Head of Department: Professor Martin Smith

Director of Postgraduate Taught Studies: Dr Simona Davidescu

Graduate School Coordinator: Ms Liz O’Brien

Graduate School Administrator: Mrs Sarah Finch
POSTGRADUATE TAUGHT COURSES

MA/Diploma in Conflict, Governance & Development
Convenor: Dr Robin Jervis

MA/Diploma in International Political Economy
Convenor: Dr Liam Clegg

MA/Diploma in International Relations
Convenor: Dr Joao Nunes

MA/Diploma in Political Theory
Convenor: Dr Signy Gutnick-Allen

MA in Political Research
Convenor: Dr Simona Davidescu

MA/Diploma in Public Administration and Public Policy
Convenor: Dr Eva Heims

Master of Public Administration
Convenor: Dr Simona Davidescu

Master of Public Administration in International Development
Convenor: Dr Simona Davidescu

MA/Diploma in Post War Recovery Studies
Convenor: Dr Jacob Erikkson

MA in Public Policy (Joint Erasmus Mundus Programmes)
Convenor: Dr Eva Heims
# MA in Conflict, Governance & Development

## Autumn Term = 60 Credits

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**Total credits for MA: 180**

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UNIVERSITY OF YORK
GRADUATE SCHOOL 2016/17
DEPARTMENT OF POLITICS

MA IN INTERNATIONAL POLITICAL ECONOMY

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MA IN POLITICAL THEORY

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Total credits for MA: 180

Option modules

Final decisions on whether option modules will run will depend on the number of students who elect to take them

Autumn

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## MA IN POLITICAL RESEARCH

### AUTUMN TERM = 60 Credits

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**Total credits for MA: 180**

**Option modules**

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# MASTER OF PUBLIC ADMINISTRATION

## AUTUMN TERM = 60 Credits

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## SUMMER TERM = 60 Credits

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**Total credits for MPA: 180**

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UNIVERSITY OF YORK  
GRADUATE SCHOOL 2016/17  
DEPARTMENT OF POLITICS

MASTER OF PUBLIC ADMINISTRATION IN INTERNATIONAL DEVELOPMENT

AUTUMN TERM = 60 Credits

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SUMMER TERM = 60 Credits

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Total credits for MPA: 180

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## MA IN PUBLIC POLICY: EUROPEAN PUBLIC POLICY
### (ERASMUS MUNDUS JOINT PROGRAMME)

### SUMMER VACATION

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### AUTUMN TERM = 40 Credits

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### Option modules

Final decisions on whether option modules will run will depend on the number of students who elect to take them.

### Spring

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**Total ECTS for MA: 60**

* Students can select to take the option module in the autumn term (see the MA in Public Administration & Public Policy for a list of options), resulting in a 1-3 module load between Autumn and Spring. This must be approved by the Mundus MAPP academic coordinator at York, Dr Eva Heims.
## MA in Public Policy: Governance & Development

### SUMMER VACATION

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<td>Global Governance – Mundus MAPP</td>
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### SUMMER TERM = 100 Credits

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### Option modules

Final decisions on whether option modules will run will depend on the number of students who elect to take them.

### Autumn

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<td>Contemporary Issues in International</td>
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<td>POL00081M</td>
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* Students can select to take the option module in the Spring term (see the MA in Public Administration & Public Policy for a list of options), resulting in a 1-3 module load between Autumn and Spring. This must be approved by the Mundus MAPP academic coordinator at York, Dr Eva Heims.
# MA in Post War Recovery Studies

## Autumn Term = 60 Credits

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## Spring Term = 60 Credits

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## Summer Term = 60 Credits

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**Total credits for MA: 180**

### Option modules

Final decisions on whether option modules will run will depend on the number of students who elect to take them.

## Spring

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<td>Conflict &amp; Development</td>
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<td>Policy Analysis (Dr Eva Heims)</td>
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<td>Politics of International Trade &amp; Development (Dr Jappe Eckhardt)</td>
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<td>Political Research &amp; Analysis (Dr Adam Fusco)**</td>
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<td>Post war Recovery Studies Filed Trip (Dr Jacob Eriksson))</td>
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<td>Principles of Policy Advice (Dr Eva Heims)</td>
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<td>Public Management &amp; Delivery (Prof Martin Smith / Dr Simona Davidescu)</td>
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<td>Qualitative Research in Politics (James Rogers)</td>
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<td>Quantitative Methods of Data Analysis (Dr Tim Huijts / Dr Sandra Leon Alfonso)</td>
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<td>Research in conflict affected environments (Dr Rebecca Engel) +</td>
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<td>State, Space and Globalisation (Dr Simon Parker)</td>
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<td>Strategic Planning (Mr Jon Fanning - Management)</td>
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The Making of the Contemporary World:
History, Politics and Ideas since 1945 (History) Dr Peg Murray-Evans / Dr Hugo Service

Themes & Theories in International Relations (Dr Alejandro Peña)

Theories & Policies of Development Governance (Dr Louise Haagh)

Theory & Practice of Post War Recovery (Dr Jacob Eriksson ) +

Topics in the History of Political Thought (Dr Signy Gutnick-Allen)

Understanding Conflict and the Responses to Conflict (Dr Rebecca Engel) +

Women, Citizenship and Conflict (Dr Ann Kaloski-Naylor)

** Students must be registered for the MA in Political Research / MA in Politics (by Research) / MPhil / PhD
# Students must be registered on the MPA or MPA in International Development
~ Students must be registered on the MPA or MPA in International Development, the MA in Public Administration & Public Policy, or the MA in International Political Economy
+ Students must be registered on the MA in Post War Recovery Studies
Module: ANALYTICAL POLITICAL PHILOSOPHY

Tutor: Dr Tom O’Shea

Module Number: POL00005M

Credit Rating: 20 credits

Duration and Terms: One term (Autumn)

Teaching Programme: Weekly two-hour seminars

Teaching Methods
The module will be taught through collaborative critical discussion in seminars.

Procedural Requirements
All students must prepare thoroughly for each seminar by reading and thinking about the topic in depth and coming to the seminars ready to participate fully. In addition, students will have the opportunity to submit a procedural essay of up to 1500 words about any topic related to the course, for which they will receive feedback.

Module Description
This course provides an advanced introduction to contemporary analytical political philosophy. It focuses on justice and freedom across a number of important debates. Topics to be discussed include equality, structural injustice, freedom, cultural recognition, gender, economic liberty, and democratic enfranchisement. Among the questions we will ask are: What does it mean to be free? What is the point of equality? Who should be able to vote? To what extent should states accommodate minority groups?

Objectives
The module aims to enable students to:
  • To acquire a thorough grounding in recent Anglophone analytical political philosophy.
  • To develop critical and argumentative skills through seminar discussion and analysis of philosophical texts.

Assessment Method
One essay of 4000 words to be submitted to the VLE, by 16:00 on the first Monday of Spring term.

Preliminary Reading
Module: AMERICAN EMPIRE: THE UNITED STATES & THE WORLD SINCE 1945

Tutor: Shaul Mitelpunkt

Module Number: HIS00084M

Credit Rating: 20 credits

Duration and Terms: One term (Spring)

Teaching Programme: Weekly two hour seminars

Module Description
In his 1941 essay ‘The American Century’ American publicist Henry Luce used the pages of Life magazine to make the case for American involvement in World War II. More than a specific policy recommendation, however, Luce proposed “to exert upon the world the full impact of our influence, for such purposes as we see fit and by such means as we see fit.” The U.S.’s contribution to the allied victory in the war and its rising dominance in its wake have brought some to ascribe prophetical qualities to Luce’s words. Realities of American power, however, would be more complex than Luce’s prescription allowed: what were the contents of American influence? What were its purposes and means in the decades that followed World War II?

This module will examine America’s place in the world after the Second World War, introducing students to major trends in the historiography of U.S. foreign relations, from realism to revisionism and postrevisionism, through the cultural turn, and the internationalisation of the field. Reading monographs that focus on the seam between ideology and praxis, we will explore the roles a variety of benevolent causes (such as self-determination, developmentalism, and human rights) played in the American mission through the Cold War and beyond, and read case studies that assess the impact of American influence in different regions, from Berlin through Teheran and Saigon. While paying close attention to the diplomatic and organizational infrastructure of America’s dominance (the Bretton-Woods System, the United Nations and NATO among others), we will also read translated primary sources that will help us consider the ways non-Americans adopted, rejected, and negotiated the terms of their encounters with the United States.

Teaching Programme:
Students will attend eight weekly two-hour seminars in weeks 2-9. The provisional outline for the module is as follows:

1. Break or Continuity? Alternative Beginnings of American Empire
2. New World Order: Bretton Woods, the UN, and Nuremberg
3. Rebuilding Europe through Commerce
4. Enemies to Friends
5. Developmentalism
6. The Adoption of Human Rights
7. Who Cares about Empire?
8. Liberation, Terror, and the Post Cold War world
Objectives
After successfully completing this module students should:
- Demonstrate their knowledge of American policies and attitudes towards a variety of peoples in the post World War II world.
- Be able to discuss the ways non-Americans accepted, rejected, and negotiated the terms of American dominance.
- Have a sound grasp of and be able to articulate the different historiographical approaches to the study of U.S. foreign relations.
- Be able to analyse primary sources of different media and contextualize them within historical and historiographical context.

Assessment Method
Students will complete a 2,000 word procedural essay for formative assessment, due in week 6 of the Spring Term, for which they will receive an individual tutorial. They will then submit a 4,000 word assessed essay in week 1 of the Summer Term.

Preliminary Reading
Module: ASYLUM, MIGRATION AND HUMAN TRAFFICKING

Tutor: Martin Jones – Centre for Applied Human Rights

Module number: LAW00008M

Credits: 20 credits

Duration and terms: One Term (Spring)

Teaching programme: Two hour lecture and one hour seminar

Module Description:
The universalism of much of human rights law and policy is belied by the frequent use of terms such as “citizen” and the inattention to situations in which non-citizens find themselves. As a result, the vulnerabilities of migrants to state and non-state actors often remain unaddressed. This module will examine the phenomenon of human movement, including both forced and voluntary migration, and the legal frameworks that govern the rights of various categories of migrants. The module will focus on the specific policies which states put in place to advance (and to hinder) the enjoyment by migrants of their rights. The module will examine the legal tools available to human rights defenders seeking to assist these groups. It will also examine the extent to which human rights law and policy have managed to challenge two of the remaining bastions of state sovereignty: the related powers of a state to control entrance and egress and its power to control its membership. Although the obligations of states to migrants will be the primary focus of the course, the policies and practices of international organizations and supranational bodies with respect to migration will also be discussed.

The module will begin by examining the conceptions of citizenship (and their impact upon rights discourse) and the phenomenon of migration (including both its causes and effects). The module will examine the ability of migrants to enjoy even putatively universal rights, such as the right to equal protection of the law. The module will then explore distinctions made in law and policy between forced and voluntary migration and between intra- and inter-national displacement. The use of smuggling to move internationally will also be discussed, along with the related phenomenon of human trafficking. Refugee protection, both in countries like the UK and in the Global South, will be reviewed, including the criteria for qualification and the processes of determination of status. With respect to more voluntary forms of migration, the rights of migrant workers and long-term residents will also be discussed. The module will use a variety of seminar structures, including case studies, simulation exercises and debates, to elaborate upon the weekly topics.

Assessment:
One 4,000 word essay on a topic relevant to the module.

Key Texts:
Module: APPROACHES TO POLITICAL THEORY

Tutor: Dr Signy Gutnick-Allen

Module Number: POL00001M

Credit Rating: 20 credits

Duration and Terms: One term (Autumn)

Teaching Programme: Weekly two-hour seminars

Teaching Methods
The module will be taught through critical discussion and exchange of ideas in seminars. Towards the end of the module, students will be expected to take turns in formally presenting a pre-circulated paper, and in commenting on the papers.

Procedural Requirements
All students must prepare thoroughly for the assigned topic of the seminar by reading and thinking about the topic in depth, coming equipped with questions and points of view, and participating fully. A paper must be ready by the end of Week 7.

Module Description
The module examines the most important approaches to the study of political theory, broadly construed, and the methodological implications following from them. Through an analysis of each of these different approaches and the debates amongst them, students are encouraged to reflect critically on their assumptions, limitations and advantages, in relation to particular research questions, starting with how they affect their formulation. The application of each of the approaches is explored in connection to a specific political-theoretical problem. This may vary from year to year, but this is typical of the range of topics covered: human rights, freedom, power, the state, civil society, toleration.

Objectives
The module helps students to become more aware of, and to make explicit, the assumptions involved in the study of political theory. The chief aims of the module are therefore: 1) to familiarise students with different approaches and methods they might utilise in their own work; 2) to examine the relation between substantive and methodological concerns; 3) to invite students to reflect critically on their own methodological assumptions and choices; and 4) to show students that there is no single right way of conducting research in political theory, but a plurality of approaches, whose merits and limitations deserve consideration and critical scrutiny. To this purpose, the course provides an introduction to contextual, genealogical, conceptual, ideological, dialectical and critical approaches, while it also invites evaluation of the strengths and weaknesses of these different approaches through a close study of seminal texts applying a particular approach to the analysis of a particular political-theoretical problem.

Assessment Method
One essay of 4000 words to be submitted to the VLE, by 16:00 on Monday of Week 1 in the Spring Term.

*Preliminary Reading*
Module: COMPARATIVE INSTITUTIONS AND PUBLIC POLICY

Tutor: Dr Sandra Leon

Module Number: POL000077M

Credit Rating: 20 credits

Duration and Terms: One term (Autumn)

Teaching Programme: The module includes eight lectures and eight 1.5 hour seminars (weeks 2-9)

The seminars may include a roundtable discussion, a group exercise, or another format. Module participants must prepare carefully for each seminar.

Module Description
The aim of this module is to enable students to develop an advanced understanding of central questions in the comparative analysis of political institutions around the world. Students will examine most important institutional configurations across political systems, namely electoral rules, party systems, parliamentary vs. presidential government, models of public administration, federal institutions and models of welfare provision. As students engage with the operation and function of key political institutions, they will also be introduced to some of the most interesting questions and current debates within comparative politics. These include the analysis of the consequences of institutional configurations for government performance and political stability, the definition of democratic vs. authoritarian systems and the challenges for democratic governance under regional integration. To do so, it will develop comparisons across a broad range of countries that will include long-established western democracies as well as newer democracies.

Module learning outcomes
Subject content:
Understand key institutional differences between political systems
Analyse the implications of different institutional configurations for democratic governance and political stability
Identify most important differences and similarities between models of welfare provision
Understand key issues in the debate on democracy as well as on its challenges under globalisation

Academic and graduate skills:
Communication skills - present clear and cogent arguments in both written and oral forms
Interpersonal skills - through team exercises and case studies
Research skills - especially using primary sources from international organizations and governments databases, as well as secondary sources

**Assessment Method**
Participants will be expected to undertake one non-assessed essay plan of no more than 1000 words and an assessed essay of 4,000 words. The summative essay is to be submitted to the VLE, by 16:00 on Monday of Week 1 in the Spring Term.

**Key handbooks**
Module: CONFLICT & DEVELOPMENT

Tutor: Dr Rob Aitken / Dr Claire Smith

Module Number: POL00018M

Credit Rating: 20 credits

Duration and Terms: One term (Spring)

Teaching Programme: Weekly one-hour lecture and one-and-a-half hour seminars

Teaching Methods
The module will normally be delivered via a weekly one-hour lecture and weekly one-and-a-half hour seminar. The seminars will involve a range of teaching and learning strategies such as student-led discussions, analysis of cases, debates and group work.

Procedural Requirements
All students will be required to prepare and submit an essay plan, on which they will receive written feedback before the end of the term.

Module Description
The module examines understandings of development and its intersections with violent conflict. The definition and measurement of development remains contested but has significant implications for contemporary development practices. We examine a range of approaches to the definition of development as involving “needs”, “capabilities”, and “rights”. Contemporary practices emphasise development as a process involving the participation of the poor, we examine the potential for and limitations on the participation of the poor in development.

The second half of the module examines the interrelations between development and conflict. How are inequalities – both “vertical” and “horizontal” – related to the emergence of violent conflicts? Does the exploitation of natural resources, or the patterns of political development, contribute to armed conflicts?

The module therefore focuses on a number of related issues:

1. What is development? What are the implications of how we define or measure it?
2. What are the implications of current theories for development practice? How participatory can development be? What role for civil society? How do we understand power in development processes?
3. What are the relations between development and conflict? Are there correlations between patterns of development and violent conflict? How do we understand the dynamics of violent conflicts and their relations with development? How are inequalities of power and wealth related to conflicts? Can development aid contribute to conflicts? How can these risks be mitigated?

We explore these issues through the analysis of a range of cases including examples from Africa, Afghanistan and South East Asia.
**Assessment Method**
One essay of 4000 words to be submitted to the VLE, by 16:00 on Monday of Week 1 Summer Term.

**Preliminary Reading**
Module: CONTEMPORARY ISSUES IN INTERNATIONAL POLITICAL ECONOMY

Tutor: Dr Liam Clegg

Module Number: POL00008M

Credit Rating: 20 credits

Duration and Terms: One Term (Autumn)

Teaching Programme: Weekly two-hour seminars.

Teaching Methods
Each seminar is normally introduced by a brief talk by the convenor, followed by a discussion of the seminar topics based on assigned key reading and questions for that week. All students are required to do the assigned readings and attend every session.

Procedural Requirements
Students should prepare thoroughly for seminars by studying the key reading, and participate actively in seminars. Students submit an essay plan for the assessed essay in week 8 and receive comments and feedback in week 10.

Module Aims and Content
The module introduces students to some of the key contemporary issues in the field of International Political Economy (IPE). The module consists of two closely related sections. Through Part One, a series of approaches to the study of IPE are reviewed. These approaches range from traditional state-centred models that focus on competition over scarce material resources, to works that aim to uncover the roots of persistent global poverty and inequality, to literatures that encourage critical reflection on the mechanisms through which ideas and identities intersect with patterns of production and distribution. Through Part Two, these frameworks are applied to a series of contemporary trends and dynamics. Issues explored typically include patterns of global trade and finance, changing forms of private power, and (in-)stability in US leadership on global economic issues. Overall the module aims to extend students’ capacity to both engage with contemporary scholarship, and to apply insights gained to ‘real world’ issues. Assessment is structured to allow for an in depth exploration by students of areas of interest they develop through the module.

Assessment
Assessment is essay-based. One essay of 4000 words to be submitted to the VLE, by 16:00 on Monday of Week 1 of the Spring term.

Preliminary Reading
**Module:** CHALLENGES OF PLURALISM: CONTEMPORARY AND COMPARATIVE PERSPECTIVES

**Tutor:** Dr Alasia Nuti

**Module Number:** POL00003M

**Credit Rating:** 20 credits

**Duration and Terms:** One term (Spring)

**Teaching Programme:** Weekly two-hour seminars

**Teaching Methods**
The module will be taught through critical discussion and exchange of ideas in seminars.

**Procedural Requirements**
Students should prepare thoroughly for seminars by reading the selected texts and by thinking critically about what they have read. They should then come to seminars equipped with questions, which will be used to organize a critical discussion, to which all students should feel free to contribute their own criticisms and ideas. All students must give a substantive presentation at one of the seminars and prepare an essay plan for the beginning of week 8 of the term.

**Module Description**
Contemporary democratic societies are characterized by pluralism. Pluralism can be seen as an enriching and essential component of a genuine liberal democracy. Often, however, pluralism is (rightly or wrongly) perceived as a threat to democratic, liberal and egalitarian values. In contemporary political thinking, different concepts, such as toleration and recognition, have been used to confront challenges of pluralism. Is the concept of “toleration” enough to address the demands of pluralist societies or do these demands call for “recognition” of, say, cultural and religious difference? And, when it comes to dealing with undemocratic, illiberal and inegalitarian values and political ideologies, can the concepts of toleration and recognition be useful at all? In other words, should we recognise or even tolerate what seems to be intolerable?

In this module, we will address these questions and discuss which responses should be given to the challenges that different kinds of pluralism posit. We will do so by focusing on some pressing issues of pluralism, such as problems of religious accommodation, multicultural difference, same-sex marriage, freedom of speech and far-right politics. Moreover, we will explore how the very ideas of “toleration” and “recognition” are vehemently contested by some not only as inadequate responses to the challenges of pluralism but also as tools of domination and “colonization”.

**Objectives**
The main objective is to encourage students to think critically about the assistance that political theory can provide, as well as the difficulties it can encounter, when it concerns itself with ‘real world’ challenges of pluralism. Students will also develop their skills in research, textual analysis, the evaluation of arguments, and the presentation of ideas both orally and in written form.
Assessment Method
One essay of 4000 words to be submitted to the VLE, by 16:00 on Monday of Week 1 in the Summer Term.

Preliminary Reading
Michael Walzer, On Toleration (Yale University Press)
Susan Mendus, Toleration and the Limits of Liberalism (Macmillan)
Wendy Brown, Regulating Aversion: Tolerance in the Age of Identity and Empire (Princeton University Press)
Module: CRITICAL THEORIES OF INTERNATIONAL POLITICAL ECONOMY

Tutor: Dr Tom Houseman

Module Number: POL00006M

Credit Rating: 20 credits

Duration and Terms: One Term (Spring)

Teaching Programme: Weekly two-hour seminars.

Teaching Methods
Each seminar is normally introduced by a brief lecture of about 20 minutes, followed by collective discussion of the seminar topics based on assigned key reading and guiding questions. It is absolutely essential that all students should do the assigned key reading and attend all sessions.

Procedural Requirements
Students should prepare thoroughly for seminars by studying the key reading, and participate actively in seminars. Each student will be responsible for the submission of one set of seminar minutes. Students are invited to submit an essay plan for the assessed essay in week 8 for which they will receive comments and feedback in week 10.

Module Aims and Content
The module introduces critical theories of International Political Economy (IPE), starting with Adam Smith's contribution to classical political economy and Marx's critique of political economy, before turning to contemporary theoretical debates within IPE, including Marxist, feminist, post-colonial and poststructural approaches. Throughout the module, we will explore the meaning of the 'political' in political economy, the interaction of political and economic, as well as underlying concepts of the international, capital, the state, value, production and reproduction. On completion of this module, students should be able to distinguish between distinct critical theories of international political economy, explain the difference between classical political economy, Marx's critique of political economy, neo-classical economics, and neo-liberalism.

Assessment
Assessment is essay-based. Essays should be 4000 words in length, and have to be submitted electronically through the VLE by 16:00 on Monday of Week 1 in the Summer Term. Assessed essay questions will be distributed in week 5 of the Spring Term.

Preliminary Reading
Module: CRITICAL THEORY

Tutor: Dr Tom O’Shea

Module Number: POL00017M

Credit Rating: 20 credits

Duration and Terms: One term (Spring)

Teaching Programme: Weekly two-hour seminars

Teaching Methods
The module will be taught through collaborative critical discussion in seminars.

Procedural Requirements
All students must prepare thoroughly for each seminar by reading and thinking about the topic in depth and coming to the seminars ready to participate fully. In addition, students will have the opportunity to submit a procedural essay of up to 1500 words about any topic related to the course, for which they will receive feedback.

Module Description
This course focuses on texts by key thinkers in the broad tradition of critical theory. It aims to introduce students to important debates in modern continental European political thought. Among the topics to be discussed will be the nature of the political; reason and the rationalisation of society; the relation of power to knowledge and subjectivity; gender and social reproduction; and the politics of history and the future. Authors who we are likely to read include Walter Benjamin, Judith Butler, Silvia Federici, Michel Foucault, Herbert Marcuse, and Carl Schmitt.

Objectives
The course will enable students to:

- To understand some of the central themes in critical theory.
- To develop interpretative, analytical, and argumentative abilities, through seminar discussion and a study of key texts.

Assessment Method
One essay of 4000 words to be submitted to the VLE, by 16.00 on the first Monday of Summer term.

Preliminary Reading
Carl Schmitt, The Concept of the Political (Chicago: University of Chicago Press, 2007)
**Module:** CULTURE AND PROTEST

**Tutor:** Juliana Mensah and Paul Gready

**Credit rating:** 20 credits

**Duration and terms:** One term (spring)

**Teaching programme:** One and a half hour lecture, two hour seminar/workshop

**Procedural requirements:** Preparation for lectures/seminars and practical projects

**Module overview**
This module explores the diverse ways in which cultural forms are in conversation with human rights, and how they are currently deployed in human rights work, participatory activism and forms of civic action and protest.

**Module description**
Recent political protest, from the Arab spring to the Occupy movement, has seen a revival of cultural forms of mobilisation and protest. The cultural forms used range from street theatre and cinema, to graffiti, public art and music. Cultural practices also have a secure place in more conventional human rights and development work – as a way of raising awareness and building capacity, for example. The module starts with three foundational lectures on the relationships between human rights, culture and protest, and the cross-cutting use of testimony. These introductory lectures will be followed by case studies that look to explore a selection of those relationships in greater depth. Case studies will include social media, protest cultures, film, photography, storytelling and theatre.

Running in parallel with the lectures/seminars/workshops will be a series of practical projects, and the intention is to foster an enabling dialogue between classes and practice. The 2015-16 projects, under the umbrella of a film festival on ‘Boundaries and Borders’, included film showings, participatory photography and a human rights walk in York. Students choose a project, and work with others on the module to deliver it, under the supervision of a CAHR staff member. Please note: project work requires a time commitment outside classes. Some preparation may be needed in the autumn term e.g. to decide the dates of the film festival; and students will need to set aside time in the spring term to work on projects and to be available during the Easter break (the film festival and other exhibitions usually occur at this time).

**Assessment**
- **Formative assessment:** will take the form of a 500 word outline literature review (see below for more details), submitted in week 4 of the module.
- **Summative assessment:** will take the form of a 4,000 word essay, divided into two parts, about your project. The first part (2,000 words) will be a reflective diary on the experience of organising a cultural event. The second part (2,000 words) will consist of a review of literature relevant to your project.

**Learning outcomes**
By the end of the module students should have acquired the following knowledge and skills:
• Understandings of different relationships between human rights and culture.
• Knowledge of forms of culture as currently deployed in human rights work, participatory activism and forms of civic action and protest.
• Insights into participatory methods in cultural protest, community engagement and human rights work.
• Applied skills in project managing a cultural project.

**Key texts**
Module: ETHICS AND WORLD POLITICS

Tutor: Dr Tom O’Shea

Module Number: POL00032M

Credit Rating: 20 credits

Duration and Terms: One term (Spring)

Teaching Programme: Weekly two-hour seminars

Teaching Methods
The module will be taught through critical discussion and exchange of ideas in seminars.

Procedural Requirements
All students must prepare thoroughly for each seminar by reading and thinking about the topic in depth and coming to the seminars ready to participate fully. In addition, students will have the opportunity to submit a procedural essay of up to 1500 words about any topic related to the course, for which they will receive feedback.

Module Description
This course introduces students to key ideas in moral and political philosophy on topics of international political significance. We will discuss issues such as global justice, war, reparations, nationalism, economic exploitation, migration, and climate change. Among the question we shall ask are: What do we owe to citizens of other states? Are borders unjust? What are the responsibilities of warring states during and after conflict? Who should bear the greatest burdens in responding to climate change?

Objectives
By the end of the module students should:
(1) have a good grasp of contemporary ethical discussion of global political problems;
(2) be able to construct coherent and robust arguments about the key issues covered on the course, while being able to defend them against opposing arguments and perspectives;
(3) be able to connect theoretical and normative concepts with actual political phenomena.

Assessment Method
One essay of 4,000 words to be submitted to the VLE by 16:00 on the first Monday of the Summer term.

Preliminary Reading
**Module:** EUROPEAN PUBLIC POLICY

**Tutors:** Dr Eva Heims

**Module number:** POL00060M

**Credits:** 20 credits

**Duration and term:** One term (Autumn)

**Teaching programme:** Weekly two-hour seminar

**Module Description:**
The aim of this course is to analyse the institutional set-up, the policy-making processes and the main policies of the European Union. The first part of the course examines the main institutions of the EU, as well as the EU policy-making process with a focus on recent literature related to the post-crisis period and ‘Brexit’. The second part of the course examines key issues which are part of the new European Commission policy priorities including the single market, the economic and monetary union, energy, and TTIP.

**Learning Objectives:**
- To identify key actors and influences that shape the European integration process and EU policy-making;
- To identify and explain the policy-making dynamics in key policy areas of the EU;
- To critically assess the extent to which theories of integration and policy-making are able to explain the institutional set-up and the policies of the EU;
- To critically evaluate the challenges posed to the political and institutional system of the EU by recent crises.

**Teaching Methods:**
Weekly two-hour seminars. Each seminar is normally introduced by a brief lecture of about 30 minutes, followed by collective discussion of the seminar topics based on assigned key readings and guiding questions (which are posted on the VLE). Students are expected to consult primary sources, to be familiar with the treaties and with various publications of EU institutions.

**Assessment:**
One essay of 4000 words to be submitted to the VLE by 16:00 on the first Monday of Spring term.

**Preliminary Reading:**
Module: INTERNATIONAL ORGANISATIONS

Tutor: Prof Jean Grugel

Module Number: POL00059M

Credit rating: 20 credits

Duration and Terms: One term (Spring)

Teaching methods:
The module consists of eight weekly two-hour seminars. Each seminar participant will give one oral presentation throughout the term. Seminars will also include group exercises, some of which will require advance preparation. Students are expected to have read all essential readings for the week and come to the seminars prepared to participate actively in the discussions and in a critical engagement with presentations.

Procedural requirements:
An one page essay plan (around 500 words) is due at the end of week 8. Students will receive feedback on the essay plans by the end of week 10.

Module description:
This module examines the international organizations that play a central role in key aspects of global governance. The module begins by examining the origins of international organizations and their relationship to the concept of global governance. We go on to consider leading mainstream and critical approaches to understanding global governance and international organizations. The remainder of the module involves applying these analytical approaches to four issue areas: the global governance of (1) health; (2) finance; (3) labour and (4) climate change. We conclude by considering new directions in international organizations and global governance.

Learning objectives:
By the end of the module, participants should demonstrate an ability to: (1) analyse international organizations and global governance in historical context; (2) critically assess different theories and approaches to international organization and global governance; (3) understand the role of state and non-state actors in global governance across different policy areas; and (4) make reasoned arguments, drawing on theoretical and empirical material, and express them effectively in oral and written form.

Assessment method:
One essay of 4000 words to be submitted to the VLE by 16:00 Week 1 of the Summer Term.

Preliminary reading:
Module: THE MAKING OF THE CONTEMPORARY WORLD: HISTORY, POLITICS AND IDEAS SINCE 1945 (DEPARTMENT OF HISTORY)

Tutor: Dr Hugo Service and Dr Peg Murray-Evans

Module number: HIS00053M

Credit rating: 20 credits

Duration and Terms: One term (Autumn)

Teaching methods:
The module consists of eight weekly two-hour seminars.

Procedural requirements:
Students will complete a 1,500 word procedural essay for formative assessment, due in week 6.

Module Description:
This eight-week module is designed to provide a broad introduction to world history since 1945 and an entry point for the study of international politics and political theory in the same period. Each week will introduce a particular theme or period in contemporary world history. We will examine the ways in which general trends or patterns of history have been reflected in the politics of nations and peoples across the globe, focusing in particular on the origins and growth of international norms and institutions, the changing nature of the world system and the impact of popular ideas and actions on world history. This will be combined with the close examination of contemporary texts of political significance addressing questions of race, rights, revolution and development.

Seminars may include:
- Liberalism, Democracy and a New World Order, 1945-1955
- Empire, Decolonization and Postcolonialism, 1947-1970
- The rights revolution, 1954-1968
- Globalization, and Neoliberal Capitalism, 1973-1989
- 1989 and its Legacies
- Multilateralism, Development and Intervention
- Popular Protest from the Velvet Revolution to the Arab Spring
- The transformation of Global Politics in the Twenty-First Century

Assessment:
The course is assessed by a 4,000-word essay on a topic of the student’s choosing. Please contact the Department of History Postgraduate Administrator, Claire Kelly (claire.kelly@york.ac.uk) for details on submission.

Preliminary Reading:
Module: LEADING AND MANAGING CHANGE

Tutor: Professor Neil Lunt – Department of Social Policy & Social Work

Module Number: SPY00057M

Credit Rating: 20 credits

Duration and Terms: One term (Autumn)

Teaching Programme: 9 hours of lectures & a weekly 2-hour commitment [consisting of 1-hour whole group workshop and 1-hour smaller group seminar]

***This module is only open to students completing the MPA or MPA in International Development***

Module Overview
This module explores the theory and practice of leading and managing change within the context of public service organisations. Reform and change are consistent themes within public sector organisations globally. How best to understand and manage and lead this change is a key challenge for policy makers, managers, and public service professionals alike. This module will examine the complex nature of this challenge, and will question simple ‘prescriptive’ approaches popular within mainstream management literature and practice. Particular reference will be made to the public sector reform agendas of New Public Management and modernisation, and the increasing need for change management across sector, organisational, and professional boundaries.

The module highlights some of the specific issues arising in public sector change management, taking a critical approach to reflect upon the applicability and relevance of generic tools, literature and theories developed within private-sector contexts. Early sessions look at the broad context of public sector change, including the economic, social and institutional factors currently shaping change and key stakeholders in this process. Taking a critical approach, different theoretical approaches to understanding organisations and change will be explored, along with the practical implications for the role of public sector leaders and managers and strategies for change. Drawing upon research examining change within a range of public service organisations, a number of key themes will be discussed, including leadership, culture, politics, and change agency.

The aim throughout is to emphasise the importance of context, and the specific complexities of leading and managing change in public service organisations. A multi-level approach to understanding change will be emphasised, considering the inter-relationships between society, institutions, organisations, and individuals. Students will be encouraged to critically evaluate and assess the relevance of these arguments, with reference to their own experiences of public sector change within organisations in their different countries.

Learning Objectives:
- To introduce theories and frameworks applicable to leading and managing change in public service organizations;
To identify the specific issues and complexities involved in leading and managing change in public sector contexts;
To challenge established assumptions around change management;
To consider factors that can help or hinder effective change, in relation to individuals, organizations and society;
To explore different models of the change agent;
To introduce a multi-level perspective towards change, highlighting inter-relationships between society, institutions, organizations and individuals.

**Learning Outcomes:**
By the end of this module a student should be able to:

- Reflect critically on change within different cultures and contexts (national, organizational, personal);
- Understand the effects of change on individuals at different levels in organizations;
- Understand and identify the use and limitations of tools and techniques for diagnosing change requirements and evaluating change;
- Review an example of change in their organization and apply the module content to help them analyse and reflect on it;
- Challenge their own assumptions regarding change and how it should be managed.

**Lecture Programme:**
9 one-hour, weekly lectures will address a range of topics as follows:

- Introducing leading and managing change
- The context of public-sector change
- Theories of organisational change
- Leadership and change
- Culture and change
- Change agency
- Change and resistance

**Workshops**
The aim of workshop sessions is to encourage you to engage with the module content. The focus is upon applying these to your own knowledge and experience of public service organisations and upon sharing your diverse experiences of change.

Seminars will include discussion of theoretical materials and case study discussions. You are strongly encouraged to read widely in preparation for seminars, to maximise your learning from sessions. Material for each seminar will be set in the lecture the week before.

**Assessment (for further information contact the Department of Social Policy & Social Work Administrator):**
A 3,500-word critical assessment of a real-world example of organizational change, with submission is to the Department of Social Policy & Social Work in week 2, Spring term.

**Module Reading**
Reading for this module consists of a combination of book chapters and journal articles. A reading list of both core and further reading will accompany each lecture. While it is strongly
advised that you read beyond the core texts, you are not expected to read everything in the reading list for each session. The purpose of the list is to guide you in pursuing a topic in greater depth and for use in the course assessment. As the module progresses, supplementary reading, particularly journal articles, may be added.

**Core reading:**
There are two core texts for this module, from which reading will be specified for each lecture:
**Module:** MANAGING PUBLIC FINANCES

**Tutor:** Ms Kim Loader – The York Management School

**Module No:** MAN00059M

**Credit Rating:** 20 credits

**Duration and Terms:** One term (Spring)

**Teaching Programme:** Weekly lectures (2 hours) plus weekly seminars (1 hour)

***This module is only open to students completing the MPA, the MPA in International Development, the MA in Public Administration & Public Policy or the MA in International Political Economy***

**Module Description**
This module provides an introduction to the management of public finances. As governments face both increasing financial pressure and growing demands for their services, it is vital for all students of public administration and management to understand both the context and management of public money.

The aims of the module are to examine the academic theory, policy and practice that relate to the management of public finances. The module combines an examination of both the economic perspective and rationale for government spending together with a financial management perspective on issues such as resources allocation, accountability and value for money.

The module will reflect an international context by examining the policies of a range of countries as well as a critical consideration of developments in global initiatives emanating from bodies such as the OECD, IMF and World Bank.

**Learning Objectives**
The objectives of this course are to:

- Equip students with the relevant knowledge of the key concepts and the principles of public finances
- Familiarize students with public sector accounting, management and accountability
- Enable students to critically discuss management aspects in relation to public finances such as management of public expenditure and revenue
- Enable students to engage in a critical discussion of recent debates, developments and trends in the management of public finances.

**Learning Outcomes**
By the end of this module you should:

- Be able to define public finance
- Be able to discuss the controversies and challenges around the role of government in public finance
• Be able to understand and explain market and government failure and how they relate to public finance
• Have a good understanding of the main features and principles of fiscal policies, i.e. revenue, expenditure and budget policy and process
• Be able to describe the evolution and the features of public sector management and accountability and its impact upon the effectiveness of financial management

Indicative content:
• The public sector context and market failure
• Taxation and other sources of income
• Fiscal management and organisational budgeting
• Controlling income and expenditure
• Financial aspects of decision making
• Privatisation and partnership
• Accountability and audit
• Measuring performance and value for money

Teaching Methods
Lectures will provide key inputs into the principles and practice of public finance. They will also provide opportunity for questions and answers, discussions and the sharing and comparison of participants’ relevant experiences. The seminars will provide a range of learning activities: students will be required to research, discuss, present and debate in greater depth a range of topics introduced during lectures.

Lecture slides and other teaching materials will be available on the VLE. This includes handouts, articles, and seminar tasks and notes. Students will be encouraged to share materials, including presentations and handouts prepared for seminars.

Assessment Method (for further information contact the York Management School Administrator):
The assessment for this module is an essay.

Preliminary Reading
Students will be required to access a range of materials from a variety of sources. The nature of the module means that it is not appropriate to rely only on textbooks and so journal articles and other academic, professional and government publications are also important.

Indicative Texts

Additional references will be provided during the module.
Module: NEW SECURITY CHALLENGES

Tutor: Dr Alex Hall

Module number: POL00046M

Credit Weighting: 20 credits

Duration and Terms: Spring term

Teaching Programme: Weekly one-hour lecture and 90-minute seminar

Module Description
Security is central to international politics, yet the way in which security is performed and conceptualised has become the subject of increasing debate and controversy. This module aims to provide an advanced appreciation of the key emerging security challenges in international politics today. The perspective is interdisciplinary (drawing on political and international studies, security studies and human geography) and there will be an emphasis on critical approaches to security issues, (e.g. poststructuralism and securitisation theory). The module will draw on a range of topical empirical case studies to address the following guiding questions: What are today’s global security threats? How and why do particular domains of life become problems of security? What forms of power and authority are associated with contemporary international security agendas? How are the effects of security practices distributed within and among societies? How do efforts to secure ourselves produce threats and dangers in turn?

Objectives
By the end of the module students will have 1) acquired in-depth knowledge of a range of key debates in the field of security studies in contemporary international relations 2) gained an advanced understanding of the ‘critical turn’ within security studies – its contributions and limitations 3) developed their ability to evaluate a range of literatures and sources covered in the module to formulate academically-informed views on a range of global security issues 4) developed their skills of written and spoken argument within a small group setting.

Assessment method
One essay of 4000 words to be submitted to the VLE, by 16:00 on Monday of Week 1 in the Summer Term.

Preparatory reading
Module: PERSONAL AND PROFESSIONAL SKILLS

Tutor: Dr Liam Clegg (Autumn) (Spring)

Module number: POL00078M

Credit Weighting: Nil

Duration and Terms: Autumn & Spring terms

Teaching Programme: Fortnightly seminars

This module is only available for students on the MA in Political Research.

Teaching Methods
The module will be taught through critical discussion and exchange of ideas in seminars.

Procedural Requirements
All students must follow instructions on the VLE to prepare thoroughly for the assigned topic of the seminar, coming equipped with appropriate materials, questions and points of view, and participating fully.

Module Description
This module is designed to develop and encourage reflection on the key personal and employment-related skills fostered by advanced study and research in Politics. In particular, the module focuses on skills important for personal and career development, for communication, presentation and writing, and for teamworking and the development of the capacity for independent research.

Objectives
To develop and reflect on transferable and research skills.

Assessment method
This module is non-credit bearing; there is no formal assessment.
Module: PhD PROPOSAL IN POLITICAL THEORY

Tutor: Dr Martin O’Neil

Module number: POL00080M

Credit Weighting: 20 credits

Duration and Terms: One term (Autumn)

Teaching Programme: Weekly seminars

This module is only available for students on the MA in Political Theory

Teaching Methods
The module will be taught through critical discussion and exchange of ideas in seminars.

Procedural Requirements
All students must prepare thoroughly for the assigned topic of the seminar by reading and thinking about the topic in depth, coming equipped with questions and points of view, and participating fully.

Module Description
This module is designed for students thinking of going on to a PhD (at York or elsewhere). It is supported by compulsory attendance at the Political Theory Workshop, the seminar series of the Political Theory research cluster. Its purpose is to help students to select the topic for their proposed Ph.D thesis and to equip them with the skills, knowledge and understanding necessary to produce a Ph.D proposal which could form the basis of an application to York (or another institution) and which puts the student in the strongest possible position to compete for research funding.

Objectives
- To have acquired the training and skills needed to successfully produce a Ph.D proposal.
- To demonstrate an informed grasp of the strengths and weaknesses of a particular literature and the ability to identify a relevant research question arising out of it.
- To explain the method or methods by which an answer to that question will be pursued, the approach adopted, and the explanatory, normative, or cognitive gains promised.
- To write effectively and concisely.

Assessment method
The PhD proposal would consist of an outline of the projected thesis, accompanied by an annotated bibliography or literature review, of no more than 4,000 words in total. It should be submitted to the VLE by 16:00 on the first Monday of Spring term.
Module: PLANNING AND MANAGING RECOVERY PROGRAMMES

Tutor: Dr Jacob Eriksson

Module number: POL00010M

Credits: 20 credits

Duration and terms: One Term (Spring)

Teaching programme: Weekly one-hour lectures and 90-minute seminars, plus a more substantial guest practitioner presence

Module Description:
This module introduces students to the issues, dilemmas and practical components concerning the planning, management and evaluation of projects and programmes in conflict-affected contexts. The module begins by considering methodological approaches to conflict analysis, in order to understand the context in which programmes are to be set. Students will explore the political, security, and ethical challenges and opportunities presented by the post-war operational context, encompassing issues of unpredictability, risk, donor relations, operational security, and conflict sensitivity. The module moves on to explore different theories and mechanisms for the management of reconstruction projects, including assessing community needs and programme viabilities. It imparts the principles, skills and techniques required for project planning, management, and monitoring and evaluation of reconstruction programmes in situations of significant flux and instability. It provides applied training on writing project proposals, developing logical frameworks, and the techniques of evaluation. The module aims to provide students with knowledge of the professional and practical skills and experience required by organisations working in the field of post-war recovery, reconstruction and development.

Assessment:
A project proposal of not more than 4,000 words to be submitted to the VLE by 16:00 Week 1 of the Summer Term.

Key Texts:
**Module:** POLICY ANALYSIS

**Tutor:** Dr Eva Heims

**Module Number:** POL00012M

**Credit Rating:** 20 credits

**Duration and Terms:** One term (Spring)

**Teaching Programme:** Weekly one-hour lecture and one-hour seminar

**Module Description:**
This module explores how and why public policies emerge. It introduces a wide range of theoretical models of the policy process to do so. It specifically focuses on exploring how policy agendas are set and how policies are shaped through policy formulation and decision-making processes. It also includes the study of different modes of policy implementation and policy evaluation, as well as discussing policy transfer between sectors and countries. Models of each step of the policy cycle are linked to ‘real world’ policy examples in order to foster a critical understanding of how and why policies emerge and what makes policies “succeed” or “fail”.

**Learning Objectives:**
- To identify the types of actors and influences that shape public policies;
- To identify and explain factors that are relevant to understanding the “success” or “failure” of policies;
- To critically evaluate how policies emerge on the agenda, how decisions about policies are made, and how policies are implemented and evaluated;
- To critically assess the models and frameworks developed to assist in the analysis of the policy process.

**Teaching Methods:**
For every topic covered there will be a 1-hour lecture and a 1-hour seminar. The seminars do not cover exactly the same ground as the lectures but aim to pick out particular policy issues for more concrete analysis. Students need to prepare key readings for each week. The seminars will feature presentations by seminar members, structured debates, and ‘real world’ case studies.

**Assessment Method:**
One essay of 4000 words to be submitted to the VLE by 16:00 on the first Monday of Summer term.

**Preliminary Reading:**
Module: POLITICS OF INTERNATIONAL TRADE AND DEVELOPMENT

Tutor: Dr Jappe Eckhardt

Module Number: POL00057M

Credit Rating: 20 credits

Duration and Terms: One term (Autumn)

Teaching Programme: Weekly two-hour seminars

Procedural Requirements
The module consists of eight two-hour seminars held in weeks 2-9. The seminars employ a variety of different methods of teaching delivery, including both tutor- and student-centred approaches, e.g. lectures, oral presentations, group work, problem-based assignments, plenary debate and discussion. The key objective is to equip students with the conceptual and analytical skills to understand and critically evaluate both theoretical arguments and substantive policy debates. Attendance at and active participation in the seminars is compulsory.

Module Description
International trade has historically been and remains one of the most widely debated topics in Political Science and International Relations. The purpose of this module is to identify, map and analyse the key historical, structural, institutional and behavioural correlates of global trade and development. The module begins by defining trade- and development policy and by identifying the historical foundations of the global trading system, tracing the emergence of free trade doctrine in the 18th and 19th centuries through to the establishment of the GATT in 1947 and WTO in 1995. Next the module considers competing theoretical approaches and key concepts – hegemony, regimes, institutions, interests and ideas - pertaining to why some states pursue ‘liberal’ trade policies while others are more ‘protectionist’ and why this pattern varies across time and different industries. The module then goes on, at greater length, to analyse a number of substantive debates concerning the politics of international trade and development in the contemporary period, including the WTO and the regulation of international trade; multilateralism, regionalism and bilateralism; the ‘emerging powers’ and the global trading system; trade governance and the erosion of ‘policy space’; and globalisation, poverty and inequality. The final week will consider the prospects for the global trading order in the aftermath of the 2008 global financial crisis, Brexit, the rise of the ‘BRIC’ economies, the institutional paralysis of the WTO system and emergence of ‘mega’ trade deals like TPP and TTIP.

Module Objectives
By the end of this module students will be able to:

- Fully identify the strengths and weaknesses of different theoretical approaches to the issues of trade and development
- Demonstrate independent and critical understanding of the most important aspects of international trade, and to show awareness of the relationship between theory and practice therein
• Demonstrate appropriate cognitive, communicative and transferable skills, including understanding complex concepts and theories, exercising critical judgement, making effective oral and written presentations, utilising specialist primary and secondary sources, and deepening the capacity for independent learning

Assessment Method
One essay of 4000 words to be submitted to the VLE, by 16:00 on Monday of Week 1 in the Spring Term.

Preliminary Reading
**Module:** POLITICAL RESEARCH & ANALYSIS

**Tutor:** Dr Adam Fusco

**Module Number:** POL00014M

**Credit Rating:** 20 credits

**Duration and Terms:** One term (Autumn)

**Teaching Programme:** Weekly two-hour seminars

**Description:**
This module considers the nature, practice and philosophical underpinnings of political research and analysis. It aims to provide students who are just beginning their dissertation projects with many of the conceptual tools necessary to develop a general idea or topic into an effective research design. The first section of the module examines some key issues in the philosophy of political analysis, particularly focusing on the nature of explanation, values and objectivity. The second section of the module focuses more narrowly on problems and strategies of research design such as methodology, critical analysis and putting theory into practice.

**Assessment:**
Module assessment consists of one 4,000 word essay, which normally takes the form of a Research Proposal. The essay is due at 16:00 on the first Monday of Spring term. PhD students should consult the course tutor for guidance.
**Module:** POST-WAR RECOVERY STUDIES FIELD TRIP

**Tutor:** Dr Jacob Eriksson

**Module number:** POL00083M

**Credits:** 20 credits

**Duration and terms:** One Term (Autumn)

**Teaching programme:** A preparatory lecture and information session, with contact time concentrated into the 10-14 days in the field

**Module Description:**
This module gives students the opportunity to apply the knowledge and skills gained in previous modules in practice by seeing first-hand how post-war recovery works and engaging in research in a post-war environment. Students gain invaluable insights into some of the constraints, challenges and opportunities that exist when transitioning from war to a more stable political and social environment.

Students are encouraged to reflect on the theoretical content of the autumn term as a whole, and critically evaluate it against their experience on the ground. They should think critically about how their experience and the country case study in question reflects their understandings of conflict and the significant political, ethical, logistical, and methodological challenges of working in post-war contexts.

**Assessment:**
A Field trip report of no more than 5,000 words to be submitted to the VLE by 16:00 on the first Monday of Spring term.

**Key texts:**
Dependent on the field trip location, these will be provided at the beginning of the term
Module: PRINCIPLES OF POLICY ADVICE

Tutor: Dr Eva Heims

Module Number: POL00081M

Credit Rating: 20 credits

Duration and Terms: One term (Autumn)

Teaching Programme: Weekly one-hour lectures and 90 minute seminars

Module Description:
This module aims to enable students to produce and evaluate policy advice. Students should develop the capacity to perform basic policy analysis and to provide policy advice on the basis of this. Students should also develop the ability to critically assess the validity of different forms of policy advice and the constraints on those offering and receiving it. While the course introduces students to the technical steps of policy analysis (including problem definition, construction of policy alternatives and outcome projections), it also recognises policy analysis and advice as a fundamentally political activity. The course hence exposes students to literature on policy advice as rational-technical exercise, as well as literature on the politics of policy advice. Students will conduct policy analyses and produce policy advice by working on real-world policy cases in teams over several weeks. In the final assessment students will produce a piece of policy advice on a real-world policy problem of their choosing.

Learning Objectives:
- To identify policy issues and persuasively frame them as policy problems.
- To identify and explain different policy options that can address a given policy problem.
- To critically assess different policy options in light of evaluative criteria.
- To argue for the adoption of a particular policy (or set of policies) on the basis of analytical evaluation of different policy options.
- To critically evaluate theories and tools of policy analysis as basis for policy advice.

Teaching Methods:
Weekly lectures introduce students to the concepts and tools of applied policy analysis. A large portion of the seminars will be devoted to student teams working through particular policy cases over the course of several weeks to develop written and oral presentations. Students will therefore be expected to be able to work with others, examine an issue and present a clear set of conclusions to others.

Assessment Method:
One essay of 4000 words to be submitted to the VLE by 16:00 on the first Monday of Spring term.

Preliminary Reading:
Module: PUBLIC MANAGEMENT & DELIVERY

Tutor: Prof Martin Smith / Dr Simona Davidescu

Module Number: POL00011M

Credit Rating: 20 credits

Duration and Terms: One term (Autumn)

Teaching Programme: Weekly lectures (1 hour); and weekly seminars (1.5 hours).

Teaching Methods
The module will be taught on the basis of eight weekly one-hour lectures (weeks 2-9); and eight weekly 1.5 hour seminars (weeks 2-9). The lecture will set out main themes for the week’s topic, whilst seminars will provide an opportunity for students to explore themes in more depth, drawing on both their reading around the subject and their own experience. Students must prepare carefully for each seminar, reading all Required Reading texts as a minimum. All reading materials are made available in advance on the module’s VLE site.

Module Description
This module provides an opportunity for students of a practical orientation to enhance their personal growth by stimulating new ideas and developing new skills in public policy, administration and management. The module explores current developments in applied policy analysis and public management; considers how policy problems and programmes are managed in the public sector; evaluates the actions and processes that shape the management of change; and, assesses how policies are managed, implemented, monitored and evaluated.

The module brings together three key inter-related themes: public management theory and practice; the tools of government; and, the role of knowledge in public policy-making. The focus of the module is on how changes in the nature of government have created problems in terms of delivery. Hence the module develops ways of understanding new and varied forms of delivery mechanism for public policy.

Objectives
This module aims to provide students with:
• an understanding of the complex issues surrounding the formation, implementation and evaluation of public policy;
• a grasp of the political, institutional and organisational contexts which shape the policy making process;
• a familiarity with the ways in which the management and operation of the public sector has been transformed since the early 1980s;
• team work and research skills which will benefit data collection and analysis for the dissertation component of the degree; and,
• inter-professional perspectives and intellectual and professional self-awareness.
**Assessment Method**

Procedural Requirements - Students will be expected to produce a non-assessed procedural essay plan of 500 words, which is submitted directly to your module tutor by 4pm on Friday of week 8 in the Autumn Term.

Assessed - Students must submit one assessed essay of 4,000 words to the VLE by 16:00 on Monday of Week 1 in the Spring Term.

Students will also be expected to participate in all the seminar classes.

**Preliminary Reading**

There is no textbook as such for this course: a wide variety of written and broadcast resources will be used and many will be made available through the VLE. However, the following books will provide you with a solid theoretical and empirical foundation:

Module: QUALITATIVE RESEARCH IN POLITICS

Tutor: Mr James Rodgers

Module Number: POL00047M

Credit Rating: 20 credits

Duration and Terms: One term (Spring)

Teaching Programme: Weekly two-hour seminars

Module description
This module aims to develop a practical understanding of the philosophical underpinnings, application and analysis of qualitative methodology for those working in political research. It is designed to give students a grounding in why particular qualitative methods are used and how different methodologies are related to ideas and concepts in political research and analysis. The module introduces and critically evaluates a range of key qualitative techniques and methods in political science, such as in-depth interviews, case studies, focus groups, observation, and discourse and textual analyses. The module will be interactive and practical in character, with a focus on how to use different qualitative techniques effectively. The course will provide a forum for students to discuss their research ideas, and to develop the skills required to evaluate, select and deploy qualitative techniques in the design and implementation of political research.

Objectives
By the end of the module students will have learned to select, evaluate and apply qualitative methods. They will have acquired (1) working knowledge of a range of qualitative methods; (2) the capacity to critically examine qualitative research and evidence in their chosen field of enquiry; (3) the ability to engage in solid, ethically-sound research design; (4) the skill to find appropriate qualitative methods that relate to their inquiries and (5) the tools and experience necessary to implement qualitative research methods (e.g. interviews, focus groups, content analysis) with sensitivity and confidence.

Assessment
One essay of 4,000 words to be submitted to the VLE by 16:00 on Monday of Week 1 in the Summer Term.

Preliminary reading
Module: QUANTITATIVE METHODS OF DATA ANALYSIS

Tutor: Dr Tim Huijts– Department of Sociology

Module Number: SOC00006M

Credit Rating: 20 credits

Duration and Terms: One term (Autumn)

Teaching Programme: Weekly one-hour lecture plus weekly one-hour practical

Module description
Week 2 – Introduction to Module & SPSS
Key words: variables; cases; levels of measurement; secondary data; codebook ; sampling; from problem to analysis; split file and select cases.
The following notions will be reviewed: variables; cases; levels of measurement; and sampling. The details of the datasets and some of the ideas behind the secondary analysis of statistical data in general are also introduced. The whole module will be introduced by detailing the suitability of the various techniques that will be studied according to the research questions.

Week 3 – Describing and Visualizing Single Variables
Key words: measures of dispersion and central tendency; normal curve; variable recoding and transformation.
This session looks at how to deal with single variables and the ways in which they can be expressed and visualized (e.g. associated graphs). We will also consider some of the main features of distribution, including the normal curve and measures of central tendency. In addition, we will explore ways in which we may ‘recode’ and ‘transform’ single variables.

Week 4 – Exploring two or three nominal or ordinal variables: dealing with tables
Key words: contingency tables, percentaging tables, complex tables, measures of association; elaboration; independent/ dependent variables
We examine very simple models of association between two or three variables. We introduce procedures for creating basic two-way tables, working with percentages and producing a range of different measures of association. We will examine how to analyse relationships between two nominal variables; then a nominal and an ordinal variable; and then two ordinal variables. Second, we examine how to proceed when we introduce a third variable in order to produce three-way tables.
This leads us to consider issues of cause and association and the related notions of: statistical elaboration; specification; and interaction.

Week 5 – Part 1. Inferential statistics & tests of significance for categorical variables.
Key words: normal distribution, t-distribution, hypothesis testing, confidence intervals, chi-square, P value, degrees of freedom
This session starts with a presentation of what is inferential statistics. How can we draw conclusions about a population with a sample? The notions of probability distributions, standard errors, degrees of freedom and tests of significance for interval data will be explained.
Then, we will discuss the process of hypothesis testing as applied to the analysis of cross tabulated data and warns against jumping to conclusions regarding association and causation, or indeed overstating the strength of associations between variables. The measures of association we will have introduced will tell us about the strength and direction of a relationship in our cross tabulation, but we need to introduce the idea of significance testing using a chi-square test in order to estimate how confident we can be in asserting that such a relationship can also be found in the population as a whole.

**Week 5 (part 2) and week 6 (part 1): T-test and Analysis of Variance (Anova)**
Keys words: differences within and between groups
We will introduce ways of exploring two or more groups with respect to a continuous variable. Whereas t-tests are used to explore differences within and between two groups, analysis of variance (Anova) is procedure which enables us to explore differences within and between three or more groups.

**Week 6 (part 2). Correlation**
Keys words: scatterplots, bivariate correlation, partial correlation
We introduce the notion of producing scatterplots and constructing various measures of correlation.

**Weeks 7 and 8 – Bivariate and Multivariate Regression**
Keys words: regression, goodness-of-fit, dummy coding, assumptions
We introduce what is perhaps one of the most fundamental techniques in statistical model building approaches - regression analysis. We introduce the basics of bivariate regression and examine in some detail the assumptions that underpin the technique. We then extend the basic principles of bivariate regression in order to introduce multiple regression - a technique that allows variation in an interval level variable to be ‘explained’ by the variation in any number of other variables (measured as any level of measurement). We will introduce the ideas of: ‘X’ independent and ‘Y’ dependent variables; the fitting of a regression equation using something called ‘ordinary least squares’; measuring how well our ‘model’ fits the data using a measure called ‘r squared’; transforming variables and ‘goodness of fit’; the idea of dummy variables; hypothesis testing; procedures for checking that models do not infringe the assumptions of regression; and procedures for constructing the most appropriate model.

**Week 8 - Logistic Regression**
Keys words: dummy variables, odds ratios, predictions
We examine how we might proceed if we have (what by this time we will be calling) a ‘Y’ variable that is not measured at an interval level of measurement but is measured only as a dichotomy (no/yes, 0/1 etc.). To do this we introduce the idea of what is called logistic regression and this will lead us to consider the notion of odds ratios, predictions in the social world and the possibility of multiple possible outcomes.

**Week 10 – Assessment and Revision**
This session will review the term’s work, ‘do’s and don’ts’ of writing up quantitative research and provide an opportunity for students to discuss any other issues to do with the assessment.

*Assessment ((for further information contact the Department of Sociology Administrator)*
**Formative Assessment**
All students are expected to complete an online formative assignment by Week 7. This assignment will be based on a series of set tasks, which must be completed via the VLE.

**Summative Assessment**
The module is assessed by one piece of work to be handed in by the second week of Spring term (see course handbooks for specific dates that relate to your programmes). The assessment takes the form of a report of 2500 words. The report should be on a substantive topic of your own choice but it must use: either multiple regression or logistic regression

**Preliminary reading**
These four following books are essential references to learn statistics and interpret quantitative results. They are strongly recommended since they together cover the entire course: they will show you when and how to use statistical techniques. They give practical sense to them, which is indispensable to develop your own research.

A very accessible SPSS guide covering the entire module. It explains clearly how to interpret SPSS outputs.

This book covers almost the entire module (including the SPSS functions you will need) except logistic regression. It is a good introductory book to statistics, but also provides a thorough grounding in those basic concepts.

This book is more advanced than the previous one but the author is very didactical. With this book, students should better understand what they do while using SPSS and see that statistics are not that scary.

An excellent SPSS guide, which also takes the reader through statistical procedures in some detail. Students will need it to evolve through the black-box that can be SPSS.
Module: RESEARCH IN CONFLICT AFFECTED ENVIRONMENTS

Tutor: Dr Rebecca Engel

Module number: POL000002M

Credits: 20 credits

Duration and terms: One Term (Autumn)

Teaching programme: Weekly one-hour lectures and 90-minute seminars, self-directed learning exercises, and guest lectures/workshops

Module Description:
This module addresses the political, ethical, logistical and methodological challenges of conducting research in conflict-affected contexts and engaging with conflict-affected communities. Students will gain the awareness and skills to conduct research in the field in a safe and ethical manner. The module examines different methodological approaches, both qualitative (interviews and focus groups) and quantitative (surveys), and gives students a chance to practice them. It also looks at the fundamentals of data analysis and how to write up research effectively. The students are methodologically prepared for their two-week field visit in the final two weeks of the Autumn term.

Assessment:
An assessed essay of no more than 4,000 words should be submitted to the VLE by 16:00 on the first Monday of Spring term.

Key texts:
- Cooper et al., (2012), Challenging the Qualitative-Quantitative Divide (London: Bloomsbury)
- Vanderstaay, S. (2005), ‘One Hundred Dollars and a Dead Man - Ethical Decision Making in Ethnographic Fieldwork’, Journal of Contemporary Ethnography, Vol. 34, No. 4
Module: STATE, SPACE AND GLOBALISATION

Tutor: Dr Simon Parker

Module Number: POL00039M

Credit Rating: 20 credits

Duration and Terms: One term (Autumn)

Teaching Programme: One weekly 2 hour seminar

Procedural Requirements: None

Module Description
The module aims to familiarise students with some of the most important contemporary research on the role of cities, regions, and national states in the global economy in order to better understand processes of state restructuring, the ‘re-scaling’ of governance and the emergence of new ‘political spaces’ in the context of the dominant form of late capitalism associated with the advance of neo-liberalism.

The module will be delivered by a weekly two-hour seminar. Seminars may include short introductory seminar-lectures by the module tutor.
1. Sovereignty and territory: a historical perspective
2. Classical state theory and the problem of ‘space’
3. Cities and regions in a networked economy
4. Regulation, regimes, networks and growth machines
5. The world city or global city under capitalist globalisation
6. Spaces of competition and the new urban frontier
7. The how and why of re-scaling state spaces
8. Forms of state and states of capital under neo-liberalism

Assessment Method
One essay of 4000 words to be submitted to the VLE, by 16.00 on the first Monday of Spring term.

Preliminary Reading
Module: STRATEGIC PLANNING
Tutor: Mr Jon Fanning - The York Management School
Module: MAN00038M
Credit Rating: 20 credits
Duration and Terms: One term (Spring)
Teaching Programme: 18 one and a half hour workshops.

Module Description
This module aims to explore the theory and practice of strategy within the context of public service organisations. The module focuses on the importance of context in public sector strategy, encouraging critical engagement with the economic, social and institutional factors that shape strategy, and their relation to issues of leadership, politics, identity and learning. The main thrust is to bring the student to recognise that good strategy requires imaginative thinking and development of ideas, and, while understanding the tools and how to use them, to realise that the tools themselves are not a panacea or map for doing good strategy.

The module also aims to equip students with practical skills, offer them opportunities to use these skills in work based and case study scenarios and also give students insight to enable them to analyse and evaluate the strengths and weaknesses of strategic management in the public and not for profit sectors.

Learning Outcomes
By the end of this module you should be able to:
1. Select, utilise and criticise a broad spectrum of strategic analysis tools
2. Examine your chosen organisation with these tools
3. Understand the limitations of the tools while constructing a framework model using them
4. Develop a critical approach to the standard methods of strategy
5. Demonstrate the principle of strategy as a process of development in implementing the tools
6. Write a realistic plan for an organisation that fulfils its mission and remains true to its values.

Content
The course considers all aspects of strategy including internal and external review, stakeholder analysis and setting of objectives, but it highlights the importance of the process of strategy above the common error of fetishizing the tools. It aims to produce individuals who can identify the key success factors of an organisation, but who recognise that not for profits and public sector organisations need to remain true to their principles in a changing environment if they are to be successful.

Assessment (for further information contact the York Management School Administrator)
Formative: 1 A4 sheet on objectives, missions and visions of case study organisation submitted by email to the York Management School and a series of individual presentations - date to be confirmed by the York Management School.
Summative:
4000 word assignment to be submitted via the VLE – date to be confirmed by the York Management School.

Self and Peer assessment of group work.

**Teaching Materials**

The lectures are recorded and accessible via the VLE. The workshops are split between case studies and practical group work. Handouts, articles, case studies and other material are all accessible via the VLE

**Indicative Reading List for Strategic Planning:**

<table>
<thead>
<tr>
<th><strong>Strategy textbook:</strong></th>
<th><strong>Strategists</strong></th>
<th><strong>Publishers</strong></th>
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<tbody>
<tr>
<td><em>Kevan Scholes, Gerry Johnson</em> 2001</td>
<td>Exploring Public Sector Strategy, 1/e</td>
<td>Financial Times Press,</td>
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<th><strong>Strategy readers</strong></th>
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<th><strong>Public sector strategy</strong></th>
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<tr>
<th><strong>Journals</strong> (current periodicals and York E journals)</th>
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<tr>
<td>Academy of Management Executive</td>
<td>Journal of International Management</td>
</tr>
<tr>
<td>The Economist</td>
<td>MIT Sloan Management Review</td>
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<tr>
<td>Harvard Business Review</td>
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Module: THEMES & THEORIES IN INTERNATIONAL RELATIONS

Tutor: Dr Alejandro Peña

Module Number: POL00031M

Credit Rating: 20 credits

Duration and Terms: One term (Autumn)

Teaching Programme: One weekly 1 hour lecture and 1.5 hour seminar

Teaching Methods
The module will delivered through a weekly 1 hour lecture and a 1.5 hour interactive seminar. Students will work in small working groups to apply the seminar readings to specific questions relating to each week’s theoretical perspective.

Module Description
This module enables students to understand, explain, critique, and apply contemporary International Relations theory. The module examines contemporary International Relations theory at an advanced level. Students will examine how we come to know what International Relations is, and consider debates over the role of theory in explaining, understanding and constituting International Relations. The module introduces students to a range of contemporary issues in International Relations and explores how application of different conceptual frameworks generates different forms of understanding and explanation. Students will therefore develop a detailed understanding of competing theoretical perspectives in International Relations and an important awareness of the relationship between theory, context and practice and the contingency of knowledge claims about international politics.

Assessment Method
Students will be required to write one essay of up to 4,000 words. The essay must be submitted to the VLE by 16:00 on the first Monday of Spring term.

Preliminary Reading
Module: THEORIES AND POLICIES OF DEVELOPMENT GOVERNANCE

Tutor: Dr Louise Haagh

Module Number: POL00021M

Credit Rating: 20 credits

Duration and Terms: One term (Autumn)

Teaching Programme: One weekly 2 hour seminar

Teaching Methods
The module will be taught through seminars.

Procedural Requirements
All students will be expected to read and think about the assigned readings prior to seminars. Students will take it in turns to give seminar presentations as well as submitting one procedural essay.

Module Description
This module looks at major theories and policies of development governance. Debates about how best to achieve economic and social development in the developing world have focused on what role the state should play in the development process. The module examines this question by charting trends in development policy from early state-led models of development, to the rise of neoliberalism and the more recent preoccupation with ‘good governance’. It also considers how these trends have been reflected in a number of distinct policy areas within development governance and the merits of contending approaches to state-market relations in these contexts.

The topics covered include late industrialization and the East Asian developmental state, neoliberalism and structural adjustment, the roles of different forms of institutions in development, and whether democracy is essential for effective development governance. In addition, the module covers the governance of development in the areas of work, poverty, welfare and the promotion of ‘social capital’. The module is multidisciplinary, introducing students to influential ideas in the politics, economics and political economy of development.

Assessment Method
Students will be required to write one essay of up to 4000 words from a list of questions. The essay must be submitted to the VLE by 16:00 on the first Monday of Spring term.

Preliminary Reading
**Module:** THEORY AND PRACTICE OF POST-WAR RECOVERY  

**Tutor:** Dr Jacob Eriksson  

**Module number:** POL000009M  

**Credits:** 20 credits  

**Duration and terms:** One Term (Spring)  

**Teaching programme:** Weekly one-hour lectures and 90-minute seminars, self-directed learning exercises, and guest lectures/workshops  

**Module Description:**  
This module provides a broad introduction to the leading theoretical approaches, key concepts and core issues in post-war recovery, statebuilding, peacebuilding and stabilisation. The module presents the principles of political, social, physical and economic reconstruction through identifying and exploring challenges and issues involved in the progression from relief to reconstruction and the complex processes of peacebuilding. Through general overviews and detailed case studies, the module examines the core issues around statebuilding and the governance of reconstruction processes, including transitional administration, state fragility and resilience, security and political settlements. The module explores some of the major sectoral and thematic areas – or ‘pillars’ – of recovery and reconstruction processes, with a specific reference to governance, economics, transitional justice, development and civil society engagement.  
The challenges of measuring statebuilding and peacebuilding outcomes are also examined. The module will provide students with the conceptual tools and theoretical understanding to make sense of the complex reality of contemporary post-conflict environments as well as providing an academic foundation for the more practical aspects of the programme.  

**Assessment:**  
One essay of no more than 4000 words to be submitted to the VLE, by 16:00 on Monday of Week 1 in the Summer Term.  

**Key texts:**  
- Paris, Roland and Sisk, Timothy (2009), Dilemmas of Statebuilding: Confronting the Contradictions of Postwar Peace Operations (New York, Routledge)  
- Barakat, Sultan ed. (2010), After the Conflict: Reconstruction and Development in the Aftermath of War (London, I.B. Tauris)  
Module: TOPICS IN THE HISTORY OF POLITICAL THOUGHT

Tutor: Dr Signy Gutnick-Allen

Module Number: POL00079M

Credit Rating: 20 credits

Duration and Terms: One term (Autumn)

Teaching Programme: One weekly 2 hour seminar

Teaching Methods
The module will be taught through seminars.

Procedural Requirements
All students will be expected to read and think about the assigned readings prior to seminars. Students will take it in turns to give seminar presentations as well as submitting one procedural essay.

Module Description
This module provides an opportunity to study in depth topics of central interest in the history of political thought. It may focus on one or a few of the major works of a particular figure and the main lines of criticism of that thinker, from other contemporary figures, later political theorist, and modern scholars and critics; or it may focus on a historical moment or controversy which elicited a number of works by different thinkers; or it may focus on the interconnections between a given group of thinkers.
It will also consider issues of interpretation and historiography, particularly when there are differing, controversial readings of the theorist, or moment, or group in question. Political thinkers who might be studied would include Hobbes, Locke, Rousseau, Hume, Smith, Kant, Hegel, Tocqueville, Marx, Mill, Weber, Schmitt, Arendt, and Strauss. ‘Moments’ might include the birth of the modern state, the English civil war, the French and Russian Revolutions, the rise of totalitarianism and the collapse of the Weimar Republic. Groups might include the Social Contract theorists, Theorists of representation, Historicists and anti-historicists, The New Left and the Neoliberals. The course would be taught as a seminar in the history of political thought, with an emphasis both on understanding and critical engagement with the ideas of the figure, figures, and texts under examination, and on the intellectual and political contexts of their works.

Objectives
- To acquire a thorough grounding in the history of political thought.
- To acquire knowledge of decisive figures and moments in the history of political thought.
- To develop critical and argumentative skills through seminar discussion and analysis of philosophical texts.
- To develop skills of careful reading, concentration, and clear exposition through the reconstruction and criticism of textual arguments.

Assessment Method
Students will be required to write one essay of up to 4000 words from a list of questions. The essay must be submitted to the VLE by 16:00 on the first Monday of Spring term.

**Preliminary Reading**
Christopher Brooke, *Philosophic Pride*
Peter Gordon, *Continental Divide*
Istvan Hont, *Jealousy of Trade*
Liisi Keedus, *The Crisis of German Historicism*
Ellen Kennedy, *Constitutional Failure*
Benjamin Lazier, *God Interrupted*
Quentin Skinner, *Hobbes and Republican Liberty*
Hanna Pitkin, *The Concept of Representation*
John Pocock, *The Machiavellian Moment*
Jeremy Waldron, *God, Locke, and Equality*
Module: UNDERSTANDING CONFLICT AND RESPONSES TO CONFLICT

Tutor: Dr Rebecca Engel

Module number: POL00002M

Credits: 20 credits

Duration and terms: One Term (Autumn)

Teaching programme:
Weekly one-hour lectures and 90-minute seminars, self-directed learning exercises, and guest lectures/practitioner workshops

Module Description:
This module provides the theoretical and empirical background to understand processes of armed conflict, war, and violence. Students will critically engage with theories and debates on the nature of war and peace, in order to understand the complex and fluid nature of the relationship between the two. The module analyses the key causes of conflict, including issues like identity (ethnicity, nationalism, religion, etc), economics (natural resources, poverty, etc), and politics (ideology, ‘state failure’, etc). Students will engage with multiple different theories, such as instrumentalism, primordialism, constructivism, and other more classical theories like realism and Marxism. They will reflect on them in relation to a variety of case studies drawn from all over the world, drawing on the expertise available within the Department.

This module also considers how different actors, such as states, NGOs, and international organisations, respond to armed conflict. The variety of responses considered include military responses (i.e. intervention), humanitarian responses (i.e. aid, relief, and development), legal responses (i.e. international humanitarian law), and diplomatic responses (i.e. mediation and other conflict resolution processes). Guest lecturers include humanitarian aid workers, international law experts, and others with significant experience in their field. Key questions to be explored include: What are the underlying motives and interests that inform a particular type of response? What effect do these responses have on conflict dynamics? What are the main ethical and political issues involved in these different responses to conflict? How do certain responses relate to the overarching goals of establishing peace and security?

Assessment:
One assessed essay of no more than 4,000 words, should be submitted to the VLE by 16:00 on the first Monday of Spring term.

Key Texts
Isabelle Duyvesteyn and Jan Angstrom, (eds.), Rethinking the Nature of War (London: Frank Cass, 2005)
Edward Newman, Understanding Civil War (London: Routledge, 2014)
Oliver Richmond, ‘Peace during and after the age of intervention’, International Peacekeeping, Vol. 21, Issue 4, pp. 509-519
Fiona Terry (2002), Condemned to repeat? The paradox of humanitarian action (Cornell University Press)
Hugh Miall et al. (2011), Contemporary Conflict Resolution (London: Polity)
Module: WOMEN, CITIZENSHIP AND CONFLICT

Tutor: Dr Ann Kaloski-Naylor

Module Number: WOM00010M

Credit Rating: 20 credits

Duration and Terms: One term (Spring)

Teaching Programme: Weekly two-hour seminars

Module Content:
The module will focus on the relation between gender, (political) cause and diverse forms of intervention in relation to conflict. It also considers definitions of citizenship and asks what role these definitions play in defining women’s ability to participate in conflict and its resolution. Women have had and continue to have an attenuated link with citizenship, frequently acquiring the rights to it only through their dependence on a male. This raises important questions, for instance in the context of sexual citizenship. This module will therefore look at gender, political causes and interventions with a view of delineating paths towards change and towards the feminization of peace. An important part of the module is the end of term module colloquiums, when all students will present a paper on a relevant topic of their choice, and engage in discussion with their peers. This paper is assessed, and will be extended for the essay assessment.

Learning outcomes
After successfully completing this module, students should:
- Be aware of the value and limitations of applying theory to contemporary political conflicts
- Have gained confidence in investigating the complexities of gendered and sexual citizenship in variety of conflict situations
- Be attuned to strategies of representation in main stream and social media and be developing the skills of sophisticated reading
- Be able to research, evaluate and report on a conflict situation by critically a variety of sources
- Have developed skills for applying a reflexive eye to their own cultures and conflicts.

Teaching programme
Weeks 2-7: weekly 2-hour seminars; week 8: private study to work on paper; weeks 9&10 module colloquium.
In weeks 2-7 will include: Who counts as a citizen; Violent conflict and women’s health; gender and risk in human rights work, women peace activists.

Assessment
One 20-minute seminar presentation (50% of total mark) and an extended version of that paper as an essay of 2,500-3,000 words (50% of total mark). Please contact the Centre for Women’s Studies Administrator for further details on submission.

Preliminary Reading
The information in this guide is correct at the time of going to press.
It is issued for the general guidance of students entering
the University in September 2016, and does not form part of any contract.
The Politics Department hopes to provide the modules described in the handbook,
but reserves the right to withdraw or to make alterations to these if necessary.