

**Z40041**

**18 19**

**Politics and Public Policy Erasmus  
(full year)**

**Module Descriptors**

**Handbook Descriptor**

30 credits

The main themes to be explored in the module are ideas of political knowledge, authority and legitimacy, liberty and autonomy, and rights, as reflected in the works of key thinkers in the western tradition of political writing. Students are introduced to the conceptual study of politics through an engagement with the central problems raised by these thinkers. The module focuses on the ideas of following thinkers: Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Kant, Hegel, Marx, and Nietzsche.

**Assessment Components**

Essay - An essay of 2000 words.

*Weighting 40%. The component receives a mark.*

*The word limit is 2000.*

Presentation - Group Presentation 20 Minutes

*Weighting 20%. The component receives a mark.*

*The Duration is 20 minutes.*

Examination - A two hour examination.

*Weighting 40%. The component receives a mark.*

*The Duration is 120 minutes.*

**Assessment Rationale**

1. Short Essay (1 topic chosen from list in module handbook of 2,000 words in length)
2. Individual Presentation (topic to be agreed with module leader)
3. Exam (Two hours, two questions to be answered, one from each section)

**Reassessment Requirements**

Students who fail or have deferred elements of assessment are required to resubmit or resit the failed/deferred components of assessment. Students will choose from the list of assignments distributed when the module was running, and, in the case of failed assignments, will select a different question from the one already submitted. If you fail the seminar presentation, your second essay must be 1,500 words long on the same topic as the seminar presentation. In the case of the first essay, choose an essay title from those listed above. This essay title must be a different one from that originally selected.

**Learning Outcomes**

- 1 - To understand the various intellectual debates presented in the module.
- 2 - To find, evaluate, and synthesise material into a structured analysis.
- 3 - To analyse and compare principles and theories in political thought;
- 4 - To understand the importance of studying ideas in their historical and social contexts;
- 5 - To appreciate different perspectives on the nature of politics.

---

**Please note that assessment information is subject to change**

This module is designed to provide students with an introduction to the European Union and the role that the EU play in the wider world. This module introduces students to the history, institutional development and policy-making environment that is characteristic of the EU, and highlights the challenges that confront the EU in the globalised economy. Attention will be paid to the tension that exists between the continuing presence of national positions of member states and the emergence of common EU positions. Students will consider a wide variety of case studies to examine the role that the EU plays in the international community as well as the pressures that are exerted upon the EU. Students will participate in a simulation exercise and will have the opportunity to take part in a field trip to EU institutions in Brussels as part of #DMU Global.

**Assessment Components**

Essay - An essay of 3000 words.

*Weighting 40%. The component receives a mark.*

Document Review - 1000 word document review OR 1000 word reflective diary from EU field trip

*Weighting 20%. The component receives a mark.*

Simulation - Simulation exercise.

*Weighting 40%. The component receives a mark.*

## **Assessment Rationale**

### Essay:

- Evidence of thoughtful engagement with the issues and theoretical positions explored in the course;
- Evidence of independent critical thinking;
- The ability to structure and sustain an argument;
- Clarity and fluency of expression;
- Correct and consistent citation practice;

### Document review/reflective diary from field trip:

- Evidence of understanding the place and practice of the research in the context of European integration;
- Evidence of preparation and reflection;
- Evidence of independent critical thinking;
- Clarity and fluency of expression.

### Simulation:

- The simulation is designed to increase student abilities on groupwork, as well as make the policy issues more real in decision-making terms.

## **Reassessment Requirements**

### Reassessment:

Essay: Resubmit essay of 3,000 words.

Document review/reflective diary: A case study report of 1,000 words

Simulation exercise: A case study report of 3,000 words.

## **Learning Outcomes**

- 1 - Demonstrate an understanding of the history of European integration
- 2 - Recognise the role of the various EU institutions and the member states in shaping the course of European integration
- 3 - Explain the theories relevant to the study of the EU.
- 4 - Apply their resulting analytical expertise to write and comment with authority on the subject of European integration.
- 5 - Develop skills in finding, using and evaluating a variety of information sources.
- 6 - Enhance skills in written and oral communication, problem solving and collaborative working.

---

**Please note that assessment information is subject to change**

The module begins by locating the value and nature of theory. It explores the role of key individual thinkers in establishing and challenging the development of 'paradigms' or broad perspectives in International Relations. In such way, the influences of social sciences and humanities subjects are also identified in the growth of the subject called International Relations. The module then addresses the historical evolution of International Relations theory. It offers examination of the origins of International Relations as a specific academic subject after World War One. The legalis and normative character of the early phase of the discipline will be contrasted with the self-styled 'realism' of International Relations scholars after World War Two. The subsequent diversity of theories will be analysed incorporating inter alia the remaining inputs from normative/idealist perspectives; liberal multilateralism and neorealism. The radical challenge to these positions suggested by structuralist/world economy writings is examined before the module turns to approaches that are difficult to locate within the established paradigms of international theory. These approaches will include nationalism, globalisation, feminism and postmodernism.

**Assessment Components**

Essay 1 - An essay of 1750 words.

*Weighting 30%. The component receives a mark.*

*The word limit is 1750.*

Essay 2 - An essay of 1750 words.

*Weighting 30%. The component receives a mark.*

*The word limit is 1750.*

Essay 3 - An essay of 2500 words.

*Weighting 40%. The component receives a mark.*

*The word limit is 2500.*

**Assessment Rationale**

The primary assessment type used is the analytical essay. This is to reinforce students skills of analysis and marshalling of arguments. Two shorter essays are utilised to provide diagnostic assessment; an opportunity for reflective writing and an analysis of one key text.

Assessment Criteria as outlined in subject handbooks

**Reassessment Requirements**

Students who fail the module can be reassessed in any of the components choosing a new title from the original list.

**Learning Outcomes**

- 1 - Have a keener appreciation of what constitutes the academic discipline of International Relations.
- 2 - Be accomplished in understanding and interrogating the major paradigms of International Relations theory.
- 3 - Be familiar with the contemporary diversity of theoretical positions within International Relations, which have challenged the privileged position of the major paradigms.
- 4 - Be able to converse at the level of theory.
- 5 - Have increased analytical and factual competencies, together with improved personal transferable skills in line with University policy.

---

**Please note that assessment information is subject to change**

The learning objectives of this module are:

- § To appreciate how the US has evolved from its revolutionary birth to the world's only superpower
- § To understand how the major institutions of US government function
- § To appreciate the political and social issues in contemporary America
- § To gain some understanding of America's role within the wider world

The module will begin with an examination of the institutions of US government and politics. The birth of the nation, including the Constitutional framework and the resulting separation of powers arrangement will be dealt with. The first semester will cover the different branches of government - Congress, the Presidency, presidential selection and the Judiciary. The remaining first term lectures will focus on political parties and the party system, interest groups and federalism.

The second term will cover elections, voting behaviour, a brief look at foreign policy and will then focus on domestic issues for the remaining weeks. Topics such as race, ethnicity, gender, civil rights, gun control and abortion will be examined.

**Assessment Components**

Essay - An essay of 2000 words.

*Weighting 30%. The component receives a mark.*

*The word limit is 2000.*

Presentation - Two 15/20 Minute Presentations

*Weighting 30%. The component receives a mark.*

Unseen Examination 1 -

*Weighting 40%. The component receives a mark.*

*The Duration is 120 minutes.*

**Assessment Rationale**

1. Essay 1 (evaluation of one or more of the components of US Government).
2. Presentation ( +2000 words with attendance and participation).
4. Examination (critical assessment of the formal and informal institutions of US government, along with contemporary issues).

**Reassessment Requirements**

For the essay students must select a new question from the lists in the handbook.

For the seminar presentation, students must submit a 1000 word piece based on the topics in the handbook.

A re-sit examination paper will be available in August.

**Learning Outcomes**

- 1 - To appreciate how the US has evolved from its revolutionary birth to the world's only superpower.
- 2 - To understand how the major formal and informal institutions of US government function.
- 3 - To appreciate the political and social issues facing contemporary America.
- 4 - To understand America's role within the wider world.

---

**Please note that assessment information is subject to change**

The moment baby Velankanni was born at a Bangalore public hospital he had a price on his head - \$12. This was the customary bribe in that particular hospital to be allowed to see your own newborn children. His mother wasn't allowed to see him until the bribe was paid. Unfortunately, \$12 was more than ten times her husband's daily income. Only when the baby's grandmother offered to pawn her gold earrings were mother and baby united.

Each individual case of corruption may be a tragedy, but they are not uncommon. The global extent of bribery may stretch to the trillions of dollars, and that is only the direct financial cost.

Corruption affects different countries and different sectors differently, but always has the overarching effect of subverting justice for the private gain of the few. Senate seats up for sale, entry to medical school, border controls bypassed, public sector kickbacks - corrupt money talks, and it invariably talks louder than ordinary citizens. You do not have an equal say.

The practical effects stretch far and wide. Corruption (or citizens' perceptions thereof) damages social trust, reduces the ability of governments to deliver infrastructure, undermines citizens' health, and undermines the rational basis for tax paying. Given such severe consequences, it is perhaps unsurprising that reducing corruption has become an important objective for governments, international institutions, third-sector agencies, and civil society more generally.

But what is corruption? How can we measure it? And perhaps more importantly, how can we stop it? Can the law ever halt the tide of bribery and corruption? Or will change only come from an internal choice to reject corruption? Might anti-corruption laws themselves pose a threat to tackling corruption?

This module investigates corruption and its role in the world. It looks at how we understand corruption; how corruption is measured, and how comparable those measures are; the causes of corruption; the consequences of corruption; and ultimately what can be done to tackle corruption. During day-long workshops we will run simulations and play competitive games to understand how corruption occurs, and why it can be so difficult to prevent.

The module connects to the DMU Global programme and includes a trip to Hong Kong to learn about the work of the Independent Commission Against Corruption in significantly reducing corruption in Hong Kong.

This module will:

1. Outline the main debates about the concept and measurement of corruption;
2. Critically evaluate the supposed causes of corruption;
3. Examine the effects of corruption in international contexts;
4. Discuss new approaches to the study of corruption

**Assessment Components**

Essay 1 - 2000 word essay

*Weighting 30%. The component receives a mark.*

*The word limit is 2000.*

Portfolio 1 - 2500 word portfolio

*Weighting 40%. The component receives a mark.*

*The word limit is 2500.*

Unseen Examination 1 -

*Weighting 30%. The component receives a mark.*

*The Duration is 60 minutes.*

## **Assessment Rationale**

The module aims to give students the opportunity to explore and discuss the issues we deal with in a variety of ways. Assessment is based upon:

1. A 2000 word essay on a question relating to one aspect of the conceptualisation or measurement of corruption discussed in the module
2. A final exam potentially covering issues from the entire range of the module.
3. The Learning Portfolio will include preparation work for practical exercises and reflections on learning as a result of these exercises and the visit element of the module.

## **Reassessment Requirements**

Students will normally be required to undertake work related to the component in which the deficiency occurred.

Where the first assignment on a module is completed yet fails to achieve a mark of 40% then that assignment can be resubmitted without loss of a formal reassessment attempt. The maximum mark that can be achieved for a resubmission is 40%. Please note: Students **MUST** have attempted the assignment in order to benefit from in-course recovery.

## **Learning Outcomes**

- 1 - Recognise the importance of the definition and measurement of corruption for our understanding of corruption as a practical concern
- 2 - Recognise the multiple causes of corruption and the contextual nature of these causes
- 3 - Recognise that the consequences of corruption differ importantly depending on where corruption is occurring - both by sector and also by country
- 4 - Gain a fuller understanding of how corruption may be tackled.

---

**Please note that assessment information is subject to change**



The relationship between government and business is important both for the development and delivery of public policy and for the successful operation of businesses in Britain. This module examines the nature of the relationship and the interactions between government and business in Britain set within a wider European and Global context. Topics to be considered include: role of politics, markets and regulation, Globalisation, European business policy, business, the environment and sustainable development, Social responsibility and corporate governance, power of business, promotion of business competitiveness, e-business and e-government, rise of regulatory state, and the regulation of business activity. These and other topics will be developed through lectures, videos, case studies and interactive classes involving student presentations, groups and individual exercises. This module is designed for those students who are interested in how public policy is shaped by business needs and interests and those business students who want to understand the wider political and policy context within which business operates.

**Assessment Criteria:**

The Literature review is designed to test the ability of students to read and analyse a specific piece of academic literature. The report will provide the opportunity for students to undertake research, reading and discussion of designated topic in greater depth. This topic will come from government requests for public input into decision making processes. The exam enables students to review and integrate the material covered during the module.

Please note that assessment information is subject to change.

**Assessment Components**

Other Coursework 1 - Lit Review - 1000 word review of designated literature

*Weighting 20%. The component receives a mark.*

*The word limit is 1000.*

Report 1 - 2000 word Report

*Weighting 30%. The component receives a mark.*

*The word limit is 2000.*

Unseen Examination 1 - Unseen Exam - Answer two questions - 2 hours

*Weighting 50%. The component receives a mark.*

*The Duration is 120 minutes.*

## **Assessment Rationale**

The Literature review is designed to test the ability of students to read and analyse a specific piece of academic, topical or official literature. The report will provide the opportunity for students to undertake research, reading and discussion of designated topic in greater depth. The choice of topics will be taken from government case studies government requests for public input into policy proposals. The exam enables students to review and integrate the material covered during the module.

## **Reassessment Requirements**

Failed students will be reassessed in the failed components only, but with a new piece of assessment.

Where the first assignment on a module is completed yet fails to achieve a mark of 40% then that assignment can be resubmitted without loss of a formal reassessment attempt. The maximum mark that can be achieved for a resubmission is 40%. Please note: Students MUST have attempted the assignment in order to benefit from in-course recovery.

## **Learning Outcomes**

- 1 - Identify and examine critically the nature, mechanisms and dynamics of government business relations in Britain,
- 2 - Understand how this relationship has been shaped by European and Global developments, by changing ideas about the role of the state, markets and governance and by growing environmental concerns and technological innovations,
- 3 - Utilise a range of approaches and concepts to analyse current issues and developments relating to the government business interface,
- 4 - Survey the published literature and identify, assess and retrieve information from a variety of public and private sector publications and electronic sources,
- 5 - Present information and conclusions that evaluate specific concepts, issues, developments and case studies government business relations in written and/or oral form to a prescribed format and deadline.

---

**Please note that assessment information is subject to change**

This module provides an introduction to the history, composition and political economy of globalisation. This module examines:

1. the historical, political and economic processes that have led to globalisation
2. the financial deregulation that facilitated the globalisation process
3. globalising elements in the functions of multinational corporations, states, markets, ideology and culture
4. contemporary events and developments in the international and national spheres relevant to the globalisation process.

**Assessment Components**

Essay 1 - Short essay 1000 words

*Weighting 10%. The component receives a mark.*

*The word limit is 1000.*

Essay 2 - Long Essay 2000 words

*Weighting 40%. The component receives a mark.*

*The word limit is 2000.*

Unseen Examination 1 -

*Weighting 50%. The component receives a mark.*

*The Duration is 120 minutes.*

**Assessment Rationale**

The short critical review essay will give the students the opportunity to develop their critical reading and analysis skills through engagement with a specific piece of literature.

The essay will give students the opportunity to study one element of the course in greater depth and put into practice their research and writing skills.

The exam will encourage students to review the entire course.

**Reassessment Requirements**

Re-assessment in failed components through re-taking full component.

Where the first assignment on a module is completed yet fails to achieve a mark of 40% then that assignment can be resubmitted without loss of a formal reassessment attempt. The maximum mark that can be achieved for a resubmission is 40%. Please note: Students MUST have attempted the assignment in order to benefit from in-course recovery.

**Learning Outcomes**

- 1 - Appreciate the historical, political and economic processes that have led to globalisation
- 2 - Be aware of the financial deregulation that facilitated the globalisation process
- 3 - Be able to recognise globalising elements in the functions of multinational corporations, states, markets, ideology and culture
- 4 - Be able to link contemporary events and developments in the international and national spheres to the globalisation process.

---

**Please note that assessment information is subject to change**

It will be assumed that student taking this module will have also studied Level 2 US Politics.

The module will begin with Richard E. Neustadt's theory that effective presidential leadership relies more on the political and leadership skills of US Presidents than on the formal powers of the presidency. The presidential election process, including nomination process, campaign finance and strategy will be examined and students will be exposed to the process of existing campaigns and elections. The next phase of the module will examine presidential role and reputation and the prestige that comes with this. Issues of leadership and character will be analysed, looking at what expectations of the presidency and presidents themselves exist. Congressional Quarterly's 'presidential success ratings' will be used, along with public opinion polls to illustrate how greatness is measured and perceived. The president as Chief Executive, Chief Legislator, Commander-in-Chief, Chief Diplomat, Manager of Prosperity and Paragon Leader will be explored.

Following on from this will be a focus on the modern presidents themselves. Spring term lectures will assess how each president brought his own leadership style and qualities to the job. There will be an analysis of the strengths and weaknesses of each president's approach to the challenges of the presidency. The course will outline the trajectory from the imperial presidency of Franklin Delano Roosevelt to the post imperial years of Gerald Ford and others. It will conclude with an examination of the resurgent presidency of George W Bush and the challenges facing the current Obama administration. The module will expand accordingly as new administrations take office. Criteria for analysing individuals will include personality traits, significant achievements and failures, relationship with the media and other actors, and relative historical greatness.

**Assessment Components**

Essay 1 - 2000 Word Essay on a relevant topic of the students choice.

*Weighting 30%. The component receives a mark.*

*The word limit is 2000.*

Log Book 1 - Logbook/Portfolio (to be presented in seminars)

*Weighting 30%. The component receives a mark.*

*The word limit is 1000.*

Seen Examination 1 - Seen Exam

*Weighting 40%. The component receives a mark.*

*The Duration is 120 minutes.*

**Assessment Rationale**

1. Essay one (analysis of an aspect of the institution of the presidency).
2. Portfolio (on individual president, to be presented in seminar).
3. Seen Examination (2 questions which will lead on from knowledge acquired from the portfolio).

**Reassessment Requirements**

For the essay, students must select a new question from the lists in the handbook.

For the logbook/portfolio, students must submit a 1000 word piece on an agreed topic.

A re-sit examination paper will be available in August

**Learning Outcomes**

- 1 - Identify and explain the principle concepts involved in the study of presidential power and the modern presidency.
- 2 - Consider the distinction between power and leadership, ie. the formal definition of the role in relation to the political skills of an individual operating within a system of divided government.
- 3 - Evaluate presidential performance in relation to selected issues.
- 4 - Evaluate presidential goals and the quality of presidential leadership in pursuing these goals.

---

**Please note that assessment information is subject to change**

The course opens with a theoretical exploration of security. This establishes the philosophy of the whole module: the security is a relative, relational and psychological concept. The position of realist writers is assessed and compared analysts from other traditions in international relations. Security is addressed as a multi-dimensional concept, requiring a loosening of the traditionally exclusive hold of military concerns. Security is considered as a human need operating at varying levels of analysis - global, international, regional, national, societal and individual - with each having a set of specific concerns. The module identifies and examines the relative underdevelopment of academic thinking about security in comparison to the related concepts of power, order and peace. The early section also demonstrates the interdependency between academic analysis and the perspectives of policymakers. It is contended that full academic rigour can be sustained whilst providing forms of knowledge that are policy-relevant.

The module considers selected aspects of the contemporary security agenda. It examines inter alia arms control; rogue states; proliferation of weapons of mass destruction (WMD); terrorism; conflict resolution; security institutions. It moves with a section on non-military threats to international security before the simulation exercise.

**Assessment Components**

Case Study - A 3000 word case study.

*Weighting 40%. The component receives a mark.*

*The word limit is 3000.*

Theory Essay - A 2000 word theory essay.

*Weighting 30%. The component receives a mark.*

*The word limit is 2000.*

Simulation - A simulation with 1000 words.

*Weighting 30%. The component receives a mark.*

*The word limit is 1000.*

**Assessment Rationale**

The assessment mix is designed to support the learning objectives. The theoretical essay allows for students to write within a constrained word limit, testing their analytical skills and abilities at organising large amounts of material. The essay also allows them to demonstrate their understanding of theories about security. The case study enables them to analyse a particular security issue in contemporary world politics and produce a policy-focused response. The simulation is designed to increase student abilities on groupwork, negotiation, representation and working within time constraints, as well as make the security issues more real in decision-making terms.

**Reassessment Requirements**

Theory Essay Submit a new 2,000 word essay tackling a different question from the list in the module handbook

Case Study Submit a new 3,000 word policy paper addressing a contemporary international security issue.

Simulation Write a 2,000 word essay on conflict resolution or crisis management.

**Learning Outcomes**

- 1 - Understand the theoretical dimensions of international security and be able to integrate security within the major paradigms of International Relations theory.
- 2 - Be able to use a range of hard copy and electronic source materials to support research.
- 3 - Have an appreciation of the various challenges to contemporary international security.
- 4 - Have demonstrated a fuller appreciation of selected aspects of contemporary security issues through written work and role play.
- 5 - Have demonstrable skills in group work.
- 6 - Have some experience of the pressures of decision-making in real world settings.

---

**Please note that assessment information is subject to change**

This module is designed to provide an advanced understanding of the politics of nationalism. In doing so the module provides both a theoretical perspective relating to nationalism as well as a broader understanding of the roots of nationalism. The module looks at a number of key issues relating to the development of nationalism, identifying particular thinkers and approaches, while also positioning the politics of nationalism in a contemporary context.

**Assessment Components**

Essay - An essay of 3000 words.

*Weighting 35%. The component receives a mark.*

*The word limit is 3000.*

Other Coursework 1 - Student Led Seminar - 1 hour including 15-20 minute presentation of material

*Weighting 25%. The component receives a mark.*

Other Coursework 2 - 2 \* 800-1000 word assessment to complete within a limited period of time.

*Weighting 40%. The component receives a mark.*

**Assessment Rationale**

The student led seminar gives students the opportunity to lead a seminar session. The students prepare a paper of 15-20 minutes in length to introduce a theme to the audience. They then organise the remainder of the seminar by managing a debate on the themes raised in the paper. In line with UDL students with extra needs may negotiate an alternative form of assessment if desired.

The Essay is a negotiated study project. The student agrees in advance with the module tutor the theme and title of the essay. This allows the student to study in depth and specialise in an area of the module of particular interest to them.

The other coursework will be a 2 day assessment which students complete at home. This gives the students the opportunity to demonstrate a wide breadth and depth of knowledge and understanding from across the module content. The questions will be released on the module's Blackboard shell at 9am on the Monday of the final teaching week, and students will be required to have uploaded their answers on Turnitin by 12 noon on the Wednesday of the final teaching week.

**Reassessment Requirements**

Essay: for failure through non-submission, the student must negotiate a theme and title with the module tutor. For an academic fail, the student may submit an essay with the same theme and title as the first submission. However the student must demonstrate in the piece that they have consulted with the module tutor on ways to improve on their previous attempt.

Other Coursework: In cases of academic failure and non-submission, students should access the reassessment questions on the module's Blackboard shell at the allocated time, and return it by 12 noon two days later. They should do so at the next available opportunity.

Seminar paper: for fail through non-submission, students should submit a report of 1,500 words on a theme from the seminar schedule. For an academic fail, students must submit a report of 1,500 words on a theme from the seminar schedule which is different to that of their original submission.

**Learning Outcomes**

- 1 - Identify the parameters of nationalism and ethnic conflict.
- 2 - Consider nationalism in the face of increasing globalisation.
- 3 - Establish the impact of nationalism and ethnic conflict globally, nationally and locally.
- 4 - Develop and test theories of nationalism and ethnic conflict with relation to a specific case study.
- 5 - Engage in rigorous thinking, coherent communication, independent research, logical reasoning and critical analysis.
- 6 - Express themselves clearly orally and in writing.
- 7 - Demonstrate ability to sift, select, organise and synthesise quantities of source material.

---

**Please note that assessment information is subject to change**

**Handbook Descriptor**

30 credits

The module will initially investigate the nature of human rights, how rights inform political practice, the universality of rights, and to what extent rights inform the boundaries of the political. The module will subsequently investigate the significance of power in contemporary politics, examining how political practice is informed by power and power relations, and how judgement can be brought to bear on political practices. The main authors whose works will be addressed include Rawls, Habermas, Weber, Schmitt, and Arendt

**Assessment Components**

Essay - A 3000 word essay.

*Weighting 50%. The component receives a mark.*

*The word limit is 3000.*

Essay 2 - A 3000 word essay

*Weighting 50%. The component receives a mark.*

*The word limit is 3000.*

**Assessment Rationale****Reassessment Requirements**

Students who fail or have deferred elements of assessment are required to resubmit the failed/deferred component of assessment. A different essay title from the original must be chosen from those listed above.

**Learning Outcomes**

- 1 - Have an understanding of the debates concerning the significance of morality to the theory and practice of politics;
- 2 - Understand why it has been claimed that this position may underestimate the role of power in politics;
- 3 - Be able to assess different and competing views of the nature of the political;
- 4 - Have an increased awareness of the inter-relationship between political ideas and political practice.

---

**Please note that assessment information is subject to change**

This module explores the most urgent challenge facing humanity: the transformation of our economic, political and social systems to ensure long-term sustainability. It focuses on how we understand the politics of such transformations, how environmental problems are managed (or not) through the political system and the ways in which alternative perspectives are articulated, advocated and accommodated. It begins by critically examining the distinctive characteristics of environmental policy problems before considering how transitions to a sustainable society are contested by policy makers, activists and the public. In particular it addresses how we build political coalitions for change as part of a transition to a sustainable society: how different actors view issues of sustainability, climate justice and the protection of the global commons; why current political solutions fall short; and how alternatives are promoted by local activists and environmental NGOs. By engaging in current debates on contemporary environmental issues such as sustainable transport, air pollution, energy futures and consumption, students will be encouraged to critically reflect on the extent to which these alternatives move the sustainability agenda forward.

### **Assessment Components**

Essay 1 - 1500 word essay

*Weighting 25%. The component receives a mark.*

*The word limit is 1500.*

Other Coursework 1 - Policy Briefing/Outline Campaign

*Weighting 50%. The component receives a mark.*

*The word limit is 3000.*

Reflective Assignment 1 - Critical Reflection

*Weighting 25%. The component receives a mark.*

*The word limit is 1500.*

### **Assessment Rationale**

The assessment will be based upon a combination of a short essay, critical reflection and policy briefing/outline campaign strategy. The short essay in the early part of the module will test understanding of theoretical approaches to solving environmental policy problems. The critical reflection will give students the opportunity to provide a considered reflection based on their understanding of and responses to the case studies of new alternatives considered during the module. The final assessment will give students the opportunity to choose between providing a policy briefing on a contemporary environmental issue or outline a campaign strategy around contemporary environmental issue. Together these assignments will enable students to develop a portfolio of learning based on critical understanding of theory and practice in the first two assignments and then apply this to a real world policy problem in the final assessment. The choice in the final assessment will enable students to consider issues around employability and where gaps in their practical experience lie.

### **Reassessment Requirements**

Students will normally be required to undertake work related to the component in which the deficiency occurred. For the essay, this will involve researching and writing an essay on a new topic chosen from the essay lists contained within the module handbook. For the comparative report, this will involve choosing a different topic chosen from the list in the module handbook. For a deficiency in the examination, students will be required to re-take the examination.

Where the first assignment on a module is completed yet fails to achieve a mark of 40% then that assignment can be resubmitted without loss of a formal reassessment attempt. The maximum mark that can be achieved for a resubmission is 40%. Please note: Students MUST have attempted the assignment in order to benefit from in-course recovery

### **Learning Outcomes**

6 - Write written pieces of work which demonstrate the ability to critically engage with the literature and communicate these findings in a prescribed format and to a specific deadline.

---

**Please note that assessment information is subject to change**



This module is about the ways in which understandings of democracy are associated with the globalisation process through following approaches on politics, development and international political economy. It examines the different understandings that are given to these two concepts through the analysis of policy instruments and mechanisms in which state and non-state actors interrelate, with a particular focus on the Latin American and African contexts. It also considers the role of practitioner knowledge and expertise in building the linkages between democracy and globalisation.

**Assessment Components**

Blog 1 - Individual assignment. Each student will submit a blogpost addressing topics related to globalisation and  
*Weighting 25%. The component receives a mark.*

*The word limit is 1000.*

Essay 1 - A 3000 word Essay - (Anti) Globalisation Campaign Report

*Weighting 40%. The component receives a mark.*

*The word limit is 3000.*

Unseen Examination 1 -

*Weighting 35%. The component receives a mark.*

*The Duration is 60 minutes.*

**Assessment Rationale**

The blogpost aims to encourage students to develop skills different to academic writing, while also prompting them to develop some research with evidence to support their opinion. The blogpost will include 'calls of action' to prompt students to think of ways at engaging with a hypothetical audience upon which they want to have an impact.

The essay will give students an opportunity in the early part of the module to explore and discuss different theoretical approaches and concepts relating to globalisation and democracy. The exam enables students to review and integrate the theoretical, conceptual and case study material covered during the module and will test their understanding of issues related to the way in which globalisation and democracy interrelate.

**Reassessment Requirements**

For both the blogpost and essay, this will involve researching and writing a new version covering a different topic from the originally submitted. The topics should be chosen from the essay or case study lists contained within the module handbook. For a deficiency in the examination, students will be required to re-take the examination.

Where the first assignment on a module is completed yet fails to achieve a mark of 40% then that assignment can be resubmitted without loss of a formal reassessment attempt. The maximum mark that can be achieved for a resubmission is 40%. Please note: Students MUST have attempted the assignment in order to benefit from in-course recovery.

**Learning Outcomes**

- 1 - Demonstrate an appreciation of the key historical, economic, political and financial developments that have led to the emergence of the turn of the century phenomenon that has been called globalisation.
- 2 - Understand the political, public policy and practitioner contexts and dimensions to the meaning of globalisation and democracy through the functions of states, corporations, ideology and culture.
- 3 - Understand how the state and non-state actors interact within the processes of globalisation and democracy.
- 4 - Link contemporary events and development in the international and national spheres to the democracy and globalisation processes, with special reference to Latin America and Africa.
- 5 - Survey published literature and documentation, retrieve information from a variety of written, oral and electronic sources and present conclusions in a concise and logical manner to a prescribed format and deadline.

---

**Please note that assessment information is subject to change**