

## **YEAR THREE COURSE DESCRIPTIONS**

Pages 2-4:	Full units – both terms
Pages 5-10:	0.5 units – autumn term
Pages 11-16:	0.5 units – spring term

**Full unit – both terms****DISSERTATION (SP53004A) - Co-ordinator: Dr James Martin**

A critical review of the literature and/or original analysis of documentary and/or other evidence on a specialist topic within the fields of politics, economics, public policy or social policy. Work for the dissertation will be supervised by a member of staff with particular expertise in the area chosen for study.

Arrangements for dissertation supervision will be made at the beginning of the Autumn Term.

**RECOMMENDED READING**

D M Silbergh, *Doing Dissertations in Politics*, London, Routledge, 2001  
*Politics Dissertation Handbook*, 2005

**Course aims**

- the aim of the dissertation is to provide students with the opportunity to:
- explore in depth a chosen topic in the broad area of politics, social policy or economics
- develop independent research

**Learning outcomes**

After completing the dissertation students should be able to:

- demonstrate in-depth knowledge and understanding of a chosen topic in the broad area of politics, social policy or economics
- demonstrate the ability to employ a range of research skills
- demonstrate the ability to evaluate evidence and information
- show the ability to organise an independent research project in conjunction with one or more supervisors
- present a coherent and well organised piece of work

**Assessment**

One formal proposal (counts as 10% of the final mark) and one dissertation of 8,000 – 9,000 words (counts as 90% of the final mark).

## **Full unit – both terms**

### **POLITICAL ECONOMY OF THE EUROPEAN UNION (PO53007A) – Lecturer: Dr Georg Menz**

The aim of this course is to familiarise students with the central traits of the (economic) architecture of the European Union (EU), explore recent milestones in closer economic integration, analyse the ramifications that this economic and political integration process is having on the contours of politico-economic governance in the member states, and explore some of the policies generated by the EU in fields such as labour and social policy including migration, competition policy, environmental policy, and industrial policy. The course also aims to provide an analysis of the key varieties of capitalism underpinning member state economies and formulate insights on the challenges experienced by these models given internal challenges and the globalisation of production and financial markets.

### **RECOMMENDED READING**

Fritz W. Scharpf and Vivien A. Schmidt **Welfare and Work in the Open Economy: Diverse Responses to Common Challenges in Twelve Countries**, Oxford; Oxford University Press, 2001.

Helen Wallace and William Wallace **Policy-Making in the European Union**, Oxford: Oxford University Press, 2000.

Vivien Schmidt, **The Future of European Capitalisms**, Oxford, Oxford University Press, 2002

Michelle Cini, **European Union Politics**: Oxford, Oxford University Press, 2001

### **Course aims**

The aims of this course are to:

- build upon the second year unit on Political Economy
- provide the analytical and contextual frameworks essential to understand the development of the European economy and the process of European economic integration
- provide an understanding of the economic issues that arise from integration in Europe

### **Learning outcomes**

After completing this course, students will be able to:

- understand the principal features of the post-war development of the European economy and of the different “cultures” of European mixed economies
- analyse the main aspects of EU economic policy and analyse the implications of factor mobility in the EU
- critically discuss the main features of the process of monetary integration in the EU and the implications that this has for the conduct of economic policy in Europe
- be aware of the debate on convergence and divergence in the EU
- discuss how the EU has adapted to change in the past and how it might do so in the future

### **Assessment**

One two-hour written paper (three questions to be answered), plus assessment of written work (2 essays of approximately 2,500 words each). Course work counts as 50% of the final mark.

**Full unit – both terms****NEW RADICAL POLITICAL ECONOMY (PO53010A) – Lecturer: Dr Derek Wall**

This course will provide students with an understanding of key issues in the field of contemporary radical political economy. The course will outline and critically evaluate orthodox economic approaches to globalisation as well as challenges from the anti-capitalist movement. Marxist, autonomist and green economics will be examined and criticised. The course will look at the effects of global capitalism on poverty, equality and environmental sustainability. Alternatives to the market and state regulation of economic activity such as commons regimes, open source and social sharing will also be put under the microscope.

**RECOMMENDED READING**

Wall, D., (2005) *Babylon and Beyond: The economics of anti-capitalist, anti-globalist and radical green movements*, London: Pluto Press.

Hardt, M. and Negri, A. (2001) *Empire*. New York: Harvard University Press.

Wolf, M. (2004) *Why Globalization Works: The Case for a Global Market Economy*. Yale: Yale University Press.

Woodin, M. and Lucas, C. (2004) *Green Alternative to Globalisation: A Manifesto*. London: Pluto Press.

**Course aims**

The aims of this course are to:

- examine key theories and concepts in new radical political economy
- provide the analytical and contextual tools to understand and evaluate the functioning of a globalised world economy
- provide an understanding of the economic aspects surrounding issues of ecological sustainability, governance and social justice
- analyse the differences and similarities of major schools of contemporary radical political economy
- explore the economic, ecological, political and social implications of alternatives to the market.

**Learning outcomes**

After completing this course, students will be able to:

- evaluate the strengths and weaknesses of conventional market based approaches to global economic institutions, structures and processes
- outline the varying and competing theoretical approaches to the field of new radical political economy
- demonstrate a precise understanding of the central debates around the issues of globalisation, ecological sustainability, governance and social justice
- Articulate in depth the relevance of alternatives to the market in economic, ecological, political and social terms.

**Assessment**

One two hour written paper (three questions to be answered), plus assessment of written work (one in-depth essay, approximately 5,000 words). A plan of the essay will be submitted by students at the end of the first term. Course work counts as 50% of the final mark.

## **.5 course unit – Autumn Term**

### **CULTURE, GLOBALISATION AND POWER (PO53008B) Lecturer: Mr Adrian Sledmere**

This course seeks to understand the extraordinary reach of Western imperialism and globalisation from the nineteenth century to the present. The course aims to demonstrate how culture and imperialism are linked inextricably and how, knowingly and unknowingly, they produce a system of domination which extends over the forms, imagery and the very imaginations of both the colonised and the colonisers. It recognises the fact that, coexistent with Western imperial power, is a strong resistance to empire. Such resistance produces its own cultural impact. The course examines the interdependence of culture and imperialism in order to understand today's post-colonial world that remains entrapped in the globalising spread of imperialism. Examples of the themes to be explored include: theorising colonised cultures and anti-colonial resistance, theorising the West, theorising gender, theorising post-coloniality, intellectuals and institutions as well as discourse and identity.

### **RECOMMENDED READING**

Edward Said, *Culture and Imperialism*, London: Chatto and Windus, 1993.

Bill Ashcroft and Pal Ahluwalia, *Edward Said*, London: Routledge, 2001.

### **Course aims**

The aims of this course are to:

- To consider the impact of Western imperialism and globalisation on the post-colonial world.
- To consider how culture and imperialism are linked.
- To examine post-colonial strategies of resistance.
- To analyse the global/local nexus
- To evaluate key debates around post-colonial theory

### **Learning outcomes**

After completing this course, students will be able to:

- Explain the link between culture and imperialism
- Demonstrate awareness of the ways in which globalisation and imperialism have impacted on the post-colonial world
- Discuss the main issues surrounding decolonisation, liberation and resistance
- Explain the changing nature of contemporary cultural politics
- Critically evaluate post-colonial theory

### **Assessment**

The course will be assessed by a mixture of unseen examination (50%) and coursework (50%). The required coursework is one essay of 2,000-2,500 words. NOTE THAT UNLIKE THIRD YEAR AUTUMN TERM HALF-UNITS WITHOUT EXAMS, THE DEADLINE FOR THIS ESSAY WILL BE IN THE FINAL WEEK OF THE AUTUMN TERM – SEE THE DEPARTMENTAL HANDBOOK FOR DETAILS.

## **.5 course unit – Autumn Term**

### **NATIONALIST CONFLICT AND INTERNATIONAL INTERVENTION (PO53009B) Lecturer: Dr Jasna Dragovic-Soso**

Since the end of the Cold War the overwhelming majority of conflicts in the world have been internal – often resulting from nationalist grievances and policies. This course will examine the causes of nationalist conflicts, as well as the various tools and policies adopted by international actors towards them. After providing an overview of the three main scholarly approaches to nationalist conflict (primordialism, instrumentalism and constructivism), we will focus on the structural, cultural, political and economic causes of such conflicts and on the forms of international intervention employed to resolve them – ranging from ‘cooperative’ approaches such as diplomacy and peacekeeping to ‘coercive’ measures like economic sanctions and military intervention. We will also assess the debates surrounding war crimes prosecution, international ‘nation-building’ projects and partition along ethno-national lines. Throughout the course students will be encouraged to focus on a case study of their own choosing and to apply the theoretical and policy debates to their specific case.

### **RECOMMENDED READING**

There are no textbooks for this course. Readings will be indicated under each lecture. Students will also be expected to compile their own bibliography for their specific case studies in consultation with the course convenor. A number of the readings used in this course will come from the following books:

John Hutchinson and Anthony D. Smith (eds), *Ethnicity* (1996)

Michael E. Brown, Owen R. Coté, Sean M. Lynn-Jones and Steven Miller (eds), *Nationalism and Ethnic Conflict* (2001)

Chester A. Crocker and Fen Osler Hampson with Pamela Aall (eds), *Managing Global Chaos: Sources of and Responses to International Conflict* (1996)

### **Course aims**

The aims of this course are to:

- To critically examine the three main scholarly approaches to nationalist conflict.
- To analyse structural, cultural, political and economic explanations of the causes of nationalist conflict in the post-Cold War world.
- To analyse the various tools of international (‘third party’) intervention in situations of nationalist conflict and assess their utility in helping end and resolve such conflict.
- To enable students to articulate their own intellectual viewpoints on these issues and to apply their analysis to specific case studies of nationalist conflict.

### **Learning outcomes**

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

- Understand the key concepts, debates and theories surrounding nationalist conflict.
- Critically evaluate various explanations of the causes of nationalist conflict in the post-Cold War world.
- Show a good understanding of the debates surrounding the utility, effectiveness and ethics of the various instruments of international intervention in instances of nationalist conflict.
- Apply these theoretical debates and approaches to a specific case of nationalist conflict and international intervention in that conflict.

### **Assessment**

One research essay (100%): students will submit one research essay of 4000 words in which they will examine a specific case study of nationalist conflict of their own choice, in consultation with the course convenor. They will then relate the weekly readings and discussions to their case study as the course progresses. THE DEADLINE FOR THIS ESSAY, AS WITH ALL AUTUMN TERM THIRD YEAR HALF-UNITS WITHOUT EXAMS, WILL BE IN THE FIRST WEEK OF THE SPRING TERM SEE THE DEPARTMENTAL HANDBOOK FOR DETAILS.

**.5 course unit – Autumn Term**

**BEYOND ALL REASON (PO53011B) Lecturer: Dr James Martin**

Politics is often conceived as the attempt to rationally control our collective life. Yet so much of human existence seems utterly irrational: intercommunal violence and civil conflict, genocide, social inequality and environmental degradation. For all its hopes of a rational politics, modern life since the Enlightenment has often seemed to be *beyond* all reason. But can politics be rethought to embrace the limits of rationality, to face up to the horrors of human destructiveness? If so, can it avoid succumbing to irrationality? How then might we cope with the possibility of enmity and violence? This course surveys efforts to conceptualise the political and its relationship to Reason and unreason from Emmanuel Kant to Hannah Arendt. It examines classic ideas of freedom and community, power and critique, asking how we might conceive of political life without recourse to 'rational foundations'.

**RECOMMENDED READING**

The essential course text is:

- T. Carver and J. Martin (Eds), Palgrave Advances in Continental Political Thought. Palgrave, 2006.

Also worth considering are:

- R. Simons (ed), From Kant to Levi-Strauss: The Background to Contemporary Critical Theory. Edinburgh University Press, 2002.
- West, Continental Political Philosophy. Polity, 1996.

**Course aims**

The aims of the course are to:

- survey a range of key political philosophies from Kant to Arendt
- reflect on debates over the meaning of 'the political' and its relationship to ideas of Reason
- examine concepts such as freedom and community, power and critique and their enduring significance for contemporary political life

**Learning outcomes**

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

- demonstrate in speech and writing critical knowledge and understanding of key political philosophers from Kant to Arendt
- communicate in writing debates over the meaning of 'the political' and its relationship to Reason
- discuss and evaluate concepts such as freedom and community, power and critique and their enduring significance for contemporary political life

**Assessment**

One essay of four thousand words answering one question from a list provided at the end of this course-guide. The essay counts for 100% of your overall mark. THE DEADLINE FOR THIS ESSAY, AS WITH ALL AUTUMN TERM THIRD YEAR HALF-UNITS WITHOUT EXAMS, WILL BE IN THE FIRST WEEK OF THE SPRING TERM – SEE THE DEPARTMENTAL HANDBOOK FOR DETAILS.

## **.5 course unit – Autumn Term**

### **RISK AND POLITICS: THEORY AND PRACTICE (PO53015A) Lecturer: Mr Ed Randall**

The course is designed to stimulate and reward the curiosity of undergraduates who want to know more about the relationship between politics and the assessment, communication and management of risk. It invites students to explore the ways in which the discussion of risk has become one of the most pressing concerns in contemporary politics and to consider the leading role ideas about risk now play in shaping public debates and the formulation and evaluation of public policy. The study of risk is a multi-disciplinary enterprise and the specialist sub-field of *risk politics* affords students a highly attractive and rewarding opportunity to consider the ways in which politics, economics, legal studies, social psychology, media studies and sub-disciplines in the natural sciences, such as toxicology, inform each other. The course is designed to provide undergraduates with a good working knowledge of key concepts and findings, including many drawn from adjacent academic areas, and their political import. It will foster the student's ability to consider and critically evaluate the development of *risk politics* in response to specific risks and to consider the ways in which particular risks have been politicised.

### **RECOMMENDED READING**

The essential course texts are:

- Roy Boyne, *Risk (Concepts in the Social Sciences)*. Open University Press. 2003.
- Cass R. Sunstein, *Laws of Fear: Beyond the Precautionary Principle*. Cambridge University Press. 2005.

### **Course aims**

The aims of the course are to:

- Stimulate and reward the curiosity of undergraduates about the interaction between politics and the assessment, communication and management of risk
- Equip students to appreciate the extent as well as the ways in which *risk politics* has become a multi-disciplinary enterprise
- Inform and encourage the critical evaluation of contemporary *risk politics* and, most particularly, the growing politicisation of risk

### **Learning outcomes**

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

- Provide a clear account of the politicisation of a wide-range of risks including environmental, economic and social risks
- Demonstrate a knowledge of key concepts in the study and analysis of *risk politics* including 'risk society', 'precautionary principle', 'dread factor' and 'availability heuristic'
- Offer evidence of their ability to formulate and present a case study that evaluates a risk that has been popularised and politicised
- Show a familiarity with sources of information that inform both expert and general public discussion of risks
- Communicate their knowledge of *risk politics* in seminar and class based discussions (as part of formative assessments for the course) and in writing (as part of the summative assessments for the course)
- Demonstrate an understanding of key theoretical issues and policy questions in the field of *risk politics*

### **Assessment**

A risk case study (consisting of no more than 3,000 words) presenting and critically assessing a risk related topic of contemporary political significance AND a short review (of no more than 800 words) dealing with a risk related subject reported on in the British press in the course of the last twelve months. The **case study** will count for 80% of the overall mark and the **review** for 20% of the overall mark. THE DEADLINE FOR BOTH PIECES OF COURSEWORK, AS WITH ALL AUTUMN TERM THIRD YEAR HALF-UNITS WITHOUT EXAMS, WILL BE IN THE FIRST WEEK OF THE SPRING TERM – SEE THE DEPARTMENTAL HANDBOOK FOR DETAILS.

## **.5 course unit – Autumn Term**



## **NORTHERN IRELAND'S POLITICS AND POLITICAL CULTURES (PO53016B) Lecturer: Dr Richard Grayson**

The course examines the theories which have been used to explain the conflict in Northern Ireland, the nature of the events of the conflict, and the political culture of the conflict, with an emphasis on exploring the political impact of cultural identities. The first part of the course establishes a theoretical framework for understanding the conflict. The second part explores the cultural dimension, and the third part examines the key events of the conflict in the context of both theory and culture. Throughout the course there is close attention to political language and symbolism.

### **RECOMMENDED READING**

McKittrick, David & McVea, David, *Making sense of the troubles* (2001). £9.99 ISBN 0141003057  
Tonge, Jonathan, *Northern Ireland* (2005). £15.99 ISBN: 074563141X

### **Course aims**

The aims of this course are:

- To deepen students' knowledge of events in Northern Ireland politics since 1920.
- To enhance students' understanding of events in Northern Ireland politics by placing them within a theoretical framework.
- To explore the contested nature of political language, symbolism and identities in Northern Ireland, through examining the relationship between cultural identities and politics.

### **Learning outcomes**

After completing the course, students will be able:

- To show evidence of an understanding of the main events and theories covered by the course.
- Demonstrate in-depth understanding of aspects of the course which they have been tackled in coursework.
- Demonstrate the ability to discuss issues in Northern Ireland politics in both theoretical and cultural contexts.
- To show the ability to use a wide range of sources available including texts, images and music.

### **Assessment**

There is no examination for this half-unit. Instead, the course assessment has two components. The deadline for both pieces of coursework, as with all autumn term third year half-units without exams, will be in the first week of the spring term – see the departmental handbook for details.

- A. One essay of 3,000 words worth 75% of the overall grade.
- B. A 1,000 word review (worth 25% of the overall grade) an article chosen from a list.

#### **.5 course unit – Autumn Term**

**PUBLIC POLICY ANALYSIS (PO53017A - SUBJECT TO APPROVAL): Lecturer - Dr Rekha Diwakar**

This course is a systematic analysis of the stages of policy making, from initiation to implementation, examining the role of various actors, ideas and interests at each stage. The problems faced by policy makers, especially the issues of implementation and evaluation will be investigated in light of the limitations to perfect administration in the real world.

The focus of the course will be on the nature and the role of policy analysis, the concept of the policy cycle, and the ways government shapes public policy. We will examine in detail, the prominent models of policy making - pluralism, corporatism and other belief-system models analysing concepts such as rationality, bounded rationality and mixed scanning. The role of major institutional actors, interest groups and policy specialists will be evaluated using examples and case studies from selected policy areas with special reference to the UK and the European Union.

#### **RECOMMENDED READING**

Christopher Hood (1976). *The limits of administration*, Wiley.

Peter John (2000). *Analysing Public Policy*, Pinter.

David Richards and Martin Smith (2002), *Governance and Public Policy in the UK*.

Wayne Parsons (1995), *Public Policy: Introduction to the Theory and Practice of Policy Analysis*.

#### **Course aims**

The course has three main aims:

- To enable students to evaluate prominent theoretical perspectives and insights into public policy analysis.
- To evaluate the role of key actors, processes and stages involved in formulating and implementing public policy.
- To examine important institutions and public policy developments in the UK and the European Union with reference to selected policy areas such as economic policy, foreign policy, health policy and social policy.

#### **Learning outcomes**

By the end of the course the students will:

- Have an in-depth knowledge about the policy cycle and the various stages of policy making.
- Gain insights into the general policy environment and the prominent theoretical models of policy making.
- Be able to appreciate the constitutional and political context in which policy operates in the UK and the European Union.
- Be in a position to analyse a policy, including the role of key actors and institutions, and the factors affecting its successful formulation and implementation.

#### **Assessment**

50%: One coursework essay of 2500 words.

50%: Written exam.

## **.5 course unit – Spring Term**

### **DISCOURSE, POWER, POLITICS (PO53018A) Lecturer: Dr Saul Newman**

Much of Western political theory is based on Enlightenment ideas about reason, and in particular on a paradigm of the autonomous, rational individual derived from liberalism. However, a number of contemporary thinkers in the Continental tradition have challenged these preconceptions, showing that we also have to take account of certain external, and often 'irrational' forces – such as language, the unconscious, ideology and power relations – that often shape our perception of the world and our place in it, therefore influencing the way we do politics. This course examines some of these alternative approaches to the political, exploring themes such as discourse, power, subjectivity, passion, resistance – as well as contemporary approaches to radical politics today. While largely a theoretical course, it also deals with concrete questions and issues such as the role of language in the construction of political and gender identities, how power functions in society, and how people resist domination.

### **RECOMMENDED READING**

There is no essential reader for this course. Readings are listed for each week's topic and students are expected to avail themselves of library book and journal articles. However, there are a number of texts that are recommended here as supplementary readers:

S. Newman, Unstable Universalities: Poststructuralism and Radical Politics, (Manchester University Press, 2007)

S. Newman, Power and Politics in Poststructuralist Thought: New Theories of the Political, (Routledge, 2005).

A. Finlayson & J. Valentine (eds.) Politics and Poststructuralism: An Introduction. (Edinburgh University Press, 2005).

D. West, Continental Political Philosophy. (Polity, 1996).

A. Cutrofello, Continental Philosophy: A Contemporary Introduction. (Routledge, 2005).

R. Simons (ed), Contemporary Critical Theorists. (Edinburgh University Press, 2004).

T. Carver and J. Martin (eds), Palgrave Advances in Continental Political Thought. (Palgrave Macmillan, 2005)

### **Course aims**

The aims of the course are to:

- Explore a series of key contemporary thinkers from the critical theory, structuralist/'poststructuralist' and psychoanalytic traditions.
- Reflect on the meaning of 'the political' and its relation to language, discourse and power.
- Examine ideas such as discourse, power, resistance and subjectivity and their significance for understanding contemporary political life

### **Learning outcomes**

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

- Demonstrate critical knowledge and understanding of key continental political thinkers.
- Communicate in writing and seminar participation an understanding of alternative approaches to political theory.
- Discuss and evaluate ideas such as power, resistance and subjectivity and their significance for understanding contemporary political life.

### **Assessment**

20%- Essay proposal 750 words

One 80% - major essay 3000 words

THE DEADLINE FOR THE FINAL PIECE OF COURSEWORK, AS WITH ALL SPRING TERM THIRD YEAR HALF-UNITS WITHOUT EXAMS, WILL BE IN THE FIRST WEEK OF THE SUMMER TERM – SEE THE DEPARTMENTAL HANDBOOK FOR DETAILS.

## **.5 course unit – Spring Term**

**POLITICS AND WELFARE (PO53019A) Lecturer: Mr Ed Randall**

This course is focused upon current controversies, issues and developments in social welfare policy including controversy about the nature of social exclusion and the existence of an underclass, the need for rationing access to health services, the development of service frameworks for social care and the relationship between economy, taxation and social welfare. The course will be particularly concerned with inviting students to consider and critically examine different views about the scope, organisation and role of social welfare in contemporary society.

### **RECOMMENDED READING**

Nick Ellison and Chris Pierson (editors) *Developments in British Social Policy 2*. Palgrave Macmillan. 2003.

M. Powell, Linda Bauld and Karen Clarke (editors) *Social Policy Review 17: Analysis and debate in social policy, 2005*. The Policy Press. 2005.

Howard Glennerster *Understanding the Finance of Welfare*. The Policy Press. 2003.

Christopher Pierson and Francis G. Castles (editors) *The Welfare State Reader*. Polity Press. 2000.

### **Course aims**

The aims of the course are:

- help students evaluate contemporary debates about social welfare policies and consider a wide range of ideas about the future prospects of social welfare systems;
- equip students to explore, reflect on and critically examine what have been represented as mounting doubts about the role that social welfare systems play in advanced economies and democratic polities (a phenomenon that has been referred to as 'disenchantment with social welfare');
- explore the relevance of notions such as 'the underclass', 'the dependency culture', and arguments made for and against the open rationing of health care and the introduction of 'workfare';
- focus attention on changes in the organisation and delivery of social welfare – most especially the development of new styles of public management and the introduction of social welfare quasi-markets in Britain;
- encourage students to make use of a variety of information sources, including the world wide web, and draw on a variety of academic disciplines, including philosophy, to inform their study of contemporary social welfare policy and fashion their own conclusions.

### **Learning outcomes**

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

- demonstrate a critical appreciation of the principal concepts employed in the analysis of contemporary social welfare systems;
- analyse and explain the ways in which ideology can influence the selection of evidence and the presentation of arguments about social welfare systems and policies;
- present reasoned assessments of rival views about such matters as 'welfare dependency', the sustainability of social welfare systems, the need for health care rationing, distributive justice and the impact of social welfare quasi-markets on service delivery;
- express their own opinions - about current social welfare issues and topics - in an informed, thoughtful and well organised fashion.

### **Assessment**

Assessment for the Politics and Welfare half-unit consists of two elements: A. An essay of no more than 3,000 words. The essay will account for 70% of the marks available for this half-unit. B. A review consisting of no more than 1,000 words. The review will report on and critically assess an official statement/publication or academic work concerned with contemporary social policy. The work for review will be chosen in agreement with the course leader. The review will account for 30% of the marks available for this half-unit. THE DEADLINE FOR BOTH PIECES OF COURSEWORK, AS WITH ALL SPRING TERM THIRD YEAR HALF-UNITS WITHOUT EXAMS, WILL BE IN THE FIRST WEEK OF THE SUMMER TERM – SEE THE DEPARTMENTAL HANDBOOK FOR DETAILS.

## **.5 course unit – Spring Term**

### **LIBERALISM AND ITS CRITICS (PO53020A - SUBJECT TO APPROVAL): Lecturer - Prof Sanjay Seth**

With the collapse of 'socialist' regimes in Eastern Europe and the former Soviet Union, liberalism today is a triumphant political theory and system. Yet from the moment of its birth, liberalism has been subjected to sharp criticism, and alternatives to it have been and continue to be urged. This course is an introduction to liberal theory; to the circumstances of its historical emergence and, in particular, to the concepts and values which are central to liberal thought. It aims to promote critical reflection upon the political and ethical values that underlie Western liberal democracies.

Having examined the core values of liberalism, we proceed to consider critiques - communitarian, feminist and Marxist - of liberalism. A second aim of this subject is to promote intellectual engagement with, and evaluation of, critiques of liberal theory and of liberal society.

### **RECOMMENDED READING**

Stuart Hall, 'Variants of Liberalism', in Hall & Donald (eds), *Politics and Ideology*, Open University Press, 1986

Anthony Arblaster, *The Rise and Decline of Western Liberalism*, Oxford University Press, 1987 (chapter 1).

### **Course aims**

The course has two main aims:

- To examine the concepts and values which are central to liberal thought.
- To promote critical reflection upon the political and ethical values that underlie Western liberal democracies.

### **Learning outcomes**

By the end of the course, students will:

- Be able to understand critically the nature of liberalism
- Approach liberalism on the basis of an understanding of critiques of liberal theory and of liberal society.

### **Assessment**

50% coursework essay of 2,500 words

50% exam.

**.5 course unit – Spring Term - NOT AVAILABLE**

**REVOLUTIONS: THEORY AND PRACTICE (PO53021A - SUBJECT TO APPROVAL): Lecturer – Dr George Lawson**

Revolutions are often considered to be a 'side order' to the 'main course' of political science and International Relations. But as this course explores, the lack of attention paid to revolutions is a mistake – revolutions have played a major part in the making of the modern world. From the French Revolution in 1789 to the 'rainbow revolutions' in the early part of the twenty-first century, revolutions have been important processes both in terms of the domestic societies in which they take place, and in terms of their wider impact on the international system. This course examines both the theory and practice of revolutions, teasing out their effects and exploring the prospects for revolutionary change in the contemporary world.

**RECOMMENDED READING**

George Lawson, *Negotiated Revolutions*, Ashgate: 2005

Fred Halliday, *Revolution and World Politics*, Palgrave: 1999.

Jack Goldstone (ed.), *Revolutions: Theoretical, Comparative, and Historical Studies*, Thompson: 2003.

**Course aims**

The course has three main aims:

- First, to provide an in-depth examination of both the theory and practice of revolutions.
- Second, to provide an opportunity for students to make informed judgements about the place of revolutions in the making of the modern world order, and to assess their likely impact in the contemporary world.
- Third, to demonstrate how theory provides a road map, toolkit or lens by which to critically examine processes of radical change. As such, the course equips students with the means to connect theory with empirical study.

**Learning outcomes**

By the end of the course, students will:

- Be able to differentiate between various forms of social change, including reform, rebellion, coup, transition, and revolution.
- Be in a position to discuss and write knowledgeably about revolutions and other forms of radical change.
- Possess the means to show how theory and practice, structure and agency, international relations and domestic forces conjoin in processes of revolution.
- Be able to think and write critically about the prospects for revolutionary change in the contemporary world.

**Assessment**

30%: short essay (1,500) words on a particular theory of revolution.

70% longer essay linking theoretical work to one or more case studies (3,000-3,500 words).

## 5 course unit – Spring Term

**ANARCHISM (PO53022A - SUBJECT TO APPROVAL): Lecturer – Dr Carl Levy**

*"Anarchism": 'political concept and social movement that advocates the abolition of any form of State, which is regarded as coercive and its replacement with voluntary organisation.'* (C.Levy, 'Anarchism', entry for the Encarta Encyclopedia)

This unit focuses on the history, politics and ideology of anarchism chiefly from its origins in the nineteenth century to 1939. There will be a discussion of anarchism in the post-1945 period but the main aim of the unit is to trace the origins and development of anarchist ideology (Godwin, Proudhon, Stirner, Bakunin, Kropotkin, Malatesta, Goldman etc) and the associated social and labour movements in Europe and the Americas (from the Paris Commune of 1871 to the Spanish Civil, 1936-1939, and from the Haymarket Riot of Chicago in 1886 and the Mexican Revolution of 1910-1920 to the Russian Revolution and Civil War of 1917-1921). But there will also be a substantial time devoted to anarchist-type movements and ideas which developed throughout the world before 1800 and as well as a discussion of the 'ism', anarchism, its reception and interchange with thinkers, ideas, and movements in Asia and Africa.

### RECOMMENDED READING

David Goodway (ed.), *For Anarchism. History, Theory and Politics*, Routledge, London, 1989.  
James Joll, *The Anarchists*, 2nd edition, Harvard University Press, Cambridge Mass, 1980.  
Ruth Kinna, *Anarchism: A Beginner's Guide*, Oneworld Publications, Oxford, 2005.  
Carl Levy, 'Anarchism', [www.UK.encyclopedia.msn.com/encyclopedia/761568770/anarchism.htm](http://www.UK.encyclopedia.msn.com/encyclopedia/761568770/anarchism.htm)  
Carl Levy, 'Anarchism, Internationalism and Nationalism in Europe, 1860-1939', *Australian Journal of Politics and History*, Vol. 50, No.3, 2004, pp. 330-342.  
Peter Marshall, *Demanding the Impossible: A History of Anarchism*, Fontana, London, 1993.  
George Woodcock, *Anarchism: A History of Libertarian Ideas and Movements*, Penguin, Harmondsworth, 1986.  
Colin Ward, *Anarchism: A Very Short Introduction*, OUP, Oxford, 2004.

### Course aims

The course has two main aims:

- To examine the concepts and values which are central to anarchist thought.
- To consider the place of anarchism in key historical events.

### Learning outcomes

By the end of the course, students will:

- Be able to understand critically the nature of anarchism.
- Understand the place of anarchism in a broad historical context.

### Assessment:

100% One essay 4000/5000 words

## **.5 course unit – Spring Term**

### **PARTY SYSTEMS AND ELECTORAL SYSTEMS (PO53023A - SUBJECT TO APPROVAL):**

**Lecturer- Dr Rekha Diwakar**

Party systems vary across polities and have important political, social and economic consequences. It is therefore, important to study the characteristics and determinants of party systems, and the nature of electoral competition. This course includes a study of the prominent theories of the party systems and electoral competition.

The course examines the size and the competitiveness of party systems, focusing on the institutional and sociological explanations. The institutional explanation will focus on Duverger's Law which states that the 'simple- majority, single- ballot system favours a two-party system'. We also investigate different electoral rules and formulas such as majoritarian and proportional representation, and their effects on party systems. The sociological explanation will focus on the role of social cleavages in determining the nature of party systems.

The course will use empirical analysis from the UK, the USA, France, Germany, India and Canada to provide a comparative perspective on the subject.

### **RECOMMENDED READING**

Arend Lijphart (1994). *Electoral Systems and Party Systems: A Study of Twenty-Seven Democracies*  
Arend Lijphart (1986). *Electoral Laws and Their Political Consequences*  
Cox, Gary (1997). *Making Votes Count: Strategic Coordination in the World's Electoral Systems*. New York: Cambridge University Press  
Duverger, Maurice 1976 [1964] *Political parties, their organization and activity in the modern state*, London, Methuen.  
David Farrell (2001). *Electoral Systems: A Comparative Introduction*. London / New York: Palgrave.  
Ware Alan (1996), *Political parties and party systems*, Oxford, Oxford University Press

### **Course aims**

The course has three main aims

- To provide an in-depth examination of the various characteristics of party systems and electoral systems.
- To provide an explanation to how electoral rules and social cleavages affect the nature of the party system in a polity.
- To gain an understanding of party systems and electoral systems in a comparative perspective.

### **Learning outcomes**

By the end of the course the students will:

- Be able to appreciate why political parties matter, and how studying party systems can help understand the important political, social and macro-economic outcomes.
- Be able to analyse the main electoral systems and theories of political parties and electoral competition.
- Be able to critically evaluate the debate between the institutional and the sociological approaches in determining the characteristics of party systems.

### **Assessment**

50%: One coursework essay of 2500 words.

50%: Written exam.