford: Stanford University Press
- Bhabha, H.K. (2004) *The Location of Culture*, Routledge
- Breckenridge. CA., Pollock, S. Bhabha, HK and Chakrabarty, D. (eds) (2002) *Cosmopolitanism,* Duke University Press
- Caputo, J. D. & Scanlon, M. J. (eds.) (2005) *Augustine and Postmodernism: Confessions and Circumfession*, Indiana University Press
- Derrida J. (1992), "Force of Law: 'The Mystical Foundation of Authority' ", in, Drucilla Cornell/Michael Rosenfeld (eds.), *Deconstruction and the Possibility of Justice*, Routledge
- Fanon, F. (2005) *The Wretched of the Earth*, Grove Press
- Hampshire, S. (2005) *Spinoza and Spinozism*, Oxford: Clarendon Press
- Kojève, A. (1996) *Introduction to the reading of Hegel: Lectures on the Phenomenology of Spirit,* Ithaca: Cornell University Press
- Lacan, J. (2007) *The Ethics of Psychoanalysis, The Seminar of Jacques Lacan, Seminar VII*. London: Routledge
- Minkkinen, P. (2009) *Sovereignty, Knowledge, Law*, London: GlassHouse Book/Routledge
- Nandy, A. (1983) *The Intimate Enemy*, Oxford University Press
- Schmitt, C. (2005) *Political Theology: Four Chapters on the Concept of Sovereignty*, Chicago: The University of Chicago Press
- Skinner Q. (1978) *Foundations of Modern Political Thought*. Cambridge University Press

Course	**POLI 60121**
Title	**Political Parties in Contemporary Britain**
Tutor	**Dr Maria Sobolewska**

Aim: This course is designed to give an overview of the most important areas of contemporary research into political parties, using British parties as case studies. This course will therefore focus especially on the British political parties, but will place them in context of more general theories. Some of the classes will be more centred on Britain and some will be more theory-driven and comparative. As a result students will gain a good understanding of how unique or typical British parties and the challenges they face are and will be able to place research on British parties in a wider comparative and theoretical context.

Outcome: *On completion of this unit successful students will be able to:*
- Analyse major party changes through a variety of theoretical approaches
- Appreciate the many roles the parties perform in a democracy: from competing for votes, governing, through to representing voter's interests and facilitating access to political elite
- Account for the ideological (& non-ideological) appeals of the British parties in recent elections and over time
- Analyse the core of traditional and contemporary bases of party support
- Display knowledge of salient features of the three main parties
- Assess the quality and nature of representation provided by the British parties
- Account for under-representation of women and ethnic minorities in political office
- Evaluate the potential for challenges to the party system
- Intelligently account for recent features of British party politics

Content: As well as the introductory meeting, we will have seven two hour seminars to discuss the following themes.
1. Theoretical perspectives in studying party politics: emergence, organisation, evolution.
2. Meet the parties: ideological traditions and the contemporary British parties.
3. The changing nature of British party support.
4. Minor parties, extreme parties and new sources of party support.
5. Parties in action 1: elections, opposition and the business of government.

6.   Parties in action 2: from members to leaders. Power and conflict within parties.
7.   Parties as democratic actors: representation, political recruitment and legislative turnover.

Teaching Methods: Teaching will take place in weekly two-hour seminars. Discussion will be based around a set of questions (circulated in advance), and students will be expected to read the recommended reading and to come prepared to take positions on each of the questions. Students will be required to read critically, and come with critical points/reflections on the reading (together gathered into an assessed learning log), summarized in a short report (400-600 words). A small-group exercise will also be included each week, to enable peer discussion and ensure a firm understanding of the issues at hand. Short, informal presentation of the results of group work will count towards the overall assessment of participation. Each student will get a chance to present their group work at least once.
Assessment: Essay of 3,500 words (75%), learning log (15%), participation (10%).

Preliminary Reading:
- **Paul Webb (2000) *The Modern British Party System,* London: Sage**
  Three copies in John Rylands library. Two copies available in High Demand. Consider buying.
- **Ware, Alan (1996) Political Parties and Party Systems. Oxford: Oxford University Press.**
  Five copies in John Rylands library. Two copies in high demand section. Consider buying.
- Geddes, Andrew and Jonathon Tonge (eds.) (2010) *Britain Votes 2010*, Oxford University Press. Most of this book is also reproduced as a Special Edition of *Parliamentary Affairs* vol. 63, which you can access via the electronic journals provision of the library website. Copies of the book are also available in the library.
- Cowley Phillip and Denis Kavanagh (eds.) (2010) The British General Election of 2010, Palgrave. Most of this book is also reproduced as a Special Edition of *Parliamentary Affairs,* which you can access via the electronic journals provision of the library website. Copies of the book available from the library.

Course	POLI60241
Title	**Rhetoric in Politics**
Tutor	**Dr Nick Turnbull**

Aim:
The course will introduce students to the rhetorical dimensions of politics. Students will learn to identify and interpret political rhetoric and consider its role in politics and policy making. Students will learn about many elements of rhetoric, including the means of persuasion, rhetorical figures, and techniques for constructing a speech. We will debate whether rhetoric is manipulative 'spin' or legitimate discourse. Through the concept of rhetoric, the course aims to provide students with the ability to analyse the role of persuasion in political legitimation.

Outcome: *On completion of this unit successful students will be able to:*
- understand basic concepts in political rhetoric;
- apply rhetorical concepts to political analysis;
- conduct empirical analysis of political speeches;
- identify and analyse the means of persuasion in political rhetoric;
- analyse rhetoric in their chosen speciality.

Content:
The course will introduce students to the concept of rhetoric. It will cover the place of rhetoric in academic thought; competing conceptions of rhetoric; strategies of persuasion; rhetorical techniques of style; and the rhetorical legitimation of policies and governments. The emphasis is on the empirical analysis of rhetoric in contemporary politics, with topics including the war on terror, the US Presidential elections, and UK social policy. The course material also covers classical rhetorical scholarship and 20th century political speeches: Bevan, Blair, Cameron, Churchill, Heydrich, McCarthy, Miliband, Obama, Roosevelt, Patton, Thatcher, Woolf. We will consider the role of the media in policy discourse and undertake empirical studies of political rhetoric. In the major assignment, students may choose to answer questions on rhetoric in Europe, the USA, the UK, international politics, or their own subject speciality. We will ask when political rhetoric is manipulative 'spin' and when it is legitimate persuasion. Students will have the opportunity to study and contribute to a new and innovative perspective in political analysis.

Teaching Methods:
The course comprises one introductory lecture and 7 x 2 hour seminars. Seminars will be a mixture of lectures, small group work and whole group discussion. In class, we will conduct empirical analyses of rhetoric, discuss the virtues and effectiveness of political orators, and examine the operation of political language.

Assessment:
One essay of 3,500 words (65%), one short paper analysing two political speeches (25%), and one speech-writing exercise (10%).

Preliminary Reading:
Toye, R. (2013) *Rhetoric: A Very Short Introduction*. Oxford: Oxford University Press. Paperback, £7.95.

Course	POLI60301
Title	**Comparative Political Analysis**
Tutors	**Professor Colin Talbot/Stephen Hood**

Comparative Political Analysis is an important fundamentals course, training students in graduate-level critical thinking about major works and ideas in the study of politics. The unit offers an opportunity for students to make the transition from student of politics to independent scholar. For students of international politics, governance and comparative politics, CPA will provide insights into some of the best works in the discipline, into how to think in new ways about various theoretical and empirical problems, and most importantly, in how to evaluate the work of others and so improve as a scholar of politics. This course gives students essential skills and knowledge for other comparative politics courses.

The teaching is predominantly in 2 hour seminar format. These usually comprise at least one hour's lecture material and an interactive component. Students are expected to critically engage with the material and to form opinions about it. Students will use the ideas discussed to critically analyse the work of other scholars, to analyse empirical problems, and to think through questions in their own specialist research area.

Aims
- To foster strong critical abilities in evaluating leading scholarly work in politics.
- To provide a deep and applied understanding of concepts necessary for undertaking original advanced level research in politics.
- To develop a broad ranging awareness of tools and methodologies available to researchers undertaking advanced level primary research in politics.
  .

Objectives
- Understand some of the major conceptual debates in the field of comparative politics.
- Develop an understanding of their conceptual and methodological interests, and possible methodological tools for conducting research.
- Be able to critically evaluate leading research in politics.

Assessment
One critical literature review essay of 4,500 words, 100%

Preliminary reading
Colin Hay, **Political Analysis: A Critical Introduction** (Palgrave, 2002).
David Marsh and Gerry Stoker's (2010) [eds] [3rd edition] **Theory and Methods in Political Science**, Basingstoke: Palgrave

Course	**POLI60321**
Title	**Perspectives on Contemporary China**
Tutor	**Dr Elena Barabantseva**

Aim
• provide an introduction at the MA level to significant issues in contemporary China.
• examine important elements of China's experience in the reform period, including intellectual debates on China's development, state-society relations, party-state relations, democratisation, nationalism and identity politics, and China's development involvements abroad.
• familiarise students with key issue areas in Chinese studies and Chinese politics
• critically examine key conceptual approaches to the study of contemporary China.
• critically engage with key aspects of the literature.
• identify new areas of scholarly engagement.
• enhance students' critical, evaluative, analytical, communicative and problem-solving skills.

Objectives
• have developed a comprehensive and considered understanding of the issues in contemporary China
• have developed a critical understanding of the relevant scholarly literature.
• be able to work with and be critical of key conceptual approaches used across the literature
• be able to identify salient issues and new areas for research within the discipline and area studies.
• have enhanced their critical, evaluative, analytical, communicative and problem-solving skills through your participation in class discussions, your research and problem-solving activities, and production of course essay.

Assessment
Student performance during the course will be assessed by means of 3,500 word essay at the end of the course (75%), oral presentation and article review (15%), overall participation (10%)

Course Content
Introduction
In Pursuit of an Alternative Modernity?
Is There a Legitimacy Crisis in Contemporary China?
Democratisation in China?
State/Society Dynamics and the Politics of Protest
State Nationalism and Popular Nationalism
Ethnic Relations and Identity Politics
China and Globalisation: How is China's Role in the World Changing?

This course focuses on the post-Mao era and the developments shaping Chinese politics and society during the "reform" period. The course is particularly concerned with the social and political implications of China's entry into the global economy under the guidance of the Communist Party (CCP). The module aims to introduce students to a spectrum of the processes, discourses, and phenomena which China has experienced since it embarked on economic reforms. It will analyse the challenges China faces today and scrutinise government and popular responses to them. The readings are selected in such a way to familiarise students with perspectives of "Western" and Chinese scholarships. Students will engage in theoretically-informed discussions of empirical issues in contemporary China. This module will help students to master research skills, enhance understanding of the complexity of the issues in contemporary China, develop the ability to engage with analysis of political and social processes, and apply conceptual tools of political analysis to the case of China.

Teaching Methods
One x 1 hour, 7 x 2 hour seminars

Background Texts
- Ogden, Chris (2013) *Handbook of China's Governance and Domestic Politics*. Lodnon: Routledge.
- Shirk, Susan (2008) *China: Fragile Superpower*. Oxford University Press

Key Course Texts
- Peter Hays Gries and Stanley Rosen, eds. (2004) *State and Society in 21st Century China: Crisis, Contention and Legitimation*. Routledge.
- Andre Laliberte and Marc Lanteigne, eds. (2008) *The Chinese Party-State in the 21st Century: Adaptation and Reinvention of Legitimacy*. London: Routledge.

Course	**POLI 70191**
Title	**The Media, Politics and Policy**
Tutor	**Professor Peter Humphreys**

Aim: To explore the relationship between politics and the media by means of comparative investigation of media systems in North America and Europe. It aims to give students a sophisticated understanding of the regulatory structures of different mass media systems, the main policy issues relevant to the contemporary mass media, and the process and effects of political communication.

Outcome: By the end of the module students will be both knowledgeable about, and proficient in the comparative analysis of, mass media systems in North America and Europe with regard both to media regulation and policy and to political communication. They will have the ability to identify the strengths and weaknesses of different perspectives, models and explanations applied to this particular subject.

Content: This module looks at the complex relationship between politics and the media. This involves examination of both media policy and political communication. The media policy part of the module explores the key issues of media freedom and pluralism, the threat presented by media concentration (e.g. powerful 'press barons' and 'media moguls') to democratic pluralism, and the question of whether the media are being de- or re-regulated. This involves looking at patterns of public regulation and control of the mass media, the tension between market and public-service goals, and the trend towards commercialisation. The political communication part of the module discusses the media's role in election campaigns, asks whether political communication in Western Europe is being 'Americanised', and considers

whether it is possible for the media to be objective and balanced.

Teaching Methods: A one-hour introductory session is followed by seven substantive two-hour sessions, one of which is used for consultation on assessed work. The substantive sessions are devoted to class discussion in the form of 'group debates', for which course members choose, or are allocated, a 'side' on particular questions (specified in the course guide) and all are expected to participate in the debate on the basis of the reading they have undertaken. At a certain point in the discussion, students are freed of the constraint of arguing a particular position and can express their own viewpoint. This method has proven to be both very useful and popular.

Assessment: 3,500 word essay = 75%, a 500-word book review = 15%, class participation = 10%.

Preliminary Reading:
- P. Humphreys (1996), Mass Media and Media Policy in Western Europe, Manchester: M.U.P.
- D. Hallin and P. Mancini (2004) Comparing Media Systems: Three Models of Media and Politics, Cambridge: CUP.

Course	**POLI 70271**
Title	**Understanding Governance**
Tutor	**Daniel Fitzpatrick**

Aim: The course aims to introduce students to theories and concepts associated with the analysis of contemporary governance and policy making. It will explore the meaning of governance and the changing nature of the state and policy making in the context of themes drawn from the public management and policy making literatures.

The course will provide students with the opportunity to develop skills in applying theoretical concepts to empirical work and vice versa; in reading and précising published works; in the analysis and presentation of governance issues and in small group work.

Outcome: By the end of this course unit, as demonstrated in written assessed work and oral presentations, students will: have a greater awareness of the concepts of governance and policy making and be better able to: utilise theories and concepts associated with contemporary public policy analysis; relate these to empirical material; work in small groups, and précis material for presentation to and discussion with colleagues.

Content: **Introductory theories and concepts**
1. Introductory meeting – overview - governance, public policy and the changing nature of the state
2. Analysing governance and public policy
3. Researching governance and public policy

        Whole group workshops
4. 5. and 6.   Indicative list of topics for workshops & small group presentations
        Governing through regulation, persuasion, markets and contracts, community engagement, associations

7.   **Session for consultation on essay topics** - visiting speaker
8. and 9.   **Small group presentations**

Teaching Methods: The course is organised into weekly two hour seminars. These seminars will involve a mix of teaching methods both convenor and student led and involving some workshop formats based on jigsaw readings; latterly there will also be some small group work and presentations. An invited speaker is scheduled for the 15th November to run a workshop on governance and democracy. There are no pre-requisites for this course.

Assessment: 75% = 3,500 word assessed essay; learning log (15%) and presentation/ participation (10%).

Preliminary Reading:
- Bell and Hindmoor, (2009) Re-thinking Governance, Cambridge
- Peter John Analysing Public Policy
- Hill, M (4th edition) (2005), *The Public Policy Process*, Harlow: Longman

- Bouckaert, G and Pollitt, C (2nd Edition) (2004), *Public Management Reform: A Comparative Analysis*, Basingstoke: Palgrave.

Course	POLI70311
Title	**Critical Approaches to International Political Economy**
Tutor	**Dr Greig Charnock**

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.

Course	POLI 70381
Title	**The European Union: Politics and Policy Making**
Tutor:	**Dr Ian Bruff**

Aim: The course unit aims to:
- enhance students' knowledge of the European Union and their ability to critically analyse and evaluate its institutions and policies
- familiarise students with the main conceptual debates surrounding the European Union's development and policy making
- provide in-depth knowledge on a number of important policy areas of the European Union.
- assist students to improve their oral and written communication skills

Outcome: On completion of this unit successful students will be able to demonstrate:
- how the European Union is governed;
- what the key issues are in the current debates about European integration;
- a knowledge of EU policy-making in areas of contemporary importance;
- key analytical and theoretical skills for understanding the institutions of the European Union and European Union policy-making.
- ability to pursue independent study and learning and improvement of oral and written analytical skills

Content: The process of European integration is more complex today than ever before. The European project began with the aim of maintaining peace after the devastating effects of the Second World War. Since then, integration has accelerated at a variable pace through various Treaty and policy reforms, culminating in the European Union – a complex system of governance involving a unique institutional set-up and an intricate policy-making process. The EU has taken on responsibility in policy areas such as monetary and foreign policy: the classic areas where states have traditionally sought to retain sovereign power. It has also recently completed its most ambitious enlargement, which has many implications for its institutional operation as well as several important policy areas. This course is designed to offer students an in-depth analysis of the politics and policy-making of the European Union by focusing on (a) the conceptual debates on the development and policy making of the European Union; (b) the main actors and institutional set-up of the European Union; (c) specific policy areas and current issues dominating the EU's agenda.

Teaching Methods: 1 x 1 hour lecture, 7 x 2 hour seminars

Assessment: 3500 word assessed essay 75%; seminar presentation 15%; participation 10%. The seminar presentation will be assessed by the seminar leader but will also take account of assessment made by fellow students.

Preliminary Reading:
- Cini, M. and Perez-Solorzano Borragan, N. *European Union Politics*, 2010
- Wallace, H, Pollack, M and Young A. *Policy-Making in the European Union* (6th Edn), 2010
- Nugent, N., *The Government and Politics of the EU,* (7th Edn), 2010
- Bache, I. & George, S. *Politics in the European Union*, 2006
- Wiener, A. and Diez, T*., European Integration Theory*, 2004

Course	POLI 70401
Title	Graduate Seminar in International Politics
Tutors	Dr Aoileann Ni Mhurchu, Dr. Adrienne Roberts and Dr. Karen Buckely

Aim: This course will introduce students to a range of theoretical approaches in International Politics, familiarise students with critiques of dominant ways of conceptualising international politics, and enable students to critically reflect upon ways of theorising international politics.

Outcome: At the end of this course students should be able to identify, describe and critically analyse a range of theories of international politics, understand the differing conceptions of the relationship between theories and practices of international politics, have a clear sense of the significance of the multiple ways in which to read the discipline, and present research findings in written form at Master's level.

Content:

1 Introduction: Mapping the discipline
2 Realism
3 Liberalism
4 English School
5 Workshop: Concepts and themes in mainstream IR
6 Marxism
7 Poststructuralism
8 Feminism
9 Postcolonialism
10 Workshop II: Critiquing the mainstream

Teaching Method: Weekly two-hour seminars (attendance compulsory). The course convenor will facilitate the course and assessments. Each session will be led by a different member of staff who will introduce a particular theory of international politics and present their reading of them and then lead a discussion on issues arising from this presentation and the assigned readings. The course convenors will lead workshops in weeks 5 and 10 in order to draw themes together with the students. All students will attend the same session (that is, the group size will not be capped at 20).

Assessment: Learning Logs (25 per cent): Learning logs take the form of a critique of a journal article and will be informed by cumulative reading and undertaken outside the seminars and the discussions during the seminars. The logs should be a maximum of 1,500 words in length.
Essay (75 per cent): the essays should be a maximum of 3,500 words in length.

Preliminary Reading:
- Scott Burchill, Richard Devetak, Andrew Linklater, Matthew Paterson, Christian Reus-Smit and Jacqui True, *Theories of International Relations* (2nd ed. or later), Houndmills, Basingstoke: Palgrave, 2002 or later.
- Tim Dunne, Milja Kurki and Steve Smith (eds), *International Relations Theories: Discipline and Diversity*, Oxford: Oxford University Press, 2007

Course	POLI70451
Title	**Ethics in World Politics**
Tutors	**Dr Véronique Pin-Fat**

Aim: The course is designed to introduce students to the theory and practice of ethics in world politics. It is organised around the theme of the problematic relationship between the theoretical components of an international ethics and political practice. As such the course is divided into two sections. Section I: *Theorising the ethical in world politics* covers all major and influential developments in thinking about the place of ethics in political practice. We trace the position of Realism, communitarian and cosmopolitan responses to it and finally, postmodern re-visions of the issues involved. *Section II: Contexts of practice* then goes on to look at specific issue areas which bring into sharp relief some of the difficulties encountered in Section I.

Outcome: The objectives of the course are both general and subject specific. The former includes the development of oral skills through general discussion, written and analytical skills through the assessed essay and critical thinking assessment tasks and finally, research skills from the use and assessment of large amounts of complex and often contradictory material. By the end of the course, students should attain the subject-specific objectives of a master's level ability to discuss and critically assess the following: ethical considerations in relation to the national interest, political community and humanity and apply these considerations to issues of war, human rights, and the issue of torture.

Content:
Introduction
Section I: *Theorising the ethical in world politics*
- Realism and the National Interest
- Communitarianism: The Moral Standing of States
- Cosmopolitanism: Cosmopolitan International Morality
- Postmodernism: Ethics without foundations

Section II: *Contexts of practice*
- Torture
- Ethics of War
- Human Rights

Teaching Methods: The course makes extensive use of enquiry-based learning. The course consists of seven 2 hour long seminars with a one hour introductory session. Students will be expected to participate fully in the learning experience.

Assessment:
3 x learning logs of 5% each (15% total), one article review of 1,500 words (15%), one essay of 3,000 words (65%) and an essay plan and bibliography (5%).

Preliminary Reading:
Pin-Fat, Véronique (2010) *Universality, Ethics and International Relations: A Grammatical Reading*. London & New York, Routledge.

Course	POLI 70601
Title	**Political Theory Research Training Seminar**
Tutor	**Stephen Hood**

Aim: The course aims to introduce students to key methodological issues relevant to the understanding and critical analysis of political theory texts, as well as for political theorising more generally. In addition, the course aims to help students enhance their interpretative, argumentative and critical skills by encouraging them to investigate and apply these methods in their research, and to reflect on the nature of political theory as a distinctive discipline.

Outcome: On completion of this unit successful students will be able to:
- use in their research key approaches to political theory texts,

- understand the main debates surrounding the definition of political theory,
- develop and argue for their own views on the topics examined in the course.

Content: The course introduces students to key methods and questions in the understanding of political theory. Apart from providing students with techniques for textual analysis, the unit presents the central problems involved in defining political theory and examines the main answers in the literature. Topics include:
- theories of justification
- conceptual analysis
- ideologies
- normative analytical theory
- the nature of political theory

Teaching and learning Methods: There will be an introductory session followed by 7 weekly two-hour seminars. 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: Essay of 3,500 words (75%), presentation (15%), participation (10%).

Preliminary Reading:
Nielsen ed. *Political Questions: 5 Questions on Political Philosophy* (Automatic Press, 2006)
Stears and Leopold eds. *Political Theory: Methods and Approaches* (Oxford University Press, 2008)
Gaus, *Political Concepts and Political Theories* (Westview Press, 2000)
Dryzek, Honig, Philips eds. *The Oxford Handbook of Political Theory* (Oxford University Press, 2006)

Course	**POLI 70721**
Title	**Theories of Rights**
Tutor	**Dr Richard Child**

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%), Paper/Presentation (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).

Course	POLI70761
Title	**Marxism & International Politics**
Tutor	**Dr Greig Charnock**

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:

1. Identify and differentiate the different ways of approaching international politics within Marxist scholarship
2. Explain the principal philosophical and methodological differences between Marxist approaches and non-Marxist approaches to international politics
3. Show critical awareness of the conceptuality of 'the international' and 'the global'
4. Show critical awareness of the relation between crises and international politics
5. Have demonstrated independent, critical research skills
6. Have enhanced their communicative skills through participation in class discussions, independent research, delivery of group presentations, and the production of a research essay
7. 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
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.

Course	POLI70771
Title	**Philosophy of Politics**
Tutor	**Dr Stephanie Collins & Stephen Hood**

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).

Course	POLI71051
Title	**Post-Communist Transitions**
Tutor	**Dr Stuart Shields**

Aim:

The main aim of the course is to analyse the key features of political, social and economic change in post-communist societies predominantly in Eastern Central Europe. The course analyses comparative aspects of the patterns of transition management and policy, assesses the impact of the European Union on the process of change in Eastern Central Europe, and seeks to interrogate the interaction between the national, regional and global spheres in post communist transition. The upheavals of the 1980s sparked a turbulent process of social and economic transition. Two decades on, with the global financial crisis and the uncertainty of the Eurozone, a new phase has begun. The course aims to enhance students' critical, evaluative and communicative skills.

Outcome: On completion of this unit successful students will be able to demonstrate:
- Analysis of the political, social and economic management of post communist transition.
- Comparative knowledge of the different approaches to post communist transition.
- A good understanding of the impact of the European Union on the process of post communist transition in Eastern Central Europe.
- Enhanced 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 a reflective tutorial portfolio.

- Critical thinking in the analysis of international/world events through reflective practice and, in doing so, to make students aware of their own assumptions and values and the consequences of these.

Content:
1. Organisational session, housekeeping & introduction.
2. Historical legacies, the "Revolutions" of 1989 and the collapse of Communism
3. Shock therapists versus gradualists: A first wave of change in Central Europe
4. Second wave transition: Europeanisation in Central Europe
5. Conditionality successes? The 2007 entrants from Eastern Europe
6. Elusive Europeanisation: nationalism and state-building in Southeast Europe
7. Russia: Kleptocapitalism or Empire renewed under Putin
8. Eastern Central Europe and the global financial/Eurozone crisis

Teaching Methods:
The delivery of the module will be structured around an introductory lectures followed by seven seminar sessions. Students will engage with the material through lecture/seminar attendance, seminar presentations, essay writing and independent study.

Assessment:
3,500 word essay (75%), presentation (15%), and tutorial log (10%)

Preliminary Reading:
For a basic introduction to the issues see:
S. White, et al (2007) Developments in Central and East European Politics, (4th edition) Palgrave.

For a more developed critical engagement, see:
G. Dale (2011) First the Transition, then the Crash: Eastern Europe in the 2000s, Pluto.

Course	**POLI71061**
Title	**China in the International System**
Tutor	**Dr Shogo Suzuki**

Aims
- Introduce students to the international relations of an important rising power, China
- Foster students' ability to analyse China's foreign policy in a theoretically-informed manner.
- Develop students' ability to apply International Relations theory critically to empirical cases.
- In addition to gaining a solid understanding of China's interactions with the international system, the course aims to further students' understanding of how the international system has been shaped through its interaction with and accommodation of China.
- A broad understanding of the political developments of China's international relations, particularly since 1949.

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

- A broad understanding of the political developments of China's international relations, particularly since 1949.
- Analytical skills: an ability to develop arguments which synthesise theoretical and empirical material.
- Communication skills: ability to effectively articulate coherent, critically-informed arguments and ideas to a small and larger groups; ability to interact with colleagues in a constructive manner.
- Writing skills: an ability to express concise, logical arguments in written form.

Content:
1. Introduction
2. The East Asian international order and China's entry into international society
3. Is China a realist power or revolutionary power?

4. Taming the Dragon? China's engagement with Globalisation
5. Chinese soft power: myth or reality?
6. Nationalism in China's international relations
7. The new 'China threat'? China in Africa
8. China's 'peaceful rise'? China's quest for Great Power identity

Teaching Methods:
There will be one one-hour introductory seminar in the first week, followed by seven two-hour seminars.

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

Preliminary Reading:
Rana Mitter, *A Bitter Revolution: China's Struggle with the Modern World*, Oxford: Oxford University Press, 2004.
Samuel S. Kim (ed), China in the World: Chinese Foreign Policy Faces the New Millennium (4th edition). Boulder: Westview, 1998 (other editions available)
Thomas W. Robinson and David Shambaugh (eds), Chinese Foreign Policy: Theory and Practice. Oxford: Clarendon Press, 1995
Denny Roy, China's Foreign Relations. Basingstoke: Macmillan, 1998

Ethics & Political Philosophy Modules

Course	PHIL60051
Title	**Ethics**
Tutor	**Dr Michael Rush**

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:
(a) read and understood some of the main texts from the relevant reading lists and from elsewhere;
(b) attended the seminars, and participated in discussion;
(c) 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.

Course	**PHIL60221**
Title	**Philosophy of Social Science**
Tutor	**Prof Thomas Uebel**

Aims:

The course unit aims to
- provide students with a detailed understanding of some of the issues that make up philosophy of social science in general and philosophy of economics in particular
- to help students come to terms with some central texts in the field
- encourage students to think through these issues for themselves and arrive at well-argued conclusions

Intended Learning Outcomes:

On completion of this unit successful students will be able to demonstrate:
- a critical understanding of some of the disputes that make up philosophy of social science in general and philosophy of economics in particular
- a thorough knowledge of some of the central texts of the field
- an ability to write concisely, relevantly and analytically about the issues raised, both in an essay and under examination conditions

Course Content:

This course will survey some philosophical issues that are shared by all of the social sciences. Topics covered will include the role of causal explanation in social science and its relation to functional, structural and narrative explanations; reductionism and "methodological individualism"; conceptual issues in rational choice theory; the supposed dichotemy of explanation and understanding; values, ideology and objectivity in social science.

Teaching and Learning Methods:

After an initial meeting, there will be seven two-hour seminars, at which students will give presentations, and the tutor will lead a discussion of issues raised by texts that we have read.
Students will also have the opportunity to discuss their private reading and writing assignments one-to-one with the tutor.

Assessment

MRes - Assessed Essay 3500 words 100%
MA – Assessed Essay 3500 words 75%, Seminar Presentation 15%, Participation 10%

Preliminary reading

M. Hollis, *The Philosophy of Social Science. An Introduction*. Cambridge: Cambridge University Press, 1994.
D. Little, *Varieties of Social Explanation. An Introduction to the Philosophy of Social Science*. Boulder, Col.: Westview Press, 1991.

Course	**PHIL60271**

Title	Mental Causation
Tutor	**Prof Cynthia MacDonald**

Aims:

The course unit aims to:

- provide students with an advanced understanding of some of the most central issues and disputes in contemporary philosophy of mind
- introduce students to the theoretical context some of the recent work in the area
- equip students with the advanced research skills needed for dissertation writing and doctoral research.

Learning Outcomes:

On completion of this unit successful students will be able to demonstrate (areas to address include Knowledge and understanding, Intellectual Skills, Practical Skills, Transferable Skills and personal Qualities):

- a critical understanding of some of the most central issues and disputes in contemporary philosophy of mind
- a thorough knowledge of some of the recent work in the area
- an ability to understand, critically assess, and respond to advanced philosophical writing
- an ability to conduct independent research, under supervision by an expert supervisor.

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.

Content:

The course will survey some philosophical problems that arise in philosophy of mind that are central to understanding the place of mind in a physical world. Topics covered will include mental causation and explanation, causal competition between mental and physical phenomena and explanatory competition between mentalistic and other explanations in the sciences, reductionism, and the theory of mind debate concerning how one understands, predicts, and explains the behaviour of others.

After the first introductory meeting, seminars will begin with the student presentations and be followed by general discussion of the topic of the week's seminar led by the course convenor. There will be extended periods for clarificatory and follow-up questions and discussions.

It must be stressed that all students are expected to do the core reading assignments and not leave that up to those who give the presentations. Without such preparation students will get considerably less out of these seminars, since it will be far more difficult to assimilate previously unfamiliar material in a relatively informal fashion.

Meeting 1: Organisation and Introduction: The Problem of Causal and Explanatory Exclusion
Meeting 2:   Dretske and the Two-Explananda Strategy
Meeting 3: Reductionism I: Holism, Variable Realizability
Meeting 4: Reductionism II: Wide vs. Narrow Content
Meeting 5: Supervenience
Meeting 6: Anomalous Monism and Mental Causation
Meeting 7: Causal Relevance of the Mental
Meeting 8: Theories of Mind: Theory-Theory and Simulation Theory

Teaching and learning methods:

The course will be taught on the basis of eight 1 hour 50 minute seminars. Seminars are absolutely central to the learning experience at Master's level and attendance is compulsory.

Assessment:
MA Students: One essay of 3,500 words: 75%, Seminar presentation, ca. 20 mins: 15%, Discussion contributions: 10%.
MRes Students: One essay of 5000 words: 100%

Preliminary reading:
1. Greenwood, John D., ed., *The Future of Folk Psychology*.
2. Macdonald, C. & G., eds., *Philosophy of Psychology: Debates on Psychological Explanation, vol. I.*

In addition, there will be supplementary on-line readings available through Blackboard.

HUMAN RIGHTS WITH LAW STUDENTS ONLY

Course	LAWS60291
Title	Human Rights Law
Tutor	Dr. Paul Kearns

Aims
1. To provide students with an understanding of human rights law at international, European and domestic level;
2. To enable students to appreciate the transversal nature of human rights law, crossing many other distinct legal subjects and enhancing each;
3. To ensure students gain an appreciation of human rights law practice, not least by the analysis of human rights institutions;
4. To inspire students in the areas of rights theories and discourses to underpin their familiarisation with more substantive human rights law;
5. To foster appreciation of human rights law as a living instrument in contemporary society, and its heuristic, developmental character.

Objectives: On successful completion of this unit, students will:
- be able to comprehend human rights law in all its diversity;
- acquire a sense of the moral value of human rights principles and agendas;
- appreciate the differences between human rights law in different legal systems and be able to make informed comparisons;
- be able to assess the efficacy of human rights law across several jurisdictions;
- be able to characterise legal disputes as containing human rights implications or not;
- acquire detailed knowledge specific to certain discrete topics of human rights law.
- be able to discuss relevant problems and answer theoretical questions involving human rights law.

Course Content
Modern Rights Theory
Finnis, Raz, Dworkin and Nozick, inter alia.
Rights Discourse.
MacKinnon, Lacey and other commentators on rights from feminist and other minority and majority standpoints.
Free Speech 1
What is "speech" and why is it protected?
Freedom of information: the secret state.
Freedom of information: new developments including the advantages and disadvantages of a Freedom of Information Act.
Trial by media (including contempt of court and privacy).
Free Speech 2
Hate Speech"- racist speech, pornography, libel, blasphemy, obscenity.
The European Convention of Human Rights 1.
This will centre on structural issues including institutions.
The European Convention on Human Rights 2.
This will focus on the content of rights and thematic trends of protection.

The European Union and Fundamental Human Rights.

This will include the EU Charter of Fundamental Human Rights and the piece-meal protection of rights under general principles of EU law, notably in relevant case law where rights issues arise, and other rights-related developments.

UK Law – The Human Rights Act 1998 and a comparison of domestic human rights law regimes in different states, notably Canada and the USA.
International Human Rights providing a comparative perspective with European Law.

Note: the latter two topics will normally include reference to such subjects as civil and political rights, economic and social rights, the need for international institutions, intergovernmental enforcement of human rights norms - the United Nations System, Human Rights Committees, The Inter-American System and The African System, massive human rights tragedies, self-determination and autonomy regimes and the challenges of globalisation as and when they affect human rights protection.

Teaching Methods: Lectures (20 hours) and seminars (5 hours)
Assessment: Unseen written examination (3 hours)

Preliminary reading
- M.Janis, R.Kay and A. Bradley, European Human Rights Law : Text and Materials (Oxford: OUP, latest edition)
- H.J.Steiner and P.Alston, International Human Rights in Context: Law, Politics, Morals (Oxford: OUP, latest edition)
- P.Alston, (ed), The EU and Human Rights (Oxford: OUP, latest edition)
- H. Fenwick, Civil Liberties and Human Rights (Cavendish Publishing, latest edition)

The University Library of Manchester has a range of primary and secondary material relevant for the proposed course, and the JRULM web-page and the internet are avenues to the acquisition of further useful materials in the generic area of human rights law. Further expansion of library-based relevant literature is expected following the coming into force of the Human Rights Act 1998 on 2 October 2000. Being a UN Depository is also a valuable dimension to the JRULM for the specific purposes of this course, especially in the area of International Human Rights. The JRULM stock of European Union materials supplements its European Convention on Human Rights holdings to make the European dimension of the course well catered for. It subscribes to Sweet & Maxwell's 'Human Rights Alerter' which details the development of UK domestic human rights law in particular, and the JRULM holds relevant law reports. More specialist law reporting can be accessed by the use of Lexis/Westlaw, and methods of acquisition of material unavailable on a general level to students will include material supplied to them each week of the course unit in their seminar materials from its teachers (when appropriate).

Course	POLI60182
Title	Global Justice
Tutor	Dr Miriam Ronzoni & Dr Christian Schemmell

Aim: Problems of global justice are at the forefront of debates in contemporary political theory. This course aims to introduce postgraduate students to these debates. The main focus of the course will be on theories about the global distribution of material resources and power between individuals, nations and states. The course will examine cosmopolitan, nationalist, statist and other responses to questions such as these: How should resources, opportunities and power be distributed on the global scale? Can states or nations be held responsible for whether they are wealthy or poor? What do citizens of affluent countries owe to poor foreigners?

Outcome: On completion of this unit successful students will be able to:
• Understand and assess various positions on central problems of global justice.
• Situate the global justice debate within broader debates in political philosophy.
• Develop their own responses to urgent and theoretically complex problems of global justice.

Content: This course presents some of the major contemporary philosophical debates about global justice. The issues examined will include the existence and scope of moral duties of affluent individuals towards poor foreigners, the moral significance of nationality and co-citizenship, and the desirability of global redistribution. In answering these questions special attention will be paid to the work of John Rawls, Thomas Pogge, Charles Beitz and other major contemporary political philosophers.

Weekly topics:
1) Introductory seminar
2) Global poverty and morality
3) Cosmopolitanism
4) Institution-dependence theories
5) Statism
6) Nationalism
7) Rawls's *Law of Peoples* I
8) Rawls's *Law of Peoples* II

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

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

Preliminary Reading
The following texts offer a good place to start.

• Caney, Simon, 'International Distributive Justice', *Political Studies* 49 (2001)
• Pogge, Thomas, *World Poverty and Human Rights*, Polity, 2002
• Rawls, John, *The Law of Peoples*, Harvard University Press, 1999
• Tan, Kok-Chor, *Justice Without Borders*, Cambridge University Press, 2004

Course	POLI60222
Title	**The Ethics of Killing**
Tutor	**Dr Miriam Ronzoni & Dr Christian Schemmell**

Aim:

The aim in this course is to introduce students to some of the central questions surrounding the ethics of killing and saving. Is it permissible to kill the innocent in self-defence? Is there a moral difference between killing and letting die? When can civilians be justifiably killed in war? Do intentions matter in deciding on the permissibility of targeting bombings? What is the moral difference between terrorism and justified military action? Is there a moral duty to avoid bringing certain people into existence, for example, severely disabled persons, or persons who will live much shorter lives than normal?

Outcome: *On completion of this unit successful students will be able to:*
- Understand the theoretical problems posed by the ethics of killing saving
- Critically evaluate the major arguments and positions on the topic
- Understand how the ethics of killing and saving poses special problems for deontological theories
- Develop their own position on the ethics of killing

Content:

The course will examine 7 issues related to the ethics of killing from the perspective of deontological theory.

Weekly Topics:

1. Intro: Methods and Moral Theory
2. Doing Harm vs. Allowing Harm
3. Intending Harm vs. Foreseeing Harm
4. Intentions and Permissibility
5. Liability to Defensive Harm
6. Killing the Innocent in Self-Defence
7. Saving the Greater Number
8. The Non-Identity Problem

Teaching Methods: Teaching will take place in weekly two-hour seminars. 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 weekly topic.

Assessment:

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

Preliminary Reading:
- Glover, Jonathan. *Causing Death and Saving Lives*. Penguin Books, 1977.
- Kamm, F.M. 'Nonconsequentialism', in Hugh LaFollette, ed., *The Blackwell Guide to Ethical Theory*, pp. 205-26.
- Thompson, Judith Jarvis. *Rights, Restitution, and Risk*. Harvard University Press, 1986.
- Scheffler, Samuel, *Consequentialism and its Critics*. Oxford University Press, 1988.

Course	POLI60292
Title	**Business & Politics under Advanced Capitalism**
Tutors	**Dr Ian Bruff**

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 organisation 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,* 3rd 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.

Course	POLI 60312
Title	**Dissertation Research Design**
Tutor	**Stephen Hood**

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 (2nd 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 (3rd edn)

Course	POLI60502
Title	**Human Rights Vocational Placement**
Tutor	**Dr James Pattison**

Aims: The course unit aims to provide students with the opportunity to work in and contribute to the practice of human rights. This is delivered by a vocational placement with Manchester-based organisations involved in a variety of practices of human rights. The placements will be organised by the course tutor. Students will be given the chance to work with human rights practitioners and/or marginalised groups within Manchester seeking to address human rights issues.

The course unit aims to:
- Deliver work experience relevant for employability within the human rights sector
- Assist placement organisations with research, development, and delivery of community-based human rights projects
- Examine concrete and specific human rights problems in Manchester
- Show the implications of international human rights mechanisms in a local environment
- Explore the relationship between theories and practices of human rights

Learning Outcomes: On completion of this unit successful students will be able to demonstrate:
- The ability to deliver the placement organisations' project requirements
- The ability to deploy research skills as required by the placement organisations' project
- A contribution to the development of the placement organisations' aims
- The ability to relate aspects of international human rights norms to specific and localised human rights issues
- The ability to relate theoretical issues to concrete practices of community-based human rights projects in Manchester

Content: Induction; Vocational Placement; Essay Supervision from course tutor

Teaching and learning methods: This course will utilise interactive learning and teaching strategies. Students will be expected to take part in a variety of the placement organisations' activities as required. The course tutor will be involved in supervision of the students' essays. Assessment will be both formative and summative. Formative assessment will be provided in terms of supervisory meetings with the course tutor, and formally through essay feedback. There will be two summative assessments. Placement project leaders will award a pass or fail determined by the students' satisfactory delivery of the projects requirements. The other will be in the form of one 3500 word essay. The essay will provide students with the opportunity to study an area relevant to the human rights project of their placement organisation.

Learning hours: Vocational Placement – 13hours; Essay Supervision – 2hours

Assessment: Essay of 3500 words = 100%

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).
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).

Course	**POLI 70102**
Title	**The Politics of Europeanization**
Convenor	**Professor Dimitris Papadimitriou**

Aim: This course unit aims to:
- Introduce students to a range of approaches to analyzing European politics and public policy
- Provide an advanced introduction to EU-member state relations and Europeanization
- Enhance students' critical, evaluative, analytical, communicative and problem-solving skills

Outcome: On completion of this unit successful students will be able to demonstrate:
- Knowledge and understanding of the key approaches to studying European Politics and public policy
- An analytical understanding of debates surrounding the interaction between the EU and its member states
- An empirical understanding of some of the substantive political and policy issues that the EU presents for individual member states
- An understanding of the UK's relations with the EU in a wider context
- Written analytical skills through independent study and enhanced oral presentational skills

Content: The European Union of 27 member states is a key part of European politics. Each of the states has to cope with the EU: with the Europeanization of domestic politics, policy and institutions. Each of the states also has to develop a European diplomacy to articulate its interests vis-à-vis the EU and the partner states. The aims of the course are to provide Masters students with a grounding in the analytical and empirical dimensions of these aspects of EU-member state relations. This is a Compulsory course in the European Politics and Policy pathway and is also a key course on the Governance pathway but it is available as an option across most pathways and programmes.

Week 1: Introduction and Organization

   Europeanization in Context
Week 2: The Historical Meaning of Europeanization

Week 3: The Content of Europeanization: Content and Mechanisms

> *Europeanization and Public Policy*
Week 4: Europeanization and the Economic and Monetary Union (EMU)
Week 5: Europeanization and the European social model

> *Europeanization and the EU's Member States*
Week 6: Europeanization and the EU's "Core"
Week 7: Europeanization and the EU's "Periphery"

> *Exporting "Europe"*
Week 8: Europeanization beyond the European Union

Teaching Methods: The seminar will be arranged as seven, two-hourly seminars plus one hour introductory session.

Assessment: 3,500 word essay = 75%, presentation (15) and participation (10) = 25%. Total = 100

Preliminary Reading:
- Kevin Featherstone and Claudio Radaelli, eds, *The Politics of Europeanization: Theory and Analysis* (OUP, 2003)
- Graziano and Vink, eds, *Europeanisation: New Research Agendas*, (Palgrave, 2008)
- Simon Bulmer and Christian Lesquene, eds, *The Member States of the European Union* (OUP, 2005)

Course	POLI70282
Title	**Globalisation and International Political Economy**
Tutor	**Dr Stuart Shields**

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:
8. Have developed a comprehensive and considered understanding globalisation and international political economy.
9. Have developed a critical understanding of the scholarly literature.
10. Be able to identify salient issues and new areas of research within the discipline of IPE.
11. Have enhanced their critical, evaluative, and communicative skills through participation in class discussions, independent research, and the production of a course essay.
12. Describe and analyse the changing nature of the state and politics in relation to debates concerning globalisation in concrete political and institutional forms.
13. 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*, 5th 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*, 3rd edition, Cambridge: Polity.
- Robert O'Brien & Marc Williams (2010) *Global Political Economy: Evolution and Dynamics*, 3rd 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*, 2nd 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*, 2nd edition, Basingstoke: Palgrave.
- Martin Wolf (2004) *Why Globalization Works*, Yale University Press.

Course	**POLI 70412**
Title	**Advanced Graduate Seminar in International Politics**
Tutor	**Dr Emmanuel–Pierre Guittet and Dr Andreja Zevnik**

Aim: This course explores different conceptual and methodological approaches to the study and practice of international relations. Structured through a series of questions, students will engage key epistemological and ontological claims advanced by various theoretical positions in IR enabling critical reflection on the production of knowledge in the discipline.

Outcome: At the end of this course students should be able to identify, describe and critically analyse a range of theories of international politics, understand the differing conceptions of the relationship between theories and practices of international politics, have a clear sense of the significance of the multiple ways in which to read the discipline, and present research findings in written form at Master's level.

Preliminary Content:
1) INTRODUCTION (EPG/AZ)
2) WHAT DOES IT MEAN TO STUDY INTERNATIONAL POLITICS? (AZ)
3) WHO DO WE THINK WE ARE? (AZ)
4) HOW DOES POWER AFFECT INTERNATIONAL POLITICS? (EPG)
5) TO WHAT EXTENT ARE STATES SIGNIFICANT? (EPG)
6) HOW DOES VIOLENCE IN INTERNATIONAL POLITICS COME TO BE (IM)PERMISSIBLE? (EPG)
7) WHAT CAN WE DO TO CHANGE THE WORLD? (AZ)
8) WORKSHOP (EPG/AZ)

Teaching Method: Weekly two hour student-centred seminars (attendance compulsory) plus a final workshop

Assessment: Learning Log (25 per cent); presentation of work in progress towards the essay in a workshop (15 per cent); 3,500 word essay (60 per cent).

Prerequisites: POLI70401 *Graduate Seminar in International Politics*

Preliminary Reading:
- EDKINS, Jenny and ZEHFUSS, Maja, 2008. *Global Politics: A New Introduction*, London: Routledge.
- MILLENNIUM, Special Issue, 2005. 'Facets of Power in IR', *Millennium: Journal of International Studies* (33)3.
- SMITH, Steve, 2004. 'Singing Our World into Existence: International Relations Theory and September 11', *International Studies Quarterly*, (4)3.

Course	POLI70422
Title	Global Governance
Tutors	Dr Carl Death

Aims: *This course aims to:*
- Provide an advanced introduction to the field of Global Governance.
- Critically examine key conceptual approaches.
- Critically engage with key aspects of the literature.
- Identify new areas of scholarly engagement.
- Enhance students' critical, evaluative, analytical and communicative skills.

Learning Outcomes: *By the end of the course students will:*
- Have developed a comprehensive and considered understanding of the field.
- 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 for research within the discipline.
- Have enhanced critical, evaluative, analytical, communicative and problem-solving skills through participation in class discussions, research and problem-solving activities, a presentation and an essay.

Content

This course provides a critical introduction to the field of global governance. It explores the growing influence of international institutions, non-governmental organisations, transnational corporations, private military companies, financial markets, intergovernmental conferences, civil society gatherings and others in the governance of world affairs. The course begins by exploring the various meanings of global governance and surveys the principal conceptual approaches in the field, including the growing literature on 'global governmentality'. The course then moves on to explore the evolution of global governance in relation to a number of fields including: security, development, trade, finance, environment, and health. Throughout the course considers questions of civil society, democratisation and resistance in relation to global governance.

This course is offered in our programmes specialising in International Relations and International Political Economy, and is available as an option in most other programmes.

Teaching Methods:

The course consists of seven two hour seminars preceded by a one-hour introductory session. Prior to each seminar students are expected to read at least three pieces from the key readings list for the week, and to do some research into an issue of contemporary global governance to be specified by the tutor. Seminars include an exploration of the general empirical context for each week's theme, a critical engagement with the theoretical literature, and an investigation of a specific issue in contemporary global governance in relation to the themes and theories discussed. Most seminars also include a collaborative presentation by a group of students drawing on a seminar theme and a class discussion of the issues raised.

Assessment:

3,500 word assessed paper, (75%); a seminar presentation (15%); and participation (10%).

Preliminary Reading:

Rorden Wilkinson (ed.), *The Global Governance Reader*, (London: Routledge, 2005) has been specifically designed for this course, and contains much of its core material.

Other useful volumes:
- Paul F. Diehl and Brian Frederking (eds), *The Politics of Global Governance: International Organizations in an Interdependent World*, (London: Lynne Rienner, 2010), 4th edition.
- Sophie Harman and David Williams (eds) *Governing the World? Cases in Global Governance* (Abingdon: Routledge, 2013).
- Margaret P. Karns and Karen A. Mingst (eds) *International Organizations: The Politics and Processes of Global Governance* (London: Lynne Rienner 2009), 2nd Edition.
- Rorden Wilkinson and Steve Hughes (eds), *Global Governance: Critical Perspectives*, (London: Routledge, 2002).

Course	POLI 70462
Title	Security Studies
Tutor	Dr Cristina Masters

Aim: The aim of this module is to introduce students to the complex and contested nature of security. The module is designed to address some of the central problems in the intellectual content and practical applications of competing notions of 'security'. The module takes a critical view of the field through an examination of non-traditional approaches to security and a core set of contemporary security challenges. In particular the module aims to investigate the extent to which the theory of security is fundamentally intertwined with its practice.

Outcome: At the end of this course, students should come away with a sense of what is at stake in security both as a theoretical concept and as an ontological category. Students should also come away with a critical understanding of how security has been rearticulated and challenged in our contemporary context through an engagement with some of the most pressing security issues of our day.

Content: Topics covered will include: contemporary debates in the academic discipline of security studies; critical approaches to the practice of international politics, and how thinking through fiction can help us think differently about security practices.

Teaching Methods: Weekly two-hour seminars.

Assessment: A 3,500 word assessed essay (75%); a critical book review (25%).

Preliminary Reading:
- Ken Booth, 'Security and Self: Reflections of a Fallen Realist', in Keith Krause and Michael C. Williams (eds), *Critical Security Studies* (Minneapolis: University of Minnesota Press, 1997), pp. 83-119. (A version of this paper can be found at: http://www.yorku.ca/yciss/publications/OP26-Booth.pdf)
- Anthony Burke, *Beyond Security, Ethics and Violence* (London: Routledge, 2007).
- Columbia Peoples and Nick Vaughn-Williams, *Critical Security Studies: An Introduction* (London: Routledge, 2010).
- Annick T. Wibben, *Feminist Security Studies: A Narrative Approach* (London: Routledge, 2010).
- Kamila Shamsie, *Burnt Shadows* (Bloomsbury Publishing, 2009) ISBN**:** 978-0747597070

Course	POLI70492
Title	Human Rights in World Politics
Tutor	Dr James Pattison

Aim: The 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. 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, to outline, to analyse, and to assess critically 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 the 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 two key areas: (1) the foundations of human rights and (2) the current implementation and enforcement of the human rights regime in world politics.

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
8. Human Rights and the Private Sector

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).
- Smith, Rhoda (2010). *Textbook on International Human Rights*, Fourth Edition (Oxford: Oxford University Press).

Course	POLI70612
Title	Debating Justice
Tutor	Dr Stephanie Collins

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: 2nd Edition*. Oxford: Oxford University Press, 2002.
- Farrelly, Colin. *Contemporary Political Theory: A Reader*. London: Sage, 2004.

Course	**POLI70672**
Title	**Women, Sex & Politics**
Tutor	**Dr Angelia Wilson**

Aims

Women, Sex, and Politics will:
- provide an understanding of key perspectives and concepts in feminist political theory;
- provide an understanding and critical appreciation of the gendered dynamics of political and social discourses;
- provide an understanding of the intersectionality of gender, sexuality, class and race in politics and feminist political theory;
- encourage students to link the subjectivity of personal experience to the demands of objective analysis.

Objectives

By the end of the course you should be able to:
- appreciate the diversity and experimental orientation of analytical perspectives in feminist political theory;
- critically evaluate perspectives and concepts in feminist political theory;
- relate and apply the theory under study to contemporary political issues.

Assessment : *essay (75%), learning log (15%), participation (10%)*

Course Content
Women, Sex, and Politics will provide students with the opportunity to make sense of, and critically engage with, key perspectives, debates, and issues in feminist political theory. Of central concern will be: constructions of gender, race, class and sexuality in political and social discourse; distinctions such as reason/emotion, nature/culture, and public/private spheres. In 2013-14, this exploration will utilize two primary frames: the ethic of care and intersectionality. Additionally, students will be given the time and space to use their understanding of feminist theory to aid their analyses of contemporary political issues and controversies.

A detailed reading list, seminar topics and time table will be provided in class.
Course Materials and Handouts (current students only) SoSS intranet page for POLI70672

Teaching Methods
Following a one hour seminar during the first teaching week, there will be seven seminar sessions of two hours in length.

Key Reading (ideally students will purchase these)
Hancock, A. (2011). *Solidarity Politics for Millennials: A Guide to Ending the Oppression Olympics* (New York, NY: Palgrave-Macmillan).
Tronto, J. (1993) *Moral Boundaries* (New York: Routledge).

Course	**POLI70692**
Title	**Justice and Pluralism**
Tutor	**Dr Steve de Wijze**

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)

Course	POLI 70852
Title	**The EU as an International Actor**
Tutor	**Dr Gabriel Siles-Brügge**

Aim:
The aims of this module are to provide students with a theoretically informed understanding of the European Union's international role; to examine the different tools through which the European Union pursues its external economic relations; to evaluate the development of a foreign policy and security role on the part of the European Union; to familiarise students with the multiplicity of actors and decision-making processes that shape the European Union's international presence and to analyse the evolving relations between the European Union and the rest of the world.

Outcome: On completion of the course students will develop a broad and specialist knowledge of the EU's relations with its major international partners; have acquired an appreciation of critical historical junctures and patterns in the development of European Union's international presence; be able to relate current conceptual debates to the empirical analysis of the EU's external role and develop presentation and essay-writing skills.

Content: In the first two weeks the module begins with a block of lectures aiming to introduce students to the basic institutional and conceptual parameters of the EU's international role. The module then continues with a series of student-led seminars on the EU's relations with its main international partners and in several policy domains. Seminars focus on the EU's relations with the United States; emerging powers; African, Caribbean and Pacific countries (ACP); its economic diplomacy in trade and finance, concluding with a seminar focusing on the EU's Common Foreign and Security Policy (CFSP).

Teaching Methods: Lectures for the first two weeks; then student-led seminars. In each seminar a 20-minute student presentation will serve as the basis for group discussion.

Assessment: 3,500 word essay (75%), class presentation (15%) and participation (10%)

Preliminary Reading:
- Hill C. and Smith M (2011). *International Relations of the European Union*, OUP (2nd Edn).
- Woolcock, S. (2012), *European Union Economic Diplomacy: The Role of the EU in External Economic Relations*, Farham: Ashgate.

Course	POLI 70872
Title	**Democracy: Theory and Practice**
Tutor	**Dr Richard Child and Maria Sobolewska**

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: *On completion of this unit successful students will be able to:*
Understand the key normative ideas that underlie democratic theory, and demonstrate this understanding by applying these insights to solving contemporary practical problems. Some examples of these problems are: 1. overcoming the democratic deficit, 2. ensuring adequate representation for women and minorities in liberal democratic pluralist societies 3. finding ways of modernising elections 4. educating the country's youth about democracy.

On completion of this unit successful students will be able to demonstrate:
- 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.
(7a) Applying democracy at the local, national and international levels: problems and pitfalls.
(7b) Teaching democratic values to children and attracting first time voters.
(8a) The democratic deficit: turnout problems, modernising elections, compulsory voting.

(8b) 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)
- Pattie, C., Seyd, P. & Whiteley, P. (2003) "Citizenship and Civic Engagement: Attitudes and Behaviour in Britain" *Political Studies* 51, 443-68.
- Putnam, Robert (2000) Bowling Alone: the Collapse and Revival of American Community (New York: Simon & Schuster).
- Russell, Andrew; Fieldhouse, Ed; Kalra, Virinder & Purdam, Kingsley. (2003) *Electoral Commission: Research Report* "Voter Engagement & Young People"
- Shapiro, Ian (2003) *The State of Democratic Theory* (Princeton:Princeton University Press)
- Skocpol, Theda & Fiorina, Morris (eds.) (1999) *Civic Engagement in American Democracy* (Washington/New York: Brookings Institute/Russell Sage Foundation,).
- United Nations Development Programme Website: Online: http://www.undp.org/governance/
- Wattenberg, Martin (2002) *Where Have All The Voters Gone?* (Cambridge, Mass: Harvard University Press).

Course	**POLI70892**
Title	**Governance and the Welfare State**
Tutor	**Dr Claire Annesley**

Aim: The course aims to provide students with a critical knowledge of developments in theoretical approaches to governance. The more specific aim is apply this knowledge in the analysis of governance and public policy in welfare states. The course will focus on welfare policy and service delivery in the UK, including the major reforms of the current Coalition government. It will also deal with themes in governance reform through a comparative welfare state analysis. The course will develop students' understanding of the roles of the state, private and voluntary sectors in the organisation of welfare services. Students will critically analyse the relationship between citizens and the state through the governance of social policy.

Outcome: *On completion of this unit successful students will be able to:*
- understand the role of the public, private and voluntary sectors in a mixed economy of welfare provision;
- understand the ideological, social and economic developments that have influenced the organisation and delivery of welfare services in the UK and beyond;
- critically evaluate the power relationship between state and society in the UK;
- apply contemporary theoretical approaches to governance to examples in public policy;
- work independently and/or collaboratively to research and critically analyse a topic on the contemporary UK welfare state.

Content: The course covers the major themes in public service reform over the last three decades, focusing on the UK but also through comparison with other countries. The first main theme is broad trends in public management reform in

the UK, including a historical analysis of the welfare state from Beveridge to New Labour. This focuses on the rise of the New Right in the 1980s and the New Public Management reforms of the same period. The current Coalition government's welfare reforms will be analysed in light of this historical background. The second theme is the development of a 'mixed economy' of welfare, with its increasing role for private and voluntary sector service providers. We will consider the impact of these reforms, including an assessment of the effectiveness of collaborations between service providers across public, private and voluntary sectors and the effectiveness of partnerships in network governance. The final theme spans the entire course, analysing the ideological content of governance reforms and investigating the central question of the power relationship between state and society – that is, what the new governance of the welfare state means for citizenship and democracy.

Teaching Methods: Weekly seminars (2 hours)
Assessment: One essay of 3,500 words (75%), paper/presentation (15%), participation (10%).

Preliminary Reading:
- Clarke, J (2004) *Changing Welfare, Changing States: New directions in social policy*, London: Sage
- Glendinning, C., Powell, M. and Rummery, K. (eds) (2002) *Partnerships, New Labour and the Governance of Welfare*, Bristol: Policy Press,
- Powell, M and Hewitt, M (2002) *Welfare State and Welfare Change*, Buckingham: OUP
- Taylor-Gooby, P (ed) (2005) *Ideas and Welfare State Reform in Western Europe*, Basingstoke: Palgrave Macmillan

There are many general histories of the welfare state in Britain. If you do not have much background knowledge of this topic, you may find it useful to read any one of the following:

- Fraser, Derek (2003, 3rd ed) *The Evolution of the British Welfare State*. Basingstoke: Palgrave Macmillan
- Glennester, Howard (2000/2006) *British Social Policy. 1945 to the Present*. Oxford: Blackwell.
- Lowe, Rodney (2004, 3rd ed) *The Welfare State in Britain since 1945*. Basingstoke: Palgrave Macmillan.

Course	POLI71092
Title	**Public Policy and Governance Vocational Placement**
Tutor	**Dr Liz Richardson**

ONLY AVAILABLE ON THE GOVERNANCE PATHWAY
Aims: The course unit aims to provide students with the opportunity to work in and contribute to processes of public policy and local governance. This is delivered by a vocational placement with Manchester and North West-based organisations. The placements will be organised by the course tutor. Students will be given the chance to work with practitioners and volunteers from organisations across the public, voluntary, community and private sectors. The organisations will be involved in a variety of practices and roles, including:
- policy design, implementation, assessment, and adaptation; and/or,
- local governance structures, processes and networks.

The course unit aims to:
- Deliver work experience relevant for employability within organisations which play roles in public policy and/or governance practices.
- Assist placement organisations with research, development, and delivery of projects related to public policy and/or governance.
- Contribute to the delivery of UoM and student social responsibility and social impact, e.g. by feeding back learning through copies of the essays given to the organisations, where appropriate.
- Examine concrete and specific policy and/or governance problems in Manchester.
- Explore the relationship between theories and practices of public policy and governance.
- Show the implications of these theories and practices in a local environment.

Learning Outcomes: On completion of this unit successful students will be able to demonstrate the following intellectual, practical and transferable skills:
- Relate theoretical issues to concrete practices of policy and/or governance in North West organisations in specific sectors.

91

- Identify the most salient policy and/or governance issues associated with the work of the organisation in which the student has been placed.
- Critically assess policy and/or governance practices in the placement organisations through the application of knowledge gained via taught modules on the MA Public Policy and Governance.
- Analyse and re-assess relevant theory in light of ground-level practice.
- Deliver the placement organisations' project requirements within the timescale
- Deploy research and analysis skills as required by the placement organisations' project.

Content:
1. Induction and placement matching.
2. Vocational placement.
3. Peer e-learning.
4. Essay supervision from course tutor.
5. Seminars.

Teaching and learning methods: This course will utilise interactive learning and teaching strategies. Students will be expected to take part in a variety of the placement organisations' activities as required. Peer e-learning will take place via an online discussion board. Seminars will provide peer exchange, feedback from the tutor, and additional taught elements as required. The course tutor will be involved in supervision of the students' essays.

Assessment: Assessment will be both formative and summative. Formative assessment will be provided through: supervisory meetings with the course tutor; formally through essay feedback; and peer feedback in seminars. There will be three summative assessments.

1. Essay, 3,500 words (50%)
2. Placement reflection, 1,500 words (20%)
3. Satisfactory completion of placement (30%)

Use of e-learning: A student/peer e-discussion board will be created to exchange reflections throughout the placement process. This would be moderated and convened by the course tutor.

Preliminary reading:
Bell, S. and Hindmoor, A. (2009) *Re-thinking governance*, Cambridge University Press: Cambridge.
Durose, C., Greasley, S. and Richardson, L. (2009) *Changing local governance, changing citizens*, Policy Press: Bristol.
Hill, M. (6th edition) (2013) *The public policy process*, Pearson Education Ltd: Harlow, Essex.
John, P. (2011) *Making policy work*, Routledge: Oxon.
Taylor, M. (2nd edition) (2011) *Public policy in the community*, Palgrave Macmillan: Basingstoke.

ETHICS & POLITICAL PHILOSOPHY MODULES

Course: PHIL60232 **Title: MRes Research Papers - Evaluating Emotions** **Tutor**: Joel Smith

Course Content

Emotions are central to our lives, the source of comfort, frustration and meaningfulness. They also stand at the intersection of the philosophy of mind and psychology, on the one hand, and ethics on the other. Emotion research is thriving in both philosophy and psychology and we will pursue a number of the questions central to this research, including: What kind of entity are emotions? How are emotions related to beliefs, desires, perceptions and bodily sensations? What is the difference between emotional episodes, emotional dispositions, moods and character traits? Is it possible for emotional reactions to be appropriate, or justified? How are emotions related to value judgements?
Each week we will read both a recent journal article and a chapter of Deonna & Teroni's excellent new introduction.

Teaching Methods
1 x 1-hour introductory lecture, 7 x 2-hour seminars

Assessment

MA   3000 word Essay (75%), Presentation (15%), Participation (10%)

Preliminary reading

Deonna, J. A. & Teroni, F. 2012. *The Emotions: A Philosophical Introduction*. London: Routeldge.
Goldie, P. ed. 2010. *Oxford Handbook of Philosophy of Emotion*. Oxford: Oxford University Press.
Solomon, R. ed. 2004. *Thinking About Feeling: Contemporary Philosophers on Emotions*. Oxford: Oxford University Press.

You should also read de Sousa's "Emotion" in the *Stanford Encyclopedia of Philosphy*, and Johnson's "Theories of Emotion" in the *Internet Encyclopedia of Philosophy*.

Course	**PHIL60282**
Title	**Thinking About Values in Aesthetics**
Tutor	**Prof Julian Dodd**

Aims: The course unit aims to:
- Introduce students to some of the philosophical issues regarding the nature of aesthetic evaluation.
- Introduce students to seminal and recent literature in this area.
- Equip students with the advanced research skills needed for dissertation writing and doctoral research.

Learning Outcomes: On completion of this unit, successful students will be able to demonstrate:
- Detailed knowledge and understanding of some of the key issues concerning aesthetic value.
- The ability to complete a substantial, cogent and scholarly piece of research in this area of analytical philosophy.
- The ability to conduct independent research, under supervision by an expert supervisor.
- The ability to understand, critically assess, and respond to advanced philosophical writing.

Content: This course unit considers a number of fascinating questions concerning aesthetic evaluation. Here are some examples. Is there a clear distinction between aesthetic value and artistic value? Is aesthetic value instrumental? Is an artwork's aesthetic value a matter of the nature of the experiences it affords us? Does an artwork's aesthetic value depend solely on how it appears? Do artworks have cognitive value? Are our aesthetic evaluations subjective or objective? What is the value in listening to works of 'absolute' music? What are the performance values operative within our practice of performing works of Western 'classical' music?

Teaching and learning methods: 1 x 1-hour introductory session. 7 x 2-hour seminars, each based on one or two key texts.

Assessment: One essay of 3500 words: 100%

Preliminary reading:
- Robert Stecker, 'Value in art', in J. Levinson (ed.), *The Oxford Handbook of Aesthetics* (O.U.P., 2003).
- Malcolm Budd, Values of Art (Penguin, 1995), Ch. 1; reprinted as 'Artistic value', in P. Lamarque and S. Olsen (eds.), *Aesthetics and the Philosophy of Art* (Blackwell, 2004).
- R.A. Sharpe, 'The empiricist theory of artistic value', *Journal of Aesthetics and Art Criticism* 58 (2000): 321-32.
- Nelson Goodman, *Languages of Art* (Hackett, 1976), Ch. 3.
- Dominic McIvor Lopes, 'The myth of (non-aesthetic) artistic value', *Philosophical Quarterly* 61 (2011): 518-36.
- Jerrold Levinson, 'Evaluating musical performance', *Journal of Aesthetic Education* 21 (1987): 75-88; reprinted in his *Music, Art and Metaphysics* (Cornell U.P., 1990).

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 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
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 *My Library* 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 My Manchester.

Library News and Updates
Keep up to date with the latest library developments via Facebook or Twitter.

MA and PG Dip Ethics & Political Philosophy Timetable – Semester One -2013-14

	Monday	TUESDAY	WEDNESDAY	THURSDAY
10.00		POLI70601 Pol Theory Seminar (SH) ALB G.018		
11.00	PHIL60051 Ethics (MR) ALB G.018			
12.00		PHIL60271 Mental Causation (CM) ALB G.018		PHIL60221 Philosophy of Social Science (TU) ALB G.019
1.00				
2.00			POLI70721 Theories of Rights (RC) Coupland 3 LG14	
3.00				

MA and PG Dip Ethics & Political Philosophy Timetable – Semester Two -2013-14

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
10.00	POLI60312 DRD (LEC) (week 1) C5.1 Ellen Wilkinson Seminar 1, Roscoe 4.8 Seminar 2, HBS Hanson		POLI70672 Women, Sex & Politics (AW) Roscoe 4.8	
11.00				
12.00			POLI60312 DRD Seminar 5, Crawford D Seminar 6, HBS G7	
1.00	POLI60312 DRD Seminar 3, Dover St BS1 Seminar 4, HBS Hanson	PHIL60232 Evaluating Emotions (JS) ALB G.019 POLI60182 Global Justice (MR/CS)		
2.00	POLI70612 Debating Justice (SC) HBS G34		POLI70872 Democracy: Theory & Practice (RC/MS) HBS Hanson	POEC60062 Central Concepts (JO'N/TP) HBS G35
3.00	POLI60222 Ethics of Killing (MR/CS) Dover Street BS1	PHIL60282 Aesthetic Values (JD) ALB G.018 POLI60182 Global Justice (MR/CS)		
4.00			POLI70692 Justice and Pluralism (SdW) HBS Hanson	
5.00				

POLITICS 2013-14 SEMESTER 1

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
9.00		**POLI70311** Critical Approaches to IPE (GC) HBS Hanson		
10.00	**POLI60321** Perspectives in Contemporary China (EB) HBS Hanson	**POLI70311** Critical Approaches to IPE (GC) HBS Hanson **POLI70601** Political Theory Research Training (SH) ALB G.030/31	**POLI70761** Marxism & International Politics (GC) HBS G35	**POLI70191** Media, Politics & Policy (PH) Dover St BS3
11.00	**POLI60321** Perspectives in Contemporary China (EB) HBS Hanson **POLI70451** Ethics in World Politics (VPF) Alan Turing G.114	**POLI70601** Political Theory Research Training (SH) ALB G.030/31 **POLI70451 -** Ethics in World Politics group 2 (VPF)	**POLI70761** Marxism & International Politics (GC) HBS G35	**POLI70191** Media, Politics & Policy (PH) Dover St BS3 **POLI60091** Authority, Subjectivity, Temporality (EPG/AZ/ANM) HBS Hanson
12.00	**POLI70451** Ethics in World Politics (VPF) Alan Turing G.114	**POLI60121** Political Parties in Contemporary Britain (MS) HBS Hanson **POLI70451 -** Ethics in World Politics group 2 (VPF)	**POLI60301** Comparative Political Analysis – (DR/SH) HBS Hanson **SOST70511** Introduction to Quant Methods Research Route Only – Coupland 1 PEAR Th.	**POLI60091** Authority, Subjectivity, Temporality (EPG/AZ/ANM) HBS Hanson
1.00	**POLI70771 -** **Philosophy of Politics Research (SC/SH)** HBS Hanson **Research Route only**	**POLI60121** Political Parties in Contemporary Britain (MS) HBS Hanson	**POLI60301** Comparative Political Analysis – (DR/SH) HBS Hanson IQM Workshop – HBS 2.1	**POLI70191** Media, Politics & Policy (PH) Univ Place 4.211 **POLI60241** Rhetoric In Politics (NT) Dover St BS3 **POLI70381** The EU: Politics & Policy Making – (IB)
2.00	**POLI70771 -** **Philosophy of Politics Research (SC/SH)** HBS Hanson **Research Route only**	**POLI71051** Post-Communist Transitions (SS)	**POLI70721** Theories of Rights 1 (RC) Coupland 3 LG14 IQM Workshop – HBS 2.1	**POLI70191** Media, Politics & Policy (PH) Univ Place 4.211 **POLI60241** Rhetoric In Politics (NT) Dover St BS3 **POLI70381** The EU: Politics & Policy Making – (IB)
3.00	**POLI71061** China in the International System (SS) Coupland 3 LG12 **POLI70271** Understanding Governance (DF)	**POLI71051** Post-Communist Transitions (SS)	**POLI70721** Theories of Rights 1 (RC) Coupland 3 LG14 **POLI71061** China in the International System 2 (SS) HBS Hanson IQM Workshop – HBS 2.1 **POLI60031** Varieties of Capitalism (IB) Alan Turing G.114	**POLI60081** Politics of Money & Finance – (AR) HBS Hanson
4.00	**POLI71061** China in the International System (SS) Coupland 3 LG12 **POLI70271** Understanding Governance (DF)	**POLI70401** Graduate Seminar in Politics (ANM, AR, KB) Coupland 3 LG10	**POLI70721** Theories of Rights 2 (RC) Coupland 3 LG14 **POLI71061** China in the International System 2 (SS) HBS Hanson IQM Workshop – HBS 2.1 **POLI60031** Varieties of Capitalism (IB) Alan Turing G.114	**POLI60081** Politics of Money & Finance – (AR) HBS Hanson
5.00		**POLI70401** Graduate Seminar in Politics (ANM, AR, KB) Coupland 3 LG10	**POLI70721** Theories of Rights 2 (RC) Coupland 3 LG14 IQM Workshop – HBS 2.1	

POLITICS 2013-14 SEMESTER 2

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
9.00				POLI60292 Business & Politics under Advanced Capitalism (IB) Uni Place 4.210
10.00	POLI60312 DRD (LEC) (week 1) (SH/KB) C5.1 Ellen Wilkinson Seminar 1 , (SH) Roscoe 4.8 Seminar 2 , (KB) HBS Hanson	POLI70282 Globalisation & IPE (SS) Crawford House Seminar A	POLI70672 Women, Sex & Politics (AW) Roscoe 4.8	POLI60292 Business & Politics under Advanced Capitalism (IB) Uni Place 4.210 POLI70462 Security Studies (CM) Uni Place 3.210
11.00	POLI60312 DRD (LEC) (week 1) (SH/KB) C5.1 Ellen Wilkinson Seminar 1 , (SH) Roscoe 4.8 Seminar 2 , (KB) HBS Hanson	POLI70282 Globalisation & IPE (SS) Crawford House Seminar A POLI70492 HR in World Politics (JP) HBS Hanson	POLI70672 Women, Sex & Politics (AW) Roscoe 4.8	POLI70492 HR in World Politics (JP) Williamson G.33 POLI70462 Security Studies (CM) Uni Place 3.210 POLI70102 The Politics of Europeanisation (DP) Uni Place 3.214
12.00		POLI70422 Global Governance (CD) Uni Place 6.208 POLI70892 Governance & Welfare State (??) Uni Place 5.207 POLI70492 HR in World Politics (JP) HBS Hanson	POLI60312 Dissertation Research Design - Seminar 5, (SH) Crawford House Seminar D Seminar 6, (KB) HBS G7	POLI70492 HR in World Politics (JP) Williamson G.33 POLI70102 The Politics of Europeanisation (DP) Uni Place 3.214
1.00	POLI60312 DRD Seminar 3, (SH) Dover St BS1 Seminar 4 , (KB) HBS Hanson POLI70612 Debating Justice (SC) HBS G34	POLI70422 Global Governance (CD) Uni Place 6.208 POLI60182 Global Justice (MR/CS) POLI70892 Governance & Welfare State (??) Uni Place 5.207 POLI60072 International Terrorism under Question (EPG)	POLI60312 Dissertation Research Design - Seminar 5, (SH) Crawford House Seminar D Seminar 6, (KB) HBS G7	POLI70462 Security Studies (CM) Williamson G.33 POLI60502 Human Rights Vocational Placement (Wks 1 & 8 only) (JP) HBS G7 POLI70852 EU as an International Actor (GSB) Crawford House Seminar E
2.00	POLI60312 DRD Seminar 3, (SH) Dover St BS1 Seminar 4 , (KB) HBS Hanson POLI70612 Debating Justice (SC) HBS G34	POLI60182 Global Justice (MR/CS) POLI60072 International Terrorism under Question (EPG)	POLI70872 Democracy: Theory & Practice (RC/MS) HBS Hanson	POLI60502 Human Rights Vocational Placement (Wks 1 & 8 only) (JP) HBS G7 POLI70462 Security Studies (CM) Williamson G.33 POLI70852 EU as an International Actor (GSB) Crawford House Seminar E
3.00	POLI60222 Ethics of Killing (MR/CS) Dover St BS1	POLI70422 Global Governance (CD) HBS Hanson POLI70412 Advanced Grad Seminar in IP (AZ/EPG) Crawford House Seminar A	POLI70872 Democracy: Theory & Practice (RC/MS) HBS Hanson	
4.00	POLI60222 Ethics of Killing (MR/CS) Dover St BS1	POLI70422 Global Governance (CD) HBS Hanson POLI70412 Advanced Grad Seminar in IP (AZ/EPG) Crawford House Seminar A	POLI70692 Justice & Pluralism (SdW) HBS Hanson	
5.00			POLI70692 Justice & Pluralism (SdW) HBS Hanson	